



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

August 2012

**Consultation of Member States and Associate Members, as well as
of intergovernmental organizations (IGOs) and international non-
governmental organizations (NGOs), on the preparation of the Draft
Medium-Term Strategy for 2014-2021 (37 C/4) and the Draft
Programme and Budget for 2014-2017 (37 C/5)**

**Final analysis of
the replies from Member States and Associate Members to
the questionnaire on the 37 C/5**




General comments

109 replies to the questionnaire on the Draft Programme and Budget for 2014-2017 (37 C/5) were received from Member States, Associate Members and Observers.

Percentage of Member States to have replied to the questionnaire on the Draft Programme and Budget for 2014-2017 (37 C/5) by region

Region	%
Africa	64.58%
Arab States	38.89%
Asia and the Pacific	50.00%
Europe and North America	66.00%
Latin America and the Caribbean	36.36%
Total	54.36%







4. The current C/5 Programme and Budget document is structured according to five Major Programmes and six Intersectoral Platforms. Do you favour maintaining this structure?

		Response Percent	Response Count
Yes		62,0%	67
No		33,3%	36
Do not know		4,6%	5
	Comment:		46
	answered question		108
	skipped question		1

Analysis of comments: 62% of respondents expressed in favor of maintaining the structure, as one “clear and easy to understand”, as “realistic”, as helpful to ensure a broad range of partnerships and a diversified response to today’s complex challenges, and as something that Member States are “accustomed to”.

However, the responses also show a high degree of interest in opening a debate to review the current structures, which is felt by many to encourage “silo” work, with proposals to reduce overlap and duplication of administrative structures, , to merge the science sectors or to reduce the number of Major Programmes from 5 to 3. Many felt the need to enhance more effective dialogue among sectors and to review the ways UNESCO promotes intersectorality, putting forward proposals that ranged from focusing on fewer intersectoral platforms and including some Intersectoral platforms directly into each of the Major Programmes as relatively independent action areas,, to dropping the platforms and using instead transversal themes to organize the programme.

5. If the answer to question 4 is no, please indicate your preference for the structure of the 37 C/5 from the list below (multiple choices possible):

		Response Percent	Response Count
1. Reduction in the number of Major Programmes		39,5%	15
2. Increase in the number of Major Programmes		5,3%	2
3. Increase in the weight of Intersectoral Platforms (v. Major Programmes)		28,9%	11
4. Reduction of the weight of Intersectoral Platforms (v. Major Programmes)		34,2%	13
5. Elimination of Intersectoral Platforms (operating through Major Programmes only)		28,9%	11
6. Elimination of both Major Programmes and Intersectoral Platforms, focusing instead on interdisciplinary thematic areas		15,8%	6
	Comment:		25
	answered question		38
	skipped question		71

Analysis of comments: Respondents who answered negatively to question 3 expressed concerns about the actual structure. In general, they felt that “UNESCO has become too broad, trying to do everything” and that it should “regain its comparative and competitive advantage and leadership role in its areas” and that as a consequence, the UNESCO Secretariat now faces serious problems of coordination, management and realization of approved programmes. Some felt that the structure should aim at a more flexible organizational structure allowing UNESCO to address challenges in a problem- and results-oriented manner rather than a sectorally-oriented manner. One respondent recommended concretely to identify three cross-cutting themes – “Building Knowledge Based Societies: including freedom of expression/media and guaranteed access to information, Promotion of Cultural Diversity: including culture and development, culture of peace and intercultural dialogue, Quality Education for All: including education for sustainable development, human rights education and education for tolerance” – and to ensure that they be dealt with by a reduced number of major programmes in an intersectoral manner.

Respondents also recommended enhanced partnership with the UN, in the context of the quadrennial review of UN activities. Respondents also felt that intersectoral platforms are currently not effective since their budgets are very limited and their work overlaps with that of other units (although appreciation was shown for the PCPD platform), but that they could be used to organize work around some limited global thematic or “cutting-edge” areas such as “sustainability science” with clear goals and sufficient means. Some felt that all activities under Major Programmes should be interdisciplinary in nature, with no need therefore to have separate intersectoral platforms of strength”.

6. In its 36 C/5, UNESCO works through six Intersectoral Platforms: Intersectoral platform for a culture of peace and non-violence; Intersectoral platform on UNESCO's contribution to climate change mitigation and adaptation; Intersectoral platform on UNESCO's contribution to the fight against HIV and AIDS; Intersectoral platform on UNESCO's support to countries in post-conflict and post-disaster (PCPD) situations; Intersectoral platform on UNESCO's contribution to the Mauritius Strategy for the further implementation of the 1994 Barbados Programme of Action for the Sustainable Development of Small Island Developing States (SIDS); Intersectoral platform on priority Africa and its implementation by UNESCO. Please indicate in the table below which of these Intersectoral Platforms should be retained.




	No	Yes	Yes, if modified	Do not know	Response Count
Intersectoral platform for a culture of peace and non-violence	8,1% (8)	81,8% (81)	9,1% (9)	1,0% (1)	99
Intersectoral platform on UNESCO's contribution to climate change mitigation and adaptation	13,1% (13)	65,7% (65)	17,2% (17)	4,0% (4)	99
Intersectoral platform on UNESCO's contribution to the fight against HIV and AIDS	24,7% (24)	52,6% (51)	16,5% (16)	6,2% (6)	97
Intersectoral platform on UNESCO's support to countries in post-conflict and post-disaster (PCPD) situations	9,2% (9)	66,3% (65)	22,4% (22)	2,0% (2)	98
Intersectoral platform on UNESCO's contribution to the Mauritius Strategy for the further implementation of the 1994 Barbados Programme of Action for the Sustainable Development of Small Island Developing States (SIDS)	13,3% (13)	40,8% (40)	18,4% (18)	27,6% (27)	98
Intersectoral platform on priority Africa and its implementation by UNESCO	23,5% (23)	55,1% (54)	19,4% (19)	2,0% (2)	98
				Comment:	39
				answered question	100
				skipped question	9

Analysis of comments: In addition to comments already made, emphasizing in particular that “the further development of more flexible, interdisciplinary and targeted modes of programme delivery is a matter of urgency for the relevance and impact of the organisation”, several respondents expressed concerns. Many regretted the lack of information about current platforms, one respondent considering that “this question cannot be answered since the intersectoral platforms were never evaluated”, another noting that “we have so far received no information on their activities in the new set-up and thus have

no evidence base to indicate whether they should continue or not.” Some felt that each Major Programme should determine the areas to be handled intersectorally. Others felt that some of these areas are well covered by the mandates of other UN Agencies such as WMO and UNEP (one respondent requested that HIV and AIDS be dropped and given to WHO, another that UNESCO’s role in this area be reviewed, a third that it could be implemented fully under the Education programme). Two respondents recommended that the SIDS issues be handled under the appropriate sectoral units, and several respondents questioning the added value of the Africa platform, calling for a review of this mechanism in the context of the forthcoming evaluation of the Africa priority. One respondent called to increase the operationality of platforms. A few respondents wished to keep all existing platforms. Some respondents expressed support for their entire abolition, expressing concern that they contribute to the loss of UNESCO’s focus, dispersion of funds and should be abolished. One respondent called to reinforce education for a culture of peace and pay greater attention to education for democracy. Another felt that the first three intersectoral platforms should be maintained and others modified.

7. Is there any other topic/s and theme/s which, in your view, should best be pursued in an intersectoral manner by UNESCO? Please list these below:	
answered question	61
skipped question	48




Analysis of comments: Many suggestions were made. About a dozen respondents suggested a focus on youth, youth development, or youth empowerment. Several respondents suggested education for sustainable development, another “sustainability science”, several others a focus on science education, climate change and sustainability concerns such as renewable energy. Others expressed for culture-related areas such as cultural diversity, culture and development, intercultural dialogue, creativity and life skills, arts education, or education for culture. Other proposals included in particular: building inclusive knowledge societies, gender equality, reduction of extreme poverty, human trafficking or food security, ICTs in UNESCO’s areas, citizenship and democracy, bioethics, human rights, water, drug and substance abuse, population growth. Many underscored the importance for UNESCO to pursue all UNESCO themes in an intersectoral manner.

8. Would you like the 37 C/5 to identify for each Major Programme a limited number of priority programmes or thematic areas which should then benefit from the major part of resources approved for each Major Programme ?		Response Percent	Response Count
Yes		82,6%	90
No		11,0%	12
Do not know		6,4%	7
Comment:			39
answered question		109	
skipped question		0	

Analysis of comments: Respondents overwhelmingly responded yes to this question, expressing in different ways concern that “the programme is too scattered”, with an “addition of new themes and new areas at each general conference”. Respondents considered that the designation of priority would allow for greater efficiency and improved implementation and concentrate financial resources where needed,

with limited numbers of MLAs, expected results, performance indicators and benchmarks, and focus on areas with greatest support from Member States.




9. Would you agree that, once included in the 37 C/5, each programme will only be designed for a duration of four years and must be reviewed before continuation in a subsequent C/5 (sunset clause)?

		Response Percent	Response Count
Yes		92,5%	99
No		6,5%	7
Do not know		0,9%	1
	Comment:		51
answered question			107
skipped question			2

Analysis of comments: Respondents overwhelmingly responded yes to this question. In general, they felt that all programmes should have sunset clauses, although several felt that flexibility is also required, and that the period could also be shorter (or longer) than four years, depending on the goal, another also feeling that UNESCO should avoid sudden termination of programmes. Some respondents noted that there are programme activities may require a significantly longer time horizon, citing the World Heritage List and Intangible Cultural Heritage lists, the Memory of the World International Register, the Global Network of Biosphere Reserves, International Conventions, the Index Translationum, periodical statistic researches. One respondent called for more rigorous evaluation of program effectiveness, a focus on real world outcomes, and appropriate human resource management, and noted that UNESCO needs to “move from a culture of administration to a culture of management” and avoid to pursue activities in areas that would be duplicative or inconsistent with the roles of other principal organs of the United Nations. One respondent warned against a blanket approach stating that “There should be a careful assessment of how the review process needs to be organized for the different kinds of activities in order to avoid that most of UNESCO’s resources are going to be spent on reporting and reviewing processes.”

Several respondents considered that “this is a decision already taken through the IEE reform by both the GC and the Executive Board”, feeling it “should not have included in the questionnaire”.

10. Should the 37 C/5 concentrate the major part of its resources to the benefit of countries that are most in need or furthest away from the realization of IADGs/MDGs?

		Response Percent	Response Count
Yes		63,6%	68
No		27,1%	29
Do not know		9,3%	10
Comment:			51
answered question			107
skipped question			2

Analysis of comments: 63.9% of respondents agreed, provided adequate systems of identification could be put in place. Other respondents answered no, considering that UNESCO's programme has a global mandate which is not solely focused on development but also on international cooperation, that it is of considerable importance to middle- and high-income countries, and that it goes beyond the sheer transfer of resources. Some considered it should not detract attention for PCPD countries and from valuable pilot projects, and that education was possibly the only area where a significant allocation of resources could be made in favor of those most in need.

One respondent felt that "the relatively small budget of UNESCO (compared to its broad mandate and the fact that it is expected to bring about results on a global, regional and national level) should be invested there where the benefits are largest and where UNESCO's comparative advantages create the most impact, not where the need is largest" and that "in general, its capacity development policy and analytical work should not be exclusively designed for the benefit of the most vulnerable countries but should be implemented on a broader scale for the entire UNESCO membership".

11. How can UNESCO enhance its relevance and impact at the country level? Please rate each item listed below using the scale shown.

	Highest importance	Important	Moderately important	Low importance	Not important	Response Count
1. Enhance quality and timing of delivery	63,2% (67)	33,0% (35)	3,8% (4)	0,0% (0)	0,0% (0)	106
2. Develop more joint programmes with other UN system organizations and regional development banks	46,7% (50)	40,2% (43)	8,4% (9)	4,7% (5)	0,0% (0)	107
3. Enhance the participation in UNCT activities, including inter-agency coordination mechanisms	32,4% (34)	45,7% (48)	16,2% (17)	5,7% (6)	0,0% (0)	105
4. Develop more synergies with bilateral donors	39,0% (41)	41,9% (44)	17,1% (18)	1,9% (2)	0,0% (0)	105
5. Improve collaboration with NGOs	21,7% (23)	49,1% (52)	20,8% (22)	8,5% (9)	0,0% (0)	106
6. Improve collaboration with National Commissions	73,6% (78)	14,2% (15)	9,4% (10)	0,9% (1)	1,9% (2)	106
7. Collaborate with relevant professional associations	15,5% (18)	51,5% (53)	25,2% (28)	6,8% (7)	1,0% (1)	103
8. Engage with other partners	15,0% (15)	46,0% (46)	31,0% (31)	6,0% (6)	2,0% (2)	100
9. Other (please specify below in the Comment box)	75,0% (6)	25,0% (2)	0,0% (0)	0,0% (0)	0,0% (0)	8
					Comment:	32
					answered question	108
					skipped question	1

Analysis of comments: All the items listed were considered of importance in enhancing UNESCO’s relevance and impact at the country level. A number of respondents suggested other methods of improving relevance and impact: working with universities to promote scientific and technological development, partner with renowned foundations and associations, improve in-house expertise, increase cooperation with National Commissions at the national level, by increasing focus especially on upstream policy advice, by calling for innovative funding and a clear roadmap for strategic partnerships, including the private sector, and generally by increasing results-based programming, evaluation, monitoring, by reducing bureaucracy and improving the synergy between Headquarters, Cluster Office and National Commissions.

One respondent felt that “National Commissions are too diverse and varied in utility and performance to make a clear assessment of whether they are needed for relevance and impact at the country level.”

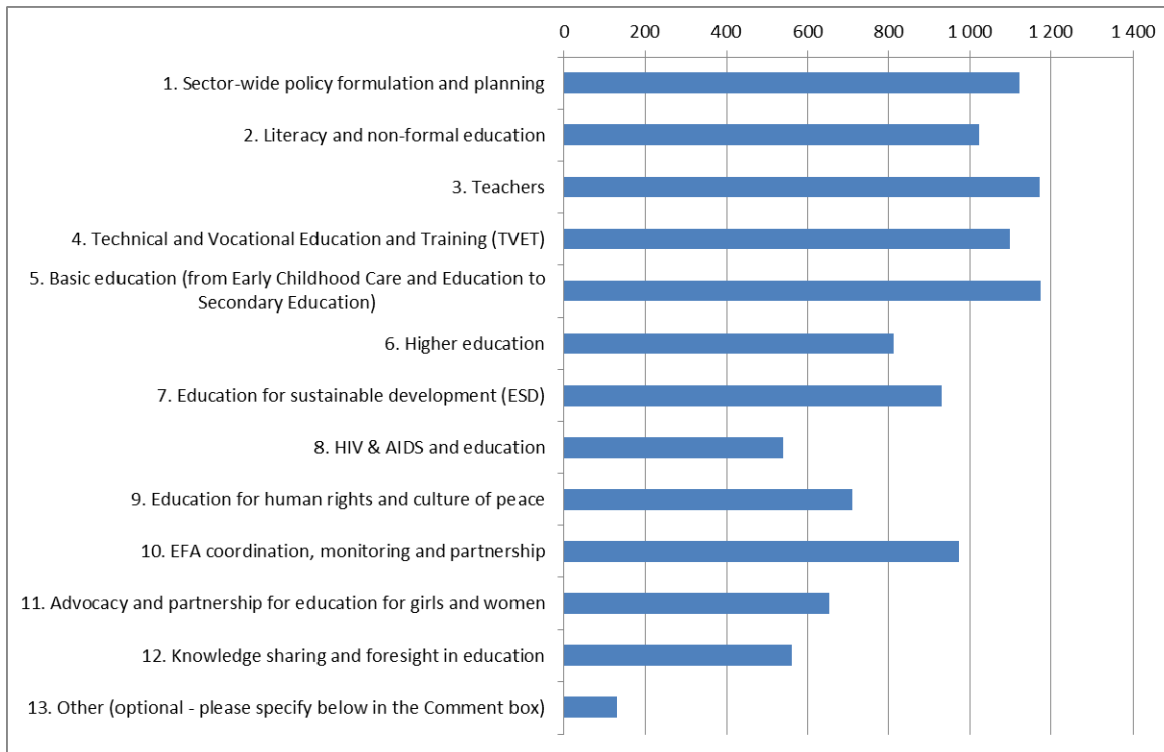
12. Do you have any suggestion as to how category II institutes and centres could most effectively contribute to the attainment of sectoral priorities and the objectives of Intersectoral Platforms? (optional)

	Response Count
	51
answered question	51
skipped question	58

Analysis of comments: In general, respondents expressed in favor of deeper discussions into the relevance of these institutes and centers, to improve coordination functions (evaluation, monitoring, management, sunset clauses), to enhance their alignment with programmatic priorities and their cooperation with relevant Field Offices and Category I Institutes, several recalling that there should be no resource implications. However, several respondents also considered that some institutes contribute positively to UNESCO's visibility, that they have strong potential and that they contribute effectively to the achievement of UNESCO's goals, emphasizing that in some cases their management is "energetic, devoted and committed" with expert staff, and called for more flexibility in their operation and greater implementation of training programmes. A couple of respondents felt that many institutes are still not operational and that they are not necessarily present where they are most needed. One respondent felt that since Category II centres are established under the auspices of UNESCO, but are neither financed by nor managed by UNESCO, it should be left up to the member state hosting the Category II centre how it undertakes its work.

13. In the current 36 C/5, Major Programme I (Education) covers a range of substantive areas, which are listed below. Based thereon, the Sector has identified four priority areas: sector-wide policy and planning; literacy, teachers; technical and vocational education and training (TVET). In your view, what level of priority should UNESCO give to each of these thematic areas in the upcoming 37 C/5 period (2014-2017)? Are there other priority themes which you would like to see addressed in the field of education? Distribute a total of 100 points amongst the items to indicate their relative priority, allocating between 0 and 100 points to each item in multiples of 5 (0, 5, 10, 15, ..., 100).

	Total points
1. Sector-wide policy formulation and planning	1 123
2. Literacy and non-formal education	1 022
3. Teachers	1 172
4. Technical and Vocational Education and Training (TVET)	1 097
5. Basic education (from Early Childhood Care and Education to Secondary Education)	1 174
6. Higher education	812
7. Education for sustainable development (ESD)	930
8. HIV & AIDS and education	541
9. Education for human rights and culture of peace	710
10. EFA coordination, monitoring and partnership	972
11. Advocacy and partnership for education for girls and women	654
12. Knowledge sharing and foresight in education	562
13. Other (optional - please specify below in the Comment box)	132



Analysis of comments:

Several respondents observed that there is a need to clarify the strategic role and profile of UNESCO in education beyond 2015 following up on EFA, focusing on “quality, equity and inclusion”, and a realization of the right to education and improved access, especially to secondary education. They recalled that “UNESCO is the only UN agency with a holistic mandate in sector-wide policy and planning in education, and urging that UNESCO’s main role should be in sector-wide policy development and planning and EFA coordination and monitoring, with various subsectors being integrated as elements in a holistic and sector-wide approach, also recognizing UNESCO’s special responsibility for literacy and non-formal learning, “which is not dealt with by any other Agency”, and intersectoral cooperation in key areas (social media, media and information literacy and science education). Respondents highlighted the importance to take on board important factors of quality in Education (e.g., the role of teachers, their professional skills and the improvement of their working conditions, curriculum development and equitable education for all, TVET and ECCE?).

Several respondents recalled that UNESCO should also promote education curricula to promote understanding between cultures, respect for human rights and cultural diversity. Several respondents warned against opposing different levels of the education system, and urged that there is no “one size fits all”, calling for focus on work on country level with quality policy advice relevant to the country in question. Several considered that ESD should be recognized at a higher level, while others thought that it should be recognized, with education for human rights and peace, as transversal, and others calling for reinforcement of linkages between EFA and ESD. Several respondents wished to see a strengthening of UNESCO’s commitment to education. The importance to focus on the development of skills and competencies was highlighted by several respondents.

Some respondents urged UNESCO to actively seek for cooperation with other organisations such as with OECD, ILO, UNICEF.




Other respondents suggested other areas such as: basic education, quality education, competencies and skills of the 21st century citizen, education of the girl child and adolescent girls and women, ICT in teacher education & schools, distance education, ethics and moral education, teaching and learning resources, inclusive education/special needs education, mother-tongue education, climate change education, global advocacy to promote education for boys in concerned countries, more disaggregated data. One respondent felt that knowledge sharing and foresight should not be separate programmes but should be incorporated across the Sector. Several respondents highlighted the importance of ASP network in promoting dialogue and mutual understanding.

14. Please list below the thematic area(s) or programme(s) which should in your view be discontinued or phased out during the 2014-2017 period. (optional)

answered question	40
skipped question	69

Analysis of comments: Replies were somewhat scattered. Several respondents suggested to discontinue the following (the number of respondents indicated in brackets): HIV and AIDS and education (4); education of culture of peace (2); advocacy and partnership for education for girls and women (2); knowledge sharing and foresight (4); literacy and non-formal education; sector-wide policy formulation and planning; “all small-scale projects with little system impact”; ESD (2). Three respondents called to maintain every area.

15. UNESCO is responsible for nine international Conventions in the area of Education (e.g. the 1960 Convention on Discrimination in Education) and seven international Recommendations. In your view, should UNESCO reinforce and expand its normative activities and agenda in the area of education?

		Response Percent	Response Count
Yes		49,5%	53
No		41,1%	44
Do not know		9,3%	10

Comment: 47

answered question	107
skipped question	2




Analysis of comments: A majority of respondents answered yes. However, the majority of respondents also stressed the need for UNESCO to focus on the ratification, effective implementation and dissemination of existing normative and non-legal instruments, on ensuring that UNESCO receive periodic reports on activities implemented by member states in education in line with the conventions and recommendations, and that it should phase out outdated instruments. One respondent recommending to “commission an independent global study on the level of implementation and the impact of the normative instrument”, another one recommending to give priority to the recognition of diplomas. One respondent asked that an ESD and EFA Convention should be drafted, another recommended to continue the work on Education for Sustainable Development in the form of an international program rather than proposing a new normative instrument for ESD.

16. If the response to the question above is yes, how would you suggest that UNESCO could improve its work in the normative areas?

	Response Count
	48
answered question	48
skipped question	61

Analysis of comments: In general, respondents emphasized the need for greater advocacy, exchange of knowledge, information and statistics in this area, and for the reinforced systematic monitoring of the implementation of conventions (including through annual reviews on normative activities), emphasizing the need to provide technical support to countries in understanding the conventions and developing policies to implement them. Some respondents called for increasing resources dedicated to this area, strengthening the capacities of National Commissions in this area, and urging ratification of existing instruments by Member States.

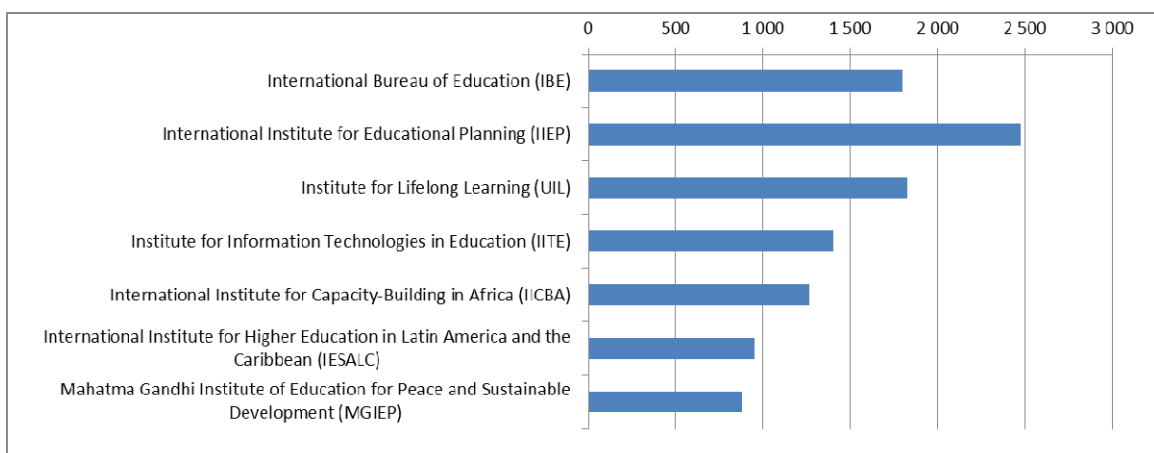
17. Major Programme I currently prioritizes its country-level interventions in priority countries that are most in need and furthest away from reaching EFA/MDG goals. Should the principle of prioritizing countries be maintained in 2014-2017?

		Response Percent	Response Count
Yes		79,4%	85
No		11,2%	12
Do not know		9,3%	10
	Comment:		45
	answered question		107
	skipped question		2

Analysis of comments: In general, respondents agreed with this prioritization as fair and effective, although several recalled that UNESCO is not a funding agency, and that it should focus on all member-states and foster cooperation among them for achieving EFA/MDG objectives, stating also that levels of funding should depend on programmes and needs, and apply mostly where “EFA/MDG work is concerned”. These respondents tended to call for focus on middle-income countries, and recalled that countries themselves needed to increase their national education budgets. One suggested careful monitoring and reporting to ensure that such prioritized countries “show strong political will and take full advantage of the priority focus”.

18. Which of the following education institutes (category 1) should UNESCO give priority to, in the 2014-2017 period? Distribute a total of 100 points amongst the Institutes to indicate their relative priority. Allocate between 0 and 100 points to each in multiples of 5 (0, 5, 10, 15, ..., 100).

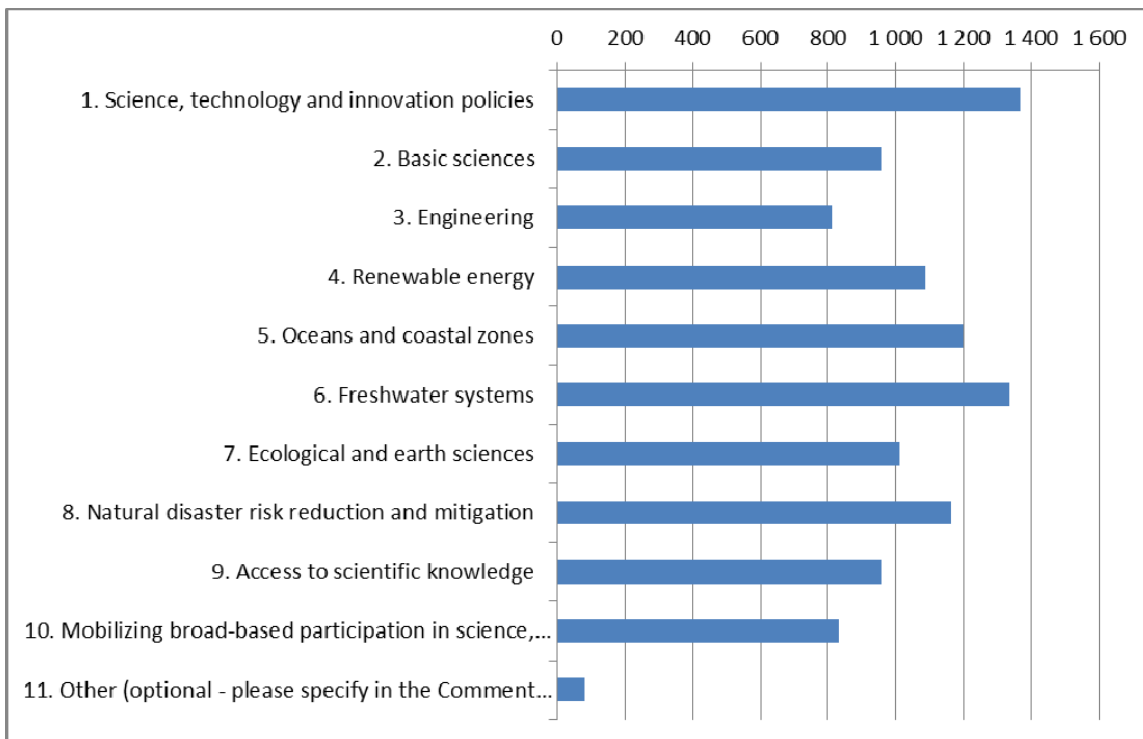
	Total points
International Bureau of Education (IBE)	1 797
International Institute for Educational Planning (IIEP)	2 475
Institute for Lifelong Learning (UIL)	1 827
Institute for Information Technologies in Education (IITE)	1 399
International Institute for Capacity-Building in Africa (IICBA)	1 265
International Institute for Higher Education in Latin America and the Caribbean (IESALC)	951
Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)	885



Analysis of comments: While a couple of respondents felt that these institutes are all relevant in their areas, a greater number of respondents generally felt that the number of institutes should be limited (or reduced) to ensure economies of scale and increase impact, enhancing cooperation and synergies with the Education Sector and among the institutes themselves, improving dissemination of information, avoiding overlaps (including with outside organizations), reviewing management practices, and considering possible reduction in the number of institutes. Several felt that their performance was not sufficiently established and evaluated. One respondent suggested that a comparative evaluation of institutes be carried out. Several respondents expressed appreciation for IIEP's work, and mentioned the importance of IBE's mandate, the work of UIL and the potential of MGIEP. For IICBA, suggestions were made to restructure and reinforce. The critical role of UIS was recalled.

19. In the current 36 C/5, Major Programme II (Natural Sciences) covers a range of substantive areas, which are listed below. In your view, what level of priority should UNESCO give to each of these thematic areas in the upcoming 37 C/5 period (2014-2017)? Distribute a total of 100 points amongst the items to indicate their relative priority, allocating between 0 and 100 points to each item in multiples of 5 (0, 5, 10, 15, ..., 100).

	Total points
1. Science, technology and innovation policies	1 366
2. Basic sciences	959
3. Engineering	810
4. Renewable energy	1 086
5. Oceans and coastal zones	1 197
6. Freshwater systems	1 336
7. Ecological and earth sciences	1 010
8. Natural disaster risk reduction and mitigation	1 164
9. Access to scientific knowledge	958
10. Mobilizing broad-based participation in science, technology and innovation	832
11. Other (optional - please specify in the Comment box below)	81



Analysis of comments: Many comments were directed to stressing the need for better synergy among all the areas identified above, enhanced “branding” of UNESCO’s work in the sciences, and greater cooperation with outside organizations and networks. In particular, it was suggested that items 9 and 10 should be taken together, several respondents calling for access to scientific knowledge to constitute

the overall objective of the sector and its main policy focus, including more focus on research for innovation and development, approaches to climate and environmental change, and dimensions of ethics in science, technology and innovation, and related social transformations – as well as a focus on the needs of developing countries. In this regard, a number of respondents stated their preference for a merger of the SC and SHS programmes. Many felt that rather than focusing on scientific disciplines, UNESCO should promote cross-cutting approaches.

Focus on access would allow for greater attention to equity issues, to open access to scientific publications and databases, to science education and the popularization of science, to access to scientific infrastructures for researchers in less developed countries, and to the need to develop international research networks and programs, and cooperation with all concerned organisations active in the field of science, technology and innovation in Member States. Enhancing UNESCO’s work in basic sciences and engineering was also stressed. One respondent proposed “Sustainability Science” as the priority theme for the Natural Science Programme. Several respondents highlighted the importance of UNESCO’s work in IHP/water, in MAB areas, in disaster risk reduction, in Indigenous and local knowledge systems, renewable energies, climate change, sustainable consumption and production, and oceans. A respondent emphasized that capacity development should be reinforced as a cross-cutting concern.

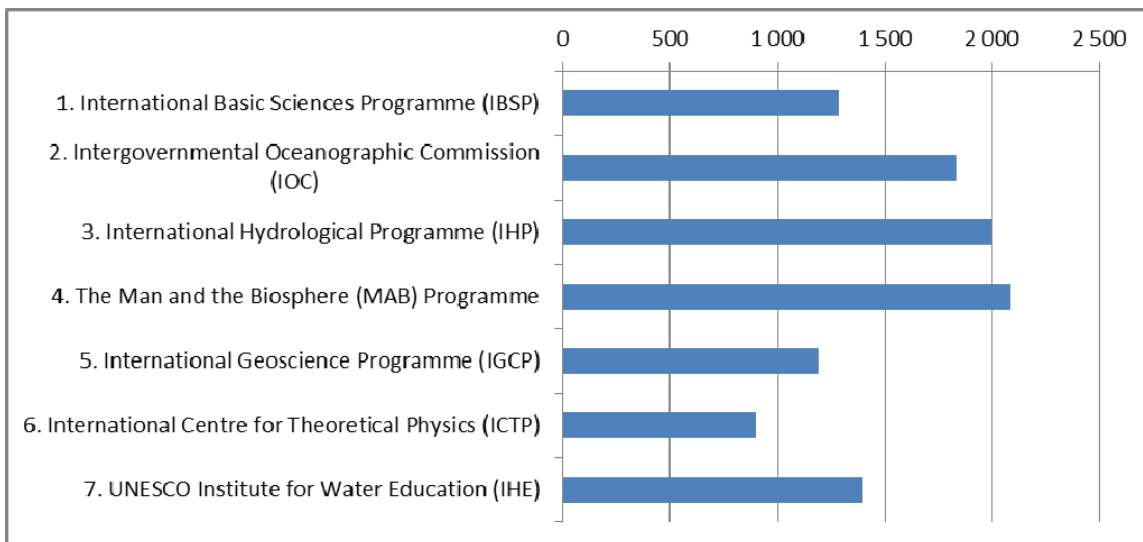
20. Which thematic area(s) or programme(s) would you recommend to be discontinued or phased out during the 2014-2017 period?

answered question	43
skipped question	66

Analysis of comments: Several respondents answered “none”. Some respondents proposed to discontinue renewable energy and engineering. Other respondents named the following areas (the number of respondents indicated in brackets): engineering (4); basic sciences; basic sciences engineering; renewable energies (4); ecological and earth sciences. A respondent suggested that areas 2, 3 and 4 should be crosscutting and integrated in areas 5, 6, 7 and 8, and another respondent that area 10 could be integrated in science policy as well as in the scientific programs responsible for the execution of areas 5, 6, 7 and 8. One respondent recommended that the oceans and coastal zones programmes should be realized by the Intergovernmental Oceanographic Commission based on extrabudgetary financing.

21. UNESCO relies on Intergovernmental and International Programmes (IGPs) and Institutes to assist Member States in several specialized areas. In your view, what level of priority in resource allocation should be given to the following IGPs during the 2014-2017 period? Distribute a total of 100 points amongst the items to indicate their relative priority. Allocate to each item between 0 and 100 points in multiples of 5 (0, 5, 10, 15, ..., 100).

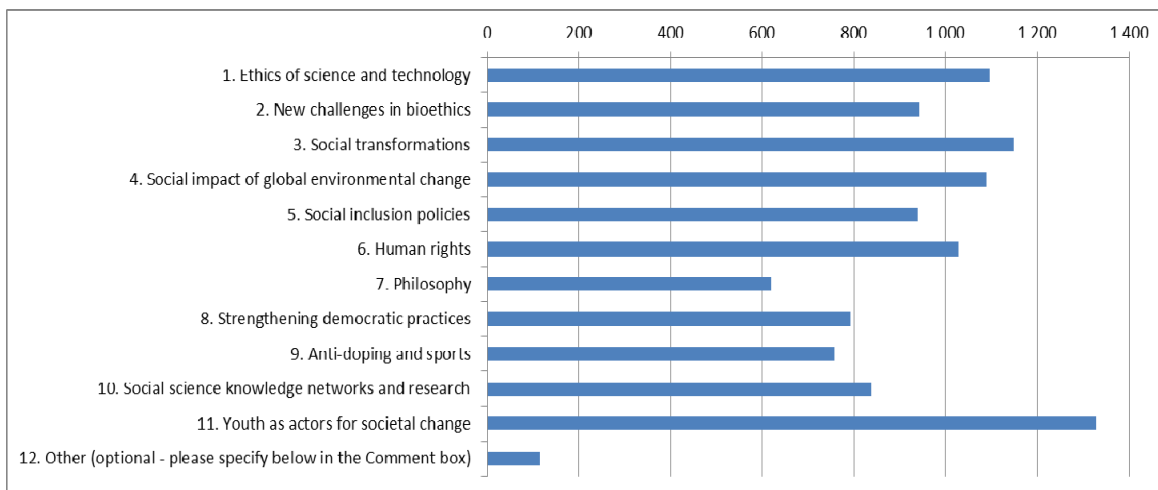
	Total points
1. International Basic Sciences Programme (IBSP)	1 287
2. Intergovernmental Oceanographic Commission (IOC)	1 837
3. International Hydrological Programme (IHP)	1 998
4. The Man and the Biosphere (MAB) Programme	2 088
5. International Geoscience Programme (IGCP)	1 193
6. International Centre for Theoretical Physics (ICTP)	901
7. UNESCO Institute for Water Education (IHE)	1 396



Analysis of comments: Several respondents stated that items 6 and 7 should not be included in the list since they are funded by the host countries, and that no resources should consequently be allocated to them; a couple of respondents stated that they consequently did not rate them. A respondent called for a stronger integration of the Intergovernmental science programmes, also with stronger integration at the level of the secretariats, reducing over-administration. A respondent called for these bodies to allocate more grants to developing countries.

22. In the current 36 C/5, Major Programme III (Social and Human Sciences) covers a range of substantive areas, which are listed below. In your view, what level of priority should UNESCO give to each of these thematic areas in the upcoming 37 C/5 period (2014-2017)? Distribute a total of 100 points amongst the items to indicate their relative priority, allocating between 0 and 100 points to each item in multiples of 5 (0, 5, 10, 15, ..., 100).

	Total points
1. Ethics of science and technology	1 096
2. New challenges in bioethics	944
3. Social transformations	1 150
4. Social impact of global environmental change	1 088
5. Social inclusion policies	941
6. Human rights	1 028
7. Philosophy	620
8. Strengthening democratic practices	793
9. Anti-doping and sports	758
10. Social science knowledge networks and research	838
11. Youth as actors for societal change	1 329
12. Other (optional - please specify below in the Comment box)	116



Analysis of comments: Suggestions were made to regroup the items listed, e.g., it was suggested that items 3, 4 and 5 may be taken together; that items 6, 7 and 8 are transversal and relevant to other sectors and programmes; that items No. 1, 2 and 3 should be merged; that the two activities (1 and 2) under ethics could be merged and the ethics program more closely linked to the STI policy activities under Major Program II; that thematic areas 5, 8 and 10 under social sciences should be merged with numbers 3 and 4, to form a more coherent program for social transformations related to climate and environmental change; that items 3, 4 and 5 are closely interlinked.

Many respondents stated that this sector should be merged with the sector for the natural sciences, under the theme "Access to scientific knowledge to enhance understanding of and propose innovative approaches to climate and environmental change and related social transformations".

Several respondents suggested that human rights be recognized as a cross-cutting issue for UNESCO as a whole and handled by the appropriate sectors.

Proposals for item 12 included: “Sustainability Science” as the priority theme for SHS; Social and Human Sciences policies advice and capacity building, including in relation to Youth. Several respondents highlighted the need for UNESCO as a whole to mainstream the youth-perspective in all activities of UNESCO, as stressed by the Youth Forum, including in education and communication and information programmes, with a more strategic and inclusive programme approach, focusing primarily on capacity building and policy advice. It was also suggested to include the social research and public policies linkage as a priority area for MOST, and to broaden this goal to comprehend all fields of science. One respondent suggested housing anti-doping and sports in another agency, such as the WHO.

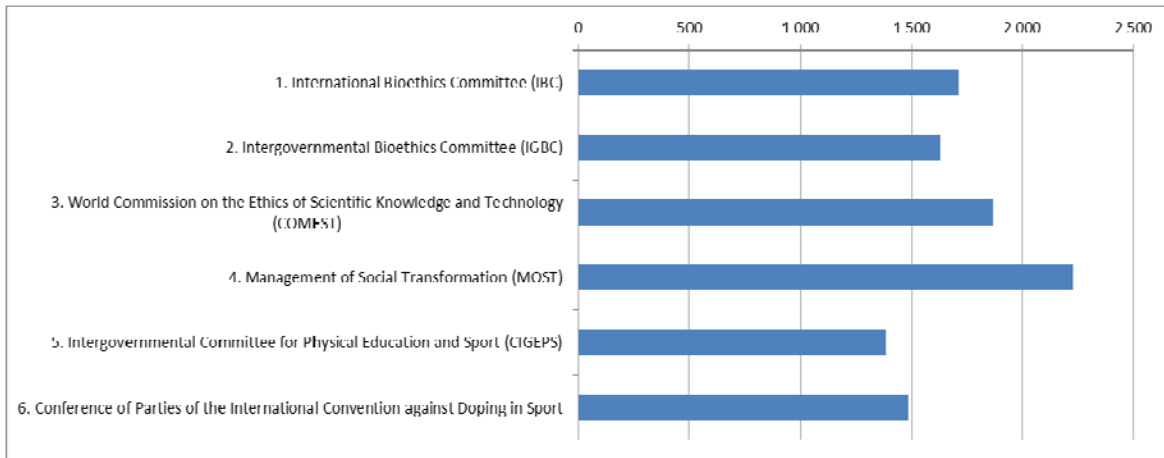
23. Which thematic area(s) or programme(s) would you recommend to be discontinued or phased out during the 2014-2017 period?

answered question	48
skipped question	61

Analysis of comments: The following areas were mentioned by respondents (the number of respondents indicated in brackets): anti-doping and sports (13); new challenges in bioethics; philosophy (9); human rights (2); ethics of science and technology (2); Strengthening democratic practices (2); social science knowledge networks and research; the social effects of world environmental change, MOST.

24. UNESCO carries out activities in several specialized areas through a number of intergovernmental programmes and programmes with an international focus. Which of them should UNESCO give priority to, in the 2014-2017 period? Please distribute a total of 100 points amongst these programmes to indicate their relative priority. Allocate between 0 and 100 points to each, in multiples of 5 (0, 5, 10, 15, ..., 100).

	Total points
1. International Bioethics Committee (IBC)	1 714
2. Intergovernmental Bioethics Committee (IGBC)	1 629
3. World Commission on the Ethics of Scientific Knowledge and Technology (COMEST)	1 865
4. Management of Social Transformation (MOST)	2 225
5. Intergovernmental Committee for Physical Education and Sport (CIGEPS)	1 383
6. Conference of Parties of the International Convention against Doping in Sport	1 483

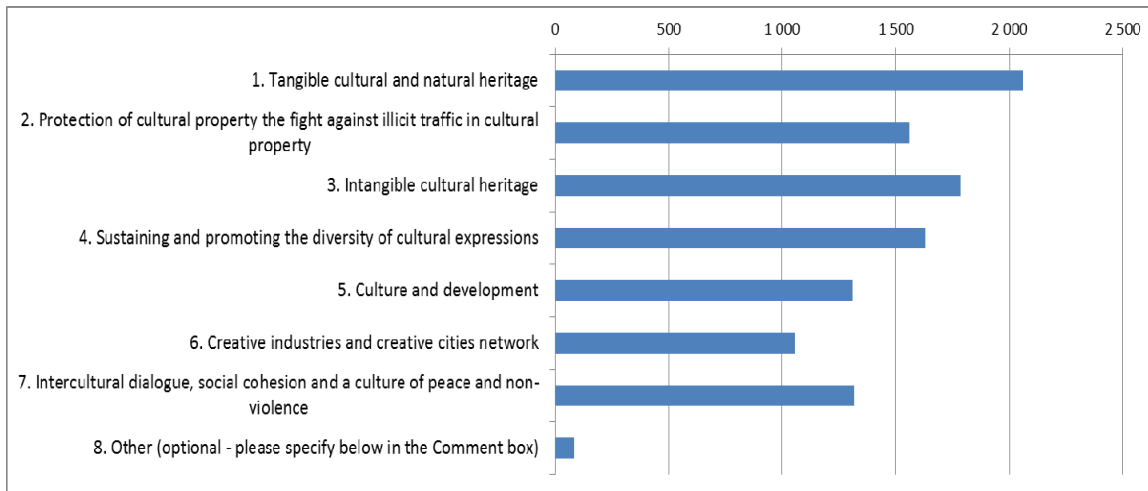


Analysis of comments: Several respondents expressed the need to review the overall coherence of these programmes and their possible overlaps, calling for a rationalization exercise to be undertaken. In particular, several respondents called for gradually enhancing the cooperation and eliminating overlaps between the IBC, the IGBC and the COMEST, two respondents calling for the eventual merger of these programmes. One respondent expressed concern about the administrative costs of these bodies, and the need to conduct a cost-effectiveness study. A respondent also stressed that the impact of these programmes are not visible at country level, and that their resources would need to be reinforced. One respondent proposed to focus on a merged program for ethics in science, technology and innovation and on one program for social sciences.

Two respondents stated that item 6 is a statutory meeting and should not be included here. Another suggested that the International Convention Against Doping in Sport should be moved out of UNESCO and absorbed by another UN agency, such as the WHO.

25. In the current 36 C/5, Major Programme IV (Culture) covers a range of substantive areas, which are listed below. In your view, what level of priority should UNESCO give to each of these thematic areas in the upcoming 37 C/5 (2014-2017)? Distribute a total of 100 points amongst the items to indicate their relative priority, allocating between 0 and 100 points to each item in multiples of 5 (0, 5, 10, 15, ..., 100).

	Total points
1. Tangible cultural and natural heritage	2 060
2. Protection of cultural property the fight against illicit traffic in cultural property	1 562
3. Intangible cultural heritage	1 785
4. Sustaining and promoting the diversity of cultural expressions	1 628
5. Culture and development	1 310
6. Creative industries and creative cities network	1 055
7. Intercultural dialogue, social cohesion and a culture of peace and non-violence	1 318
8. Other (optional - please specify below in the Comment box)	82



Analysis of comments: Suggestions were made to better organize these areas, focusing in particular on the relation between the area of culture and development, to which UNESCO should pay due attention, and the rest of UNESCO's work, with various suggestions made to improve this relation. One respondent stated that items 1, 2, 3, and 4 contribute to 5 and that they should therefore not be separate – calling with other respondents for the overall attention to be given to the conventions, particularly the newest ones and for other programmes, culture and development and particularly intercultural dialogue, to be fully integrated into the implementation of the conventions. One respondent called for both items (5) above on culture and development and (6) creative industries and creative cities network to go hand in hand with sustaining and promoting the diversity of cultural expressions (4), and called for UNESCO to better recognize the pivotal role of culture in sustainable development and in development policies both in the programme (37C /5) and in the strategy (37C/4) and a contribution to the post 2015-agenda and framework. One respondent said the four culture conventions are the most important instruments for UNESCO in promoting culture and development, another respondent called for culture and development to be part of all conventions. Another stated that item 6 is already covered under item 4 and should not be separate. One respondent felt Option 7 should be rephrased as follows: “Intercultural cooperation for development, social cohesion and a culture of peace”, this is a transversal dimension in education and culture, and also included in the 2005- Convention

A respondent suggested that the Culture sector should be reformulated into a conventions secretariat with performance indicators set according to convention secretariat functions.

For new item 8, several proposals were made: intercultural dialogue, social cohesion and culture and peace and non-violence; culture & tourism; the role of culture in urban development; protection of languages as vehicles of transmitting and sustaining culture; problems of inventory of the intangible heritage; strengthening human resources and competencies; creating methodological framework.

One respondent urged UNESCO to better take into account and integrate traditional knowledge and practices, in particular related to the management of cultural and natural resources, and to advocate for the role of culture for post-disaster reconstruction and recovery, notably through the inclusion of culture as one of the clusters of the post-disaster needs assessment exercises.

26. Which thematic area(s) or programme(s) would you recommend to be discontinued or phased out during the 2014-2017 period?

answered question	42
skipped question	67

Analysis of comments: Many respondents replied “none”. The following areas were mentioned (the number of respondents indicated in brackets): protection of cultural property and fight against illicit traffic in cultural property (2); creative industries and creative cities network (5); intercultural dialogue,

culture of peace, , social cohesion (2) and a culture of peace and non-violence (3); culture and development (2); “All activities that are not directly linked to the implementation of the Culture Conventions”, axes 5 and 6 of 36 C/5.

27. Culture was recognized as fundamental for development in the outcome document of the High-level Meeting of the UN General Assembly on the MDGs in September 2010. How can UNESCO further promote the culture and development agenda, and the better integration of culture in national development policies and processes?

	Response Count
	82
answered question	82
skipped question	27

Analysis of comments: There were many comments about this issue.

Several respondents asked: to improve the organization and prioritization of the programmes in this area; to develop indicators in this area, in cooperation with UIS; to promote research in this area and to disseminate studies concerning the contribution of culture to development, its role for economic development and cultural industries; to support or finance programmes on cultural industries and business. Many respondents recommended that UNESCO assist its Member States in developing sustainable cultural policies, including through capacity building, through the development of dedicated regional programmes, through a dedicated Fund, or through the capacity building of culture professionals to run cultural institutions,. Several respondents called for enhanced support to cultural industries, and the cultural sustainability of heritage sites of a touristic nature, for the promotion of heritage sites as tourist destinations for visitors, and advocating for the inclusion of cultural dimensions at the international level and in national development programmes by highlighting best practices of local governance, especially on development of cultural and creative industries and the sustainable development of cultural communities, partnering with relevant IGOs/NGOs and with UN organizations such as UNDP, the UN-World Tourism Organization, or UNCTAD to maximize impact without expending additional resources. One respondent felt it was not only important to integrate culture in national development policies, but to better understand the cultural base of our economies; another suggested UNESCO should establish an advisory body in consultation with Member State Parties to promote the Culture and Development in national development policies.

Other respondents focused on the promotion and reinforcement of the work on the existing conventions and the development of stronger connections/interlinkages between the various conventions, showcasing how the Conventions contribute to development, highlighting the key role of cultural heritage for sustainable development with continued awareness-raising activities and calling for targeted efforts to support implementation of conventions towards developing countries, LDCs and SIDS.

One respondent highlighted the importance of strengthening of the role of artists and authors in their capacity as change agents and providing platforms and areas for discussion – also reflecting on the role of books and libraries. Another stressed the role of arts education and mobilization of the ASPnet projects.

28. UNESCO follows up on seven conventions in the area of Culture. What level of priority do you consider UNESCO should give to them during the 2014-2017 period? Please rank the various conventions using the scale below.

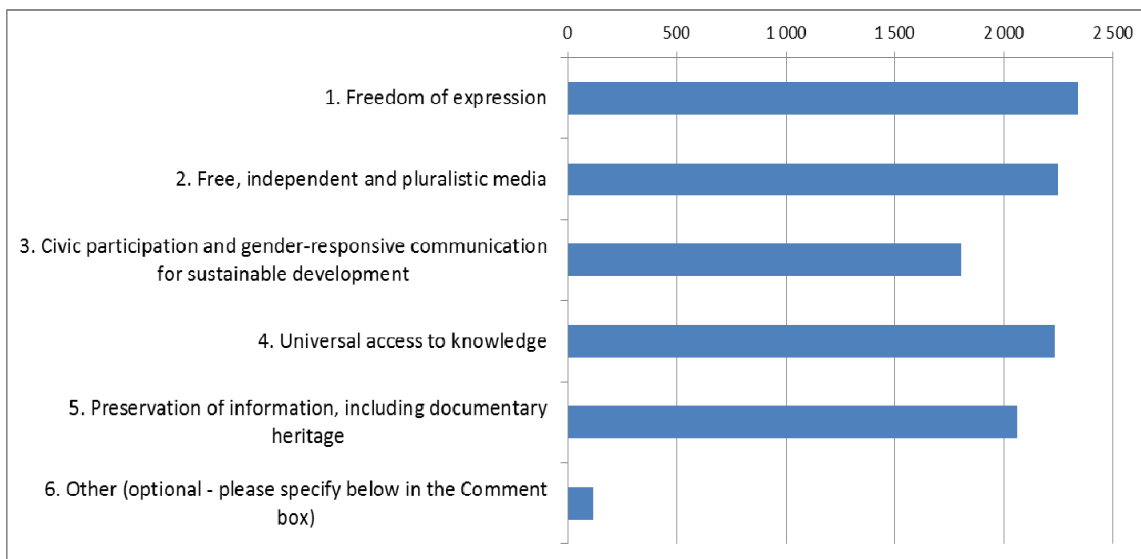
	Highest priority	Priority	Medium priority	Low priority	Not a priority	Response Count
2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions	56,5% (61)	29,6% (32)	12,0% (13)	1,9% (2)	0,0% (0)	108
2003 Convention for the Safeguarding of Intangible Cultural Heritage	60,7% (65)	29,0% (31)	8,4% (9)	0,9% (1)	0,9% (1)	107
2001 Convention on the Protection of the Underwater Cultural Heritage	20,0% (21)	32,4% (34)	34,3% (36)	11,4% (12)	1,9% (2)	105
1972 World Heritage Convention	75,0% (81)	21,3% (23)	2,8% (3)	0,9% (1)	0,0% (0)	108
1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property	39,3% (42)	43,0% (46)	15,9% (17)	1,9% (2)	0,0% (0)	107
1954 Convention on the Protection of Cultural Property in the Event of Armed Conflict	28,3% (30)	41,5% (44)	24,5% (26)	4,7% (5)	0,9% (1)	106
Universal Copyright Convention (1952, 1971)	22,1% (23)	35,6% (37)	25,0% (26)	9,6% (10)	7,7% (8)	104
					Comment	17
					answered question	108
					skipped question	1

Analysis of comments: Some respondents considered that such a ranking was not appropriate, considering that all statutory commitment had equal standing and value and could not be assessed quantitatively. Several considered all conventions equally important. One recommended that the statutory work should be structured under a chapeau of sustainable development and/or building green societies, one respondent recalling that the 2005 Convention, in its Article 13, states that “Parties shall endeavor to integrate culture in their development policies at all levels for the creation of conditions conducive to sustainable development and, within this framework, foster aspects relating to the protection and promotion of the diversity of cultural expressions”. A respondent called for utilizing to the maximum the expertise of INGOs and other relevant actors in the field. One singled out the 2005 convention, to their fullest potential including integrating culture and development and intercultural dialogue into the implementations. One respondent highlighted the importance of reinforcing the 1970 Convention in light of the fact that trafficking in cultural property has reached the dimensions of illegal drugs and weapons.

Some respondents recommended coordinated implementation in areas of overlap between the conventions and warned against the risk of over-administration and parallel structures.

29. In the current 36 C/5, Major Programme V (Communication and Information) is structured around three main lines of action. In your view, what level of priority should UNESCO give to each of these thematic areas in the upcoming 37 C/5 (2014-2017)? Distribute a total of 100 points amongst the items to indicate their relative priority, allocating between 0 and 100 points to each item in multiples of 5 (0, 5, 10, 15, ..., 100).

	Total points
1. Freedom of expression	2 340
2. Free, independent and pluralistic media	2 248
3. Civic participation and gender-responsive communication for sustainable development	1 802
4. Universal access to knowledge	2 231
5. Preservation of information, including documentary heritage	2 063
6. Other (optional - please specify below in the Comment box)	117



Analysis of comments: All areas were generally considered important. Item 3 was not clearly understood by some respondents, and it was suggested that it be included under item 1, 2 and 4; it was felt that item 2 was a pre-requisite to item 1; item 4 was also thought to be of cross-cutting interest.

A couple of respondents felt that consideration should be given to whether the above prioritized activities must necessarily be implemented by the Communication and Information Sector and whether some activities could not be implemented by other sectors (the Culture Sector for the Memory of the World Programme, the SC sector for open access; building inclusive knowledge society being promoted by the Organization as a whole in a comprehensive manner).

For item 6, proposals included: "Media education, media and information literacy and media and ICT skills for all" ; Media and Information Literacy; Media Development Indicators; improving the safety of media professionals; Universal access to information and communication technologies and Resources; bridging the digital divide; ICT in education and community connectivity; free flow of information including freedom of expression and inclusiveness regarding new media and mobile communications; capacitate and mobilize media for inter cultural harmony, community mobilization for development and promotion of Human Rights; Community multimedia centres; Communication for development; Media and Social responsibility.

Respondents stressed: that UNESCO should work for inclusion of freedom of expression, press freedom and access to information and knowledge in the post-2015 international agenda; that UNESCO

should have a stronger role in capacity building for facilitation of broad public participation in sustainable policies; that the pursuit of knowledge societies, including the role of libraries and free flow of information as part of the WSIS-follow-up, remains topical; that UNESCO should further pursue its important normative and standard-setting work carried out in fostering pluralistic, free and independent media. One respondent felt that the thematic area of civic participation and gender responsive communication does not fall into UNESCO's primary fields of competency within the UN framework and is too broad for UNESCO to make a significant impact.

30. Which thematic area(s) or programme(s) would you recommend to be discontinued or phased out during the 2014-2017 period?

answered question	41
skipped question	68

Analysis of comments: Many respondents answered “none”. The following areas were mentioned (the number of respondents indicated in brackets): item 3 (civic participation and gender responsive communication for sustainable development) (4); software development (2); merging gradually items 1 and 2; IFAP discontinued (parts of the IFAP strategy to be integrated into the regular work of the CI sector (2). One respondent suggested that communication for sustainable development should either be integrated with ESD, science for sustainability and diversity or combined under IPDC. One mentioned the sector’s possible merger with the Sector for External Relations and Public Information (ERI).

31. How can UNESCO most effectively utilize partnerships to deliver on the Organization’s objectives in the area of communication and information? Please rate each item listed below using the scale shown.

	Extremely effective	Very effective	Effective	Slightly effective	Not effective	Response Count
1. Build partnerships with the private sector	29,8% (31)	38,5% (40)	24,0% (25)	7,7% (8)	0,0% (0)	104
2. Work with professional associations	38,7% (41)	38,7% (41)	20,8% (22)	1,9% (2)	0,0% (0)	106
3. Use online open community platforms to enhance participatory approach and mobilize support at grass roots level	37,7% (40)	28,3% (30)	25,5% (27)	6,6% (7)	1,9% (2)	106
4. Other (optional - please specify below in the Comment box)	33,3% (4)	50,0% (6)	16,7% (2)	0,0% (0)	0,0% (0)	12

Comment: 32

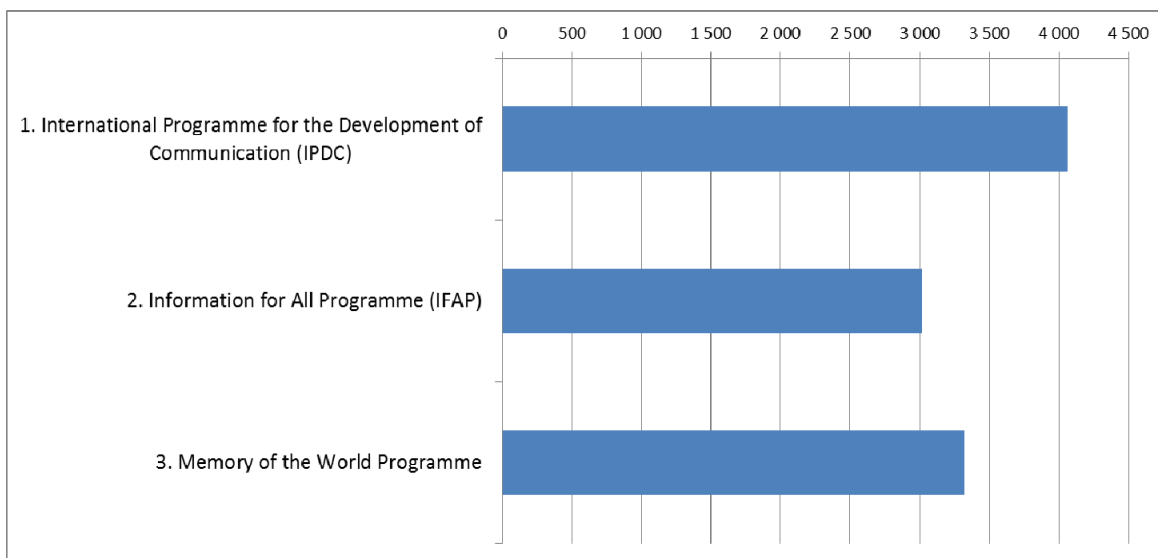
answered question	107
skipped question	2

Analysis of comments: On item 4 (other), the following was recommended: Cooperation with academic and research institutions is needed; increased capacity building; partnership with the Private Sector (although one respondent noted that such partnership has its limits especially in cases where principle of free information and media can be in conflict and another felt that their number could be reduced); partnerships with the Public Sector Cooperate with other related UN-programmes, UNGIS,

Broadband Commission, OHCHR, etc.; support towards disadvantaged and marginalized communities; promoting the use of open community platforms as a low cost possibility to enhance participatory approaches, collaborative work and the involvement of a broad social basis; working with other UNESCO sectors in some areas; building as well enhancing and strengthening existing networks and partnership; close work with National Commissions, especially to promote the principles of media ethics, roles and responsibilities; Digital villages;

32. UNESCO carries out activities in several specialized areas through a number of intergovernmental programmes and programmes with an international focus. Which of them should UNESCO give priority to, in the 2014-2017 period? Distribute a total of 100 points amongst the items to indicate their relative priority, allocating between 0 and 100 points to each item in multiples of 5 (0, 5, 10, 15, ..., 100).

	Total points
1. International Programme for the Development of Communication (IPDC)	4 061
2. Information for All Programme (IFAP)	3 016
3. Memory of the World Programme	3 323



Analysis of comments: Respondents generally called to review the structures and mandates of these programmes, to achieve synergies and increased effectiveness, and to reduce administrative costs, also calling for enhanced resources. Many respondents were critical of the IFAP programme and considered that its objectives could be integrated into the regular work of the Communication and Information Programme and IFAP discontinued.

33. What measures should be taken during the 37 C/5 with a view to improving the cost-efficiency of the Organisation?

	Response Count
	71
answered question	71
skipped question	38

Analysis of comments: suggestions from respondents included: further reduction of administrative costs and lightening of the structure; reduction of travel costs and use of videoconferencing, increased use of ICTs; effective planning of the renewal of human resources, also reducing the staff complement in Paris; better training of use of internal capacities ; enhanced focus ; seek to increase extrabudgetary resources; aiming at parity between programme and staff costs; full implementation of the recommendations in the IEE; reinforcement of measures and criteria in the Roadmap; full cost recovery; a “flatter organization” (less ADGs and less layers); reduction of missions to Member States; delegate more function to NATCOM; avoiding overlaps with the programmes of other organizations; shortening of conference schedule; reducing the number of and shortening the sessions of the Executive Board (to one meeting per year or two meetings with one of the two focusing only on management and administration issues); reduce the subsistence and transport costs incurred by the Secretariat representatives of the Executive Board and other experts attending statutory meetings; rationalizing statutory meetings;.reduction in documentation (promoting a shift to paperless operations); reducing interpretation and translation costs; flexible personnel assignment; personal accountability for results; less bureaucratic decision-making process; more delegation of authority to the Field; reduction of expenditures related with temporary consultants; reform decision making, with the Executive Board taking on a whole new role as the guardian of the budget and devoting more time and efforts to such matters as how the Member States fulfill their financial obligations; avoiding reliance on long meetings in Paris, with simultaneous interpretation; focus on quality policy advice and up-stream activities at country level; maximum use of electronic documents; more and better use of ICT (Skype, videoconferencing); using local/national expertise that is cost-saving; moving to cheaper office buildings; reducing the number of MLAs in the C/5 programme,

34. What are the key challenges to UNESCO's operational effectiveness which should find a response during the 2014-2017 period?

	Highest importance	Important	Moderately important	Low importance	Not important	Response Count
1. Inadequate organisational structures	35,8% (34)	38,9% (37)	15,8% (15)	7,4% (7)	2,1% (2)	95
2. Imbalances between programme and administrative staff	43,0% (43)	42,0% (42)	14,0% (14)	0,0% (0)	1,0% (1)	100
3. Imbalances between staff and programme resources	54,9% (56)	37,3% (38)	6,9% (7)	1,0% (1)	0,0% (0)	102
4. Inefficient administrative procedures and mechanisms	44,4% (44)	38,4% (38)	13,1% (13)	3,0% (3)	1,0% (1)	99
5. Low cost-effectiveness of operations and administration	38,1% (37)	44,3% (43)	14,4% (14)	3,1% (3)	0,0% (0)	97
6. Increasing security costs, especially at the field level	15,8% (15)	40,0% (38)	29,5% (28)	12,6% (12)	2,1% (2)	95
7. Costly governance structures	32,7% (32)	46,9% (46)	16,3% (16)	3,1% (3)	1,0% (1)	98
8. Other (optional - please specify below in the Comment box)	85,7% (6)	0,0% (0)	0,0% (0)	14,3% (1)	0,0% (0)	7
					Comment:	22
					answered question	102
					skipped question	7

Analysis of comments: Responses included: implementation and follow-up of the human resource policy with a focus on reinforcement of capacities; reduction in staffing; reduction in the membership and cost of the Executive Board; lowering the cost of documents for the sessions of UNESCO's governing bodies and recourse to electronic access; checking the "wild growth of different governance structures"; continued reform and rationalization; improved results-based budgeting and programming; improved governance and integrating an even stronger accountability culture across the Secretariat; "stop digging holes faster than we can fill them"; seriously consider reduction of meetings and/or shortened sessions, including other ways for increased cost-efficiency; limit the number of expected results, performance indications and benchmarks in the C/5; standards for public openness; political pressures; high staff costs.

35. Do you have suggestions for innovations to be introduced into the Organizations knowledge management structure and practices?

	Response Count
	38
answered question	38
skipped question	71

Analysis of comments: Responses included : dissemination of information through social networks; greater accountability at different hierarchical levels; increased delegation of authority ; “doing less”; better clarifying roles and functions of units; skills development for support staff and officers in knowledge management; reinforcing networks of experts; using the intellectual potential of National Commissions; in-house sharing between intersectoral personnel; an over-all system with impact analyses of all its activities and programs; make more use of ICT and less paper trail; provide resources for internet portal upgrades in a more levelled and equal way across all sectors and major programmes so that the initiatives launched, often with extra-budgetary funding, be sustained over time.

36. Do you have any additional comment concerning the next Programme & Budget for 2014-2017? (optional)

	Response Count
	37
answered question	37
skipped question	72

Analysis of comments: Responses included : enhance the integration between regular and extrabudgetary activities and budget ; limiting the number of activities; continue achieving decentralization; continue the reform process and standardize performance; reduce the allocation earmarked for staff in the Organization’s budget; reflecting the IIE recommendations and the Roadmap in the next Programme and Budget; reflect on other fund-raising strategies; conduct a future-oriented reflection on global change and adapting UNESCO accordingly; better reflect on the selection of programmes ; give high priority to countries in conflict, post- conflict and transition; give high priority in building national capacity; better identify national potentialities and mobilizing local resources; take into consideration the role of Associate Members in participating in UNESCO’s programmes; empowering National Commissions; establish sub-regional and regional Natcoms (Coordinators) in line with UNESCO’s new structure; allocate some amount of budget for Natcoms, for sub -regional and regional meetings; provide more funding for developing countries; change the programme structure to include fewer and more focused MLAs or center it around thematic areas; develop quantitative indicators (or benchmarks) that reflect qualitative results/ aspects in a better way. One respondent stated the following: “UNESCO should not position itself as another agency in the field of development assistance. Its added value and comparative advantage is in sustained contribution of knowledge, sustainable concepts and standards and international cooperation in education, culture, science, the main components to human development and building networks in these fields. The budgetary crisis should be used as an opportunity to restructure the main programmes and to cut fragmented programmes without impact.”