



United Nations
Educational, Scientific and
Cultural Organization

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

UNESCO FUTURE FORUM AND WORKSHOP ON MIDDLE-INCOME COUNTRIES

The Special Situation of Middle-Income Countries in the Context of Development

Consolidated Report and Recommendations resulting from the UNESCO Future Forum and the UNESCO Workshop

10-12 December 2009 – Montevideo, Uruguay

Background and rationale

1. The UN system is currently engaged in a collective reflection on how to define its approach to, and better capture its comparative advantage in, middle-income countries (MICs). This is done in order to address both the common and the specific priorities that middle-income countries have, bearing in mind the diversity of MICs.
2. UN General Assembly resolution 62/208 on the 2007 Triennial Comprehensive Policy Review (TCPR) of operational activities of the UN system recognized “that middle-income developing countries still face significant challenges in the area of poverty eradication and that efforts to address those challenges should be supported in order to ensure that achievements made to date are being sustained, including through support to the effective development of comprehensive cooperation policies” (para 27). Subsequently, UN General Assembly resolution 63/223 “underlined the importance of international support, through various forms, that is well aligned with national priorities, to address the development needs of middle-income countries” (para 1). Recognizing the solidarity of middle-income countries, the General Assembly by the same resolution invited the UN development system “to support middle income countries, as appropriate, and to improve its coordination and exchange of experiences with other international organizations, international financial institutions, and regional organizations in this field” (para 3).
3. In August 2009, the UN Secretary-General submitted to the UN General Assembly a comprehensive report on development cooperation with middle-income countries (document A/64/253), with a focus on existing strategies and actions of the UN system, and highlighting that in this area

greater efforts are needed to draw on the lessons learned from the “Delivering as One” initiative and from other attempts to achieve greater system-wide coherence. The report states that the UN system currently needs a better-defined agenda to address the challenges that middle-income countries face. While emphasis may vary depending on country needs, priorities should be given to perennial development challenges, such as poverty eradication and financial stability, and to emerging issues, especially addressing climate change.

4. Against this background, UNESCO’s Bureau of Strategic Planning has organized two interrelated events on the subject. A *UNESCO Future Forum*, held on 10 December 2009, featured in five sessions selected speakers from governments and a wide range of development actors, including United Nations funds and programmes, specialized agencies, Bretton Woods institutions – World Bank and International Monetary Fund (IMF), regional economic commissions, development banks, think tanks and representatives from civil society organizations, principally from the Latin America and Caribbean region but also from other regions, as well as Heads/Directors of UNESCO Field Offices and Headquarters. Subsequently, on 11 and 12 December 2009, staff of UNESCO Field Offices from the Latin America and the Caribbean region and from other regions, dealing with MICs, as well as representatives of BSP, BFC and ERC met for a *workshop* on “The special situation of middle-income countries in a reforming UN system”. Present were furthermore representatives from the UN Resident Coordinator’s Office in Uruguay, as well as a participant from the International Labor Office (ILO), Uruguay. A programme of activities of both events is contained in annex I. The list of participants in the UNESCO workshop is attached in annex II. All relevant material, including speeches and presentations can be accessed at the following website: http://portal.unesco.org/en/ev.php-URL_ID=46935&URL_DO=DO_TOPIC&URL_SECTION=201.html

Discussion and findings

5. **The category of “middle-income countries” (MICs) has to be seen in the broader context of development.** According to the World Bank classification based on per capita gross national income (GNI) (also used in the UN Secretary-General’s report to the UN General Assembly on ‘Development cooperation with middle-income countries’) 101 countries fall within that category, i.e. MICs constitute the largest group of countries overall. Within the group of MICs, a high degree of diversity exists, not least in terms of progress made towards achievement of internationally agreed development goals (IADGs), including the MDGs, which has to be borne in mind when designing action in favor of MICs. Hence, the concept of middle-income countries can be misleading, as it refers to a vastly

- heterogeneous category of countries, which is characterized by considerable imbalances among the countries represented in this group.
6. A newly defined category and paradigm of “**middle-development countries**” (as already suggested in the 2008 stocktaking report of the “delivering as one” pilot experience by the UN country team [UNCT] in Uruguay) might be better able to capture relevant national factors and conditions which could guide UN development cooperation. While there is in general a positive correlation between MIC status and UNDP’s Human Development Index (HDI), there are also countries which are classified as MICs and Least Developed Countries (LDCs) at the same time. Some presenters furthermore underlined the importance of taking into account aspects of quality of life and well-being in determining a country’s position. In general, it will be **important for the UN system to diversify its approach to development cooperation and instead of using broad categories to respond rather to the complexities of specific country situations** – with the MIC-status being only one among several other determining factors.
 7. Many MICs suffer from internal and intra-societal **inequalities** (including in terms of access to social services, education, health, income, mobility, justice, etc.), which often lead to marginalization and exclusion of disadvantaged groups. Research has revealed a persistence of large **inequalities of opportunity**. Looking beyond the highly aggregate criterion of per capita GNI - and in order to avoid a “tyranny of averages”, which would camouflage these inequalities -, the MIC status of many countries is largely attributable to the income per capita of the highest bracket or to foreign direct investment (FDI), which inflates the GNI but often has a very limited impact on national economies (e.g. the case of the *maquiladoras*). **The development paradigm, discourse and practice need to transcend a “tyranny of the averages” in order to enable more efficient and tailored interventions by all partners.**
 8. **The fight against poverty** remains a major challenge, with almost two thirds of the world’s poor living in MICs. Participants agreed that a general discontinuation or ‘phasing out’ of UN activities in MICs, as suggested by some, would not be adequate. At the same time, several participants felt that **development cooperation with MICs must be tied to efforts by MICs to ensure a more equitable and fairer distribution of wealth.**
 9. Evidence shows that **unequal access to education, health services, basic infrastructure, justice and housing reproduces structural conditions that are the determinants of social exclusion.** Differences in race, ethnicity and gender are important determinants of unequal access to opportunities in middle-income countries, particularly also in Latin America and the Caribbean.

10. In terms of **gender equality**, there is a positive correlation between the MIC-status and the major gender equality indices (Social Institutions and Gender Index (SIGI), Gender Development Index (GDI), Gender Empowerment Measure (GEM), Gender Gap Index). However, it needs to be borne in mind that large differences exist between MICs, including on a regional basis. Furthermore, many MICs show large differences of women's political participation, as well as of income between the genders, with women's income ranging on average from 70 % to 23 % of men's income. More than anything else, it is **access to, and the quality of, secondary education, as well as subsequent employment opportunities** – all highly related to women's empowerment -, which many MICs have to safeguard especially in the present financial crisis, against setbacks.
11. Another factor accounting for inequality is the generally **reduced fiscal space** in middle-income countries. In Latin America the average of the tax base is around 17% of GDP. This is not sufficient to offer the necessary fiscal space for pro-poor policies – particularly the fostering and extension of social protection networks, so under duress in the present crisis situation, and the creation of a base for accessing long-term credit.
12. **Social cohesion** is another major challenge in many MICs. This is especially important as 50% of the world's population live now in cities – a percentage expected to rise up to 75% before 2050. **Limited social mobility, social fragmentation and horizontal segregation (often along the lines of gender, ethnicity, urban-rural) need to be addressed by creating a culture of solidarity.** In Latin America many cities have seen their spaces for social cohesion disappear through patterns of residential segregation. **The reconstruction of open urban spaces to allow people to meet and interact on an equal basis will be important for a democratic improvement of the quality of life for all.** In this context, some speakers referred to the movement for establishing *the right to the city*. This is designed as support for a displaced persons, including particularly disabled persons, that otherwise would be stateless.
13. Some MICs show a **high degree of vulnerability in terms of democratic governance and financial stability.** In many MICs, there is a considerable risk of forfeiting previous achievements, which is exacerbated by the global financial and economic crisis. **UN action in MICs should seek to create sustainability as well as resilience against external shocks.**
14. **Geographical location** is a determining factor for a MIC's development path - and so is the economic and social situation of neighboring countries. Many MICs place high emphasis on the benefits of regional

- cooperation and integration. **UN action should therefore focus particularly on supporting regional and sub-regional approaches.**
15. In the context of MICs, **the concept of “graduation” should be substituted with the concept of “gradation”**, which would imply a gradual path toward a more advanced state of development. The experience of MICs is challenging the traditional notion of development by which countries evolve and eventually graduate to the “developed” category, no longer in need of any form of international assistance and support. Indeed, the development of MICs shows that it is not linear. The diverse and complex needs of MICs make it necessary that development partners agree on a more appropriate categorization which replaces the graduation approach with the new, more appropriate approach of gradation.
 16. Many MICs show satisfactory enrolment rates, both at the primary and secondary levels. Yet more schooling does not equal more learning, and in some cases, particularly in Latin America, measures of learning outcomes, such as the Programme for International Student Assessment (PISA), yield results that are lower than what could be expected on account of Gross Domestic Product (GDP) levels. **Many development problems in MICs converge at mid-level. In many countries where basic education has been largely achieved and tertiary education has reached a reasonable quality, secondary education and technical and vocational training are insufficient**, given the level of dropouts and the quality of education offered. In general, MICs need reforms of their education systems, concentrating on fostering of cognitive skills, expert thinking and complex communication.
 17. The **role of culture and its impact on MICs’ development** must also be highlighted. In general, governments and relevant ministries are well aware of the considerable potential of culture for development and for the economy as a whole. Yet, the management and administration of cultural initiatives poses enormous challenges for the actors in the cultural and creative communities and in academia, in particular as regards access to resources.

Opportunities and recommendations for UNESCO action in MICs

18. **Investment in education and the production of knowledge** is a major priority in most MICs in order to stimulate and sustain development. Beyond, investment in education and health has proved to be an efficient way of tackling inequalities, which in turn are among the root causes for poverty.

19. Advocacy for the adoption and observance of **global norms, standards, and conventions, including particularly in the field of human rights will be critical** for the successful pursuit of inclusive development policies.
20. There is a strong need for **policy advice and support in favor of social cohesion and inclusion**, the integration of marginalized groups and the promotion and preservation of cultural diversity and pluralism.
21. Strong emphasis must be given to **professional training and capacity-building, including for teachers, scientists and media professionals**. Professional practice networks in all areas of competence of UNESCO should be supported. This includes also a focus on the development of technical and professional skills in order to **foster employment creation and entrepreneurship**.
22. There is a need to support governments of MICs with **technical advice and capacity-building in international relations and negotiations, especially regarding the management of global public goods**.
23. **Youth deserves particular attention in MICs in general and especially in Latin America and the Caribbean**, including support for social inclusion of youth, youth employment (including preparing for the school-work transition), youth violence and radicalization, gang violence, and gender equality. In this context, UNESCO must make better use of the Youth Forum of the General Conference as a unique mechanism to involve youth in the consultation process of building the Organization's strategy and programme. The August 2010 International Conference on Youth, to be held in Mexico, offers another opportunity for UNESCO to present and sharpen its approach for engagement with youth.
24. There is need for a careful situation analysis in **MICs to identify, better understand and effectively address the specific causes of gender inequality**. UNESCO could support the production of gender-sensitive education content, including in the context of the Uruguayan "Conectividad Educativa de Informática Básica para el Aprendizaje en Línea" (CEIBAL) – initiative, which supplies every schoolchild with a personal computer .
25. **Regional and subregional approaches and collaboration should be fostered and strong encouragement and support should be given to South-South and North-South-South triangular collaboration**.
26. The **creation of a broad range of partnerships** with the private sector, (local) foundations, civil society organizations, international cooperation agencies active in MICs will be beneficial for the implementation, outreach

- and impact of UNESCO's programmes. In that regard, modalities such as trust and endowment funds and self-benefiting funds could be applied.
27. Both in general and in the MIC context in particular, UNESCO should **start a reflection on the post-2015 scenarios, when MDGs and EFA goals are to be attained**. This should include the identification of new objectives, indicators, measurements, as well as means of verification. UNESCO should also analyze the social costs of *not* achieving relevant IADGs, including the MDGs.
 28. In **post-conflict and post-disaster (PCPD) situations** in MICs, UNESCO could focus on the provision of high-level policy advice, cutting-edge technical support, support to civil society/professional networks in all of UNESCO's domains, and in general render services commensurate with UNESCO's recognized status as an 'honest broker'. Emphasis should be given to dialogue and cooperation with risk preparedness institutions, including support for national risk preparedness institutions and preparing them to play a sub-regional role. UNESCO can also provide a stronger regional support role (as regards analysis and advisory services) in the PCPD context. Scale, approach and modalities of UNESCO's role in MICs in PCPD situations will depend on many factors other than national income, namely the degree of volatility in economic performance, the political and economic governance processes, the level of preparedness, and the nature and scale of a particular disaster or conflict.
 29. In **Small Island Developing States (SIDS)** with MIC status, UNESCO should concentrate on climate change-related activities, including educational initiatives (climate change education/education for sustainable development) and media awareness and training. UNESCO should also focus on climate change-related migration and the role of traditional knowledge in the climate change nexus.
 30. **Modalities of intervention:** UNESCO's action in MICs should be **specific, targeted and demand-driven** and be grounded on an analysis of where the Organization has a comparative advantage and added value. The following areas were identified in this regard:
 - a. Upstream policy advice, related capacity-building, monitoring and interdisciplinary approaches;
 - b. Direct linkages and interaction with line ministries as strategic partners;
 - c. Availability of dedicated networks and broad-based partnerships;
 - d. Ability to mobilize and implement third-party and self-benefiting funds;

- e. Support to the building of national capacities in higher education, scientific and technological education, research as well as technical and vocational training;
- f. Technical support and capacity building related to the management of global public goods;
- g. Advance the cultural diversity agenda through advocacy for and implementation of the six culture conventions;
- h. Support to South-South cooperation by mobilizing also UNESCO's network of Field Offices and category 1 as well as the growing number of category 2 institutes in many cutting-edge fields;
- i. Create and build on public-private partnerships and linkages with a broad range of actors.

31. There is a special demand for **interdisciplinary action** to address today's complex challenges in a comprehensive manner.

Proposals for action in MICs by each of UNESCO's major programmes:

32. Education:

- o Diversify UNESCO's education offer for MICs, in order to cover priority areas with a particular emphasis on:
 - a. Promotion of reforms in education aimed at equality of opportunities for all;
 - b. Quality education;
 - c. Addressing national demand for more sophisticated quality assurance standards ensuring global competitiveness, such as PISA and the 'Trends in International Mathematics and Science Study' (TIMSS) of the Organization for Economic Cooperation and Development's (OECD) , combined with the need for better international and national assessments of learning outcomes;
 - d. Tackling illiteracy pockets and their structural causes;
 - e. Teacher training, taking into account new skills sets and profiles of teachers required for the 21st century, with particular emphasis on ICTs in education, climate change education; education in emergencies and humanitarian situations; coping with violence in schools;
 - f. Fostering the quality of teaching, including through teacher certification, assessment, performance evaluation, and career development;
 - g. Addressing the shortages of trained teachers;
 - h. Responding to increased demand for secondary education and technical and vocational education and training (TVET) moving towards a paradigm of Universal Secondary Education

- i. Addressing issues pertaining to equality of access and opportunity to education (reaching the unreached; developing innovative approaches to tackle in-country disparities based on income, gender, ethnic, rural/urban and other factors);
- o Fostering the use of technology to improve teaching and learning (building also on the CEIBAL initiative in Uruguay);
- o Expanding access and retention in post-secondary education;
- o Expanding access for early childhood care and education, which is crucial for the eradication of malnutrition and the establishment of a solid foundation for education, mainly through the shaping of basic skills;
- o Designing a specific education strategy for MICs encompassing advocacy, policy advice, implementation support, monitoring and evaluation;
- o Mobilizing emerging MIC donors in support of education.

33. Natural sciences:

- o Fostering investment into Science, Technology and Innovation (STI), including by assisting in the development of regional/subregional strategic programmes for the coordination and optimization of STI policies;
- o Facilitating the coordination of multilateral institutions with STI responsibilities, in order to support common strategies, and to eliminate duplication, superposition and institutional voids;
- o Advocating for, helping design, and supporting the implementation of new regional financial instruments for STI;
- o Strengthening research and development capacities, including those expressed through national publication and patent ratios;
- o Supporting the popularization of science and the diffusion of scientific knowledge;
- o Developing and fostering a multidisciplinary and ethical approach to climate change;
- o Advocating for and supporting the development of an inclusive green society, including green cities;
- o Mobilizing traditional and ancestral knowledge on biological diversity, natural resources and energy management, as well as for disaster preparedness.

34. Social and Human Sciences:

- o Providing policy advice for social cohesion, inclusion, social justice, distributive justice and intra-societal equality;
- o Focusing on youth, including on social inclusion of youth, youth employment (including preparing for the school-work transition), youth violence and radicalization, gang violence, and gender equality. In this context; making use of youth for a as a tool for consultation and engagement;
- o Addressing urbanization, with an emphasis on the rights to shared urban spaces, and migration, including the problems connected to brain drain and the situation of migrant workers;

- Providing policy advice and capacity-building concerning the ethics of science and technology, as well as bioethics;
- Developing integrated interdisciplinary approaches.

35. Culture:

- Offering capacity development and policy advice on the management of cultural diversity, including through methodologies of inventory, community participation, and legislation, with the objective to build culturally sensitive and culturally diverse societies;
- Elaborating guidelines and methodologies to measure impact and to manage and promote cultural industries;
- Supporting the strengthening of institutional and legal frameworks for cultural policies (particularly through the Forum of Ministers of Culture).
- Fostering capacity development as well as building awareness for the implementation of the Conventions for the safeguarding of cultural heritage.

36. Communication and Information:

- Providing advice for a relatively free media environment which experiences an 'explosion' in the number of private radio and TV stations;
- Addressing tendencies towards centralization of media ownership, the lack of national information policies and information acts, as well as limited access to information for people living outside of city centers and urban areas;
- Expanding offer by tertiary institutions of certified training in media and communication and thus addressing the increasing demand for training of media professionals;
- Focusing on improving media literacy, developing community multimedia centres, enhancing media pluralism, and advancing understanding of freedom of the press.

The experience of the Bretton Woods institutions

37. The World Bank is assisting middle income countries with a strategy focused on developing world-class skills for a globalized world. This strategy has two main pillars: firstly, improving the quality of education for all students, with a particular emphasis on learning outcomes for early childhood development, primary and secondary education; secondly, as regards lifelong learning and tertiary education, creating more and better skills aligned with labor market demands while improving science, technology and innovation capabilities to create, adapt and use global knowledge. This is done through tailored approaches designed in partnership with countries, the provision of knowledge services such as impact evaluations, advisory and analytical work

and others; as well as leveraging knowledge through external partnerships and promoting and facilitating communities of practice.

38. The International Monetary Fund (IMF) traversed a period of change with a view to better serving all its clients, including middle-income countries. Credit mechanisms have become rather flexible and a financial security network has been created. Further to that, internal governance mechanisms were reformed to reflect better the increasing weight of middle-income countries in the world economy. The flexibility introduced in the IMF's credit mechanisms is such that member countries have seen the resources they can access doubled. A simplified approach has been adopted in order to eliminate the "stigma" often associated with obtaining IMF credits. There is now a new flexible line of credit and the previous 'hard' structural conditionality has been eliminated. Through seven regional assistance centers, the IMF can help member countries, particularly middle-income countries, in fostering sustained development through macroeconomic and financial regulation policies that reduce vulnerabilities and create margins for reaction to shocks. These consist of preventive fiscal policies to reduce debt; financial regulation and supervision; introduction of flexibility in the exchange rates where exchange regimes allow; and establishment of a right balance between utility and cost of foreign exchange reserves.

ANNEX I: Programme of the UNESCO Future Forum and the Workshop

UNESCO FUTURE FORUM

The Special Needs of Middle-Income Countries in the context of Development

10 December 2009

Sheraton Montevideo Hotel

9.00 am – 10.30 am: OPENING SESSION

- **Hans d'ORVILLE** - Assistant Director-General for Strategic Planning, UNESCO
- **María SIMON** - Minister of Education and Culture of Uruguay
- **Martín DIBARBOURE** - Director, Office of Planning and Budget of Uruguay
- **Rebeca GRYNSPAN** – UNDP Associate Administrator; Director of the Regional Bureau for Latin America and the Caribbean and Chair, Regional Directors Team for Latin America and the Caribbean of the UN System
- **Pablo MANDEVILLE** - Resident Coordinator of the United Nations System, Uruguay

10.30 am – 1 pm: MIDDLE-INCOME COUNTRIES IN A GLOBALIZING WORLD

Moderator: **Hans d'ORVILLE** - Assistant Director-General for Strategic Planning, UNESCO

- **Armando MARIANTE** - Vice-President, Brazilian Development Bank
- **Sergio ABREU** - Former Minister of External Relations and Industry, Energy and Mining; Senator and Vice-Chair, Commission of the Senate for Foreign Affairs, Uruguay
- **Kei KAWABATA** – Manager of Social Sector, Inter-American Development Bank
- **Bernardo KLIKSBERG** - Principal Advisor, Regional Bureau of UNDP for Latin America and the Caribbean; Director of the Spain/UNDP MDG Fund

Debate with the audience

2.30 pm – 4.15 pm: DEVELOPMENT CHALLENGES AND PERSPECTIVES FOR MIDDLE-INCOME COUNTRIES

Moderator: **Martín RIVERO** - Director, Department of International Cooperation, Office of Planning and Budget of Uruguay

- **Claude Sylvestre Anthony MOREL** - Ambassador of Seychelles to France and Monaco, Permanent Representative of Seychelles to UNESCO and FAO

- **Federico BURONE** - Director, Regional Office for Latin America and the Caribbean, International Development Research Centre
- **Anabel CRUZ** - Chair, CIVICUS – World Alliance for Citizen Participation
- **Ricardo EHRLICH** – Mayor of Montevideo, Uruguay

Debate with the audience

4.15 pm – 6.30 pm: MIDDLE-INCOME COUNTRIES AND THE ROLE OF MULTILATERAL ORGANISATIONS

Moderator: **Jorge SEQUEIRA** - Director of the UNESCO Office in Chile and of the UNESCO Regional Bureau of Education for Latin America and the Caribbean

- **Ching Boon LEE** – Manager of the Sector of Education for Latin America, World Bank
- **Antonio PRADO** - Deputy Executive Secretary, Economic Commission for Latin America and the Caribbean
- **Carlos PÉREZ DEL CASTILLO** – Former Vice-Minister for Foreign Affairs of Uruguay; Former Permanent Secretary of the Latin American Economic System; Former Permanent Representative of Uruguay to the United Nations and the World Trade Organization (WTO)
- **Gastón GELOS** - Regional Resident Representative, International Monetary Fund

Debate with the audience

6.30 pm – 7.30 pm: CONCLUDING SESSION

- **Jorge GRANDI** - Director, Regional Office for Science in Latin America and the Caribbean, UNESCO
- **Conrado RAMOS** - Sub- Director, Office of Planning and Budget of Uruguay
- **Hans d'ORVILLE** - Assistant Director-General for Strategic Planning, UNESCO

UNESCO WORKSHOP

The Special Situation of Middle-Income Countries (MICs) in a Reforming UN System

11 and 12 December 2009
NH Columbia Hotel, Montevideo

11 DECEMBER 2009

Introduction		
9.30 - 9.45	Welcoming remarks	<p>- Jorge Grandi Director of the UNESCO Cluster Office for MERCOSUR and UNESCO representative in Argentina, Paraguay and Uruguay</p> <p>- Hans d'Orville Assistant Director-General for Strategic Planning (ADG/BSP)</p>
Morning Session 9.45 - 13.00		
9.45 - 10.15	What role and functions for UNESCO's in middle-income countries? Specific themes, strategic functions and modalities of intervention: inequalities, exclusion, public goods, South-South cooperation, regional integration, interdisciplinary approaches; upstream policy advice, advocacy.	<p>- Hans d'Orville Assistant Director-General for Strategic Planning (ADG/BSP)</p>
10.15 - 11.00	The UN in middle-income countries with special reference to UN resolution 63/223 "Development cooperation with middle-income countries"	<p><i>Presentations by:</i></p> <p>- Silvia Da Rin Pagnetto Advisor to the Resident Coordinator of the United Nations System in Uruguay</p> <p>- Jorge Sequeira Director of the UNESCO Office in Chile and of the UNESCO Regional Bureau of Education for Latin America and the Caribbean</p> <p>Followed by general discussion</p>
11.30 - 13.00	Discussion	
Afternoon Session 14.30 - 18.30		

	<p>What role for UNESCO in middle-income countries? The case of education, science and culture.</p> <p><i>Each presenters will be allotted 7 minutes to be followed by a general discussion</i></p>	
14.30 - 15.30	<ul style="list-style-type: none"> ▪ Education 	<p>- Jorge Sequeira Director of the UNESCO Office in Chile and of the UNESCO Regional Bureau of Education for Latin America and the Caribbean</p>
15.30 - 17.00	<ul style="list-style-type: none"> ▪ Natural Science 	<p>- Jorge Grandi Director of the UNESCO Cluster Office for MERCOSUR and UNESCO representative in Argentina, Paraguay and Uruguay</p> <p>- Engelbert Ruoss Director of the UNESCO Office in Venice - UNESCO Regional Bureau for Science and Culture in Europe (BRESCE)</p>
17.15 - 18.15	<ul style="list-style-type: none"> ▪ Culture 	<p>- Herman Van Hooff Director of the UNESCO Office in Cuba and the UNESCO Regional Office for Culture in Latin America and the Caribbean</p>
18.15 - 18.30	Wrap-up	

12 DECEMBER 2009

Morning Session 9.30 - 13.00		
	<p>What role for UNESCO in middle-income countries? Social and Human Sciences and Communication and Information</p> <p><i>Each presenters will be allotted 7 minutes to be followed by a general discussion</i></p>	
9.30 - 10.15	<ul style="list-style-type: none"> ▪ Social and Human Sciences 	<p>- Susan Vize SHS advisor, UNESCO Apia</p>

10.15 - 11.00	<ul style="list-style-type: none"> ▪ Communication and Information 	<p>- Kwame Boafo Director of the UNESCO Office in Kingston</p> <p>- Guenther Cyranek Adviser for Communication and Information, UNESCO Montevideo</p>
11.15 - 12.30	Gender equality in middle-income countries – are we there yet?	- Gülser Corat Director of the Division for Gender Equality, BSP

Afternoon Session 14.00 - 17.15

	<i>Each presenters will be allotted 7 minutes to be followed by a general discussion</i>	
14.00 - 14.15	What role for UNESCO in MICs in PCPD situations?	- Etienne Clément Deputy Director of UNESCO Office in Bangkok
14.15 - 15.00	What are the particular needs of small islands developing states holding MIC status?	- Susan Vize SHS advisor, UNESCO Apia

15.00 - 15.15	Closing	
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ANNEX II: Participants - UNESCO workshop

Sector/FO/ Agency	Names of participants
HQ	
Bureau of Strategic Planning	Hans d'Orville
	Caroline Siebold
	Ferran Lloveras
	Veronica Rovegno
Division for Gender Equality	Gulser Corat
Section for Foresight	Caroline Descombris
Bureau of Field Coordination	Bernard Hadjadj
Sector for External Relations and Cooperation/Section for Latin America and Caribbean	Sophia El Akremi Maisonneuve
FIELD LAC	
UNESCO Montevideo	Jorge Grandi (also representing Natural Science Sector)
	Guenther Cyranek (also representing the Communications and Information Sector)
	Maria Frick
	Martin Costanzo
UNESCO Santiago	Jorge Sequeira (also representing the Education Sector)
UNESCO Havana	Herman Van Hooff (also representing the Culture Sector)
UNESCO San Jose	Jonathan Baker
UNESCO Lima	Nilda Anglarill
UNESCO Mexico	Katherine Grigsby
UNESCO Quito	Firmin Matoko
UNESCO Kingston	Kwame Boafo
FIELD Africa	
UNESCO Windhoek	Alaphia Wright
UNESCO Nairobi	Joseph Massaquoi
FIELD Asia Pacific	
UNESCO Tehran	Qunli Han
UNESCO Delhi	Bhanu Neupane
UNESCO Bangkok	Etienne Clement
UNESCO Apia	Susan Vize (also representing the Sector for Social and Human Sciences)
FIELD Europe	
UNESCO BRESCE	Engelbert Ruoss
External participants	
ILO CINTERFOR	Fernando Vargas, Professional Training Specialist
UN Resident Coordinator's Office	Silvia Da Rin Pagnetto