United Nations
Educational, Scientific and
Cultural Organization

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

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربيـة والعلم والثقافة

联合国教育、
科学及文化组织

Internal Oversight Service
Evaluation Section

IOS/EVS/PI/112

Original: English

Review of the Cooperation of UNESCO's Secretariat with the National Commissions for UNESCO

FINAL REPORT

December 2011

Tera Economics:
Thierry Senechal

Internal Oversight Service, Evaluation Section:
Barbara Torggler
Ekaterina Sediakina

Acknowledgements

The team would like to thank National Commissions, Permanent Delegations and all UNESCO staff who contributed to and supported this review. Particular gratitude is owed to the National Commissions and Field Offices who welcomed the reviewers in their respective countries. The team would also like to thank Ms. Leslie Lovo for her assistance with data collection.

This report is the product of its authors, and responsibility for the accuracy of data included therein rests with the authors.

List of Acronyms

ASPNet	UNESCO's Associated Schools Project Network
BFC	Bureau of Field Coordination
DaO	Delivering As One
EFA	Education For All
ERI	UNESCO Sector for External Relations and Public Information
ESD	Education for Sustainable Development
IFCD	International Fund for Cultural Diversity
ICCN	Inter-City Intangible Cultural Cooperation Network
ICT	Information and Communication Technology
INGO	International Non-Governmental Organization
IOC	Intergovernmental Oceanographic Commission
IOS	Internal Oversight Office
MAB	Man and Biosphere
MDG	Millennium Development Goal
MOE	Ministry of Education
MoU	Memorandum of Understanding
NAC	Section of National Commissions and Related Networks
NGO	Non-Governmental Organization
PCPD	Post Conflict Post Disaster situations
PP	Participation Programme
RC	Resident Coordinator
SIDS	Small Island Developing States
TOR	Terms of Reference
UCPD	UNESCO Country Programming Document
UN	United Nations
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNITWIN	University Twinning and Networking Programme
WHC	World Heritage Centre
C/5	UNESCO's Biennial Programme and Budget Document
C/4	UNESCO's Medium-Term Strategy Document

Table of Contents

List of Tables, Figures and Boxes

Executive Summary

The review found many examples of effective cooperation between the Secretariat and the National Commissions. However, there are opportunities to better use the network of National Commissions. Improving the cooperation between the Secretariat and National Commissions would entail:

1. Clarifying the role of National Commissions
2. Strengthening the coordination of the network of National Commissions
3. Strengthening National Commissions' partnerships with civil society and the private sector
4. Enhancing resource mobilization and being more strategic and focused in the use of limited resources
5. Developing a mechanism to manage the knowledge generated by the network
6. Strengthening the overall approach to capacity development of National Commissions

Background and purpose

1. National Commissions for UNESCO form a global network of national cooperating bodies. The Commissions are established by respective governments under Article VII of UNESCO's Constitution, which stipulates that "Each Member State shall make such arrangements as suit its particular conditions, for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission broadly representative of the government and such bodies." (Article VII.1)

2. National Commissions are expected to "act in an advisory capacity to their respective delegations to the General Conference, to the representatives and alternates of their countries on the Executive Board and to their Governments in matters relating to the Organization and shall function as agencies of liaison in all matters of interest to it" (Article VII.2). Moreover, in conformity with the Charter of National Commissions for UNESCO adopted by the General Conference at its 20th Session, they can "disseminate information on the objectives, programme and activities of UNESCO", "participate in the planning and execution of activities of UNESCO" and "undertake on their own initiative other activities related to the general objectives of UNESCO" (Article I).

3. This comprehensive review of the cooperation between the UNESCO Secretariat (Headquarters and its field structure) and National Commissions was the first of its kind. Its purpose was to provide findings, conclusions and recommendations to improve interaction between the Secretariat and National Commissions (and vice versa); to strengthen the capacities of National Commissions and to improve their contribution to the mission and work of UNESCO. The review attempted to answer one overall question:

   "How can UNESCO's Secretariat and the National Commissions for UNESCO fully manifest the potential of their relationship in order to more effectively work towards UNESCO's objectives?"

Scope and methodology

4. The review was conducted by IOS and an external consultant. It focused on the 34 C/5 and first half of the 35 C/5 programming periods, i.e. 2008–2010. Previous biennia were also considered to set the context and to capture key events in the evolution of the relationship between the Secretariat and National Commissions.

5. The review methodology included a desk study of all relevant strategic documents; an analysis of the ERI database of National Commissions; three surveys of National Commissions, UNESCO field offices and Permanent Delegations; and interviews with over 200 stakeholders. These included current and former staff members of National Commissions, the UNESCO Secretariat at Headquarters and in the field, and category II institutes/centres; members of Permanent Delegations to UNESCO; government agencies; civil society organizations; and experts and academics.

6. Interviews were conducted in a sample of ten countries: Burkina Faso, China, Ecuador, Germany, Guyana, Iran, Lebanon, Morocco, the Philippines and the Republic of Korea. In addition, the review team attended a number of events for National Commissions organized by UNESCO.

Key conclusions and possibilities for action

7. The overall conclusion of this review is that while there are many examples of effective cooperation between the Secretariat and National Commissions, there are opportunities to better use the network of National Commissions. Significant strengthening and retooling of cooperation arrangements between UNESCO's Secretariat and National Commissions are needed. This includes efforts to clarify the roles of each partner and to establish organization-wide working processes, including processes related to knowledge management and to cooperation with partners such as civil society, the private sector and other parts of the United Nations system.

8. It is hard to imagine which other partners could be assigned the various roles and responsibilities that National Commissions currently have. By and large their roles, if not entirely clear, were found to be relevant, allowing the National Commissions to make a unique contribution to UNESCO and to its Member States. However, many Member States will have to make more efforts to provide the necessary resources to strengthen their National Commissions' capacity to significantly contribute to the mission and work of UNESCO. Unless both Member States and the Secretariat make the changes required to strengthen the cooperation, it will be difficult to effectively meet future challenges.

9. **The roles of National Commissions need to be clarified.** Since UNESCO was founded, the mandates and functions of National Commissions have evolved and expanded over time both in UNESCO's legal texts and in practice. The Constitution first entrusted National Commissions with advising and liaising between their governments and the UNESCO Secretariat, to which responsibilities in public information and execution of the Organization's activities have subsequently been added. The 1978 Charter for National Commissions granted additional functions relating to the dissemination of information and participation in programme planning, execution and evaluation. Subsequent resolutions adopted by the General Conference added further responsibilities, such as the establishment of partnerships at the national level.

10. A number of National Commissions have successfully responded to the expansion of prescribed roles and responsibilities and gone beyond them. However, due to the continuous expansion of the legal texts and of UNESCO's fields of action, and due to

different interpretations of these texts, there is a lack of clarity as to the roles that individual National Commissions are expected to play and what they are expected to contribute to the cooperation with the Secretariat. This makes it difficult for National Commissions to know how to prioritize their action in the context of resource constraints.

11. Lack of clarity about (or misinterpretation of) the roles of National Commissions often also exists within their respective countries. National Commissions are national cooperating bodies, established by Member States under Article VII of UNESCO's Constitution, but at the same time they are expected to ensure the presence of UNESCO at the country-level. As a consequence, National Commissions often wish to, or are asked to, represent both their own country and government and the UNESCO Secretariat. This is a contradiction from which much of the prevailing uncertainty around the roles and responsibilities of National Commissions originates.

12. **The coordination of the network of National Commissions needs to be improved for greater efficiency and effectiveness.** National Commissions constitute a valuable informal network, which is part of the overall "network UNESCO". If effectively used, this network could open up numerous possibilities for interaction, cooperation, co-creation, learning and development of and among National Commissions. It could also lead to stronger synergies between the work of National Commissions and the Secretariat, to more innovation and to increased motivation of all concerned. It would furthermore allow the National Commissions to enhance their contribution to the mission and work of UNESCO.

13. The review established that most of these possibilities have not yet been taken up, stemming largely from the fact that there is no shared vision and understanding of the objectives of the network, nor are the functions of its members clearly defined. Consequently, UNESCO's Secretariat, the National Commissions and their partners all have different understandings and expectations of the cooperation and what it aims to achieve. A functioning network should facilitate cooperation not just between UNESCO's Secretariat and National Commissions, but also between National Commissions themselves.

14. **National Commissions need to strengthen their liaison role with civil society and the Secretariat to play a more active role in guiding them.** One of the forward-looking characteristics of the mandate assigned to UNESCO's National Commissions is their liaison role with civil society organizations. While a number of National Commissions have developed good working relations with civil society and other external partners, others have very few relationships. Inadequate structures, certain legal set-ups, the scarcity of resources, a lack of vision and a lack of guidance for partnership building from the UNESCO Secretariat clearly limit the potential for the development of such cooperation. The role of National Commissions as liaising partners between their countries' NGOs and the Secretariat is also not clearly defined.

15. **Member States need to provide their respective National Commissions with the required human and financial resources.** Currently, many National Commissions lack the resources to significantly contribute to the network, mission and goals of UNESCO. The onus lies with Member States to provide their respective National Commissions with the required human, financial and statutory means. At present the support varies greatly from country to country, but overall there is a mismatch between the broad and expanding mandates and expectations of National Commissions and their human and financial resources. This applies to a large number of National Commissions and causes various constraints on the ways they work and how they are able to cooperate with the Secretariat.

16. The situation is often further exacerbated by the high turnover of National Commission staff, in particular at the level of the Secretary-General. The result is that it is difficult for many Commissions to ensure continuity of engagement with the Secretariat and to sustain strategic alliances with civil society, the private sector and other external partners.

17. **UNESCO's Secretariat needs to develop a mechanism to better manage the knowledge generated by the network of National Commissions.** The members of UNESCO's network of National Commissions together with the Secretariat create a wealth of useful insights, ideas, experiences, and practices. Together this knowledge constitutes one of the most important assets of the Organization, which is lost if it is not organized, shared, used and built upon.

18. The current approach to knowledge management, including the ways information is shared, is limited and not systematic, and therefore does not lead to sustained learning, stronger cooperation or visibility of the results achieved through the cooperation. Important learning opportunities are lost, including the potential of the network to capitalize on and leverage achievements of network members.

19. **UNESCO's overall capacity development approach for National Commissions needs to be improved.** UNESCO's Secretariat builds capacity of National Commissions by various means including training workshops and publications. Training workshops facilitate dialogue and the exchange of experiences and provide opportunities to network. The organization of the training, however, is not always optimal. The content is not always perceived to be relevant to all participants and the structure usually lacks flexibility and allows only limited room for interaction and joint strategizing, planning and learning between participants. There is also no clear mechanism to ensure that knowledge acquired by training participants is later transferred to other staff of National Commissions, nor are the outcomes of these workshops ever evaluated.

20. Several National Commissions have also engaged in some kind of capacity development initiatives for other National Commissions. Many of these initiatives are very promising and could be considered good practices with the potential to be replicated in a wider context.

Chapter 1 Background

1.1 UNESCO and the National Commissions for UNESCO

21. The United Nations Educational, Scientific and Cultural Organization (UNESCO) collaborates with an extensive network of partners working in its fields of competence. UNESCO also works with national cooperating bodies known as National Commissions. It is the only UN agency to have such a global network of National Commissions.

22. National Commissions are established by respective governments under Article VII of UNESCO's Constitution, which stipulates that "Each Member State shall make such arrangements as suit its particular conditions, for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission broadly representative of the government and such bodies." (Article VII.1)

23. They are expected to "act in an advisory capacity to their respective delegations to the General Conference, to the representatives and alternates of their countries on the Executive Board and to their Governments in matters relating to the Organization and shall function as agencies of liaison in all matters of interest to it" (Article VII.2). Moreover, in conformity with the *Charter of National Commissions for UNESCO* adopted by the General Conference at its 20th Session, they can "disseminate information on the objectives, programme and activities of UNESCO", "participate in the planning and execution of activities of UNESCO" and "undertake on their own initiative other activities related to the general objectives of UNESCO" (Article I).

24. Some of the National Commissions for UNESCO have been involved in the Organization's actions for many decades. The dynamics of interaction and cooperation between the Secretariat of UNESCO and the Commissions has been shaped by the changing and evolving context of global affairs, Member States' priorities and by UNESCO's efforts over the years to redefine and strengthen its partnerships to better respond to emerging challenges and to increase the impact of the collaborative efforts.

1.2 Global challenges and UNESCO's reform efforts

25. In the context of many global challenges facing UNESCO, the 35th General Conference decided on a strategic, high-level and forward looking independent external evaluation (IEE) of UNESCO. The IEE focused on the overarching question: "How should UNESCO position itself to address the challenges of the 21st century and to make the most of prospective opportunities?"

26. Under this overarching question, several sub-themes were addressed, including the relevance and effectiveness of UNESCO's partnerships with civil society and the business community. The IEE recognized the diversity of the various networks that UNESCO has created over the years, including that of National Commissions. Specifically, the importance of National Commissions' connecting UNESCO with civil society was acknowledged. As a result, it was concluded that the role of National Commissions needed to be reviewed and revitalized.

27. An important window of opportunity exists to review and improve the cooperation between UNESCO's Secretariat and National Commissions to meet these emerging needs of the 21st century. It is in this context, and as part of UNESCO's overall ongoing reform efforts, including those of its field network, that for the first time a global

comprehensive review of the cooperation between the Secretariat (at Headquarters and in the field) and National Commissions was launched in 2011.

Chapter 2 Review Purpose and Methodology

2.1 Purpose

28. The present review of the Secretariat's cooperation with UNESCO's National Commissions is expected to provide further input to UNESCO's overall reform process, thereby helping to strengthen both UNESCO's mechanism of working with the National Commissions as well as the Commissions' functioning and contribution to the work of UNESCO. The purpose of the review was to:

    a. Generate findings and conclusions regarding the relationship of the Secretariat (together with its field structure) and the National Commissions, including best practices and key challenges;

    b. Provide recommendations that will help 1) optimize the Secretariat's interaction with National Commissions (and vice versa); and 2) strengthen the capacities and improve the contribution of National Commissions to the mission and work of UNESCO.

29. The review focused on the period of the 34 C/5 (2008 - 2009) and on the first half of the 35 C/5 (2010). It was necessary to also go back to earlier biennia to set the context and to capture key events in the evolution of the relationship between the Secretariat and the National Commissions. It took place between March and September 2011.

30. The review attempted to answer one overall review question: "How can UNESCO's Secretariat and the National Commissions for UNESCO fully manifest the potential of their relationship in order to more effectively work towards UNESCO's objectives?" (See Annex 1 for the TOR of the Review).

31. For the purpose of the study, the stakeholders included staff of UNESCO at Headquarters and Field Offices, Permanent Delegations of UNESCO, National Commissions, and various partners (civil society, private sector, academia, UNESCO clubs and associated schools, etc.).

2.2 Methodology

32. The review methodology included:

    a. Desk study of all relevant strategic documents and analysis of the database of National Commissions maintained by the Sector for External Relations and Public Information (ERI). (See Annex 4: List of documents consulted)

    b. Interviews including video-conferences with over 200 stakeholders both at UNESCO Headquarters and in the field. These included not only Secretariat staff and National Commission personnel (current and former), but also members of Permanent Delegations, Government counterparts, experts in various fields, personnel of Category II Institutes, civil society organizations and academics. (See Annex 2: List of People Interviewed)

    c. Meetings were conducted in a sample of countries including Burkina Faso, China, Ecuador, Germany, Guyana, Iran, Lebanon, Morocco, the Philippines, and Republic of Korea with National Commissions, UNESCO Field Offices (when present) and other partners. Countries were selected based on criteria

as stipulated in the Terms of Reference, taking into consideration budgetary and logistical constraints.

d. Attendance of ERI events for National Commissions such as the "Interregional Forum of National Commissions for the Rapprochement des Cultures" on 27 April 2011 at UNESCO Headquarters, the Meeting of National Commissions during the 185th Executive Board and the Training Seminar for New Officials of National Commissions of Latin America in Ecuador in May 2011, and the Training Seminar for Caribbean National Commissions in Guyana in July 2011.

e. Three surveys of all National Commissions, all UNESCO Field Offices and all Permanent Delegations were administered in June 2011 (See Annex 3: Surveys). The response rate for National Commissions was 89 out of 197 (45%) registered in ERI's database. The response rate for UNESCO Field Offices (including BFC focal points at Headquarters) was 31 out of 70 (44%). The response rate for Permanent Delegations was 21 out of 183 (11%).

f. The review report was published as a draft just before the 36th session of the General Conference and was circulated for comments to all National Commissions, all Permanent Delegations, UNESCO Field Offices and other members of UNESCO's Secretariat at Headquarters. Comments received were taken into consideration during the finalization of the report.

2.3 Limitations

33. The scope and complexity of this review of the cooperation between UNESCO's Secretariat and National Commissions, together with the limited time, has imposed strict boundaries on the work of the team.

34. In particular, and in line with the TOR, the review has not assessed internal management and financial planning issues within individual National Commissions. Moreover, the review did not seek to conduct a review of budgetary and human resources needs. Inevitably, the team observed the implications of specific organizational and financial arrangements and was able to report some good practices in these areas.

Chapter 3 Roles and Responsibilities

35. The first part of this chapter presents the diversity of UNESCO's network of National Commissions, which is characterized by a variety of internal and external factors. It also presents the other members of the "UNESCO family" and partners that work with the Organization to help it achieve its mandate. The second part of this chapter describes the roles of National Commissions and their evolution over time that has led to varying effects on their cooperation with UNESCO's Secretariat.

3.1 Framework and structure

a) UNESCO has a diverse network of National Commissions

36. According to UNESCO's Constitution, each Member State has the responsibility of setting up a National Commission. Article IV.1 of the *Charter of National Commissions for UNESCO* further stipulates that a Member State shall "provide its National Commission with the status, structure and resources necessary to enable it effectively to discharge its responsibilities to UNESCO and to the Member State". In order to operate effectively, National Commissions require a legal status and a permanent Secretariat with high level staff, sufficient authority and financial means (Article IV.4). As long as Member States abide by these guidelines, they are free to set up their National Commission as they wish.

37. Given that each Member State defines its National Commission's structure in accordance with its own priorities and needs, the nature, capacities and composition of National Commissions are very diverse. Different characteristics also reflect the political, economic, cultural and social settings of each Member State as well as its geographical location and size. Therefore, there is no single model of National Commission and, looking at the composition, administrative status and structure of the 197 existing National Commissions, and one can only be struck by their diversity. The following are some of the aspects that make up this diversity:

Table 1 The diversity of National Commissions

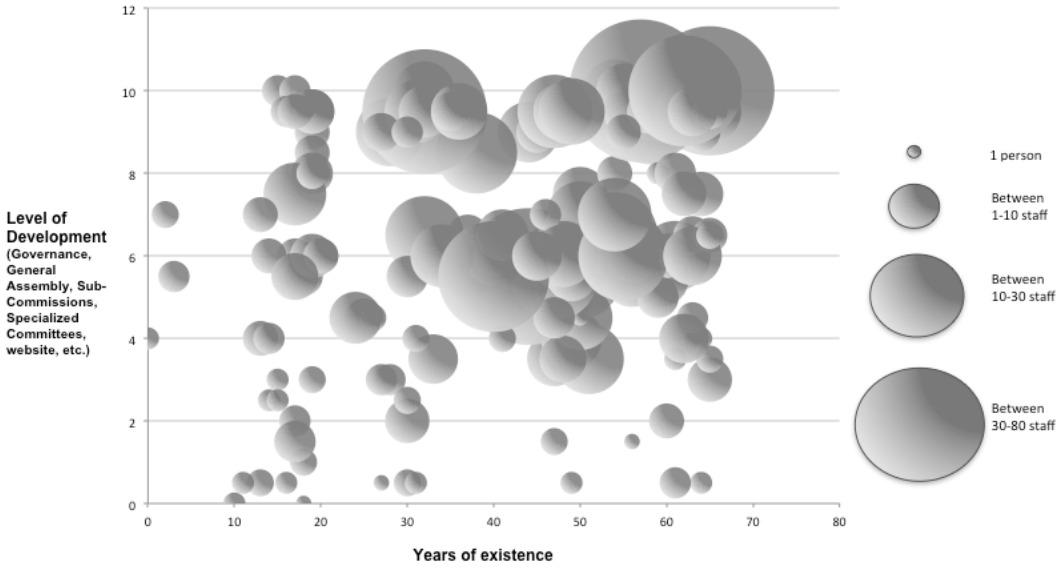
Legal setup	National Commissions fall under three main legal categories: 1°) Governmental Commissions, whose Secretariats function as an integral part of ministries or other governmental bodies (e.g. Burkina Faso, China, Morocco, Philippines, etc.); 2°) Semi-Governmental Commissions, which could be separate from governmental structures but require permanent backing, mainly in terms of human and financial means, from "supervising" ministries or other governmental authorities (e.g. France, Iran, Lebanon, Republic of Korea, etc.); and 3°) Autonomous Commissions which function as independent institutions (e.g. Canada, Germany, Switzerland, etc.). Such Commissions have an extended degree of autonomy in managing their activities in accordance with policy decisions taken by their governing bodies. According to ERI's database of 197 National Commissions, 61% (121) are governmental, 12% (24) are semi-autonomous and 5% (10) are autonomous (there is no data available for 42 National Commissions).
Internal governance	Internal governance models vary quite widely in, for example, the extent to which National Commissions organize their specialized committees, nominate senior management, mobilize partners at the local level, etc. Depending on the legal status of a Commission, its respective Member State may intervene to nominate the leadership and various Commissioners.
Access to resources	It is the responsibility of Member States to provide their National Commissions with the requisite human, financial and statutory means to fulfill their missions. Such support significantly varies from one country to another. For example, National Commissions' staff can number from one (Secretary-General only) such as in Montenegro or Tonga

	(sometimes assuming these responsibilities on a part-time basis) to over 90 full-time employees such as in the Republic of Korea. Financial resources allocated by national governments to National Commissions also vary from a strict minimum (to cover salaries and office costs) to substantial contributions for programme activities.
Relation with Permanent Delegation	The relationship between National Commissions and Permanent Delegations can vary significantly, depending on the ministries supporting both of these and/or the arrangements specified at governmental level in the Member State. Some National Commissions are part of the same ministry as the Permanent Delegation, for instance the Philippines which have both entities as part of the Ministry of Foreign Affairs. Other National Commissions are part of different ministries than their countries' Permanent Delegations, while others are detached from governmental institutions. Cooperation arrangements between National Commissions and Permanent Delegations vary further depending on both entities' representation in UNESCO's Governing Bodies. Some Member States send representatives from National Commissions to attend sessions along with their Permanent Delegates, whereas others have one representative fulfilling both roles. The survey of National Commissions shows that 37% of National Commissions that responded liaise with their countries' Permanent Delegations on a daily-basis, while 15% liaise with them once a week, 6% once a month, 9% a few times a year and 26% on a needs-basis.
Spread of themes and objectives	National Commissions focus on specific priorities that are of importance at the local and national level. For instance, National Commissions in Europe have a stronger focus on culture. Other regions focus on education. Altogether, few regions have a strong focus on the sciences at the level of the National Commissions. In the case of governmental National Commissions, the area of focus is usually determined by the mandate of their host ministry.

Source: Review team's interview protocols, survey data, ERI data-base

38. National Commissions furthermore differ considerably due their level of development (as shown in Figure 1) and their years of existence. Clusters are fairly obvious, with a group of large National Commissions being prominent.

Figure 1 Diversity of National Commissions



Note: The X-Axis corresponds to the number of years since creation of the National Commission; the Y-Axis corresponds to the level of organizational development of the National Commission on a scale of 0-12 (12 being highly developed).
Source: UNESCO's National Commissions database June 2011 and Architecture Book 2009

39. As a result of the plethora of options for the setup of National Commissions, Member States have chosen models that best suited their situation and their abilities to contribute to UNESCO's mission. The diversity of National Commissions reflects that of Member States and of their political structures. It is certainly an advantage since no "one-size model" would be able to fit the many different circumstances in which National Commissions are required to operate. On the other hand, the diversity of National Commissions also creates challenges for the cooperation between National Commissions and UNESCO's Secretariat, making it difficult for the latter to develop harmonized modalities for cooperation, communication and support to the many different models of National Commissions.

b) National Commissions are part of the wider "UNESCO family"

40. UNESCO collaborates with a constellation of organizations, associations, networks and other counterparts working in its fields of competence at global, regional and national levels. Some of these have been involved in the Organization's action for more than 50 years. The dynamics of interaction and cooperation between UNESCO and its collaborators and partners has been shaped by the changing and evolving context of global affairs.

41. The members of the "UNESCO family"[1] and its partners include:

Table 2 The "UNESCO family" and external partners

Members of the "UNESCO Family"	Description
Member States and Permanent Delegations	With the entry of South Sudan and Palestine in the fall of 2011, the Organization now has 195 Member States and 8 Associate Members. At present, 183 Member States have established Permanent Delegations to UNESCO which, headed by Ambassadors, undertake liaison functions between the Organization and their governments. In addition, there are 3 Permanent Observers and 10 intergovernmental organizations with Permanent Observer Missions to UNESCO.
Category I Institutes	UNESCO's Category I Institutes support UNESCO's programme. Some of them provide, in the same way as the regional bureaux, specialized support for cluster and national offices. There are currently eight institutes and centers working in Education, two working in Science and one working in Statistics.
Category II centers	Category II Centers are associated with UNESCO through arrangements approved by the General Conference and are expected to contribute to the Organization's mandate. They can be distinguished from Category I Centers, which are institutionally part of UNESCO. To date, more than 60 Category II Centers work in fields related to all of UNESCO's fields on a global or regional level. They contribute through capacity building and technical cooperation and their activities should be in line with UNESCO's strategic objectives.
UNITWIN	The UNITWIN Programme, launched in 1992, operates through the establishment of UNESCO Chairs and Networks around the world, which are also designated UNITWIN projects. Its primary aim is to allow the higher education community to work together with UNESCO to achieve the objectives of the Organization's global agenda. Its main participants are universities and research institutions. As of May 31, 2011, 715 UNESOC Chairs were part of the UNITWIN Programme.
UNESCO Clubs	In 2010 the group included some 3800 associations, centers and UNESCO clubs in more than 80 countries throughout the world. At the global level, the World

[1] "UNESCO family" is a term often used to describe UNESCO's Secretariat and all those organizations, associations and networks with whom it has close and ongoing long-term working relationships.

	Federation of UNESCO Clubs, Centers and Associations (WFUCA) is responsible for informing, coordinating and mobilizing its members, with UNESCO's support and cooperation.
UNESCO Associated Schools Project Network (ASPNet)	UNESCO's Education sector works with the UNESCO Associated Schools Project Network (ASPNet). It is a global network of committed schools created in 1953 that translates UNESCO's ideals into action while keeping in line with the education sector global development agenda. ASPNet includes more than 9000 institutions worldwide.

UNESCO's External Partners	Description
United Nations System	Within the framework of the mandate established in its Constitution, UNESCO cooperates and coordinates its activities with intergovernmental organizations, in particular the United Nations and the organizations of the United Nations system. In order to strengthen cooperation, UNESCO has signed agreements with 16 organizations of the United Nations system.
Intergovernmental organizations	UNESCO cooperates with intergovernmental organizations (IGOs) which do not belong to the UN system, but have working relations with UNESCO, and with which UNESCO has concluded formal agreements or ad hoc arrangements. In order to strengthen such cooperation, UNESCO has signed agreements with 87 IGOs. It also maintains close collaboration and operational relations with a number of multilateral organizations, including European Union Institutions, particularly the European Commission and Multilateral Development Banks.
Other institutions	UNESCO has a variety of other important partners such as: archives, libraries and information centers; educational institutions and networks (such as FLACSO); cultural networks comprised of museums, heritage institutions and world heritage sites.
Civil Society	For more than a half-century, UNESCO has woven a valuable tapestry of cooperative relations with a large number of civil society organizations working in its fields of competence. Currently, UNESCO has official relations with 348 international NGOs and 20 foundations and similar institutions which also work in the Organization's fields of competence.
Private sector	UNESCO's relations with the private sector encompass cooperation with multinational corporations, small and medium enterprises, philanthropic foundations, professional and economic associations, as well as other organizations of the business community and individuals.

Source: Review team's interview protocols, desk research.

42. The review found that National Commissions are perceived as having a "unique" role among all members of the "UNESCO family". They are the only entities to represent the Organization at the country-level on a global scale. Opinions with regard to the exact nature of the "uniqueness" of their role vary. Nevertheless, when compared to other members of the "UNESCO family", over two-thirds (77%) of National Commissions that completed the survey found that the National Commissions' role is sufficiently distinct within the larger "UNESCO family". UNESCO Field Offices share this view with 74% somewhat or strongly agreeing with this statement.

3.2 The roles of National Commissions

a) National Commissions' roles have significantly expanded over time

43. Since UNESCO was founded, its mandates and functions have evolved and expanded over the years. Responding to and influenced by the development of the organization, the mandates and functions of the National Commissions have also changed and

expanded significantly both in the Organization's legal texts and in practice. In turn, National Commissions' cooperation with the Secretariat has intensified.

44. The Constitution first assigned National Commissions the tasks of consultation and liaison, to which were added, at the 14th session of the General Conference in 1966, responsibilities in the field of public information and the execution of UNESCO activities. In 1978, under the Charter of National Commissions for UNESCO, they were granted programme elaboration and evaluation functions. Later on, their field of action was extended to fundraising for UNESCO and the establishment of partnerships at the national level. Finally, the General Conference, at its 26th session in 1991, recognized them as being among the chief participants in the decentralization process.

45. The adoption of the *Charter of National Commissions for UNESCO* by the General Conference at its 20th session in 1978 was an important milestone in the evolution of National Commissions. This text paid tribute to more than thirty years of cooperation between National Commissions and the Secretariat towards the fulfillment of UNESCO's mission and ideals. While the UNESCO Constitution explicitly accorded the National Commissions only an advisory and intermediary function as agencies of liaison, the Charter expressly added the responsibilities for the implementation of UNESCO's programme and the dissemination of information about UNESCO. It also stressed that in each Member State, the National Commission had to ensure the permanent presence of UNESCO in its country.

46. The Charter specifies that it is for each Member State to define the range of responsibilities for its National Commission. The document spells out the purpose and functions of National Commissions, explains their roles in relation to their respective governments and UNESCO, and outlines the responsibilities of both Member States and UNESCO towards National Commissions.

47. The review found that in practice many new functions and areas of intervention for the National Commissions have been added in recent years. This has led to an intensification of the cooperation with the UNESCO Secretariat. For example, National Commissions have been solicited to participate in the United Nations Development Assistance Framework (UNDAF) process. (Belize, Saint Lucia and the British Virgin Islands have attended UNDAF meetings.) Other National Commissions have contributed to UNESCO programmes by mobilizing larger networks of experts and have even engaged in raising additional funds for UNESCO programmes (for example, the National Commission of the Republic of Korea has raised funds for UNESCO's work in Haiti). The expansion and diversification of the roles have been on a different scale for each National Commission, and, in turn, have resulted in varying degrees of cooperation with the Secretariat.

b) There is a lack of clarity regarding the roles of National Commissions and this affects their cooperation with the Secretariat

48. Due to the continuous expansion of UNESCO's legal texts and the Organization's fields of action, a lack of clarity has emerged as to the roles that individual National Commissions are expected to take on in the context of their cooperation with the Secretariat.

49. The review found that there is a lack of clarity about (or misinterpretation of) the roles of National Commissions vis-à-vis the Secretariat, but often also within their respective countries. The situation is further complicated by the fact that National Commissions are national cooperating bodies, established by Member States under Article VII of

UNESCO's Constitution, but at the same time they are expected to ensure the permanent presence of UNESCO at the country-level.

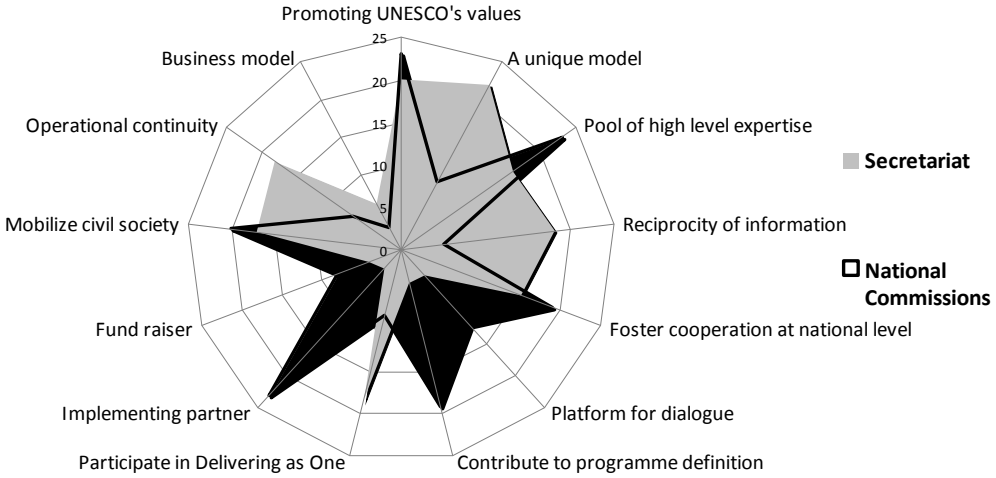
50. As a consequence, National Commissions often want to (or are asked to) represent both their own country and government (for instance, in the biannual consultations for the C/5 or in the Executive Board) and the UNESCO Secretariat (for instance, in the context of discussions around the UNDAF). This is a contradiction, from which a lot of the prevailing uncertainty around the roles and responsibilities of National Commissions originates. It is neither possible to fulfill both roles (representing the Government and representing UNESCO's Secretariat) simultaneously, nor is it possible to fulfill these two roles consecutively (i.e. representing the Government on one occasion while representing the Secretariat on another).

51. This situation creates a lot of misunderstandings and challenges both for National Commissions and for the Secretariat. For instance, the review team observed that a National Commission entered into a kind of competition with a Regional Office about who would be responsible for and entitled to represent UNESCO in the absence of a National UNESCO Office. Another challenge observed relates to the participation of National Commissions in the UNDAF. National Commissions requested to do so need very clear instructions from the Secretariat with regard to what is expected from them and what they can commit to on behalf of UNESCO. They should report back to the Secretariat accordingly, which, in practice, is not happening systematically. At the same time, other UN agencies see National Commissions for UNESCO as government representatives and therefore do not consider their participation in UNDAF meetings appropriate.

52. The situation also creates challenges for the relationship between National Commissions and their countries' Permanent Delegations, an issue which was not a subject of this review. Nevertheless, what has become clear is that the roles of National Commissions, of Permanent Delegations and of the Secretariat need to be very clearly defined and protocols for interaction established if misunderstandings, overlaps, and inefficiencies in the cooperation are to be avoided.

53. Interviews and field missions conducted for this review also showed that the shared fundamentals of the cooperation between National Commissions and the Secretariat, as expressed in Article VII of UNESCO's Constitution and the Charter of National Commissions for UNESCO, remain strong. However, as described above, it has become clear that the roles and responsibilities and their implications at the operational level are being interpreted in different ways by the various stakeholders. Figure 2 illustrates different interpretations by the Secretariat and by National Commissions of the roles that the National Commissions are supposed to play:

Figure 2 Interpretations of the roles of National Commissions



Source: Interview protocol / guidelines used in over 200 interviews with National Commissions' and UNESCO Secretariat staff

54. The figure above shows that the Secretariat and the National Commissions have differing expectations of what the cooperation should achieve. For example, it shows that they have similar views on the role of National Commissions in promoting UNESCO's values, but differ quite significantly on their role as fundraisers. In particular, the role to be played by National Commissions with regard to programme definition issues (C/5 programming exercises) and the implementation of projects is understood in very different ways by the two parties. Many National Commissions push to have the resources and expertise to implement projects, while UNESCO Field Offices indicate that such a role should only be played on an ad-hoc basis.

55. This further demonstrates the need to create a shared understanding of what the cooperation is expected to achieve, what each party's role and contribution should be, and how the work should be prioritized if need be. The roles and responsibilities of Field Offices in this cooperation therefore also need to be clarified. This includes, for instance, Field Offices' responsibilities with regard to supporting: the networking of National Commissions in the region; the dissemination of information to National Commissions; the fostering of synergies of activities of National Commissions in the region; knowledge sharing between National Commissions; joint programming etc. UNESCO's current field reform provides an opportunity to strengthen the cooperation between the Organization's field network and National Commissions.

56. As already alluded to earlier in this report, the role of Permanent Delegations furthermore influences the cooperation between National Commissions and the UNESCO Secretariat, which most Permanent Delegates, that were interviewed, referred to as a tripartite relationship in which Permanent Delegations and National Commissions should complement each other. It is interesting to note that 27% of the Permanent Delegations that responded to the survey indicated that their countries' Permanent Delegations and National Commissions have overlapping responsibilities, while a clear majority indicated that they do not.

c) Prioritization of roles in the context of resource constraints creates additional challenges for National Commissions

57. Related to the need for clarification of the roles of National Commissions is the question of prioritization of roles in the context of resource constraints. The review revealed challenges faced by the National Commissions in strategically planning and prioritizing their programmes of work. Many National Commissions lack resources and are therefore not able to assume all the roles assigned to them, even if the roles were clear. As indicated by National Commissions' staff interviewed, the mandates and objectives of UNESCO are articulated at a high level, which requires each National Commission to then define and prioritize activities at the national level. This prioritization is not always taking place, leaving many National Commissions' interventions dispersed in many different areas.

58. The Charter allows National Commissions to operate within the wide fields set out in UNESCO's legal texts. As a result, many National Commissions have decided to embark upon a well-defined set of priorities within the scope of the mandates and functions set out for them. Such priorities are normally identified to fit each Commission's resources, are aligned with national priorities and support the national strategic contributions to UNESCO. On the other hand, the extreme inverse situation also exists with some National Commissions deciding to integrate all UNESCO's mandates into their work programmes and then struggling to implement them.

59. In this context, it is interesting to note that the lack of clarity and prioritization of the roles that National Commissions are expected to play are also somewhat reflected in the various stakeholders' perceptions of the strategy for cooperation between National Commissions and the UNESCO Secretariat. While the surveys show that 73% of National Commissions that responded somewhat or strongly agree with the fact that the Secretariat has a clear strategy for cooperation with them, 19% disagree and 7% do not know. The survey of Field Offices shows that just over half of respondents somewhat or strongly agree with this, while 37% disagree. Just over half of Permanent Delegations that responded (52%) agree, while 29% disagree and 19% do not know.

60. A clear majority (86%) of National Commissions that responded to the survey state that they have a clear strategy for cooperation with the UNESCO Secretariat. However, 55% of Field Offices that responded to the survey somewhat or strongly disagree with this statement when it comes to National Commission(s) in their country(ies) of responsibility(ies). A strong proportion of Permanent Delegations that responded to the survey agree with this statement for their own countries' National Commissions.

61. The majority (73%) of National Commissions that responded indicated that the strategy of the cooperation remains somewhat or strongly relevant given today's changing circumstances (financial crisis, UN reforms, new challenges, etc.), while 11% disagree and 16% do not know. However, 48% of Field Offices somewhat or strongly disagree with this statement, while only 45% agree. Half of Permanent Delegations agree and half disagree with this statement.

62. Overall, the review found that there is no shared understanding of the strategy for cooperation between National Commissions and the UNESCO Secretariat, including its Field Offices.

Chapter 4 Cooperation Modalities

63. This chapter presents the network of National Commissions and some of the ways that it operates. It also presents how individual National Commissions cooperate with the various parts of UNESCO's Secretariat as well as with other UN agencies and external partners with the aim of contributing to UNESCO's mission. It furthermore explains how the Secretariat, in turn, supports the work of National Commissions.

4.1 The network of National Commissions

a) The potential of UNESCO's network of National Commissions has not yet been fully realized

64. The 2010 Independent External Evaluation of UNESCO (IEE) found that "network UNESCO" is as important as "institutional UNESCO" in many countries and communities. The IEE evaluators considered the network to be undervalued and undermanaged and pointed out that much could be achieved with limited resources if this was otherwise.

65. National Commissions also constitute an important, if informal, network which is part of the overall "network UNESCO". Despite recent worthwhile efforts to improve the overall functioning of the network of National Commissions, the review found that more work is needed before the Secretariat and Member States will be able to fully reap the benefits of being united in such a structure.

66. If properly used, this network could open up numerous possibilities for interaction, cooperation, co-creation, learning and development of and among National Commissions. It could also lead to stronger synergies between the work of National Commissions and the Secretariat, to more innovation and to increased motivation of all concerned. It would furthermore allow the National Commissions to enhance their contribution to the mission and work of UNESCO. The network also has the potential to strengthen interaction and cooperation with other UNESCO networks. The review established that most of these possibilities have not yet been fully realized.

67. While it is understood that National Commissions primarily serve as national focal points for all issues relating to their countries' membership in UNESCO, they also have an important role to play as being part of the network. While numerous linkages between National Commissions have certainly been established over the years, the network overall is lacking some of the essential components to function properly. Its unexploited potential calls for the Commissions' increased contribution and commitment to their network function, and for more strategic support to be provided to the network by the Secretariat.

68. Currently, some of the characteristics of the existing network of National Commissions are the following. These characteristics shape the way that it operates.

- The network of National Commissions is large (197 National Commissions), yet fairly autonomous with no apparent central authority;

- There is no shared vision and understanding of the objectives of the network, nor are the network functions of its members well defined, leaving the possibility for Member States to define their own expectations for it;

- Participants of the network adhere to various objectives, some of them being alternative ones to UNESCO's;

- The number of links between UNESCO's Secretariat and National Commissions are numerous, but often peripheral among National Commissions themselves. This clearly limits the possibilities for concerted action;

- Clear guidance for interaction among National Commissions is missing;

- Many National Commissions lack status and resources, which limits their ability to cooperate with the Secretariat and with other network members;

- Efforts are made to enhance learning across the network, but they are usually limited in scale and not systematically planned for the network as a whole; and,

- Information and knowledge are shared to some extent, but not always systematically at the level of the entire network.

b) The lack of overall network coordination, resource constraints and unclear roles of National Commissions impact on the effectiveness of the network and on the cooperation between the Commissions and the Secretariat

69. Member States once tried to set up a Standing Committee of National Commissions, which was rejected by the General Conference (31 C/Resolution 47). Instead, an informal Steering Group of Presidents / Chairs of National Commissions was established during the 31st session of the General Conference in 2001. Later called the Coordinating Group of National Commissions for UNESCO, it is expected to closely follow key issues concerning National Commissions, to advise on the ways and means of strengthening the global network of National Commissions, and to advocate for a stronger role of National Commissions in UNESCO's overall strategy and programme. The Coordinating Group operates on an informal basis. While this group still exists, no evidence was found by the review team for the group taking real leadership for the network or for making any significant impact in terms of guiding and advising it.

70. While UNESCO's Secretariat cooperates with the network of National Commissions on a regular basis, its role is also limited when it comes to the overall coordination of the network and to holding network members accountable for their contribution to the network and to the Organization as a whole. The Secretariat is expected to support the network of National Commissions to attain its objectives (Article V, Charter of National Commissions for UNESCO); however, in reality, decision-making and priority-setting remain largely at the national level with the National Commissions themselves. With time, this ambiguity has hindered the development of a cohesive system-wide approach to promoting UNESCO's mandate by National Commissions at the country level.

71. Really operationalizing the network of National Commissions remains the foremost challenge for UNESCO. Better coordination and a sense of direction are needed to provide the network with both a strategic and programmatic approach that would enable it to operate more effectively not only between the Secretariat and National Commissions, but also among National Commissions themselves. Better strategic guidance would help individual National Commissions to prioritize activities under resource constraints, to clearly identify objectives to be achieved within given time-frames, to better collaborate with other National Commissions and the Secretariat, and to establish strategic partnerships with external stakeholders including civil society and the private sector.

72. The weak status and insufficient resources of many National Commissions is another weakening factor of the network. It severely hampers these Commissions' ability to be an active player in the network, to fulfill their roles at the country level, to cooperate with the Secretariat, and therefore to contribute to the mission and goals of UNESCO. This is further discussed in Chapter 5.

4.2 The cooperation's contribution to UNESCO's mission and related challenges

a) Many National Commissions contribute significantly to the mission and work of UNESCO, but there is need for others to improve their contribution

73. It was beyond the scope of this review to establish the full extent of the National Commissions' contribution to the mission and work of UNESCO. Overall, however, interviews, surveys and document research indicate that a large number of National Commissions contribute significantly to the Organization. These National Commissions include both bigger and better resourced ones, as well as smaller National Commissions with few staff that operate on more modest budgets. Many other National Commissions, however, lack the status and the human and financial resources to make a significant contribution.

74. Depending on their specific socio-economic and political context, National Commissions need to make choices about where to focus their work. In some countries the context calls for National Commissions to primarily support the normative work of UNESCO, while in others it is an active engagement in development issues that might be the priority.

75. Cooperation between the Secretariat and National Commissions has become increasingly important in a variety of UNESCO's focus areas, such as for instance Education for All or World Heritage. Box 1 shows examples of how National Commissions contribute to UNESCO through publications relating to various fields of the Organization's work.

Box 1 National Commissions supporting UNESCO's work through publications

Netherlands National Commission for UNESCO: "Culture, Education and Media Projects in Afghanistan. What lessons can be learned": Lessons learned by international organizations and NGOs working in difficult situations are not always shared with others working in similar settings. This study therefore aims to identify 'lessons learned' and 'good practices' as experienced by Dutch NGOs and governmental institutions in reconstruction projects carried out in Afghanistan in the culture, education and media sectors. It aims to share these experiences on working in PCPD situations with UNESCO and other National Commissions.

German National Commission for UNESCO: "Mapping Cultural Diversity Good Practices from Around the Globe": This publication aims to contribute to the debate on the implementation of the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Many stakeholders are challenged by the task of translating political ideas on cultural diversity into ground realities; therefore, this publication aims to provide concrete examples on how the implementation of the Convention could be of benefit. These include innovative and sustainable projects in the arts, media, creative industries, international cooperation, policy development research and education.

Uganda National Commission for UNESCO: "UNESCO Associated Schools Uganda": This magazine, published in 2009, outlines the main achievements of Uganda's ASPNet Schools and promotes other UNESCO initiatives, days and resources.

Austrian National Commission: "Welterbe für junge Menschen Österreich": In cooperation with the Austrian Ministry of Education, Art and Culture, the Austrian National Commission has produced a

publication of education materials on world heritage sites (and 1972 Convention).

UNESCO Centre in Catalonia (UNESCOCAT)[2]: "Orientacions que han de guiar l'aplicació de la Convenció del Patrimoni Mundial": The UNESCOCAT has produced guidelines for the implementation of the World Heritage Convention and has translated various UNESCO reports and standard-setting instruments into Catalan, notably the UNESCO World Report on Cultural Diversity and Intercultural Dialogue and several Culture Conventions. UNESCOCAT closely cooperates with the Spanish National Commission for UNESCO.

76. The review also showed that the majority of National Commissions, especially those closely attached to a Government line Ministry, tend to focus their work and cooperation with the Secretariat on the predominant sector of that Ministry. In a large number of countries this is education, while in others, especially in more developed countries, this may be culture. This does not mean that no links with other programme sectors exist, but they are usually not as strong as with the sector that best corresponds to the specialization of the host institution. As a consequence, the contribution of National Commissions to the work of UNESCO is typically not spread evenly across all of UNESCO's programme sectors. This is not problematic per se, as long as it is the expression of an intentional strategy to focus activities under resource constraints and to engage strategically where the work will have the biggest impact.

b) National Commissions cooperate with various parts of the Secretariat. Although programmatic cooperation would benefit from a more systematic approach, many good practices of cooperation exist.

77. In the Secretariat, the Section of National Commissions for UNESCO and Related Networks (ERI/NCS/NAC), part of the Division of National Commissions and Civil society (ERI/NCS), is the key interface between the National Commissions and the UNESCO Secretariat. The Section is in charge of upstream policy coordination with National Commissions and for the overall monitoring and implementation of UNESCO's strategy and policies concerning National Commissions. The Section endeavors to especially focus on the strengthening of the global network of National Commissions and to advocate its active participation in UNESCO's activities. The Section's priority activities are centered on the three following major axes: 1°) Policy and advocacy; 2°) Meetings/Consultations; and 3°) Training.

78. The survey of National Commissions indicates that National Commissions' main interlocutors in the UNESCO Secretariat are indeed ERI's Section of National Commissions and Related Networks (79%), followed by Programme Specialists in the Programme Sectors (70%) and UNESCO Field Offices/Institutes (66%).

79. ERI promotes the role of National Commissions and provides valuable support to the Network of National Commissions, including very specific measures that involve the National Commissions closely in the daily activities of the Organization. ERI's work includes the development of policy papers and other documents that guide UNESCO's cooperation with National Commissions, the preparation of circular letters to Ministers responsible for relations with the Director-General and of publications that inform National Commissions about key developments in UNESCO.

80. ERI also plays a role in providing financial assistance through the Participation Programme, thus enabling some National Commissions of developing and middle-income countries to develop their material and technical resources (more on the Participation Programme later).

[2] UNESCOCAT is not a National Commission. Its work is mentioned here as an inspiring example of work that could be undertaken by National Commissions.

81. On the programmatic level, partnerships between UNESCO's Secretariat and individual National Commissions are not always formalized, i.e. specific agreements on the content of the cooperation, on the goals to be achieved in the medium-term, on how both parties should interact, and on the frequency of interaction, do not always exist.

82. While 77% of UNESCO Field Offices that answered this review's survey indicate that strong interface mechanisms are in place between them and National Commissions in their countries of responsibility, 23% indicate that this is not the case. Furthermore, while 71% of Field Offices that answered the survey indicated that their workplans are done in close consultation with their countries' National Commissions, for 29% this is not the case. The review found, however, that there was no systematic mechanism in place by which Field Offices and the National Commissions in the countries they are responsible for identify potential areas for cooperation. UNESCO Country Programming Documents (UCPDs), where they exist, are not always used for this purpose, although the development of a UCPD provides a Field Office with a good opportunity to engage the National Commission and other partners in discussions about future priorities and areas of joint intervention. Regional seminars could also be used for this purpose. This implies, however, that these seminars are utilized in a more strategic way, giving both Field Offices and National Commissions the opportunity to identify and discuss opportunities for collaboration.

83. In sum, to ensure full implementation of joint activities, Field Offices and National Commissions need to create realistic joint operational plans based on priorities and concrete objectives. This would help both parties enhance their cooperation by optimizing the use of resources, producing concrete results that can later be shared with other National Commissions, and agreeing on coordinated and synergistic individual action to promote UNESCO's values.

84. The cooperation between National Commissions and the Secretariat would, for instance, benefit significantly if events and communication plans were better synchronized. For instance, on the day of the UNESCO Secretariat's launch of the Education for All (EFA) Report, National Commissions could organize related events in their respective countries, thereby strengthening UNESCO's efforts considerably.

85. Box 2 shows an example of how UNESCO's Cluster Office in Kingston, Jamaica, cooperates with the National Commissions in its cluster countries.

Box 2 Cooperation between the Secretariat and National Commissions in the Caribbean region

National Commissions for UNESCO in the Caribbean region have become privileged partners of the UNESCO Cluster office in Kingston, Jamaica in its work with governmental institutions, NGOs and others at the national level. They play a critical role in designing, implementing, monitoring, evaluating and reporting on UNESCO programmes. Examples of cooperation with National Commissions include:

Jamaica National Commission: Organization of the First Forum of Ministers responsible for social and sustainable development in the Caribbean (January 2010).

Suriname National Commission: Collaborated in the organization of the Caribbean Regional Conference on Higher Education with OAS.

Guyana National Commission: Facilitated a research project on experiences of school children living with and affected by HIV in collaboration with the Ministry of Education.

Trinidad and Tobago National Commission: Facilitated the Caribbean Media Conference & World Press Freedom Day celebration (Port of Spain, 3-4 May 2010).

Grenada National Commission: Collaborated in the organization of the Caribbean training course for operators of Sea Level Stations (January 2011).

86. Many opportunities also exist for direct cooperation between UNESCO Headquarters and National Commissions. For instance, UNESCO's financial instruments and funds can provide valuable opportunities for cooperation. This is exemplified by the International Fund for Cultural Diversity (IFCD). Applications for funding through IFCD resources are first reviewed by National Commissions who ensure that projects submitted meet all the funding criteria.

Box 3 National Commissions and the International Fund for Cultural Diversity

The IFCD was established in the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions (Article 18). The Convention is a legally-binding international agreement that sets a framework for the protection and promotion of the diversity of cultural expressions. It aims to create an enabling environment for dynamic cultural sectors in a context of sustainable development. Funding requests for the IFCD are to be sent to the UNESCO Secretariat of the 2005 Convention through the National Commissions for UNESCO or other official channels designated by the States Parties.

Before forwarding applications to the Secretariat, National Commissions have the mandate to first review them to ensure that projects are relevant, meet their respective country's needs, and have been subject to consultation among stakeholders. The IFCD is well perceived by many National Commissions, who appreciate that the Fund provides local organizations with the financial means required to develop and implement projects. They also see this as an opportunity for National Commissions to play a greater role in linking local organizations with UNESCO.

87. The few examples mentioned above show that many good practices of cooperation exist. However, they are not always shared with the Secretariat or other National Commissions in a systematic manner and therefore potential opportunities for learning across the network are often lost. Many persons interviewed in the field indicated that it was important to first establish a shared understanding of what constitutes good practice for cooperation. The absence of a joint understanding makes it difficult for National Commissions to identify and share such practices.

88. Table 3 illustrates the key contributions each partner brings to the cooperation as seen by each of the partners in respect to the other. The list of key areas of cooperation is not exhaustive; there are certainly many more. The table shows that both UNESCO's Secretariat and National Commissions are heavily dependent on each other. For instance, the former is in charge of drafting policies and standards, and the latter are responsible for supporting the implementation of these at the national level through their respective organizational structures linked to academia, civil society, the private sector, etc. The fact that National Commissions have a global presence in almost 200 countries is also perceived as constituting an important contribution to UNESCO, as such an anchorage is unique in the UN System. Many National Commissions also provide excellent technical expertise in many areas, such as biodiversity and education for all.

Table 3 Areas of contribution to the cooperation as seen by the UNESCO Secretariat and by National Commissions in respect of the other

Area of contribution to cooperation	UNESCO Secretariat's key contribution to the cooperation (as seen by National Commissions)	National Commissions' key contribution to the cooperation (as seen by the Secretariat)
Strategic focus	Commitment to use National Commissions as vehicles to mobilize local networks, disseminate UNESCO's messages and support implementation of activities designed to achieve UNESCO's overall objectives, which are common to all National Commissions	Ensure that the representatives of governmental and non-governmental organizations work hand in hand to promote UNESCO's goals at the national level
Organizational outlook	Knowledge based, centralization of policy work, standard-setter	Resource mobilization at the local level, provision of expertise
Raising awareness capacities	Mobilize UNESCO's partnerships through Headquarters' meetings and General Conferences	Mobilize local networks outside the reach of UNESCO's Secretariat; some National Commissions have developed strong links with educational, scientific and artistic communities
Expertise	Provides multi-sectoral expertise offered by the members of UNESCO's overall network, including that of National Commissions	National Commissions securing experts at the local level
Financial outlook	A decreasing budget with the trend of improving the ratio between programme and support services	National Commission benefiting from the Participation Programme and expected to mobilize resources for additional activities
Joint partnerships	UNESCO's Secretariat benefits from permanent linkages with relevant government and other institutions, which have been facilitated by National Commissions, thus helping the Secretariat to achieve its mandate	National Commissions are uniquely placed to engage government agencies and other institutions in their respective countries and to establish partnerships that benefit the larger UNESCO network

c) While very interesting examples of cooperation between National Commissions exist, there is a need for more systematic and substantive cooperation

89. National Commissions cooperate in many different forms, some of which could be considered good practices and should be replicated in a wider context. For instance, the "Partnership Programme with African National Commissions", supported by the Government of the Federal Republic of Germany, UNESCO and the German Commission, not only established close ties between National Commissions from the North and the South, but it also triggered more intense exchanges among African National Commissions. Participants considered this initiative as very important for creating mutual learning and fruitful cooperation between National Commissions within

Africa and across regions. Other noteworthy examples of cooperation between National Commissions are presented in Box 4.

Box 4 National Commissions working together

Task Force of National Commissions for UNESCO for Euro-Arab Dialogue: A Task Force of twelve National Commissions was set up in early 2010 to revitalize the 10-year initiative for Euro-Arab Dialogue and to monitor its future action. A second meeting of the renewed task force took place in Oman in March 2011 with the Secretaries-General of the twelve National Commissions and representatives from ISESCO, UNESCO Cataluña Center and Al Jaber Foundation. The National Commission of Slovenia was designated as the coordinator for the Europe region and the National Commission of Kuwait was designated as the coordinator for Arab States. Joint initiatives of the task force include: a comparative study of history textbooks in the two regions, the production of the Education Kit in line with the one on "World Heritage in Young Hands", a plan to engage university students and teachers in Euro-Arab Dialogue, and joint projects between Arab and European ASPNet schools and UNESCO Chairs.

First South East Europe World Heritage Youth Forum: The First South-East Europe World Heritage Youth Forum was organized from 21 to 26 May 2011 in Škocjan, Slovenia and Poreč, Croatia by the UNESCO National Commissions of Slovenia and Croatia and the UNESCO World Heritage Centre (WHC), in close collaboration with UNESCO's ASPNet and the UNESCO Venice Office. The Forum gathered young people, educators and representatives of heritage sites from Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Montenegro, Republic of Moldova, Romania, Serbia, Slovenia, The former Yugoslav Republic of Macedonia, and Turkey. The objective was to establish links between schools, students and teachers based on cooperation on World Heritage preservation issues; to provide students with basic skills for preservation of World Heritage sites; and, to provide training to educators from the participating countries.

Regional Initiative for Climate Change Education (RICE): In 2011 the Korean National Commission for UNESCO (KNCU) launched RICE whose aim is to develop small-scale community-based projects on climate change education in the least developed countries and developing countries of Asia. The project will provide support (small grants, technical assistance, and knowledge transfer) to projects of schools and local communities from the KNCU, the Korea Energy Management Corporation (KEMCO) and the Chiangmai YMCA, Thailand. KNCU is working with National Commissions in Laos, Thailand, Sri Lanka and Nepal in selecting applicants for participation in the project. It is also relying on the UNESCO ASPNet schools to promote partnerships between them and local communities on a variety of climate change education projects. All selected projects will receive 300 to 1000 USD for their implementation and the improvement of teaching and learning practices. Two project coordinators (from each school and local community) will attend a training workshop that will be held in the Republic of Korea in October 2011. Additional technical assistance and capacity-building programmes will be provided upon local needs.

East Asian Children's Performing Arts Festival: Since 2001, the National Commissions of China (including Hong Kong and Macao), Democratic People's Republic of Korea, Japan, Mongolia, and the Republic of Korea have been working together in organizing the East Asian Children's Performing Arts Festival. The festival's objectives are to share the unique cultural and artistic traditions among the children of these countries, to promote friendship and cooperation among children and youth, and to foster mutual understanding and respect through the exchange and performance of cultural arts by children's groups. Nine festivals have been organized annually with a different sub-regional country hosting the event each year. Children from different countries and regions stay and perform together in harmony despite the language and culture differences.

Claiming Human Rights: Initiated by the German National Commission www.claiminghumanrights.org is a joint project of the German and French National Commissions for UNESCO. It explains international mechanisms of human rights protection, especially targeting victims of human rights violations on the African continent.

The International Volunteer Program: Initiated by the Federal Foreign Office, the German National Commission, together with other implementing partners, installed an International Volunteer Program in 2008. With "kulturweit" young volunteers from Germany aged between 18 and 26 were given the chance to spend 6 or 12 months undertaking professional voluntary service in cultural or educational institutions abroad. In the first year of existence they were able to send over 550 young volunteers to more than 70 countries, many of them serving in National Commissions. The volunteers contributed intellectually, through administrative work, or by helping National Commissions improve their web-sites.

90. It was beyond the scope of this review to take stock of all the initiatives jointly undertaken by National Commissions. The evidence collected indicates, however, that there is a need for more systematic and substantive cooperation between National

Commissions, especially with regard to capacity-building initiatives undertaken by National Commissions for National Commissions. The collaboration between National Commissions having reached a higher level of development and those in developing countries is highly appreciated by the latter. These initiatives, if well conducted and coordinated, have the potential to powerfully complement capacity development initiatives undertaken by the Secretariat.

d) Many National Commissions lack the resources and / or the structure to establish and sustain partnerships with civil society and the private sector. Support is needed from both Member States and the UNESCO Secretariat.

91. The review's survey shows that of the National Commissions that responded, 90% work with civil society organizations (NGOs), 88% with universities/research institutions, 55% with private sector organizations and 44% with other UN agencies. However, the review also established that so far no systematic arrangements have materialized in most instances for establishing cooperation on a regular basis between National Commissions and external partners from civil society and the private sector.

92. Moreover, when such partnerships do exist between National Commissions (see Box 5 for a few examples), good practices are often not shared with others in a systematic way, leaving UNESCO Headquarters or Field Offices without information on such cooperation. National Commissions also do not have a forum for exchanging their experiences of engaging with these external partners including on challenges encountered and possible solutions.

Box 5 Korean National Commission for UNESCO engaging with external partners

The Korean National Commission for UNESCO has been organizing an annual **Asian Youth Forum** since 2007. The Forum takes place in Korea every summer and focuses on a different theme. The Objectives of the forum are to build an Asian regional Youth Network, to share information and to improve Asian youths' understanding of global issues. The young participants of the forum come from relevant organizations in thirty countries in the Asia-Pacific region.

The Korean National Commission for UNESCO is working with the **Inter-City Intangible Cultural Cooperation Network (ICCN)** to mobilize local governments in Korea to participate in the network. The ICCN is an international organization of local governments that aim to safeguard the world's intangible cultural heritage. It works to explore creative and effective policies for the safeguarding of local intangible cultural heritage and its inseparable relation to sustainable development.

93. The review furthermore established that many National Commissions lack staff and adequate structures to develop and sustain partnerships with civil society and the private sector. Many National Commissions argued that it was impossible to meaningfully engage with these partners because scarce resources did not allow them to do so. In such instances, the National Commissions would only seek to select a few priorities from UNESCO's agenda and work with a limited number of partners at the local level.

94. The survey of Field Offices confirmed the capacity constraints of many National Commissions to effectively engage with civil society and the private sector: 53% of respondents strongly or somewhat disagreed with National Commissions' effectiveness in mobilizing civil society and 81% strongly or somewhat disagreed with their effectiveness in mobilizing the private sector. Having scarce resources, little access to local and regional information networks, and limited capacity for travel and missions to the field, these National Commissions have little means to develop and sustain sound institutional partnerships.

95. Many governmental National Commissions also pointed out that their legal set-ups did not facilitate cooperation with such external partners. Establishing relationships with the private sector was found to be particularly challenging due to the Commissions' positions within governmental structures that leave little autonomy for cooperation with new types of partners. This is an issue that Member States might wish to look at.

96. Moreover, the review team noted that the lack of formal UNESCO guidelines for National Commissions' relationships with civil society and the private sector limits the potential for meaningful long-term cooperation with these actors. Established relationships may easily dissolve with changes of National Commissions' Secretaries-General or other key staff. The review found that without stronger coordination and support from UNESCO's Secretariat, the ability of the network to engage in meaningful external partnerships remains limited.

97. There is also potential for National Commissions to increasingly work with other members of the larger UNESCO network. This includes, for instance, UNESCO Clubs, a movement including some 3 800 associations and centers in more than 80 countries throughout the world. For example, the Burkina Faso National Commission organizes meetings for UNESCO clubs on its premises that cover various topics such as civil rights, traditional dance, human rights, etc. Associated Schools (ASPNet) are other important partners, with whom National Commissions frequently cooperate. They are able to develop many activities in cooperation with National Commissions which focus on a wide range of issues such as education for sustainable development, violence and childhood, biosphere protection, cultural diversity, culture of peace, ICT in education, etc.

98. An example of cooperation between National Commissions and ASPNet is the 2009 choral competition on the themes of intercultural dialogue and cooperation, which was organized by the Togo National Commission with the participation of UNESCO ASPNet schools from various countries such as Benin, Burkina Faso, Ghana, Nigeria, and Togo. Another example is the Regional Collection of ASPNet Good Practices published[3] by the Korean National Commission for UNESCO to show how the themes of Education for Sustainable Development and the MDGs can be interpreted within a particular learning context. The Lebanese National Commission even created a dedicated position of ASPNet coordinator now involving 54 schools, whose role is to promote UNESCO's mandates and objectives and to ensure better coordination among the schools. The National Commission also plays an active role in reviewing schools' applications and recommending candidatures to Headquarters.

99. In summary, National Commissions' cooperation with partners adds value to UNESCO's mission and many good practices have been identified. However, the cooperation was often characterized by ad hoc coordination mechanisms to address immediate needs, with little institutional memory being developed by UNESCO, National Commissions and the local partners. The review team noted that even when frameworks and structures for cooperation were established by UNESCO's Secretariat and/or National Commissions with partners at the country level, the actual practice of cooperation often lacked measurable objectives and follow-up.

[3] Regional Collection of ASPNet Good Practices in Achieving MDGs through ESD in Asia and the Pacific Region, Korean National Commission for UNESCO (KNCU), 2009. See also : UNESCO, Second Collection of Good Practices: Education for Sustainable Development, UNESCO Publishing, 2009.

e) United Nations country-level reform: the contribution of National Commissions to the "Delivering as One" processes creates a considerable challenge.

100. There is growing awareness and interest in using the potential of the network of National Commissions in the wider context of the UN system reform. The ongoing UN "Delivering as One" process aims to enhance United Nations-wide coherence and efficiency through the better use of synergies of the various UN agencies at country level. UNESCO is committed to contributing to the success of the "Delivering as One" initiative by joining forces and resources at the national level in order to collectively plan and carry out international development programs more efficiently.

101. The "Delivering as One" process brings both opportunities and challenges to UNESCO, including to its decentralization policy. UNESCO does not have a world-wide presence at country level. Therefore, in Member States where there are no Field Offices, UNESCO's Secretariat has been proposing that National Commissions contribute to the UN common country programming exercise. National Commissions have already been solicited by UNESCO on the UNDAF. In 2008 UNESCO and UNDP established a strategic partnership by signing a Memorandum of Understanding (MoU). The MoU defines areas in which UNDP and UNESCO could effectively collaborate in pursuit of national development objectives in the field. Specifically, it envisages support by UNDP to UNESCO in countries where UNESCO is non-resident, and highlights opportunities for joint programming, implementation and coordinated resource mobilization in thematic areas for which UNESCO has a recognized lead. The MoU also specifies that the Resident Coordinator may request UNESCO National Commission members to attend certain UNCT meetings when relevant programming issues are being discussed and their participation is deemed useful.

102. This is perceived by UNESCO's Secretariat as an important step for ensuring that UNESCO's mission is integrated into common programming exercises, in particular in the United Nations Development Assistance Frameworks (UNDAF). As a result, some National Commissions have participated in UN Country Teams' (UNCT) efforts and represented UNESCO when the responsible Field Office could not participate. The survey of National Commissions shows that while 77% of National Commissions that responded indicated that they have received information regarding UN Country Team activities in their countries in the past two years, only 23% had attended a UN Country Team meeting in that same time period.

103. However, while the publication "Involving National Commissions for UNESCO in United Nations Common Country Programming" brought some clarity to this issue[4], the roles and mandates of National Commissions are not specified in the MoU, or in any subsequent joint memorandum. Therefore, the experience of National Commissions in the UNDAF is not always well perceived or judged appropriate by them. Many National Commissions, especially those of developing countries suffering from resource constraints, argued that they could not allocate sufficient attention to the UNDAF agenda and would not clearly understand the benefits of attending such meetings. This is supported by evidence from the survey of Field Offices, which states that 77% of respondents feel that National Commissions have insufficient or weak capacity to participate in UN country programming or the Delivering as One (DaO) processes.

104. Some Field Offices pointed to the ambiguity created for National Commissions by requesting them to participate in UNDAF, where they were often regarded by members

[4] UNESCO (ERC & BSP) 2009: Involving National Commissions for UNESCO in United Nations Common Country Programming.

of the UNCT as representatives of Member States rather than as representatives of UNESCO.

105. Staff interviewed in National Commissions pointed out that UNESCO's Secretariat had repeatedly insisted that they should make more effort to be systematically included in UNDAF meetings, all without defining the envisaged outcome of this participation. This has created confusion about what was expected of them by the UNESCO Secretariat, in particular since reporting and monitoring mechanisms are not clearly established between UNESCO's Secretariat and National Commissions participating in UNDAF.

106. In conclusion, the review established that it is necessary to fully analyze past experiences and best practices of National Commissions' participation in UNDAF in order to develop strategies for their future involvement. In those countries where National Commissions are expected to participate in UNDAF processes, their role and the expected results of their participation need to be agreed upon with the Secretariat. The accountability and reporting functions of the cooperation between UNESCO's Secretariat and National Commissions are globally not satisfactory.

f) Reporting on the cooperation between the Secretariat and National Commissions is weak.

107. While National Commissions are set up by Member States and therefore primarily accountable to their respective Governments and national agencies, they also have responsibilities towards UNESCO, and vice versa. Mutual responsibilities are outlined in the Charter of National Commissions for UNESCO (Art. III and V) and in other texts. Both the Secretariat and National Commissions need to be held accountable for their contribution to the cooperation and to the mission and work of UNESCO. Good reporting should measure the results and outcomes of activities comparing them with indicators related to the objectives agreed upon earlier. The reliability of the reporting system and National Commissions' capacity of providing timely, comprehensive, and accurate data are basic prerequisites for good results-based management.

108. The review found that reporting systems related to the cooperation need improvement in many respects with the necessity for UNESCO's Secretariat and National Commissions to agree upon a standardized reporting approach that allows results to be captured beyond the output level. Reporting on the Participation Programme is a good example of reporting done on an output basis with no information on outcomes.

109. Regular reporting is needed to improve planning and prioritization, effective policy and process integration, more competitive institutional positioning of National Commissions, and systematic knowledge management through shared information systems, etc. More importantly, better reporting could promote the network of National Commissions with various partners at the country level and perhaps raise the level of visibility, which will help to secure additional funds, including from Member States.

g) The biennial programme and budget consultations are not optimal, thus requiring a major reform of the entire consultative process.

110. The biennial Programme and Budget (C/5) document constitutes the conceptual and programmatic framework for all of UNESCO's actions, comprising programme strategies, performance indicators, and expected results. Regarding the regional consultations with National Commissions on the C/5, most persons interviewed pointed to a weak and costly consultation process and failure to consolidate relevant information in a satisfactory manner for all.

111. The 186th session of the Executive Board requested UNESCO Director-General "to conduct a comprehensive review of the consultation process on the C/4 and C/5 with a view to enhancing priority-setting, allowing informed decision-making, and properly reflecting the opinion of Member States." (186 EX/17, page 6).

112. At its 36th session, the General Conference adopted revised consultation processes for the C/4 and C/5 documents. (36C Res. 106 and 112) The review team understands that further discussions are currently taking place on this matter.

Chapter 5 Resources and Capacities

113. This chapter introduces the promotion of UNESCO's brand by National Commissions and talks about knowledge management including information exchange between the Secretariat and the Commissions. It also presents the UNESCO Secretariat's initiatives for capacity development of National Commissions. Finally, the chapter discusses the various organizational and financial resources available to National Commissions that also have an impact on their cooperation with the Secretariat.

5.1 Branding, visibility and knowledge management

a) UNESCO's brand is key to the cooperation between the Secretariat and National Commissions

114. There is a general consensus that UNESCO's single greatest asset is its international reputation and 'brand'. UNESCO's Secretariat derives credibility and legitimacy from the policy and expertise generated at its Headquarters and Field Offices and its ability to channel this work through a unique network of partners, including the 197 National Commissions. Equally, the National Commissions derive credibility and legitimacy from being part of the 'UNESCO Family', thus benefiting from the reputation of the Organization. Given the nature of the network of National Commissions, including National Commissions' roles to raise the public's awareness of UNESCO and to improve stakeholders' knowledge of and familiarity with UNESCO's products and services, the 'brand' represents an important attribute of the effectiveness of the cooperation between the UNESCO Secretariat and National Commissions. For example, several National Commissions have used UNESCO's brand to promote the Organization's initiatives in their countries.

Box 6 National Commissions using UNESCO's brand

Ljubljana as World Book Capital 2010 / 2011: Ljubljana was designated as the UNESCO World Book Capital from April 2010 to April 2011. In cooperation with the Municipality of Ljubljana, the Slovenian Ministry of Culture and the UNESCO office in Venice / BRESCE, the Slovenian National Commission for UNESCO organized the World Book Summit during 31 March – 2 April 2011. The Forum brought together participants who are working to ensure that the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions is being implemented through concrete projects. Project topics included copyright, book taxes and the presentation of European literature awards. The Ljubljana resolution, which calls for a multi-sided approach to books, was adopted at the end of the forum.

Increasing UNESCO's visibility through the Creative Cities Network: As of March 2011, two Korean cities have been designated Creative Cities: Seoul for Design and Icheon for Crafts and Folk Arts. The Korean National Commission for UNESCO (KNCU) has provided information and guidance to Korean city governments on joining the Creative Cities Network and on the active participation of those two cities in the network. In March, in partnership with the Seoul Metropolitan Government, the KNCU organized a National Forum on the Enhancement of UNESCO Creative Cities Network with the objective of facilitating urban development. Over 400 people attended the forum including the Mayor of Seoul, and representatives of design organizations, businesspersons, councilors, the press, and citizens to share their opinions on how UNESCO Creative Cities can make progress.[5] In November 2011 the KNCU organized an international Conference of the UNESCO Creative Cities Network. In Seoul the UNESCO logo can be seen all over the city and on all construction sites, thus giving the Organization widespread visibility.

115. The use of UNESCO's name and logo is subject to rules laid down by the governing bodies of the Organization. The UNESCO Secretariat provides National Commissions with clear guidelines on the authorized use of the Organization's logo. In cooperation

[5] http://www.seouldesign.or.kr/webzine/201103/view.jsp?seq=1092

with the UNESCO Secretariat, National Commissions have an important role in safeguarding UNESCO's brand and logo. As they disseminate information on UNESCO's objectives and activities in their respective countries, they are using the Organization's logo and also supervising its appropriate usage by partners such as UNESCO Clubs, Associations, and others. Several National Commissions identified the safeguarding of UNESCO's name and logo as an example of successful cooperation with the Secretariat.

116. Staff of National Commissions confirms that the brand associated with UNESCO's products and services is indeed a valuable asset that they can use to promote their work at the local level. However, the wide array of cooperation arrangements and partners dealing with the UNESCO agenda and the breadth of their mandates, present challenges for the use of the 'brand' in the most effective manner.

b) UNESCO's Secretariat's communication initiatives are appreciated and should be further strengthened

117. The review found that UNESCO's Secretariat, and especially ERI, has made an effort to create communication tools and share information with National Commissions. In the past two years, a new website for Member States was created, a monthly newsletter was launched for National Commissions, and several information sessions were organized by the Secretariat at UNESCO Headquarters and in the various regions for National Commission staff. Data from the survey presented in Table 4 shows that both National Commissions and Permanent Delegations are very satisfied with most of these communication initiatives. This is confirmed by interviews with many National Commissions who appreciate ERI's latest efforts to improve communication between the Secretariat and National Commissions.

Table 4 National Commissions' and Permanent Delegations' views on the UNESCO Secretariat's communication initiatives

Initiative	National Commissions	Permanent Delegations
Publications such as the "Handbook for National Commissions for UNESCO", "Architecture of National Commissions", etc.	Very useful	Useful
Information Bulletins: "National Commissions in Action"	Very useful	Useful
New UNESCO website for Member States: www.unesco.int	Very useful	Useful
Newsletters from UNESCO Field Offices	Useful	N / A
Interregional meetings of National Commissions on specific themes	Very useful	Very useful
Informal meetings of National Commissions such as Information Sessions	Useful	Useful

Source: Surveys of National Commissions and Permanent Delegations

118. At the same time, about 29% of National Commissions that answered the survey selected "Not applicable – don't know" for the usefulness of newsletters from UNESCO Field Offices and 15% indicated the same thing for the new UNESCO website for

Member States and for Interregional meetings of National Commissions. This may mean that they did not receive newsletters from Field Offices, visit or know of the new website or participate in such meetings, or do not have a Field Office in their region.

119. While the Secretariat's efforts are commendable, many National Commissions' staff indicated that existing communication tools (e.g. website, online database, etc.) were not flexible enough to support complex and dense levels of collaborations, partnerships and cross-Commission activities. While most National Commissions praised the monthly newsletter from ERI, they insisted that the format and content be improved and made more user-friendly. For instance, it was suggested to write on specific topics and perhaps highlight areas of cooperation requesting urgent attention. In addition, a number of National Commission staff would like these communication tools to enable them to share their experiences with each other, for example through an online portal.

120. UNESCO's Database of National Commissions is another source of information on contacts and activities. This important tool is meant to facilitate contact between the Secretariat and National Commissions and National Commissions themselves. It was created at the end of 1999 and has been upgraded four times since in order to improve data gathering and its display. However, despite efforts by the Secretariat to update information and enable National Commissions to enter their own data themselves, a lot of information on National Commissions is still missing in the system. For example, the database cannot offer reliable information on staff changes, activities, seminars attended, contact information etc. An incomplete and out-of-date tool is not of much use to the Secretariat nor to National Commissions. As this tool is the first one that National Commissions turn to for information on others, its accuracy is crucial and represents a first step to strengthened cooperation. It also lacks an online forum where National Commissions can share news and best practices.

121. The review also found that the mechanisms in place to share information between Headquarters sectors, Field Offices, National Commissions and Permanent Delegations are not well structured and the flow of information is often not reciprocal; thus partners are not fully informed of the on-going activities of others. For instance, some National Commissions indicated that information is either not submitted to them or it is submitted with insufficient time for meaningful review. The survey of National Commissions shows that 41% of respondents are unsatisfied or somewhat unsatisfied with the information that they are supposed to receive on upcoming missions and activities in their respective countries. Repeatedly, National Commissions' staff confirmed learning about activities taking place in their countries, which are organized by the UNESCO Secretariat, after they had already taken place as the Secretariat has organized them without informing the National Commissions.

122. At the same time, a number of UNESCO staff have indicated that while they provide information to National Commissions, directly or through the Field Offices, they receive little in return or no follow-up. Furthermore, UNESCO Field Offices are not always informed of National Commissions' activities and sometimes even learn about them through the media.

c) Overall knowledge-management is not systematic

123. UNESCO's National Commissions together with the Secretariat create a wealth of interesting insights, ideas, experiences, and practices. Some of the knowledge generated stems from activities undertaken by individual members, some is produced through joint activities, and some by members in cooperation with external partners such as civil society or the private sector. Together this knowledge constitutes one of

the most important assets of the Organization, which is lost if it is not shared, used and built upon.

124. While there is some knowledge-sharing happening between UNESCO's Secretariat and National Commissions, as well as between National Commissions themselves, it is largely ad hoc in nature. Joint systematic knowledge management actions are rare, and knowledge management tools at the level of the National Commissions' network are not always updated. The result of this is that a lot of the knowledge that exists in the system, including good practices and lessons learned in the various countries, is not systematically analyzed and made available to all potential users. This means that important learning opportunities are lost and that the network's potential to capitalize on and leverage achievements of network members is not exploited.

125. This lack of systematic management of knowledge also reduces the visibility of the cooperation. Information provided in the existing data-bases and websites of the Secretariat is limited and not always up to date. Some of the National Commissions have very good websites, however their number is small. According to ERI's Database on National Commissions, only 16 have websites of their own.

5.2 Organizational and financial resources

126. UNESCO's Charter for National Commissions stipulates that Member States have certain responsibilities towards their National Commissions for UNESCO. These include providing their National Commissions with permanent Secretariats that have high level staff, sufficient authority and financial means "to enable [them] to carry out efficiently the functions specified in this Charter and to increase [their] participation in the activities of the Organization". (Article IV.4b)

127. The review identified several resource constraints hampering the quality of various management and work processes of National Commissions, which in turn impact on their cooperation with UNESCO's Secretariat.

a) Financial and human resources of most National Commissions are limited

128. As mentioned earlier in Chapter 2, National Commissions' financial resources vary greatly. The survey of National Commissions shows that while some National Commissions have significant activity budgets, 22% (20 out of 89) of respondents indicated that they had no activity budget whatsoever for 2010-2011. They survey also indicated that the sources of funding for activities for National Commissions include governmental institutions, bilateral donors, UN agencies, other international organizations. A number of National Commissions have also received funds from UNESCO Field Offices, foundations, and the private sector.

129. Asked about possible new sources of funding for activities, many National Commissions referred to the private sector, bilateral donors and foundations. A number of respondents also indicated that they had not thought about possible new sources of funding at all. Others pointed out that their legal set-up as part of a Government Ministry limited possibilities for fundraising with the private sector. For a large number of National Commissions, the Participation Programme is the only source of funding for activities at the country level. Therefore many National Commissions have come to depend on it extensively. (See the Section on the Participation Programme).

130. Overall it was found that a very large number of National Commissions lack adequate funding, which limits their ability to significantly contribute to the work of UNESCO and to fully engage in the cooperation with the Secretariat and with other network partners.

131. The UNESCO Charter for National Commissions also states that National Commissions should be provided with "high-level staff" and that their status as well as the Secretary-General's "should be clearly defined, and…should be appointed for a sufficiently long period to ensure the necessary continuity of experience" (Article IV.4.b). The review found that the shortage of staff is another major constraint preventing many National Commissions from fulfilling their roles, including that of raising funds for activities. The survey of National Commissions shows that staff numbers can vary from 1 to over 90. However, 26% of National Commissions that answered the survey indicated that their Commissions have 3 staff members or less, with the majority of those having just one or two permanent staff members. Staff turnover within National Commissions is another major challenge to ensuring the continuity of action.

132. These constraints need to be resolved by Member States, National Commissions and the UNESCO Secretariat. Member States need to fulfill their commitment towards National Commissions; National Commissions need to better prioritize their activities, using scarce resources in more strategic ways and mobilizing additional funding sources if possible; and the Secretariat needs to increased efforts to provide National Commissions with guidance for prioritization of activities and to strengthen its capacity development mechanisms for the network of National Commissions. It will also be important to define respective responsibilities and improve coherence in approaches and actions undertaken by the Secretariat and National Commissions.

133. Systematic cooperation with UNESCO's Secretariat is further hampered by the high rates of staff turnover within the National Commissions, in particular at the Secretary-General level. While some Secretaries-General have been in their jobs for over 25 years, the survey of National Commissions shows that 42% of respondents have been working at the country's National Commission for five years or less. National Commissions' staff interviewed pointed out that the learning curve for a newly appointed Secretary-General needed to be steep in order to be able to fully understand the functioning of the National Commission and of UNESCO's Secretariat. In fact, fully understanding the Programme and Budget of the Organization (C/5) and Medium-Term Strategy (C/4) documents might take 1-2 years. In many cases, Secretaries-General do not stay long enough to complete the learning process.

134. The result of the regular turnover of staff at the leadership level is that National Commissions often fall short of understanding the full breadth of the issues faced by UNESCO, which makes it difficult for them to ensure full contribution to the work of UNESCO and to sustain strategic alliances with civil society, the private sector and other external partners.

b) There is a mismatch between the roles and resources of National Commissions

135. Many National Commissions have virtually no activity budgets of their own, nor do they receive dedicated funding from UNESCO's Secretariat to support local programmes. Most of them depend on their host ministries to obtain minimal funding, and on UNESCO's Secretariat for policy guidance, resulting in a situation that has created tensions in the cooperation between the two parties. Such tension has been further exacerbated as pressure has been placed on National Commissions to deliver more and better. The large number of sectors and countries in which UNESCO has developed activities reflect the multiplicity and the range of complex issues that increasingly occupy the attention of National Commissions. However, the resources of most National Commissions are very limited.

136. As a result of the lack of financial and human resources, many challenges have been identified, including the following:

- Lack of leadership and organizational functions that adequately support the development of strategies and objectives;
- Lack of capacity (resources and expertise) to support UNESCO's normative work, and to plan and implement programmes;
- Inadequate skills and capacity to work on partnership development and fundraising; and,
- Delays in liaising with UNESCO's Secretariat and responding to its requests.

c) Perceptions on National Commissions' capacities to fulfill their roles vary

137. The review found that National Commissions face many resource constraints in fulfilling the numerous roles assigned to them. Table 5 summarizes the views of National Commissions, UNESCO Field Offices and Permanent Delegations on the capacities of National Commissions to fulfill their various roles.

Table 5 Perceptions held by National Commissions, Field Offices and Permanent Delegations on the Capacities of National Commissions

Role of National Commissions	National Commissions	UNESCO Field Offices	Permanent Delegations
Advisory role for planning and preparation of UNESCO programmes	Adequate / Strong	Weak / Adequate	Adequate
Liaison with the government	Adequate / Strong	Adequate / Strong	Adequate / Strong
Liaison with institutions, NGOs, private sector and other partners	Adequate / Strong	Weak / Adequate	Weak / Adequate
Programme implementation	Adequate / Strong	Weak / Adequate	Adequate
Programme evaluation	Weak / Adequate	Insufficient / Weak	Adequate
Information to partners, the mass media and the general public about UNESCO	Adequate / Strong	Weak / Adequate	Weak / Adequate
Participation in UN country programming or the Delivering as One processes	Insufficient / Weak	Insufficient / Weak	Insufficient / Weak
Fundraising for UNESCO programmes and self-defined activities	Insufficient / Weak	Insufficient / Weak	Insufficient / Weak
Search for participants in UNESCO committees and intergovernmental councils	Adequate / Strong	Adequate	Adequate
Search for national candidates for UNESCO posts	Weak / Adequate	Insufficient / Weak	Weak / Adequate
Nomination of candidates for UNESCO Prizes	Adequate / Strong	Weak / Adequate	Weak / Adequate

Search for participants in UNESCO events / conferences	Adequate / Strong	Adequate	Adequate
Coordination of national networks of UNESCO programmes (MAB, ASP…)	Adequate / Strong	Weak / Adequate	Adequate / Strong
Connecting youth to UNESCO's activities	Adequate / Strong	Weak / Adequate	Weak / Adequate
Mobilization of larger UNESCO family	Adequate / Strong	Weak / Adequate	Weak / Adequate

Source: Surveys of National Commissions, UNESCO Field Offices and Permanent Delegations

138. It is interesting to note that the three groups surveyed have the same views on only three of the roles assigned to National Commissions. They agree that the National Commissions' capacity to liaise with their governments is adequate or strong. They also agree that the capacities of these bodies to participate in UN country programming or to fundraise are insufficient or weak.

139. Several exceptions can also be made to the information in the table above. While a majority of National Commissions that responded to the survey consider themselves to have adequate or strong capacity to search for national participants in UNESCO committees and intergovernmental councils and for national candidates for UNESCO posts and prizes, it is important to note that a number of them stated that they have weak or insufficient capacity in these areas. Similarly, a number of respondents indicated that they have insufficient or weak capacity to connect youth to UNESCO's activities and to mobilize the larger UNESCO family.

140. Overall, interviews with National Commissions' and UNESCO Secretariat staff confirm that due to the human and financial capacity constraints mentioned above, many National Commissions are not able to fulfill all the roles assigned to them.

d) The Participation Programme is not well-utilized.

141. The Participation Programme (PP) was established to enable Member States to carry out important projects in the Organization's main areas of competence. One of its aims was to boost the action of National Commissions for UNESCO and it has indeed become one of their most important sources of funding.

142. Each biennium, after the definite adoption of the Organization's programme and budget, the Director General invites Member States to submit their written requests for projects under the PP. These projects must relate to UNESCO's major programmes, interdisciplinary projects, and priority areas (Africa, least developed countries, youth and women). Requests for the PP are usually submitted through the National Commissions for UNESCO. In fact, National Commissions have become the primary users of PP funding for projects in their countries. Upon completion of a project under the PP, National Commissions must send a financial report to the UNESCO Secretariat. If the projects from the previous biennium do not have financial reports with supporting documents on the use of the contribution, no further assistance is provided.

143. The approved PP budget for the 35C/5 period (2010-2011) was US$19,000,000. Table 6 shows the allocation of the PP by region. According to the latest data available (October 2011), the total amount of approved requests (numbering 857) for the current financial period is US$18,999,932. Almost 5.3% (US$1,020,900) of the PP budget was assigned directly to building the operational capacities of National Commissions.

Table 6 UNESCO's Participation Programme 2010-2011

Region	Number of projects	Total Allocation US$	Average per project US$
Africa	269	5 953 405	22 132
Asia and Pacific	185	3 751 419	20 278
Latin America and the Caribbean	164	3 639 095	22 190
Europe 2	83	1 785 200	21 508
Arab States	52	1 178 245	22 659
Europe 1	21	481 300	22 919
INGOs	53	881 327	16 629
Emergency Assistance	30	1 329 941	44 331
Total	**857**	**18 999 932**	

Source: Participation Programme Section, 1 October 2011

144. The 2008 evaluation of the Participation Programme[6] found that its policy documents do not address how the Programme and the projects that it funds are expected to contribute to the objectives of the C5. This review established that the PP is not always directed at promoting UNESCO's agenda at the country level. For instance, some National Commissions use it to fund activities or equipment that may not be high priority areas for UNESCO. This also raises the question of why such activities were approved for funding by the Secretariat.

145. Furthermore, the role of the UNESCO Field Offices in the project selection process as well as their monitoring and evaluation is unclear. The review found that overall there is little cooperation between the Secretariat and National Commissions on initiatives undertaken under the sponsorship of the PP. Many National Commissions have become overly dependent on the PP for funding of their national activities and Member States have refrained from allocating resources to their respective National Commissions because of the latter's reliance on the PP.

e) Innovative financing modalities have been developed by some National Commissions

146. The current National Commissions' economic models show that some of them have identified ways to raising their profile and revenues outside the traditional financing channels.

147. The following set of features is common to most of the few National Commissions who benefit from a sustainable economic model:

- **Concentration on a set of focused priorities in order to seek greater specialization and impact for the National Commission.** Many National Commissions that were able to raise additional funds argued that they had a strong

[6] http://unesdoc.unesco.org/images/0016/001626/162676e.pdf

focus on a few priorities, which allowed them to develop strong expertise in these areas and to better target their fundraising activities.

- **Balance between objectives and capacities.** A balance needs to be struck between the responsibilities assigned to National Commissions and the human/financial resources available to them. Successful National Commissions are aware of this and strategic about their engagement and use of resources.

- **Generation of additional resources to complement traditional funding sources,** thereby making National Commissions more self-sustainable. This includes fundraising from donors and the private sector as well as income-generating activities through, for instance, the translation of UNESCO publications, organization of conferences, sponsorship of events, renting out venues owned by the Commissions, etc. For example, the German National Commission has a Division of Public Private Partnerships and Co-operation with African National Commissions whose goal is to raise funds from corporations, which are used, among other issues, to implement specific capacity-building projects in a number of African countries. The Chinese National Commission works with private sector partners such as L'Oréal and Johnson & Johnson on health education and sees more opportunities for working with private companies on topics such as climate change, water management, and oceans sciences.

- **Set-up of basic organizational functions in order to be more efficient.** Some National Commissions have developed some specific functions allowing them to perform better, for instance, in the fields of fundraising, advising on specific programmes, coordination of networks (e.g. ASPNet), etc.

- **Renewal of the current way of working with members of UNESCO's larger network,** such as Associated Schools, Clubs, and other National Commissions. A few National Commissions have demonstrated leadership when dealing with partners. This is often appreciated by their own governments and Field Offices.

5.3 Capacity development and assistance for enhanced cooperation

a) Assistance provided to National Commissions by UNESCO's Secretariat

148. The Charter for National Commissions stipulates the responsibilities of UNESCO's Secretariat towards National Commissions (Article V). These include the provision of advice for the establishment or reorganization of National Commissions, material assistance, documentation, information, training etc. The review found that the Secretariat also provides many services to assist National Commissions in their daily work. For example, ERI's Section of National Commissions has a team of staff who is dedicated to responding to National Commissions' various requests. Assistance to National Commissions is also provided by other entities of UNESCO, such as the Programme Sectors and UNESCO's Field Offices.

149. The survey of UNESCO Field Offices indicates the various types of assistance that they provide to National Commissions in their countries of responsibility. Most (81%) of respondents in the field indicate that they provide National Commissions with documents and publications, 58% provide them with subject-matter expertise for programme implementation, 52% provide financial and technical support for meetings, and 35% train National Commissions' officials and provide material assistance respectively.

150. Table 7 shows the National Commissions' degree of satisfaction with the various types of assistance provided to them by UNESCO's Secretariat. It is interesting to note that while the majority of National Commissions are somewhat satisfied or satisfied with all the types of assistance received, high proportions of them have never received certain types of support, such as advice or services for the organization of their National Commissions, or training and support in the translation and dissemination of publications.

Table 7 UNESCO Secretariat's assistance to National Commissions

Assistance provided by the UNESCO Secretariat to National Commissions	Not applicable – Did not receive this type of assistance – % of respondents	Degree of satisfaction of those who received assistance
Advice or services for the establishment / organization of your National Commission	60%	Somewhat satisfied
Training of officials	33%	Satisfied
Material assistance	41%	Somewhat satisfied
Documents and publications	6%	Somewhat satisfied
Information on upcoming missions and activities to your country	9%	Somewhat satisfied
Support in translation and dissemination of publications	48%	Somewhat satisfied
Financial and technical support for meetings	27%	Somewhat satisfied

Source: Survey of National Commission for UNESCO

151. The survey also indicates that a number of National Commissions consider the Secretariat's services to be ad hoc in nature and untimely. For example, information about and invitations to events are often received by National Commissions at the last minute and, as a result, they are unable to participate. Publications and other communications materials also often arrive too late for them to be still useful.

b) The Secretariat's approach to developing capacity of National Commissions is not optimal

152. Training of National Commissions' staff is one of the Secretariat's most important capacity-development initiatives. It is mainly directed at incoming Secretaries-General. The training sessions usually group National Commissions of the same region. Every two years, an inter-regional workshop takes place for the new Secretaries-General, such as the training that took place in Paris in late February / early March 2011 for 40 incoming Secretaries-General. Additionally, many regional and sub-regional training workshops are organized for National Commissions' staff in various parts of the world. Table 8 shows the allocation for type and number of training sessions and meetings, whose average duration is 3 days.

153. The aims of the training and seminars are multiple and include preparations for the upcoming sessions of the General Conference and other issues of common interest. These include the UN Delivering as One, decentralization and restructuring of

UNESCO's field network, programme implementation issues, important initiatives of the Secretariat, cooperation between National Commissions, their contribution to post-conflict reconstruction and peace consolidation, etc.

154. Additionally to these training sessions, many other meetings and conferences are organized for National Commissions world-wide around a range of topics, including the regional C/5 consultations, UN Reform and joint programming, Rapprochement of Cultures, etc.

Table 8 Training and meetings 2008-2011 organized by NAC for National Commissions

Category	Number	Number of National Commissions Represented	Total allocation US$	Average per event US$
Interregional Seminars for New Secretaries-General	2	73	270 000	135 000
Capacity Building Workshops - Focus on Africa	8	62	390 000	48 750
Training Seminars - Worldwide	10	151	246 000	246 000
Other Meetings	6	90	260 000	43 333
Total	**26**	**286**	**1 166 000**	**44 846**

Source: ERI/NAC, as of October 2011

155. The review found that the training sessions for Secretaries-General and other staff facilitate dialogue and the exchange of experiences and good practices. They also provide important opportunities for participants to get to know each other and to network. According to training participants interviewed, they usually have a clear agenda and are well prepared.

156. On the other hand, interviews as well as the review team's observation of several training sessions also revealed several shortcomings of these efforts by the Secretariat. These relate to the content of the training, which is not always perceived to be relevant by all participants. This happens especially when some of the participants are new to National Commissions, while others have been working with UNESCO for many years. It was also found that participants would benefit more if the workshops would better take National Commissions' emerging needs into consideration, such as programme planning, implementation and partnership building with civil society and the private sector.

157. The structure of the training was found to lack flexibility as it allows only limited room for interaction and joint strategizing, planning and learning between participants. The training attended by the review team resembled information sessions, which definitely contributed to the knowledge of National Commissions' staff, but did not specifically contribute to building their partnering, fundraising, programme development, monitoring and evaluation or any other important skills.

158. The frequency of the training might also not be sufficient. A number of Secretaries-General indicated that they were invited to a training session only once, upon taking on their functions. For some, this took place more than ten years ago. Since then, the Organization has evolved, and so has the need for the development of knowledge and skills of all stakeholders. The review also found that training primarily targeted at Secretaries-General might not necessarily benefit entire National Commissions. There is no mechanism in place to ensure that knowledge and skills acquired by training Secretaries-General is later transferred to other National Commissions' staff. Furthermore, Secretaries-General are more likely to leave National Commissions and the knowledge gained from training might therefore be lost due to frequent staff turnovers.

159. Finally, while there is no clear follow-up mechanism to assess the outcomes of the training sessions. The review did not find any evidence of any evaluation or other type of assessment of the long-term effect the training had on participants' way of working.

160. The training organized by the Secretariat has the potential to develop capacities of National Commissions' staff to carry out UNESCO programmes effectively and engage in partnerships; however, a few improvements are needed to make the training more relevant and effective. These include:

- Revision of the capacity development approach to ensure that it leads to long-term change. Capacities and new skills are usually not built in one workshop. Continuous engagement might be needed to enable beneficiaries to master new skills and to apply newly acquired knowledge.

- Exploration by the Secretariat of possibilities of closer cooperation with Member States is necessary when strengthening the capacities of National Commissions. This is a shared responsibility of both and cannot be carried by the Secretariat alone. Promising examples of how National Commissions have engaged in capacity development activities for other National Commissions are mentioned below.

- Better adaptation of the training sessions' contents to respond to participants' needs. This should be preceded by a systematic assessment of the current capacity development needs of National Commissions,

- Design of a mechanism to follow-up with training participants after the training has ended in order to ensure that it has led to improved working practices.

161. The Secretariat, in cooperation with Member States, is also encouraged to broaden and deepen its overall capacity development approach for National Commissions by including various complementary methods and tools such as online training, training of focal points who in turn train their direct colleagues and peers, succinct manuals on specific issues, staff exchanges between National Commissions, twinning of more experienced with less experienced National Commissions, the temporary placement and secondment of Secretariat staff to National Commissions as stipulated in Article VII.3 of the UNESCO Constitution, the temporary secondment of National Commission staff to the UNESCO Secretariat, the systematic identification and distribution of good practices of National Commissions' work, and others.

c) Some noteworthy capacity-building is taking place between National Commissions.

162. The review found several examples of National Commissions engaging in capacity-building initiatives of other National Commissions. These are very much appreciated both by UNESCO's Secretariat and by the National Commissions benefitting from these initiatives. Participants indicated that they had gained new skills and seen changes in individual behavior and organizational change, in terms of systems, structures, procedures, strategies and decision-making.

163. The following are some examples of capacity-building initiatives undertaken by National Commissions;

Box 7 National Commissions' capacity development of other National Commissions

Partnership Programme with African National Commissions: The Partnership programme with African National Commissions, which is funded by the German government, aims to improve the capacities of African National Commissions for UNESCO. UNESCO and the German National Commission for UNESCO identified five pilot countries in the region (Lesotho, Madagascar, Mali, Namibia and Rwanda) that were invited to a 10-day preparatory workshop in Bonn in June 2008 to decide upon a strategy for the implementation of the Partnership Programme. The German National Commission then organized workshops in Rwanda, Lesotho, Madagascar, Mali, Cameroon and Ethiopia in collaboration with each of these countries' National Commissions. Each workshop was attended by participants from other African National Commissions with the aim of enriching their knowledge of UNESCO and its working procedures and discussing the roles and functions of National Commissions, especially in raising UNESCO's visibility at the national level. A roadmap of the Partnership programme identified five pillars for long-term cooperation between the National Commissions: institutional capacity-building, training, sharing of strategic and technical know-how, targeted interventions and technical support. The Programme also supports National Commissions in defining their role within Common Country Programming introduced by the UN country-level reform.

Capacity-Building Programme for National Commissions for UNESCO in the Asia-Pacific region: With support from the Ministry of Education, Science and Technology of the Republic of Korea (MEST) and in cooperation with the UNESCO Bangkok Office, the Korean National Commission for UNESCO started the first round of its Capacity-Building Programme for National Commissions for UNESCO. The programme aims to contribute to enhancing the capacities of National Commissions in the Asia-Pacific region. Three participants from the Nepal, Myanmar and Timor-Leste National Commissions for UNESCO went to Seoul in March 2011 to attend a study visit lasting three weeks. The Programme will focus on the overall capacity development of National Commissions from Least Developed Countries, covering not only facilitating programme delivery, but also general management and administration.

National Commission Staff Exchange Programme: For the past thirty years the Korean National Commission for UNESCO (KNCU) has been promoting staff exchanges between National Commissions for UNESCO in Japan, China, Thailand, the Philippines, Indonesia and Uganda. It organizes a 10-day programme, which provides participants with an opportunity to study and familiarize themselves with UNESCO related activities in Korea and to experience and learn the history, culture and daily lives of the Korean people. During the same period, staff members from KNCU go to experience the work of the partner National Commissions.

164. Many of these initiatives have resulted in successful partnerships and could be considered good practices with the potential of being replicated in a wider context. They should be considered as part of UNESCO's overall capacity development approach for the network of National Commissions. The role of the National Commissions vis-à-vis the development of the capacity of other National Commissions and the Secretariat's role in terms of facilitating, coordinating and supporting these initiatives need to be clarified.

Chapter 6 Key conclusions and suggestions to improve cooperation

165. The overall conclusion of this review is that while there are many examples of effective cooperation between the Secretariat and National Commissions, there are opportunities to better use the network of National Commissions. Significant strengthening and retooling of cooperation arrangements between UNESCO's Secretariat and National Commissions are needed. This includes efforts to clarify the roles of each partner and to establish organization-wide working processes, including processes related to knowledge management and to cooperation with partners such as civil society, the private sector and other parts of the United Nations system.

166. It is hard to imagine which other partners could be assigned the various roles and responsibilities that National Commissions currently have. By and large their roles, if not entirely clear, were found to be relevant, allowing the National Commissions to make a unique contribution to UNESCO and to its Member States. However, many Member States will have to make more efforts to provide their respective National Commissions with the resources needed to strengthen their capacity to significantly contribute to the mission and work of UNESCO. Unless both Member States and the Secretariat make the changes required to strengthen the cooperation, it will be difficult to effectively meet future challenges.

a) Roles of National Commissions

167. **The roles of National Commissions need to be clarified.** Since UNESCO was founded, the mandates and functions of National Commissions have evolved and expanded over time both in UNESCO's legal texts and in practice. The Constitution first assigned them with the tasks of advising and liaising between their governments and UNESCO, to which responsibilities in public information and execution of the Organization's activities have subsequently been added. Under the 1978 Charter, they were granted functions in the dissemination of information, participation in programme planning, execution and evaluation and, later on, the establishment of partnerships at the national level.

168. A number of National Commissions have succeeded in assuming these expanded roles and gone beyond them. However, due to the continuous expansion of the legal texts and of UNESCO's fields of action, and due to different interpretations of the texts, there is a lack of clarity as to the roles that individual National Commissions are expected to assume and what they are expected to contribute to the cooperation with the Secretariat. This makes it difficult for National Commissions to know how to prioritize their action in the context of resource constraints.

169. Lack of clarity about (or misinterpretation of) the roles of National Commissions often also exists within their respective countries. National Commissions are national cooperating bodies, established by Member States under Article VII of UNESCO's Constitution, but at the same time they are expected to ensure the permanent presence of UNESCO at the country-level. As a consequence, National Commissions often want to (or are asked to) represent both their own country and government and the UNESCO Secretariat. This is a contradiction, from which a lot of the prevailing uncertainty around the roles and responsibilities of National Commissions originates. In order for roles and responsibilities to be clear to all, it is neither possible for National Commissions to fulfill both roles (representing the Government and representing

UNESCO's Secretariat) simultaneously, nor is it possible to fulfill these two roles consecutively.

170. Clarification of the roles should be done in light of the capacities of National Commissions as well as of the changing needs of UNESCO, with consideration to the following steps:

- Taking stock of all the roles and functions currently assigned to National Commissions, including those stipulated in UNESCO's legal texts and other relevant documents.

- Developing guidance material for National Commissions, that clarify their roles as members of the larger UNESCO family (including Category I and II Institutes / Centers, Clubs, Chairs, etc.) and the goals their cooperation with the Secretariat is expected to achieve. The material should also help National Commissions set priorities under resource constraints.

- Clarifying the roles of the various parts of the Secretariat (ERI, Field Offices…) in liaising and cooperating with National Commissions and involving the latter in UNESCO's activities.

- Designating focal points for National Commissions in each UNESCO Field Office. These focal points would have the primary responsibility of liaising with National Commissions in their respective countries or regions with a view to identifying potential areas of synergies and cooperation, planning of and follow-up on joint activities, dissemination of information, etc.

b) Coordination of the network of National Commissions

171. **The coordination of the network of National Commissions needs to be improved for greater efficiency and effectiveness.** National Commissions constitute a valuable informal network, which is part of the overall "network UNESCO". If properly used and coordinated, this network could open up numerous possibilities for interaction, cooperation, co-creation, learning and development of and among National Commissions. It could also lead to stronger synergies between the work of National Commissions and the Secretariat, to more innovation and to increased motivation of all concerned. It would furthermore allow the National Commissions to enhance their contribution to the mission and work of UNESCO.

172. The review established that most of these possibilities have not yet been fully realized. There is no shared vision and understanding of the objectives of the network, nor are the network functions of its members clearly defined leaving the possibility for Member States to define their own expectations for it. As a result of this, UNESCO's Secretariat, the National Commissions and their partners all have different understandings of how to define cooperation and what it aims to achieve.

173. A functioning network should facilitate cooperation not just between UNESCO's Secretariat and National Commissions, but also between National Commissions themselves. Some of the components of a functioning network are the following:

- A shared vision and understanding of the objectives the network;

- Strategies for coordinating and creating synergies between the work of the National Commissions and the work undertaken by the Secretariat;

- A mechanism for identifying joint activities among the National Commissions and joint activities among National Commissions and the Secretariat;

- Clearly defined reporting requirements and mechanisms;

- A knowledge management mechanism; and,

- A strategic communication plan with specific tools.

174. A number of questions were raised in the context of this review that Member States and UNESCO's Secretariat may wish to ponder in view of improving network coordination:

- How far do UNESCO's legal texts on National Commissions reflect the new realities and the ways the network of National Commissions would need to operate?

- How could the potential of the network be better realized? What measures would support innovation, learning and development within the network?

- How could more unity of the network be drawn from the existing diversity?

- How could coordination between the network members be enhanced (without increasing bureaucracy!)? Whose role is this? Does the network need more leadership?

- How can the overall effectiveness of the network be ensured?

- How far is the network of National Commissions to be centered on the Secretariat? Does it have a single voice, or several voices?

- Is UNESCO's Secretariat to remain a supplier of "services" for National Commissions to help them achieve greater impact? What is the Secretariat's future role with regard to strengthening the networking capacities of the members of the network? What role could National Commissions play in this respect?

- Should the Secretariat advocate for National Commissions to commit to specific, targeted policy objectives, in line with needs expressed at the local level and the overall objectives of the network? Or should its primary role be to paint the 'big picture'?

c) Partnerships with Civil Society

175. **National Commissions need to strengthen their liaison role with civil society and the Secretariat needs to play a more active role in guiding them.** One of the forward-looking characteristics of the mandate assigned to UNESCO's National Commissions is their liaison role with civil society organizations. While a number of National Commissions have indeed developed good working relations with civil society and other external partners, for many others these relationships are virtually inexistent. Inadequate structures, certain legal set-ups, the scarcity of resources, lack of vision and a lack of guidance for partnership building from the UNESCO Secretariat clearly limit the potential for the development of such cooperation. The role of National Commissions as liaising partners between their countries' NGOs and the Secretariat is also not clearly defined, which has further implications for the cooperation.

176. The Secretariat could, for instance:

- provide guidelines and training to National Commissions on partnership development and fundraising;

- provide National Commissions with a toolbox for partnership development (with model agreements, contracts, guidelines on procurement and tender procedures, etc.);

- dedicate a chapter of UNESCO's overall partnership strategy to partnerships with National Commissions and to partnerships established through National Commissions;

- include partnership-building as a topic in the capacity development initiatives organized by the Secretariat; and,

- ensure that good partnership practices, including new fundraising modalities, are systematically identified and shared as part of the overall knowledge management of the network.

177. Member States could, for instance, identify the obstacles that National Commissions encounter when trying to establish partnerships with civil society organizations and address them.

d) Financial and Human Resources of National Commissions

178. **Member States need to provide their respective National Commissions with the required human and financial resources.** Currently, many National Commissions lack the resources to significantly contribute to the mission and goals of UNESCO. The situation is often further exacerbated by the high turnover of National Commission staff, and in particular at the level of the Secretary-General. The result is that it is difficult for many Commissions to ensure continuity of engagement with the Secretariat and to sustain strategic alliances with civil society, the private sector and other external partners.

179. Member States have the responsibility to provide their respective National Commissions with the human, financial and statutory means required to fulfill their missions. This support varies greatly from country to country, and overall, there is a mismatch between the broad and expanding mandates and expectations of National Commissions and their human and financial resources. This applies to a large number of National Commissions and causes various constraints on the ways they work and how they are able to cooperate with the Secretariat. This is a serious problem that urgently needs to be resolved by:

- Member States fulfilling their commitments with regard to the provision of the status and resources necessary for their respective National Commissions to be able to discharge their responsibilities to the network;

- Member States providing National Commissions with the degree of independence and the legal set-up needed to facilitate the mobilization of resources from new funding sources;

- National Commissions prioritizing and better focusing their activities under resource constraints;

- The Secretariat providing National Commissions with guidance on proposed priority focus areas in light of resources constraints; and,

- The Secretariat providing guidance to National Commissions on the governance models that are most effective in a given context (legal set-up, organizational structure, human and financial resources and work processes and, if necessary, competency needs of the National Commissions to meet their mandates). This could include the provision of model statutes, good practices and minimum standards.

e) Knowledge Management and Communication

180. **UNESCO's Secretariat needs to develop a mechanism to better manage the knowledge generated by the Network of National Commissions.** The members of UNESCO's network of National Commissions together with the Secretariat create a wealth of interesting insights, ideas, experiences, and practices. Together this knowledge constitutes one of the most important assets of the Organization, which is lost if it is not organized, shared, used and built upon.

181. The current approach to knowledge management, including the ways information is shared, is limited and not systematic, and therefore does not lead to sustained learning, stronger cooperation or visibility of the results achieved. Important learning opportunities are lost and the Network's potential to capitalize on and leverage achievements of network members is not exploited.

182. A comprehensive knowledge management mechanism would ensure that:

- Good practices and lessons learned are systematically identified, analyzed and shared with other members of the National Commission network to ensure learning across the organization, for instance through a Compendium of Good practices publication and an interactive online forum;

- Challenges related to the work of the network are also systematically identified;

- Capacity development initiatives are designed to respond to these challenges;

- Communication tools (website, databases, etc.) are up-to-date and user-friendly and ensure the visibility of the cooperation; and,

- Communication mechanisms (for information exchange between the Secretariat and National Commissions as part of daily work) ensure that required information is exchanged systematically and reaches recipients on time.

f) Capacity Development

183. **UNESCO's overall capacity development approach for National Commissions needs to be improved.** UNESCO's Secretariat builds capacity of National Commissions by various means including training workshops and publications. Training workshops facilitate dialogue and the exchange of experiences and provide opportunities to network. The organization of the training, however, is not always optimal, neither in terms of their content, which is not always perceived to be relevant to all participants, nor their structure, which usually lacks flexibility and allows only limited room for interaction and joint strategizing, planning and learning between participants. There is also no clear mechanism to ensure that knowledge acquired by

training participants is later transferred to other staff of National Commissions, nor are the outcomes of these workshops ever evaluated.

184. Several National Commissions have also engaged in some kind of capacity development initiatives for other National Commissions. Many of these initiatives are very promising and could be considered good practices with the potential to be replicated in a wider context.

185. UNESCO's overall capacity development approach for National Commissions, which needs to be supported by Member States, should be based on and may include:

- An analysis of the capacities required / missing in the Network;

- A long-term perspective of how these capacities will be built;

- Up-dated content and structure of the training events that respond to the capacity development needs identified;

- A variety of teaching and learning methods (workshops, training of focal points who could then train peers, staff exchange between National Commissions, secondments of Secretariat staff to National Commissions and vice versa, a twinning programme between more and less experienced National Commissions, succinct manuals on specific issues etc.);

- An interactive internet platform with online training modules that target all National Commission staff and where they can exchange best practice examples;

- A follow-up mechanism for all capacity development initiatives that systematically assesses their long-term effects;

- Inclusion of National Commission staff in training organized at UNESCO Field Offices; and

- A clear description of the roles of the various stakeholders, including the role of National Commissions with regard to the capacity development of other National Commissions and the Secretariat's role in terms of facilitating, coordinating and supporting these initiatives.

Annex 1: Terms of Reference

Background

UNESCO has a global network of national cooperating bodies known as National Commissions for UNESCO. These Commissions are established by respective governments under Article VII of UNESCO's Constitution, which stipulates that "Each Member State shall make such arrangements as suit its particular conditions, for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission broadly representative of the government and such bodies." (Article VII.1)

National Commissions are expected to "act in an advisory capacity to their respective delegations to the General Conference, to the representatives and alternates of their countries on the Executive Board and to their Governments in matters relating to the Organization and shall function as agencies of liaison in all matters of interest to it" (Article VII.2). Moreover, in conformity with the Charter of National Commissions for UNESCO adopted by the General Conference at its 20th Session, they can "disseminate information on the objectives, programme and activities of UNESCO", "participate in the planning and execution of activities of UNESCO" and "undertake on their own initiative other activities related to the general objectives of UNESCO" (Article I).

For the first time, a global comprehensive review of the cooperation between the Secretariat (Headquarters and its field structure) and National Commissions is being launched. Field Office evaluations undertaken by the Internal Oversight Service (IOS) over the past couple of years indicate that both the steps taken by Field Offices to engage with National Commissions, and the positioning, role and capacity of National Commissions vary greatly from Member State to Member State.

UNESCO's Independent External Evaluation (IEE) confirmed this assessment. It established that National Commissions, in order to play a significant role, needed to be adequately resourced, connected to government but still autonomous, linked to all relevant departments and engaged with civil society. Many of the National Commissions encountered by the IEE did not meet these conditions. The IEE also pointed out that National Commissions play an important role in setting the priorities of the C/5, in facilitating civil society input in C/5 consultation processes, and, together with other partnerships, in improving the impact of UNESCO's work. National Commissions constitute a unique and essential element of the overall UNESCO network. Given the importance of National Commissions connecting UNESCO with civil society, the IEE recommended that the role of National Commissions be reviewed and revitalized.

The present review of the Secretariat's cooperation with UNESCO's National Commissions is expected to provide further input to this discussion process and thereby help strengthen both UNESCO's mechanism of working with the National Commissions as well as the Commissions' functioning and contribution to the work of UNESCO.

It thereby informs and feeds into UNESCO's IEE follow-up process and in its larger ongoing reform and change management efforts.

Purpose

The purpose of the review is to:

1. Generate findings and conclusions regarding the relationship of the Secretariat (together with its field structure) and the National Commissions, including best practices and key challenges;

2. Provide recommendations that will help 1) optimize the Secretariat's interaction with National Commissions (and vice versa); and 2) strengthen the capacities and improve the contribution of National Commissions to the mission and work of UNESCO.

Scope

The review will focus on the period of the 34 C/5 (2008 – 2009) and on the first half of the 35 C/5 programming period (2010). It may also be necessary to go back to earlier biennia to set the context and to capture key events in the evolution of the relationship between the Secretariat and the National Commissions.

In line with UNEG's Standards for Evaluation in the UN System the standard evaluation criteria to be applied to evaluation processes (inter alia relevance, efficiency, effectiveness, impact, and sustainability) were taken into consideration when formulating the review questions.

Overall review question:

How can UNESCO's Secretariat and the National Commissions for UNESCO fully manifest the potential of their relationship in order to more effectively work towards UNESCO's objectives?

Major review questions:

What is the nature of the relationship between UNESCO's Secretariat and the National Commissions for UNESCO?

In what ways do the National Commissions contribute to the mission and work of UNESCO and how is the Secretariat performing towards the National Commissions?

What aspects of the relationship between UNESCO and the National Commissions need to be strengthened to make the most of it?

An illustrative list of sub-questions is included in Annex 1 of these TOR. These sub-questions will be further refined and deepened during the first stages of the review process.

Deliverables

The deliverables will include:
- Field mission report for each country visited
- UNESCO Headquarters interviews reports
- 1-2 debriefing sessions with presentations at UNESCO Headquarters (if necessary)
- Report (30 pages max) including a set of recommendations addressing the above mentioned issues in cooperation with IOS.

Methodology

- Desk study
- Interviews at UNESCO Headquarters with members of the Secretariat, of Permanent Delegations and of National Commissions (when on visit to Headquarters)
- Phone interviews with National Commissions and other stakeholders
- Web-based survey of all National Commissions and Permanent Delegations
- Attendance of regional / sub-regional meetings of National Commissions (if feasible)
- Field visits to a sample of National Commissions in 5 to 7 countries (of which 1 to 3 in Europe) (to be combined with Field Office evaluations and evaluation of Category II Institutes where feasible). During these field visits members of National Commissions, UNESCO offices, and other stakeholders will be interviewed.

Sampling Criteria (for selection of countries to be visited):
- regional representation (one to two National Commissions and UNESCO Field Offices from each region),
- different types of National Commissions (autonomous, semi-autonomous, governmental), and of UNESCO Field Offices (regional, cluster, national),
- countries with and without UNESCO presence.

Management Arrangements

IOS will manage and conduct the review (IOS staff members together with one external consultant). Where feasible, the field research will be combined with ongoing evaluations such as those of Field Offices and Category II Institutes.

The Sector for External Relations and Public Information (ERI) will provide feedback on the draft TOR and on the draft report and facilitate consultation processes with National Commissions and other stakeholders. ERI will furthermore provide documents for the desk study and support data collection through its contacts with National Commissions and Permanent Delegations.

IOS will establish a small Reference Group that will include members of ERI, a couple of other UNESCO staff and a few external stakeholders (max. 8 people). The role of the Reference Group will be to accompany the review process, to provide comments on the draft TOR and on the draft report, to provide advice and contacts and to facilitate meetings.

ERI will set up a larger Advisory Group that will include members of National Commissions and Permanent Delegations. The role of the Advisory Group will be to provide advice during the key stages of the review process.

The membership of the Reference Group and the membership of the Advisory Group will be different.

Tentative Time-frame:

January - March 2011:	Consultation process Finalisation of Terms of Reference
April 2011:	Request for Proposals and selection of consultant
May 2011:	Desk study and logistics
May - July 2011:	Data collection (including in the field)
July 2011:	Draft report
August 2011:	Final report

Team Qualifications

The review will be conducted by one external consultant in cooperation with IOS staff members who will participate in the development of evaluation instruments, the data collection process (at Headquarters and in the field), provide methodological guidance, and contribute to the final report.

The external evaluator should have the following qualifications:

- Advanced university degree in specialized fields of culture, social sciences, humanities, public policy, or related fields.
- At least 10 – 15 years of professional experience in programme and project evaluation of relevance to policy making, to include international experience. Strong record of leading and/or conducting evaluations.
- Strong knowledge of the United Nations, including previous work experience or assignments for the UN. Knowledge of UNESCO an asset.
- Professional experience/expertise in interagency cooperation and liaison functions.
- Demonstrated knowledge in evaluation methodologies and techniques, both qualitative and quantitative.
- Excellent oral communication and report writing skills in English or French, good knowledge of Spanish an asset.

Funding:

IOS will assign staff members to conduct the review and cover the costs of related field missions as well as the costs of an external consultant who will contribute to data collection and analysis.

ERI will cover costs associated with the Advisory Group.

ANNEX 1:

Illustrative list of review sub-questions

What is the nature of the relationship between UNESCO's Secretariat and the National Commissions for UNESCO?

- In what ways and to what extent has UNESCO's Secretariat, including its Field Offices, been engaging National Commissions in the context of UNESCO's work in Member States? What mechanisms have been used and which ones work best under what circumstances?

- Has the cooperation between the Secretariat and the National Commissions been in line with UNESCO's overall policy framework for National Commissions (Constitution of UNESCO, Charter of National Commissions, General Conference resolutions, Architecture of National Commissions)?

- How is the rapport between National Commissions and Government in their respective countries? Which institutions (government or other) host National Commissions for UNESCO? Which sectors are represented in National Commissions? How do the programme and specialized committees of the National Commissions work and how do they relate to the Secretariats of the Commissions?

- How do the various arrangements influence the National Commissions' contribution to the work of the organisation? Which architectural models and working mechanisms of National Commissions work best and could be used as a reference for others?

- How do the National Commissions relate to civil society and the private sector? How successful have National Commissions been in serving as a bridge to and in mobilizing civil society?

- In what ways is the role of National Commissions in Member States with UNESCO presence different from their role in Member States without UNESCO presence? How might their role change under UNESCO's future field architecture?

- What is the National Commissions' role within the larger UNESCO family network and relationship with other members of that network (that also includes Category I and II institutes, Clubs, Chairs, ASPNet, intergovernmental programme committees etc.)? How have National Commissions been engaging these institutions and vice versa? How could these relationships be optimized?

- How are National Commissions connected to Member States' Permanent Delegations to UNESCO?

In what ways do the National Commissions contribute to the mission and work of UNESCO? How is the Secretariat performing towards the National Commissions?

- In what ways do the National Commissions contribute to the mission and work of UNESCO (as it relates to UNESCO's five functions: laboratory of ideas; standard-setter; clearing house; capacity-builder; and catalyst for international cooperation; and to its global priorities Africa and gender equality)? How have the National Commissions' working relations with national Government, research institutions, civil society, the private sector and other partners contributed to the mission and work of UNESCO? What are good practices?

- How successful has the Secretariat been in supporting the National Commissions in their efforts to contribute to the work of UNESCO? In what ways has the Secretariat supported networking and cooperation among National Commissions?

- In what ways does UNESCO benefit from the presence of National Commissions? What is the added value that only National Commissions can bring to the larger UNESCO family network?

- How visible are National Commissions at the national level? To what extent have they contributed to increasing UNESCO's visibility? What models of cooperation in public relations between the Secretariat and National Commissions lead to optimized visibility for the UNESCO family?

- In what ways have the National Commissions' links with various sectors of Government, civil society and the private sector increased the opportunities for UNESCO to strengthen its collaboration with these actors?

- How do National Commissions contribute to the planning and execution of UNESCO's work in Member States? How might their role change with the new 4-year programming and budgeting cycle?

- In what ways does the nature of the relationship between National Commissions and Permanent Delegations, and that between the Secretariat and Permanent Delegations influence the cooperation between the Secretariat and National Commissions?

- What mechanisms exist to assess the potential, strengths and weaknesses of the relationship between the Secretariat and the National Commissions for UNESCO?

- Is there anything that the Secretariat and the National Commissions can learn from the liaison/national supporting bodies of other UN agencies?

What aspects of the relationship between UNESCO and the National Commissions need to be strengthened to make the most of it?

- Which relationship capacities, skills and practices of concerned stakeholders are crucial for the full flourishing of the relationship between the Secretariat and the National Commissions? Which ones of these ought to be further developed, strengthened or practiced?

- How do National Commissions assess their own capacities and competences in discharging their statutory roles (in advisory, liaison, information, implementation of activities) and their contribution to the country and UNESCO's strategic objectives and global priorities Africa and gender equality?

- What measures should be taken by the Secretariat (including its field structure) and Member States to help strengthen National Commissions' capacity to liaise with governments and civil society organisations in Member States, to contribute to C/5 priority setting, to advise Member States' delegations to UNESCO's Executive Board and to the General Conference, etc?

- What role can the National Commissions play in UN country programming and the Delivering as One reform processes?

Annex 2: List of People Interviewed

UNESCO Secretariat - Staff at Headquarters

Sector for External Relations and Public Information

Stoyan Bantchev	Chief, Participation Programme Section
Xiaolin Cheng	Chief, Section of National Commissions and Related Networks
Eric Falt	Assistant Director General
Vida Habash	Programme Specialist, Section of National Commissions and Related Networks
Jacques Rao	Director, Division of Member States and International Organizations
Reem Saleh	Assistant Programme Specialist, Section of National Commissions and Related Networks
Genc Seiti	Director, Division for National Commissions and Civil Society
Sonia Zerroualy	Programme Specialist, Section of National Commissions and Related Networks

Other UNESCO Sectors/Bureaux/Offices

Paola Leoncini Bartoli	Senior Executive Officer, Office of the Director-General
L. Anathea Brooks	Programme Specialist, Programme Coordination and Evaluation, Executive Office, Natural Sciences Sector
Vladimir Gai	Chief, Section for Media and Citizens' Participation, Communication & Information Sector
Maria Kypriotou	Assistant Programme Specialist, Youth, Sports and Physical Education Section, Social and Human Sciences Sector
Roland LIN Chih-Hung	Programme Specialist, Asia and the Pacific Section, World Heritage Centre
Anahit Minasyan	Programme Specialist, Diversity of Cultural Expressions Section, Culture Sector
Anil Mishra	Programme Specialist, Hydrological Systems and Global Change Section, Natural Sciences Sector
Katherine Müller-Marin	Representative and Head, UNESCO Ha Noi Office
Yoslan Nur	Programme Specialist, Science Policy Studies and Foresight Section, Natural Sciences Sector
Hans d'Orville	Assistant Director-General for Strategic Planning
Svein Osttveit	Director, Executive Office, Education Sector
Georges Poussin	Chief, Section of Creative Industries for Development, Culture Sector
Robertine Raonimahary	Deputy Director, Africa Department and Director of the Division for the Cooperation with Member States, Regional Organizations and Post-Conflict Situations
Mogens Schmidt	Director, Bureau of Field Coordination
Teresa Wagner	Senior Programme Specialist, Division of Cultural Objects and Intangible Heritage, Culture Sector

National Commissions for UNESCO – Staff interviewed at UNESCO Headquarters

Fernando Andresen Guimarães	President, Portugal National Commission
Takashi Asai	Japan National Commission
Dagnija Baltina	Secretary-General, Latvian National Commission
Nsambi Bolaluete	Permanent Secretary, Democratic Republic of Congo National Commission
Youssouf Dembele	Secretary-General, Mali National Commission
William Fabvre	Secretary-General, France National Commission
Gerd-Hanne Fosen	Secretary-General, Norway National Commission

Manuela Galhardo	Executive Secretary, Portugal National Commission
Francesca Gemnetti	President, Switzerland National Commission
Alicia Gonzalez Gutierrez	Permanent Secretary, Cuba National Commission
Els M. Jacobs	Secretary-General, Netherlands National Commission
Bibita Luzala Wivine	Private-sector partnerships for the International Year of Rapprochement of Cultures, Angola National Commission
Maia Isabel Miyan Coloma De Chiabra	Secretary-General, Peru National Commission
Mavis Mmanane Kelebemang	Secretary-General, Botswana National Commission
Carolyn Omene	Secretary Culture Sector, Nigeria National Commission
Fatma Tarhouni	Secretary-General, Tunisia National Commission
Madeleine Viviani	Secretary-General, Switzerland National Commission
David A. Walden	Secretary-General, Canada National Commission

Members of Permanent Delegations to UNESCO

Sylvie Fadlallah	Ambassador, Permanent Delegation of Lebanon
Kiwon Jang	Ambassador, Permanent Delegate, Permanent Delegation of Republic of Korea
Kwi Bae Kim,	Attaché, Permanent Delegation of Republic of Korea
David D. Doyle	Permanent Delegate, Permanent Delegation of St. Kitts and Nevis
Maria Angela Ponce	Deputy Permanent Delegate, Permanent Delegation of the Republic of the Philippines
Rachid Seghrouchi	Deputy Permanent Delegate, Permanent Delegation of Morocco
Jürgen Scheller	Deputy Permanent Delegate, Permanent Delegation of Germany
Haoua Thiombiano-Dao	Deputy Permanent Delegate, Permanent Delegation of Burkina Faso
Suyan Wang	First Secretary, Permanent Delegation of China

National Commissions for UNESCO – Staff and Partners

Burkina Faso

Burkina Faso National Commission for UNESCO:

Ahmed Baba Soulama	Secretary-General
Guy Hermann Bazemo	Chief of Communication and External Relations Division
Moussa Dabone	Chief of Secretariat
Emmanuel W. Goabaga	President, Committee Number 1
Alizata Kafando	Chief of Exact and Natural Sciences
Tahirou Kousse	Chief of ISESCO Division
Cisse Aminala Ouattara	President, Committee Number 1
San Ouattara	Chief of Youth Division, Associated Schools and Clubs
Larba Angèle S. Oubda	Chief of Social and Human Sciences
Mamata Ouedraogo	Chief of Documentation, Archives and Library Services
Barthélémy T. Pacodi	Chief of Administrative and Financial Services
Patricia Zagre	Chief of Education Division
Suzanne Zong-Naba	Chief of Scholarships and Internships Services

Partners:

Toussaint Bassane	National Commissioner of the Scientific and Cultural Festival
Yvette Dembele	Director, CIEFFA
Théophile O. Dibloni	Member of MAB Programme
Rasmane Ouedraogo	Coordinator, Centre Régional pour la Promotion des Arts Vivants en Afrique
Jean-Noël Poda	Director of Reseach, CNRST, Focal Point, MAB Programme
Michel Saba	National Commissionner, Fédération Burkinabé des Associations et Clubs UNESCO (FBACU)
Laurent Zoungrana	Associated School of Dazankiema “A”

China

China National Commission for UNESCO:

Maotian FANG	Secretary-General
Chunxiang DOU	Director, General Planning and Policy
Hou JIAN	General Planning and Policy

UNESCO Office for the Democratic People's Republic of Korea, Japan, Mongolia, the People's Republic of China and the Republic of Korea (ROK) in Beijing:

Abhimanyu Singh	Director and Representative
Min Bista	Programme Specialist, Education
Ramasamy Jayakumar	Programme Specialist, Natural Sciences
Beatrice Kaldun	Programme Specialist, Culture

Partners:

Li Wang	Deputy Director, UNESCO International Research and Training Center for Rural Education, Beijing
Ning Duihu	Deputy Director, UNESCO International Research and Training Center on Erosion and Sedimentation, Beijing
Jian Zhou	Director, UNESCO World Heritage Institute of Training and Research for the Asia and Pacific Region, Shanghai

Ecuador

Ecuador National Commission for UNESCO:

Amparo Naranjo	Secretary-General
Melida Pavon	Secretary
Patricia Ashton	Former Secretary-General

UNESCO Quito Office:

Firmin Matoko	Director
Rosa Gonzalez	Coordinator, Communication & Information Sector
Iván Fernandez	Coordinator, Culture Sector

Germany

German National Commission for UNESCO:

Roland Bernecker	Secretary-General
Walter Hirche	Member of the Governing Board UNESCO Institute for Lifelong Learning (UIL), President, German National Commission for UNESCO
Volker Hoerold	National Coordinator UNESCO ASPnet
Rosemarie Landgrebe	Coordinator, Forum of German UNESCO Clubs
Lutz Moeller	Head, Division of Science / Human Rights
Dieter Offenhaeusser	Deputy Secretary-General, Press Spokesman and Head Division of World Heritage
Stefan Rennicke	Head, Division of Public Private Partnerships and Co-operation with African National Commissions
Katja Roemer	Head, Division of Education, Communication, Information
Anna Steinkamp	Senior Program Specialist, Division of Culture, Memory of the World
Anna Veigel	Head of Voluntary Service “kulturweit”

Guyana – Training Seminar for Caribbean National Commissions for UNESCO

David Nathaniel Brown	Secretary-General, Belize National Commission
Marva Cecilia Browne	Secretary-General, Curaçao National Commission
Allison Flax-Archer	Secretary-General, British Virgin Islands National Commission
Juliette Griffith	Secretary-General, Barbados, National Commission
Michele Henry	Director/Curator, Antigua and Barbuda National Commission

Janeil Nickese Henry	Secretary-General, St Vincent & the Grenadines National Commission
Anuradha Kamtasing	Secretary-General, Suriname National Commission
Antonio Marcano Maynard	Secretary-General, St Kitts & Nevis National Commission
Terence Alister Moore	Secretary-General, Grenada National Commission
Inge Nathoo	Secretary-General, Guyana National Commission
Ida Elizabeth Poitier	Special Project Officer, The Bahamas National Commission
Susan Marilyn Shurland	Secretary-General, Trinidad and Tobago National Commission
Nethalie Gertrude Simmons	Secretary-General, The Bahamas National Commission
Maria A. Smith	Programme Manager, Jamaica National Commission
Phillipson Rifaëla	Culture Programme Coordinator, Curaçao National Commission
Marcia Nevia Symphorien	Secretary-General, Saint Lucia National Commission
Sonia Delia Williams	Secretary-General, Dominica National Commission
Kwame Boafo	Director and Representative, UNESCO Kingston Cluster Office for the Caribbean
Himalchuli Gurung	Programme Specialist in Culture, UNESCO Kingston Cluster Office for the Caribbean
Robert Parua	Programme Specialist in Education, UNESCO Kingston Cluster Office for the Caribbean

Iran

Iran National Commission for UNESCO:

Mohammad Reza Saeidabadi	Secretary-General
Farhad Etemadi	Head, Communication Department
Mahin Gazani	Head, Science Department
Abdol Mehdi Mostakin	Head, Culture Department
Negar Nohebhoseini	Head, Education Department

UNESCO Office in Tehran:

Qunli Han	Director and Representative
Gunawan Arya Usis	Programme Specialist Communication & Information
Junko Taniguchi	Programme Specialist for Culture

Republic of Korea

Korean National Commission:

Taeck-soo Chun	Secretary-General, Korean National Commission
LEE Sun-kyung	Head, International Relations Team
HAN Myunghee	Assistant Programme Specialist, International Relations Team
SOH Kijoon	Assistant Programme Specialist, International Relations Team
CHUNG Utak	Assistant Secretary-General, Education Team
SONG Jong-jin	Head, Education Team
OH Hae-jae	Assistant Programme Specialist, Education Team
KIM Eun-young	Programme Specialist, Sciences Team
HONG Bogang	Assistant Programme Specialist, Sciences Team
JEON Jin-sung	Head, Culture & Communication Team
JUNG Yong-shi	Assistant Programme Specialist, Culture & Communication Team
KIM Jihon	Assistant Programme Specialist, Culture & Communication Team
SHIN mia	Head, Youth Team
YOO Jung-hwan	Assistant Programme Specialist, Youth Team
HONG Seong-Wook	Assistant Programme Specialist, Youth Team
SEO Hyun-sook	Head, Partnership & Network Team

KIM Myung-sin	Assistant Programme Specialist, Partnership & Network Team
JUNG Soyeo	Assistant Programme Specialist, Partnership & Network Team
LEE Sun-jae	Director BRIDGE Programme Unit
BAE Gyung-jin	BRIDGE Programme Officer
CHUN Soo-jin	BRIDGE Programme Officer
YUN Byung Soon	Head, Publication & Information Services Team
KIM Min-a	Programme Specialist, Publication & Information Services Team
NOH Ji-won	Programme Specialist, Publication & Information Services Team
YOON Sunny	Assistant Programme Specialist, Publication & Information Services Team
CHANG Jiwon	Assistant Programme Specialist, Publication & Information Services Team
HWANG Tae-hak	Director, UNESCO Peace Center
AHN Hyung-gyun	Head, Peace Center Management Team
BAE Jong-Pil	Global Peace Village, Head of Education Development Team

Partners:

Young-Gil Kim	President, Handong Global University, UNESCO Chair
Do-Soon Cho	Professor, Catholic University of Korea, Member of UNESCO MAB National Committee of Korea
Hee-kyung Choi	Secretary-General, Inter-City Intangible Cultural Cooperation Network
LEE Seunghwan	Director, UNESCO Asia-Pacific Centre of Education for International Understanding
LEE Ji-Hyang	External Relations, UNESCO Asia-Pacific Centre of Education for International Understanding

Lebanon

Lebanese National Commission for UNESCO:

Salwa Saniora Baassiri	Secretary-General
Adnan El Amine	Rapporteur of the Educational Committee
Christiane Jeitani	Associated Schools Net National Coordinator

Partners:

Mustapha Badreddine	President UNESCO Club Nabatieh & Vice-President of the WFUCA for the Arab Region
Hiba Chendeb	Ecole publique Fadel Mokaddem-Tripoli-North Lebanon
Riad Chirazi	International College-Beirut
Père Salim Daccache	Chaire UNESCO d'Etude Comparée des Religions, de la médiation et du dialogue de l'Université Saint-Joseph
Jocelyne Daou	Montana International College-Mount- Lebanon
Batoul Haidar-LAU	UNESCO Club
Nadim Karam	UNESCO-Cousteau Ecotechnie Chair at Balamand University
Claudia Matta-Alumni	UNESCO Club
Khalil Murr	Collège Oriental Basilien-Zahle, Beqaa
Dima Osman	Rafic Hariri High School-Saida-South Lebanon

UNESCO Office in Beirut and Regional Bureau for Education:

George Awad	Programme Officer, Communication and Information Sector
Said Belkachla	Senior Programme Specialist, Education Planning and Education for All
Theophania Chavatzia	Assistant Programme Specialist
Eng. Joseph C. Kreidi	Programme Officer, Culture Sector
Nilse Ryman	Regional Programme Coordinator
Moumouni Saadou	Finance and Administrative Officer
Seiko Sugita	Programme Specialist, Social and Human Sciences

Sulieman Sulieman	Programme Specialist, STV

Morocco

Morocco National Commission for UNESCO:

Touria Majdouline	Secretary-General
Malika Ait Mbarek	World Heritage Sector
Mounouar Boubker	Culture and Communication Coordination
Youssef Eloufir	Culture and Communication Coordination
Tazi Malak	Education Sector
Ilham Rochdane	Science and Social Science Sector
Fatimazahra Sassi	Culture and Communication Coordination

Partners:

Ilham Bensaid	Coordinator, UNESCO Club of Associated Schools
Khalid Berrada	Professor, Cadi Ayyad University and coordinator for the UNESCO Chair in Physics
Brahim El Hamidi	UNESCO Club in Tanger
Driss Khrouz	Director General, National Library of the Kingdom of Morocco
Abdelati Lahlou	Deputy Director, National Library of the Kingdom of Morocco
Adbesselam El Ouazzani	Dean of the Education Science Faculty in Rabat and coordinator of the UNESCO University Club on Active Citizenship
Mohammed Rezouk	Director of the IbnBattouka College
Ali Sedjari	UNESCO Chair on Human Rights, Professor at University Mohammed V, President Groupement de Recherche sur Espace et Territoires
Mohammed Semladi	UNESCO Club in Tanger

UNESCO Field Office for Algeria, Mauritania, Morocco and Tunisia in Rabat:

Philippe Quéau	Director of Cluster Office and UNESCO Representative for the Maghreb
Hanae Alami	Principal Administrative Assistant
Misako Ito	Advisor for Communication and Information
Aouali Mouagni	Program Officer for Coordination and External Relations
Btissam Zahaf	Assistant Programme Specialist for Social and Human Sciences

Philippines

Philippines National Commission for UNESCO:

Jeannette D. Tuason	Deputy Executive Director
Miguel Fortes	Member, National Committee on Marine Sciences (NCMS)
Felice Prudente-Sta. Maria	Former Chairperson, SHS Committee
Florangel Rosario-Braid	President Emeritus and Senior Advisor, AIJC Chair, Communication
Thea Soriano	Coordinator, E-Net
Ramon Tuazon	President, Asian Institute of Journalism and Communication (AIJC)

Slovenia (via teleconference)

Slovenia National Commission for UNESCO:

Barbara Urbanija	Secretary-General, National Commission of Slovenia
Stanislav Radovan Pejovnik	President of the Slovenian National Commission for UNESCO and Rector of the University of Ljubljana
Mitja Brilly	President, Slovenian National Committee for the IHP Programme
Vanja Debevec Gerjevič	Member of Slovenian National Committee for the MAB Programme, Škocjanske jame
Zofija Klemen Krek	ex-Secretary-General of the Slovenian National Commission for UNESCO
Mojca Kunst	Member of Slovenian National Committee for the MAB Programme, Kozjansko and Obsotelje Biosphere Reserve

Alenka Malej	President, Slovenian National Committee for the IOC Programme
Darko Štrajn	ex-president of the Slovenian National Commission for Unesco

Partners:

Darja Janjatovič	Unesco clubs
Dušan Kramberger	Ministry of Culture, Cultural Heritage
Daniela Močnik	Unesco clubs
Teo Hrvoje Oršanič	Director, Kozjanski Regional Natural Park
Magdalena Petrič	Ministry of Culture, Cultural Heritage

Annex 3: Surveys

Survey for National Commissions

Please select your language:
Veuillez choisir votre langue svp:
Por favor elija su idioma:

- ☐ English
- ☐ français
- ☐ español

1. Please select your region:
   - ☐ Africa
   - ☐ Arab States
   - ☐ Asia and the Pacific
   - ☐ Europe and North America
   - ☐ Latin America and the Caribbean

2. Please indicate your country: _____

3. Is your National Commission:
   - ☐ Autonomous
   - ☐ Semi-governmental
   - ☐ Governmental

   If linked to your government, please indicate which government institution(s): _____

4. How many permanent and non permanent staff members are employed by the Secretariat of your National Commission (please count ½ for part-time staff)? _____

5. Please indicate the following:
   Your position within the Secretariat of your National Commission: _____
   The number of years that you have been working there: _____

6. Which UNESCO Programme Sectors are represented in your National Commission? Please check all that apply:

	Secretariat of National Commission	**Programme / Expert Committees of National Commission**
Education	☐	☐
Natural Sciences	☐	☐
Social and Human Sciences	☐	☐
Culture	☐	☐
Communication and Information	☐	☐

7. Please indicate the size of your National Commission's budget (government funding) (amount and currency) for the following biennia:
   2008-2009: _____
   2010-2011: _____

8. Please indicate the size of your National Commission's Participation Programme allocation (amount and currency) for the following biennia:
   2008-2009: _____
   2010-2011: _____

9. Please indicate the size of your National Commission's budget (from other sources) (amount and currency) for the following biennia:
   2008-2009: _____
   2010-2011: _____

10. What are the sources of funding for activities of your National Commission (e.g. governmental institutions, bilateral donors, UN agencies, private sector, foundations, provision of commercial services, etc.)? _____

11. What are possible new sources of funding for activities of your National Commission (e.g. governmental institutions, bilateral donors, UN agencies, private sector, foundations, provision of commercial services, etc.)? _____

12. What has been your National Commission's contribution to the mission of UNESCO in the past four years? _____

13. How would you rate your National Commission's capacity in each of the following areas of work? (Not applicable to my National Commission; Insufficient; Weak; Adequate; Strong)
    - Advisory role for planning and preparation of UNESCO programmes
    - Liaison with the government, institutions, NGOs, private sector and other partners
    - Programme implementation
    - Programme evaluation
    - Information to partners, the mass media and the general public about UNESCO
    - Participation in UN country programming or the Delivering as One processes
    - Fundraising for UNESCO programmes and self defined activities
    - Search for participants in UNESCO committees and intergovernmental councils
    - Search for national candidates for UNESCO posts
    - Nomination of candidates for UNESCO Prizes
    - Search for participants in UNESCO events / conferences
    - Coordination of national networks of UNESCO programmes (MAB, ASP…)
    - Connecting youth to UNESCO's activities Mobilization of larger UNESCO family
    - Other (please specify)

14. Please provide some examples of your National Commission's work in UNESCO's five functions and its global priorities:
    - laboratory of ideas (strategies and policies): _____
    - standard setter (Conventions and Recommendations): _____
    - clearing house (gathering and sharing of information): _____
    - capacity builder (building human and institutional capacities): _____
    - catalyst for international cooperation (cooperating with other agencies, participation in One UN): _____
    - priority Africa: _____
    - priority gender equality: _____

15. What UNESCO entities does your National Commission work with? Please check all that apply:
    ☐ Field Office(s)
    ☐ Category I Institute(s)
    ☐ Category II Institute(s)
    ☐ UNESCO Chair(s)
    ☐ UNESCO Associated Schools Project Network (ASPnet)
    ☐ UNESCO Club(s), Centre(s), Association(s)
    ☐ Other (World Heritage Sites, Biosphere Reserves, City Coalitions, etc.)
    Please provide some examples of your cooperation with these bodies / networks: _____

16. Does your National Commission work with the following partners? Please check all that apply:
    ☐ Government ministries other than the host ministry
    ☐ Civil society (NGOs)
    ☐ Private sector
    ☐ Universities / research institutions
    ☐ Other UN Agencies

17. Has your National Commission received information regarding UN Country Team activities in your country in the past two years? ☐ Yes ☐ No

18. Have you or anyone from your National Commission attended a UN Country Team meeting in your country in the past two years? ☐ Yes ☐ No
    Please provide some examples of cooperation with these partners: _____

19. Strategy and mechanisms for cooperation between National Commissions and the UNESCO Secretariat:
    Please indicate the degree to which you agree with the following statements (if you do not have any knowledge on what is stated, please mark "Don't know"): Don't know, Strongly disagree, Somewhat disagree, Somewhat agree, Strongly agree
    - The UNESCO Secretariat has a clear strategy for cooperation with National Commissions
    - My National Commission has a clear strategy for cooperation with the UNESCO Secretariat
    - The strategy of the cooperation remains relevant given today's changing circumstances (financial crisis, UN reforms, new challenges, etc.)
    - UNESCO Secretariat has contributed to maintaining and enhancing the work of my National Commission over the last 4 years
    - The National Commissions' role is sufficiently distinct within the larger UNESCO family (Category I and II Institutes, Clubs, Chairs, ASPnet, intergovernmental programme committees, etc.)

    If you have any comments on the above statements please share them here: _____

20. Effectiveness of the cooperation between your National Commission and the UNESCO Secretariat over the last four years:
    Please indicate the degree to which you agree with the following statements (if you do not have any knowledge on what is stated, please mark "Don't know"): Don't know, Strongly disagree, Somewhat disagree, Somewhat agree, Strongly agree
    - UNESCO's Secretariat, including the Field Offices, has been effectively engaging my National Commission in its work
    - My National Commission has been effective in mobilizing civil society and the private sector
    - The cooperation between my National Commission and UNESCO's Secretariat has produced successful projects and services
    - The cooperation between my National Commission and UNESCO's Secretariat has created good knowledge-sharing mechanisms and tools
    - Joint activities of my National Commission and UNESCO are visible at the country level
    - The C5 consultations between UNESCO's Secretariat and National Commissions are overall satisfactory

    If you have any comments on the above statements please share them here: _____

21. Who are your main interlocutors in the UNESCO Secretariat? Please check all that apply:
    ☐ UNESCO Field Office(s) and/or Institutes
    ☐ Section of National Commissions and Related Networks, Sector for External Relations and Public Information (ERI)
    ☐ Other sections in the Sector for External Relations and Public Information (ERI)
    ☐ Programme Specialists in UNESCO Programme Sectors
    ☐ Office of the Director-General
    ☐ Bureau of Field Coordination
    ☐ Other UNESCO Central Services
    ☐ Other – please specify: _____

22. How often do you liaise with the UNESCO Secretariat (Headquarters and field)?
    ☐ Daily
    ☐ Once a week
    ☐ Once a month
    ☐ A few times a year
    ☐ Rarely
    ☐ Other (please specify): _____

23. If your National Commission has received assistance from the UNESCO Secretariat (Headquarters and field) during the past two years, please indicate how satisfied you were with the following: Not applicable – did not receive this type of assistance; Unsatisfied; Somewhat satisfied; Satisfied; Very satisfied
    - Advice or services for the establishment/organization of your National Commission
    - Training of officials
    - Material assistance
    - Documents and publications
    - Information on upcoming missions and activities to your country
    - Support in translation and dissemination of publications
    - Financial and technical support for meetings

    If you have any comments on assistance received from the UNESCO Secretariat, please share them below: _____

24. How would you rate the following tools and events organized by the UNESCO Secretariat as they relate to the work of your National Commission? Not applicable – Don't know; Not useful; Somewhat useful; Useful; Very useful
    - Publications such as the "Handbook for National Commissions for UNESCO", "Architecture of National Commissions", etc.
    - Information Bulletins: "National Commissions in Action"
    - New UNESCO website for Member States: www.unesco.int
    - Newsletters from UNESCO Field Offices
    - Interregional meetings of National Commissions on specific themes
    - Informal meetings of National Commissions such as Information Sessions
    - Training Seminars for officials of National Commissions

    If you have any comments on these tools or events, please share them below: _____

25. How does your National Commission use the tools and knowledge gained from the UNESCO Secretariat? _____

26. What is the unique value of National Commissions in ensuring cooperation between Member States and the UNESCO Secretariat? _____

27. How would you rate the cooperation between your National Commission and the UNESCO Secretariat overall? (1 - Poor and 10 - Excellent)
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

28. How would you describe the cooperation between UNESCO's Secretariat (Headquarters and field) and your National Commission? Please provide a few words that characterize the cooperation:
    1: _____
    2: _____
    3: _____

29. What are some of the current incentives or blockages to developing your cooperation with the UNESCO Secretariat? _____

30. In your view, what measures should be taken by National Commissions to help improve their cooperation with the UNESCO Secretariat (Headquarters and the field)? _____

31. In your view, what measures should be taken by the UNESCO Secretariat (Headquarters and field) to help improve its cooperation with National Commissions? _____

32. How often does your National Commission liaise with your country's Permanent Delegation?
    ☐ Daily
    ☐ Once a week
    ☐ Once a month
    ☐ A few times a year
    ☐ Rarely
    ☐ Other (please specify): _____

33. In what ways does your National Commission cooperate with the Permanent Delegation of your country to UNESCO? _____

34. In your view, what measures should be taken to help improve the overall cooperation between UNESCO's Secretariat, National Commissions and Permanent Delegations? _____

Please note that once you submit the survey, the submission is final and the contents cannot be viewed by the respondent.

Survey for Permanent Delegations

Please select your language:
Veuillez choisir votre langue svp:
- ☐ English
- ☐ français

1. Please select your region:
   - ☐ Africa
   - ☐ Arab States
   - ☐ Asia and the Pacific
   - ☐ Europe and North America
   - ☐ Latin America and the Caribbean

2. Please indicate your country: _____

3. Please indicate your position within your Permanent Delegation: _____

4. How long have you been serving your country's Permanent Delegation to UNESCO (number of years)? _____

5. Strategy and mechanisms for cooperation between National Commissions and the UNESCO Secretariat:
   Please indicate the degree to which you agree with the following statements (if you do not have any knowledge on what is stated, please mark "Don't know"): Don't know, Strongly disagree, Somewhat disagree, Somewhat agree, Strongly agree
   - The UNESCO Secretariat has a clear strategy for cooperation with National Commissions
   - My country's National Commission has a clear strategy for cooperation with the UNESCO Secretariat
   - The strategy of the cooperation remains relevant given today's changing circumstances (financial crisis, UN reforms, new challenges, etc.)
   - UNESCO Secretariat has contributed to maintaining and enhancing the work of my country's National Commission over the last 4 years
   - The National Commissions' role is sufficiently distinct within the larger UNESCO family (Category I and II Institutes, Clubs, Chairs, ASPnet, intergovernmental programme committees, etc.)
   - Effective interface mechanisms are in place between the UNESCO Secretariat and National Commissions
   - The new reform of UNESCO Field Offices will create meaningful opportunities for National Commissions to be more effective in their mandate

   If you have any comments on the above statements please share them here: _____

6. How would you define the cooperation between the UNESCO Secretariat and National Commissions in general? _____

7. Effectiveness of the cooperation between your country's National Commission and the UNESCO Secretariat over the last four years:
   Please indicate the degree to which you agree with the following statements (if you do not have any knowledge on what is stated, please mark "Don't know"): Don't know, Strongly disagree, Somewhat disagree, Somewhat agree, Strongly agree

- UNESCO's Secretariat, including the Field Offices, has been effectively engaging my country's National Commission in its work
- My country's National Commission has been effective in mobilizing civil society and the private sector
- The cooperation between my country's National Commission and UNESCO's Secretariat has produced successful projects and services
- The cooperation between my country's National Commission and UNESCO's Secretariat has created good knowledge-sharing mechanisms and tools
- Joint activities of my country's National Commission and UNESCO are visible at the country level
- The C5 consultations between UNESCO's Secretariat and National Commissions are overall satisfactory

If you have any comments on the above statements please share them here: _____

8. In your view, what types of assistance are National Commissions most in need of from the UNESCO Secretariat? Please check all that apply:
   ☐ Subject-matter expertise for programme implementation
   ☐ Training of National Commissions officials
   ☐ Material assistance
   ☐ Documents and publications
   ☐ Information on upcoming missions and activities to your country
   ☐ Support in translation and dissemination of publications
   ☐ Financial and technical support for meetings
   ☐ Other (please specify): _____

9. How would you rate the following tools and events organized by the UNESCO Secretariat for National Commissions? Not applicable – Don't know; Not useful; Somewhat useful; Useful; Very useful
   - Publications such as the "Handbook for National Commissions for UNESCO", "Architecture of National Commissions", etc.
   - Information Bulletins: "National Commissions in Action"
   - New UNESCO website for Member States: www.unesco.int
   - Newsletters from UNESCO Field Offices
   - Interregional meetings of National Commissions on specific themes
   - Informal meetings of National Commissions such as Information Sessions
   - Training Seminars for officials of National Commissions

   If you have any comments on these tools or events, please share them below: _____

10. How would you rate your country's National Commission's capacity in each of the following areas of work? (Not applicable to my National Commission; Insufficient; Weak; Adequate; Strong)
    - Advisory role for planning and preparation of UNESCO programmes
    - Liaison with the government, institutions, NGOs, private sector and other partners
    - Programme implementation
    - Programme evaluation
    - Information to partners, the mass media and the general public about UNESCO
    - Participation in UN country programming or the Delivering as One processes
    - Fundraising for UNESCO programmes and self defined activities
    - Search for participants in UNESCO committees and intergovernmental councils
    - Search for national candidates for UNESCO posts
    - Nomination of candidates for UNESCO Prizes
    - Search for participants in UNESCO events / conferences
    - Coordination of national networks of UNESCO programmes (MAB, ASP…)
    - Connecting youth to UNESCO's activities Mobilization of larger UNESCO family
    - Other (please specify)

    If you have any comments on the above statements please share them here: _____

11. In your view, do National Commissions adequately represent their countries' priorities for the C5 at the regional consultations? ☐ Yes ☐ No

12. How would you rate the cooperation between the UNESCO Secretariat and National Commissions in general? (1 - Poor and 10 - Excellent)
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

13. How often does your Permanent Delegation liaise with your country's National Commission?
☐ Daily
☐ Once a week
☐ Once a month
☐ A few times a year
☐ Rarely
☐ Other (please specify): _____

14. Please indicate some examples of cooperation between your Permanent Delegation and your country's National Commission:
1: _____
2: _____
3: _____

15. In your view, do your country's Permanent Delegation and National Commission have overlapping responsibilities? ☐ Yes ☐ No
If yes, please explain: _____

16. In your view, do your country's Permanent Delegation and National Commission have overlapping responsibilities? _____

Survey for UNESCO Field Offices

Please select your language:
Veuillez choisir votre langue svp:
☐ English
☐ français

1. Please select your region:
☐ Africa
☐ Arab States
☐ Asia and the Pacific
☐ Europe and North America
☐ Latin America and the Caribbean

2. Please indicate your UNESCO Field Office: _____

3. Does your Field Office cooperate with National Commissions (please check all that apply):
☐ In your country
☐ In the cluster
☐ In the region
☐ In other regions
Please indicate the National Commissions in the countries that you work with: _____

4. How would you define the cooperation between the UNESCO Secretariat and National Commissions in general? _____

5. Strategy and mechanisms for cooperation between National Commissions and the UNESCO Secretariat:
Please indicate the degree to which you agree with the following statements (if you do not have any knowledge on what is stated, please mark "Don't know"): Don't know, Strongly disagree, Somewhat disagree, Somewhat agree, Strongly agree
   - The UNESCO Secretariat has a clear strategy for cooperation with National Commissions
   - The National Commission (s) in your country(ies) of responsibility has(ve) a clear strategy for cooperation with the UNESCO Secretariat

- The strategy of the cooperation remains relevant given today's changing circumstances (financial crisis, UN reforms, new challenges, etc.)
- The National Commissions' role is sufficiently distinct within the larger UNESCO family (Category I and II Institutes, Clubs, Chairs, ASPnet, intergovernmental programme committees, etc.)
- The respective responsibilities of your UNESCO Field Office and the National Commission (s) in country(ies) under your responsibility are clear and understood by both
- Effective interface mechanisms are in place between your UNESCO Field Office and National Commissions in the country(ies) under your responsibility
- Work plans of your UNESCO Field Office are done in close consultation with National Commission (s) of the country(ies) under your responsibility

If you have any comments on the above statements please share them here: _____

6. How would you rate your country's National Commission's capacity in each of the following areas of work? (Not applicable to my National Commission; Insufficient; Weak; Adequate; Strong)
   - Advisory role for planning and preparation of UNESCO programmes
   - Liaison with the government, institutions, NGOs, private sector and other partners
   - Programme implementation
   - Programme evaluation
   - Information to partners, the mass media and the general public about UNESCO
   - Participation in UN country programming or the Delivering as One processes
   - Fundraising for UNESCO programmes and self defined activities
   - Search for participants in UNESCO committees and intergovernmental councils
   - Search for national candidates for UNESCO posts
   - Nomination of candidates for UNESCO Prizes
   - Search for participants in UNESCO events / conferences
   - Coordination of national networks of UNESCO programmes (MAB, ASP…)
   - Connecting youth to UNESCO's activities Mobilization of larger UNESCO family
   - Other (please specify)

   If you have any comments on the above statements please share them here: _____

7. National Commissions working with partners and visibility:
   Please indicate the degree to which you agree with the following statements (if you do not have any knowledge on what is stated, please mark "Don't know"): Don't know, Strongly disagree, Somewhat disagree, Somewhat agree, Strongly agree
   - National Commission(s) of the country(ies) under your responsibility have been effective in mobilizing civil society
   - National Commission(s) of the country(ies) under your responsibility have been effective in mobilizing the private sector
   - Joint activities of National Commissions and your UNESCO Office are visible at the country level

   If you have any comments on the above statements please share them here: _____

8. National Commissions working with partners and visibility:
   Please indicate the degree to which you agree with the following statements (if you do not have any knowledge on what is stated, please mark "Don't know"): Don't know, Strongly disagree, Somewhat disagree, Somewhat agree, Strongly agree
   - National Commission(s) of the country(ies) under your responsibility have sufficient programme delivery capacities
   - National Commission(s) of the country(ies) under your responsibility initiate and implement programme activities without seeking the UNESCO Secretariat's financial support
   - National Commission(s) of the country(ies) under your responsibility enter into contractual relations with your Field Office to carry out specific projects on their own
   - National Commission(s) of the country(ies) under your responsibility enter into contractual relations with your Field Office to carry out specific projects through their national partners
   - National Commissions coordinate and/or implement Participation Programme activities in your country(ies) of responsibility

   If you have any comments on the above statements please share them here: _____

9. How many contracts for the implementation of activities has your Field Office awarded to National Commissions in 2010? _____
10. What has been the major contribution of the National Commission(s) of the country(ies) under your responsibility to the mission of UNESCO in the past four years? _____

11. In your view, do National Commissions adequately represent their countries' priorities for the C5 at the regional consultations? _____

12. Through what mechanisms does your Field Office liaise with the National Commission(s) in its country(ies) of responsibility? Please check all that apply:
    ☐ Attendance of external joint meetings with National Commissions
    ☐ Visits to National Commissions in the region during missions
    ☐ Meetings with National Commissions at UNESCO Field Offices at the invitation of your Office
    ☐ Communication with National Commissions through mail, fax, email, etc.
    ☐ Other (please specify): _____

13. How often does your office liaise with the National Commission(s) in its country (ies) of responsibility?
    ☐ Daily
    ☐ Once a week
    ☐ Once a month
    ☐ A few times a year
    ☐ Rarely
    ☐ Other (please specify): _____

14. What types of assistance does your Field Office provide to National Commission (s) in your country(ies) of responsibility? (Please check all that apply)
    ☐ Subject-matter expertise for programme implementation
    ☐ Training of National Commissions officials
    ☐ Material assistance
    ☐ Documents and publications
    ☐ Information on upcoming missions and activities to your country
    ☐ Support in translation and dissemination of publications
    ☐ Financial and technical support for meetings
    ☐ Other (please specify): _____

15. How would you rate the cooperation between your Field Office and the National Commission(s) in your country(ies) of responsibility? (1 – Poor and 10 – Excellent)
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

16. What are some of the current incentives or blockages to working with the National Commission in your country(ies) of responsibility? _____

17. In your view, what measures should be taken by National Commissions to help improve the cooperation between National Commissions and the UNESCO Secretariat (Headquarters and the field)? _____

18. In your view, what measures should be taken by the UNESCO Secretariat (Headquarters and field) to help improve the cooperation between National Commissions and the UNESCO Secretariat? _____

Annex 4: List of documents consulted

Legal Texts:
- Legal texts on National Commissions for UNESCO: Article VII of UNESCO's Constitution, the Charter of National Commissions for UNESCO and the relevant resolutions of the General Conference adopted since 1978, UNESCO 2002
- Memorandum of Understanding between UNESCO and UNDP, 2008
- 34C Resolution 86 Directives concerning the use of the name, acronym, logo and Internet domain names of UNESCO
- 26C Resolution 19 Amendments to the Constitution and the Rules of Procedure of the General Conference

ERI and other UNESCO Documents for National Commissions:
- Architecture of National Commissions for UNESCO: fundamentals concerning their status, composition and resources, UNESCO 2009
- Handbook for National Commissions for UNESCO 2007
- Involving National Commissions for UNESCO in United Nations Common Country Programming, 2009
- A Compendium of Good Practices of National Commissions for UNESCO, 2004
- Directory of National Commissions for UNESCO, April 2008
- National Commissions in Action, bulletin
- Monthly newsletter for National Commissions
- DRAFT Handbook for Gender Focal Points in UNESCO National Commissions, 2005
- UNESCO Awards, Replies to questionnaire sent to National Commissions on 22 November 2011

General Conference and Executive Board Documents:
- Detailed Report on the activities of the Organization in 2006-2007 External relations and cooperation, 35-C3/MAF/ERC/Rev.2
- Report by the Director-General on the Involvement of National Commissions for UNESCO in the Decentralization Process, 174 EX/34, 23 February 2006
- Report by the Director-General on Specific Mechanisms through which Interested National Commissions can Effectively Participate in Programme Execution at the Level of UNESCO Field Offices, 165 EX/36, 20 August 2002
- Report by the Director-General on the Reform of the Field Network, 185 EX/29, 10 September 2010
- Report by the Director-General on the Reform of the Field Network, 186 EX/28, 18 April 2011

Informal Meetings of National Commissions:
- Brainstorming Meeting of the Coordinating Group of National Commissions for UNESCO, ERC/NAC/ME/2-10-007, 29 January 2010
- Informal Meeting of National Commissions for UNESCO during the 184th session of the Executive Board Tuesday 13 April 2010
- Informal Meeting of National Commissions for UNESCO during the 185th session of the Executive Board Friday 15 October 2010
- Informal Meeting of National Commissions For UNESCO of the Africa Region Organised during the 35th Session of the General Conference Wednesday, 7 October 2009
- Informal Meeting of National Commissions For UNESCO of in the Europe and North America Region Organised during the 35th Session of the General Conference Thursday, 8 October 2009
- Informal Meeting of National Commissions for UNESCO of the Arab States Region Organised during the 35th Session of the General Conference Thursday, 8 October 2009
- Informal Meeting of National Commissions for UNESCO of the Latin America and the Caribbean Region Organised during the 35th Session of the General Conference Thursday, 8 October 2009
- Informal Meeting of Presidents and Secretaries-General of National Commissions for UNESCO organised during the 35th Session of the General Conference Wednesday 14 October 2009
- Informal Meeting of National Commissions For UNESCO of Asia and Pacific Region Organised during the 35th Session of the General Conference Wednesday, 7 October 2009
- Informal Meeting of National Commissions for UNESCO during the 184th session of the Executive Board, Tuesday 13 April 201
- Meeting of National Commissions for UNESCO from developed and well-resourced countries, 20 January 2009

Letters from the Director-General of UNESCO regarding National Commissions:
- Towards the effective participation of National Commissions in the "Delivering as One" process, CL/3870, 24 April 2009
- Our joint responsibilities towards National Commissions for UNESCO, CL/3949, 13 January 2011

Websites:
- UNESCO website on National Commissions: http://portal.unesco.org/en/ev.php-URL_ID=34279&URL_DO=DO_TOPIC&URL_SECTION=201.html
- ERI's database of National Commissions on the UNESCO Intranet
- Korean National Commission for UNESCO: http://www.unesco.or.kr/eng/front/main/
- German National Commission for UNESCO: http://www.unesco.de/
- Lebanese National Commission for UNESCO: http://www.lncu.org/index.php/en/
- Philippines National Commission for UNESCO: http://www.unesconatcom.ph/
- Claiming Human Rights - Guide to International Procedures Available in Cases of Human Rights Violations in Africa http://www.claiminghumanrights.org/

Evaluation reports:
- Evaluation of the UNESCO Participation Programme, Elisabeth Zeil-Fahlbusch, July 2008

Publications of National Commissions:
- Strengthening National Commissions for UNESCO in the Caribbean, July 2009 – March 2010, St. Kitts & Nevis and Jamaica National Commissions for UNESCO, Antonio Maynard and Everton Hannam
- Activities of the Egyptian National Commissions Through 2009, Egyptian National Commission for UNESCO, December 2009
- UNESCO Associated Schools Uganda Magazine, Uganda National Commission for UNESCO, 2009
- Ten-Year Strategic Plan, 2007-2016, Uganda National Commission for UNESCO
- Mauritius National Commission for UNESCO 1970-2010 Souvenir Magazine
- Annual Review 2010, New Zealand National Commission for UNESCO
- The Status of National Commissions, Margaret Austin, February 2006
- Newsletter January-December 2011, Indonesian National Commission for UNESCO
- Korean National Commission for UNESCO 1950-2010, 60 Years Brochure
- Capacity-Building for National Commissions for UNESCO: A Partnership Programme with Africa, Co-edited by UNESCO and the German Commission for UNESCO, 2009
- Culture, Education and Media Projects in Afghanistan: What lessons can be learned, Netherlands National Commission for UNESCO, 2011
- Mapping Cultural Diversity Good Practices from Around the Globe, German National Commission for UNESCO, 2010
- Welterbe für junge Menschen Österreich, Austrian National Commission, 2007
- Orientacions que han de guiar l'aplicació de la Convenció del Patrimoni Mundial, UNESCO Centre in Catalonia (UNESCOCAT),
- Le Mali et l'UNESCO, 45 ans de coopération, Commission Nationale malienne pour l'UNESCO, 2005
- Sixty Years 1948-2008, Lebanese National Commission for UNESCO
- La voix de l'UNESCO, Organe d'information de la Commission nationale du Burkina Faso N° 008, décembre 2008
- Report on 2006-2007 Activities, Namibia National Commission for UNESCO
- Annual Report 2010, The Gambia National Commission for UNESCO
- Bulletin d'information N° 17/2008, Commission nationale togolaise
- La Lettre d'Information, décembre 2010 – N° 32, Commission nationale française pour l'UNESCO
- Annual Report of the Secretary-General 2009/2010, Canadian Commission for UNESCO
- Strengthening the Secretariat of Nepal National Commission for UNESCO, December 2009
- Rapport annuel 2008, Commission nationale suisse pour l'UNESCO, Madeleine Viviani
- Sweden's UNESCO Strategy 2008-2013, Swedish National Commission for UNESCO
- Vestnik N° 05'2008, Commission of the Russian Federation for UNESCO
- Boletín informativo mayo - julio 2011, Comisión española de cooperación con la UNESCO