Preliminary analysis of Member States and Associate Members replies to the questionnaire on the Programme and Budget for the period 2018-2021 (39 C/5)
(prepared by UNESCO Secretariat)

I. Introduction

At its 38th session, the General Conference adopted Resolution 104 related to the preparation of the Programme and Budget for 2018-2021 (39 C/5) and set the stage for the Secretariat to launch the preparation of the Draft 39 C/5. In this Resolution, Member States have underscored the continued relevance of the Organization's Medium-Term Strategy, of its two Overarching Objectives of peace and sustainable development, of its two global priorities, Africa and gender equality, and of its priority target group of small island developing States (SIDS). The Medium-Term Strategy also had defined nine Strategic Objectives for the Organization to pursue in the period 2014-2021. These nine Strategic Objectives were translated in the first quadrennial Programme and Budget for 2014-2017 (37 C/5) into actionable results.

In the next quadrennial period (2018-2021), the future Programme and Budget will build on the achievements and lessons learned in pursuance of the same Strategic Objectives set in the Medium-Term Strategy. Furthermore, future programme orientations for UNESCO will fully take into account the recent developments at the global level, in particular the adoption of the Agenda 2030 for sustainable development. In compliance with 38 C/Resolution 104, UNESCO's programmes will be designed so as to "*contribute to the implementation and follow-up of the 2030 Agenda for Sustainable Development at appropriate levels, in particular by delivering assistance and technical support to Member States in its various fields of competence*".

By circular letter CL/4152 of 18 April 2016, the Director-General sent a questionnaire on the Draft Programme and Budget for 2018-2021 (39 C/5) to Member States, including to their National Commissions for UNESCO, as well as to intergovernmental organizations (IGO) and non-governmental organizations (NGOs) which have established official relations with UNESCO. The questionnaire has been designed to solicit their views, comments and suggestions on key principles, priorities, challenges and core issues, which should inform the preparation of the Draft 39 C/5.

The response rate was high, indicating the strong engagement by UNESCO stakeholders, with responses from 117 Member States and 4 Associate Members compared to 109 responses from Member States and Associate Members four years ago (consultations on the 37 C/5). All responses received as at 20 May 2016 have been taken into account in the analysis.

Table - Number of Member States' responses by region:

	Total Member States	Number of Member States responses	% of response
Africa	47	27	57%
Arab States	19	12	63%
Asia and the Pacific	44	18	41%
Europe and North America	52	38	73%
Latin America and the Caribbean	33	22	67%
Sub-total Member States	*195*	*117*	*60%*
Sub-total Associate Members	*10*	*4*	*40%*
TOTAL	**205**	**121**	**59%**

The present document contains a summary of the views and suggestions of 117 Member States and 4 Associate Members (see list in Annex). The sections in the present document follow the structure of the questionnaire. The full text of responses received can be accessed at:
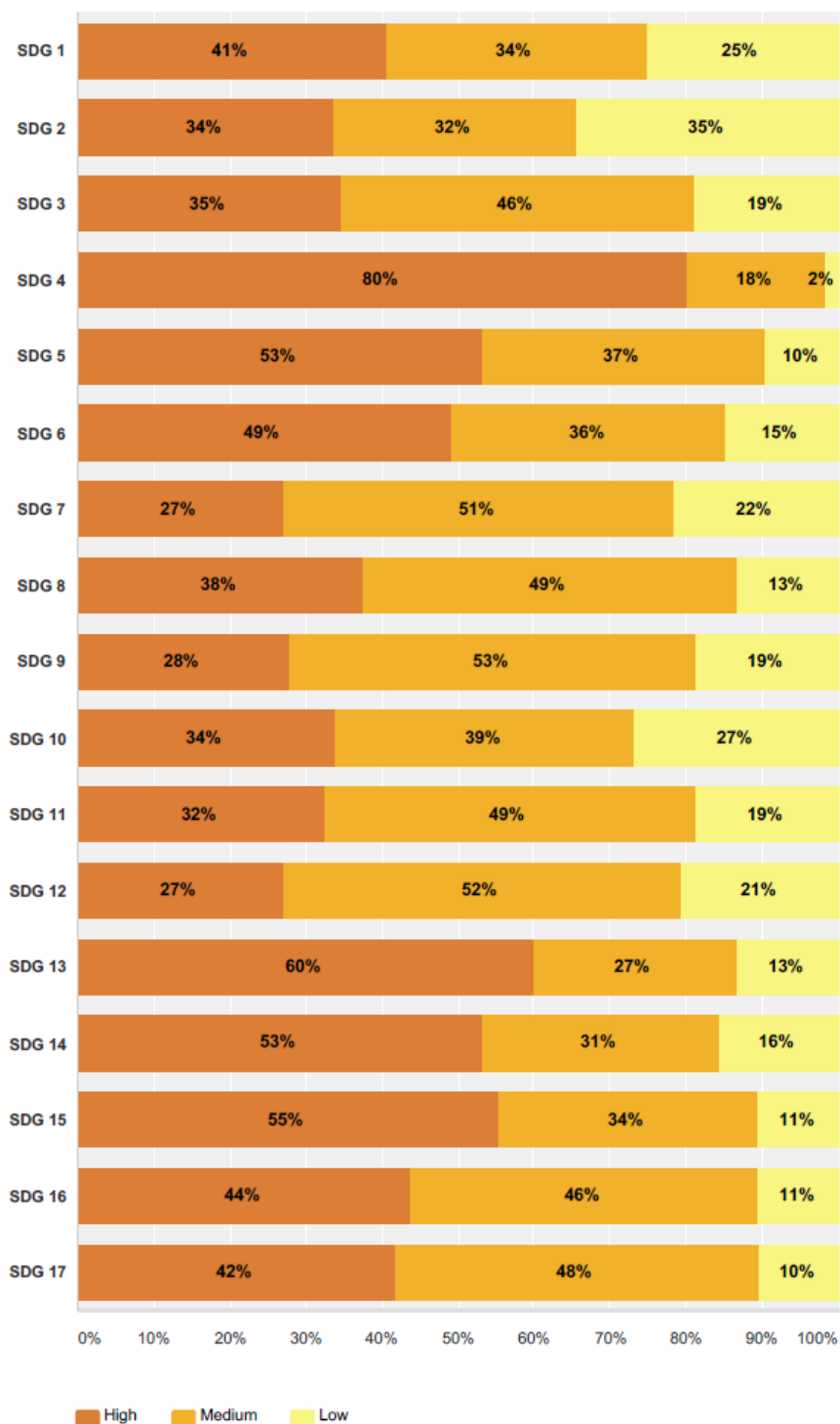
http://www.unesco.org/new/en/bureau-of-strategic-planning/resources/preparation-39c5/.

II. UNESCO: The General environment

A. The International context

Question 1: With respect to your national needs and priorities, for which of the following SDGs would you require UNESCO's support? Please indicate the level of priority by assigning High, Medium or Low to each Goal.
If you are a UN agency, IGO or NGO, please assess according to areas for joint collaboration with UNESCO, whether at global, regional or local level.

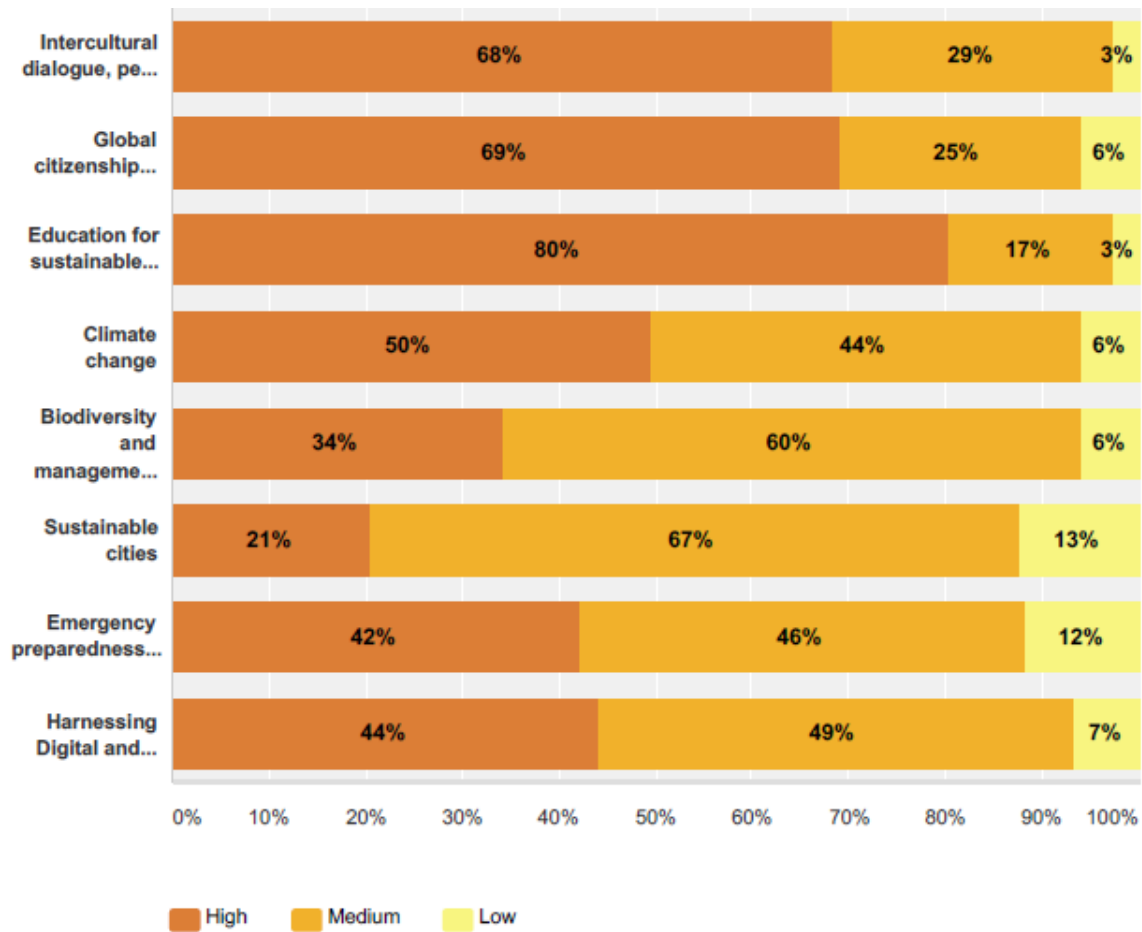| SDG	High	Medium	Low
SDG 1	41%	34%	25%
SDG 2	34%	32%	35%
SDG 3	35%	46%	19%
SDG 4	80%	18%	2%
SDG 5	53%	37%	10%
SDG 6	49%	36%	15%
SDG 7	27%	51%	22%
SDG 8	38%	49%	13%
SDG 9	28%	53%	19%
SDG 10	34%	39%	27%
SDG 11	32%	49%	19%
SDG 12	27%	52%	21%
SDG 13	60%	27%	13%
SDG 14	53%	31%	16%
SDG 15	55%	34%	11%
SDG 16	44%	46%	11%
SDG 17	42%	48%	10%

Member States overwhelmingly considered **SDG 4** (*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*) as a high priority area in which UNESCO's support would be required. A large number of respondents have also ranked as high priority areas related to **SDG 13** (*Take urgent action to combat climate change and its impacts*) and, to a lesser extent, **SDG 15** (*Protect, restore and promote sustainable use of terrestrial ecosystems, sustainability manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss*); finally, **SDG 5** (*Achieve gender equality and empower all women and girls*) and **SDG 14** (*Conserve an sustainability use the oceans, seas and marine resources for sustainable development*) have been also ranked as high priority by slightly more than half of the respondents.
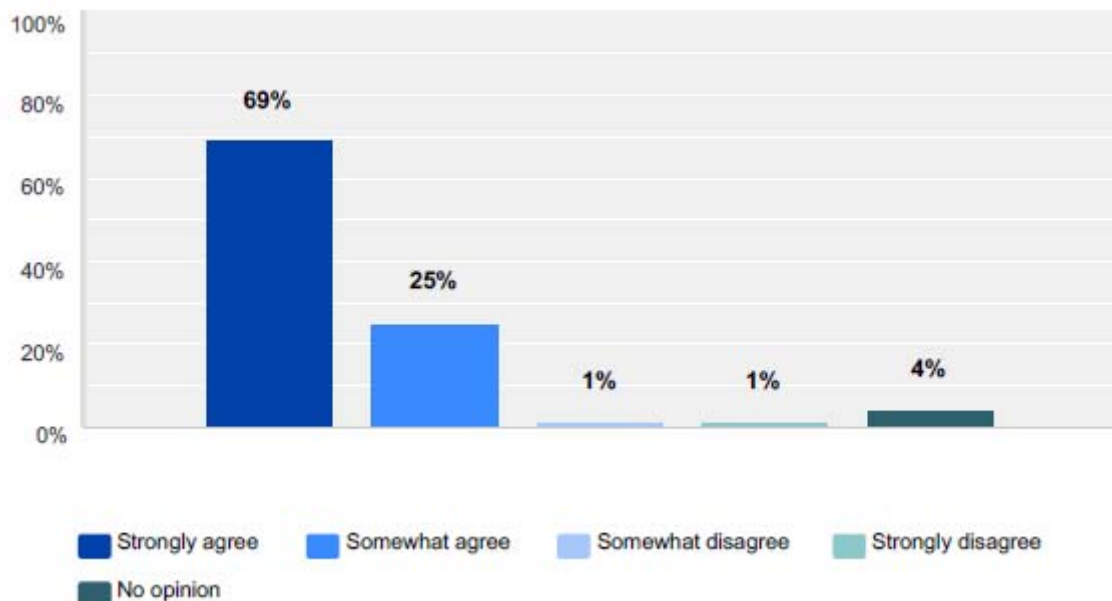
While this prioritization pattern can also be observed by region, the following regional specificities could be noted: African Member States ranked highest the need for UNESCO's support to the achievement of the SDG 13 (89%), followed by the SDG 4 (85%); a majority of Member States in Africa (67%) and in Latin America and the Caribbean (65%) have also ranked as 'high' priority **SDG 1** (*End poverty in all its forms and everywhere*); 73% of respondents in the Arab States have indicated as 'high' priority for support the areas related to **SDG 8** (*Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*); similarly, **SDG 6** (*Ensure availability and sustainable management of water and sanitation for all*) was ranked as high priority by mote then 60% of respondents in the Arab States and in Africa.

B. Intersectorality

Question 2: From the following list, please rate the areas where you think UNESCO should further capitalize on its multidisciplinary expertise and enhance its intersectoral approach to support Member States in the implementation of the 2030 Agenda.

Area	High	Medium	Low
Intercultural dialogue, pe...	68%	29%	3%
Global citizenship...	69%	25%	6%
Education for sustainable...	80%	17%	3%
Climate change	50%	44%	6%
Biodiversity and manageme...	34%	60%	6%
Sustainable cities	21%	67%	13%
Emergency preparedness...	42%	46%	12%
Harnessing Digital and...	44%	49%	7%

Question 3: Do you agree that the Organization should enable a more flexible, cost-efficient and effective implementation of intersectoral programmes and projects?

Response	Percentage
Strongly agree	69%
Somewhat agree	25%
Somewhat disagree	1%
Strongly disagree	1%
No opinion	4%

The analysis below includes the replies to questions 2 and 3.

The majority of respondents considered "Education for sustainable development", "Global citizenship education, including preventing violent extremism" and "Intercultural dialogue, peace building and the fight against all forms of discrimination" as high priority areas in which UNESCO should further capitalize on its multidisciplinary expertise and enhance its intersectoral approach to support Member States in the implementation of the 2030 Agenda.

Several respondents suggested areas for intersectoral work, among which are the following: Promouvoir des colloques/rencontres interreligieuses au service du rapprochement des différentes communautés mondiales; Réduction de l'écart numérique entre le Sud et le Nord dans les écoles; Responsabiliser les jeunes filles et garçons à travers des programmes de préservation de l'environnement pour leur insertion dans la vie active; Human rights education and training (HRET); and Gender Equality.

Similarly, some respondents suggested merging two of the proposed areas, or adjusting them. Examples include: Education for sustainable development and Climate change; Biodiversity and Disaster Risk Reduction; Climate change, Biodiversity and Emergency preparedness and response; Education for sustainable development and Harnessing Digital and Information and Communication Technologies (ICTs) for promoting sustainable development; Intercultural dialogue and Global citizenship education.

Several respondents stated that UNESCO's ability to respond through a multidisciplinary and intersectoral approach was an inherent component, an essential value added and a comparative advantage of the Organization. Accordingly, and since the current global challenges and the 2030 Agenda call for such a comprehensive multidisciplinary approach, the need for UNESCO responses to be built from the outset through multidisciplinary and intersectoral approaches was underscored.

In addition, some respondents highlighted the importance of implementing the programmes pertaining to these areas in coherence with those of other concerned United Nations System entities. To that effect, the mapping of UNESCO's contribution to the 2030 Agenda stipulating the linkages and interrelationships, whether internal or with partners of the United Nations family and beyond, was called for.

In their reply to the second question, the majority of respondents agreed on the need for the Organization to enable a more flexible, cost-efficient and effective implementation of intersectoral programmes and projects.

C. Target Groups

Question 4: Do you agree that the Organization continue giving the same emphasis to specific target population or country groups?
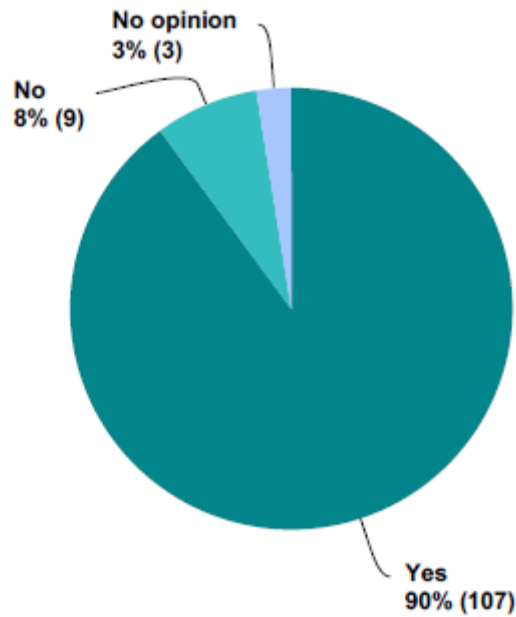
Respondents who agreed with the above statement proposed the following ranking (1=Lowest to 5=highest priority):
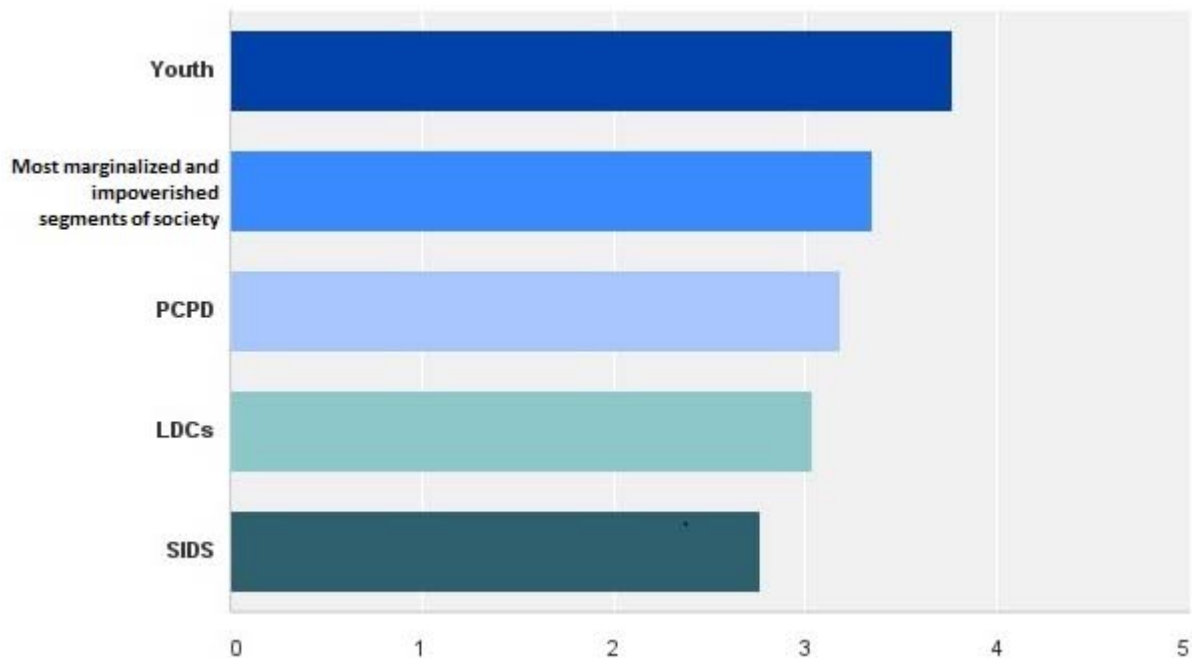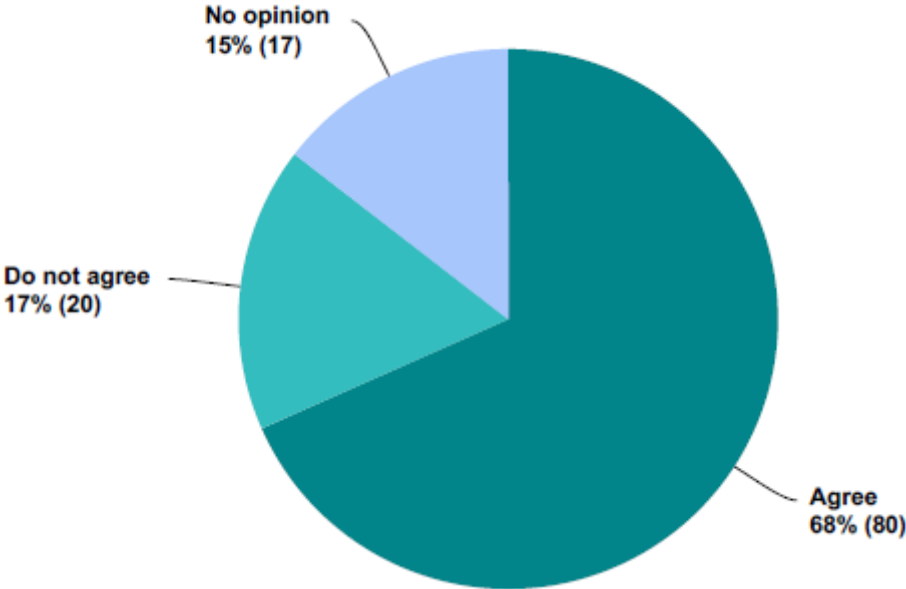

The large majority of respondents agreed that UNESCO should continue giving the same emphasis to specific target population and country groups. While there is an overall agreement that all these groups deserve high attention, the majority of respondents (63%) consider that youth should be given the highest priority.

Several respondents felt that UNESCO should focus on target groups that are aligned with those targeted in the 2030 Agenda. Others suggested other priority groups, such as: the segments of populations such as indigenous people; victims of conflicts and disasters, with particular focus on displaced persons; oppressed women and girls; war-torn and middle-income countries.

D. Functions

Question 5: In view of its limited resources, do you think that UNESCO should prioritize its regular budget resource allocation to support its normative and upstream work, and complement its resources with extrabudgetary funding to finance its operational work?

The majority of respondents agreed on the need for the Organization to prioritize its regular budget resource allocation to support its normative and upstream work, and complement its resources with extrabudgetary funding to finance its operational work. Some variations are observed when analysing the responses by region. The greatest variation is observed among respondents in Latin America and the Caribbean, where the majority did not agree with that statement (29%) or did not have any opinion (24%).

A few respondents have qualified their replies indicating that they agreed with the statement on the understanding that prioritized extrabudgetary operational work would be entirely in line with the Programme and Budget priorities.

Several respondents who were not in agreement with the statement emphasized the importance of both UNESCO normative/upstream and operational work to support Member States in achieving effects/results and the SDGs. Other respondents mentioned a lack of transparent governance, whereas others cautioned against dependence on donor interests and priorities of extrabudgetary funding. Some concerns were also expressed by some respondents regarding the risk of insufficient extrabudgetary resource mobilization which would jeopardize operational work or hinder implementation. Thus, they pointed to the need to put in place new mechanisms and incentive schemes for extrabudgetary funds mobilization.

Many respondents highlighted also the need for ensuring a balance in funding between normative and operational work, so as to avoid over-reliance on extrabudgetary resources for carrying out operational work.

A number of respondents, particularly in Europe, were of the opinion of the need to review this matter in light of the Structured Financing Dialogues and discussions on the integrated budget framework. Within this context, a respondent underlined the importance of ensuring sufficient qualified regular staff to oversee the operational work financed through extrabudgetary resources, and recommended further improvements in the application of the support cost recovery mechanism.

It was also indicated that more extrabudgetary funding should be decentralized to regional field offices and that a focus should be put on establishing strategic partnerships that Member States could derive benefits from.

Finally, a few respondents have indicated that further clarification on the distinction between normative and operational work was required.

III.   Programme assessment and priorities

E.   Recent achievement of UNESCO

Question 6: If your country has benefited from UNESCO's support in the recent years in the following areas, please assess the significance of the effects/results realized on a "Highly significant /Moderately significant/Not significant/Not applicable" scale. You may also wish to comment on the nature and relevance of this support and results in the text box (maximum 200 words). If you are a UN agency, IGO or NGO, please assess according to recent joint collaboration with UNESCO, whether at global, regional or local level.

6.1.   Major Programme I – Education
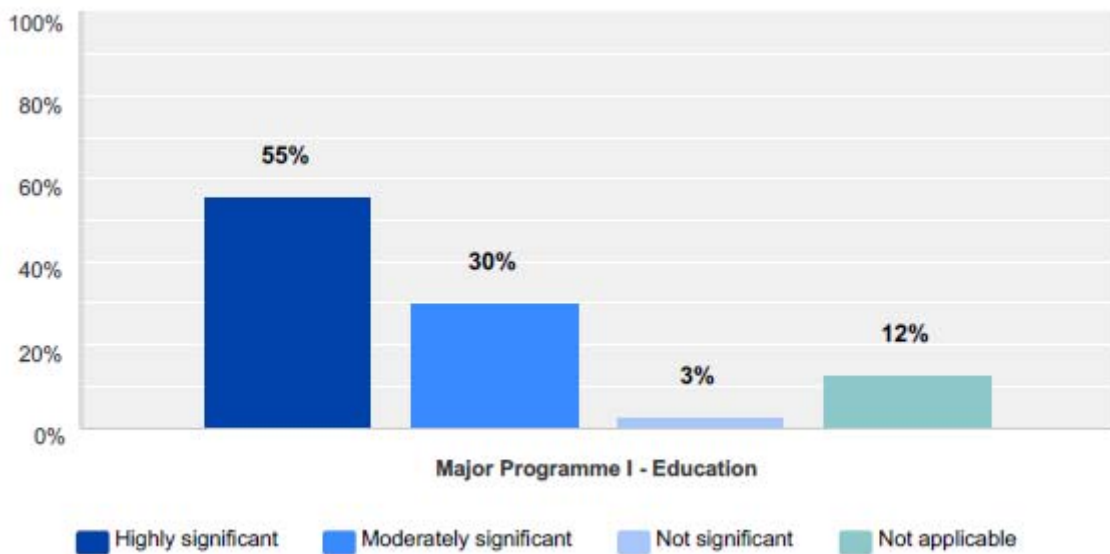
On average, over 85% of the respondents considered that the benefits of UNESCO's work in the area of Education had been significant in their country. Although some countries in Europe and North America have not benefitted directly from UNESCO's support, they highlighted the relevance of UNESCO's normative, policy and standard-settings instruments for their national education programmes. In other regions, Member States also benefitted from the direct operational and technical support of UNESCO, bringing the assessment to a higher level of about 95% in Africa and Asia and the Pacific.

The majority of respondents referred to UNESCO's support in setting standards and norms and in supporting policy and capacity development, thus contributing holistically to on-going education reforms. In this respect, the role of UNESCO in the Agenda 2030 was highlighted on different occasions.

Moreover, in their comments, many respondents valued the programmes related to teacher training, including in the field of ICT, to literacy and technical and vocational education and training (TVET) at national level, also underlining the importance of mainstreaming gender equality and inclusion. The results of the CapEFA programme in these thematic areas were underscored by several African countries.

Several respondents also mentioned the effects of UNESCO's work in the area of higher education, education for sustainable development, human rights and global citizenship education including the prevention of violent extremism.

Finally, a number of references were made valuing the work undertaken by category 1 Institutes, the Associated Schools Project Network (ASPnet), and the UNITWIN and UNESCO Chairs network.

6.2. Major Programme II – Natural Sciences, including the Intergovernmental Oceanographic Commission (IOC)

Major Programme II – Natural Sciences, including the Intergovernmental Oceanographic Commission (IOC)

■ Highly significant   ■ Moderately significant   ■ Not significant   ■ Not applicable
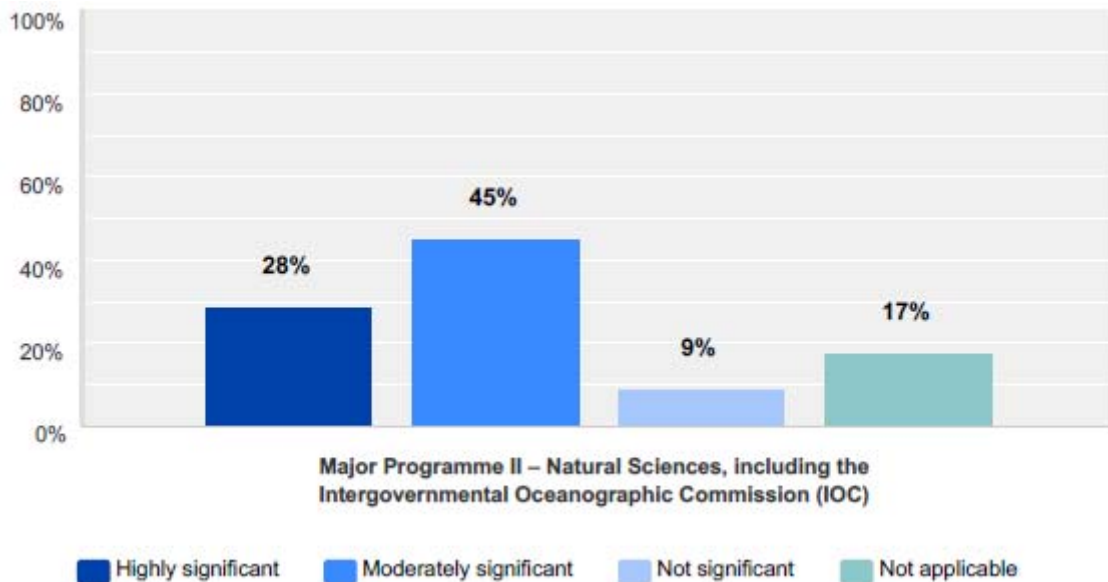
At the global level, almost three quarters of the respondents assessed the effects/results of UNESCO's work in the field of Natural Sciences, including the IOC, as significant. In the Arab States, Africa and Asia and the Pacific, a vast majority of respondents ranked the effects/impact achieved as a result of UNESCO's work as significant.

The majority of respondents indicated having benefitting from UNESCO's intergovernmental programmes MAB, IHP and IOC, in terms of both of normative and operational support. UNESCO's support in the field of Science, technology and innovation policy, including the UNESCO Science Report, disaster risk reduction, capacity building in basic sciences and fellowships programmes, renewable energy, geosciences and geoparks, SIDS, indigenous knowledge, have also been mentioned.

It should be noted that, in general, respondents made reference to UNESCO's activities and projects, and to a lesser extent to the effects/impacts at country level induced by these activities. A number of respondents referred in principal to the activities of the National Commissions and/or those undertaken within the Participation Programme.

For the future, Member States recommended, inter alia, that UNESCO further lead in engaging national international stakeholders in natural sciences development, support Member States in addressing climate change, increase the advisory and support role of the field offices.

6.3.   Major Programme III – Social and human sciences

Major Programme III – Social and human sciences

Highly significant — Moderately significant — Not significant — Not applicable
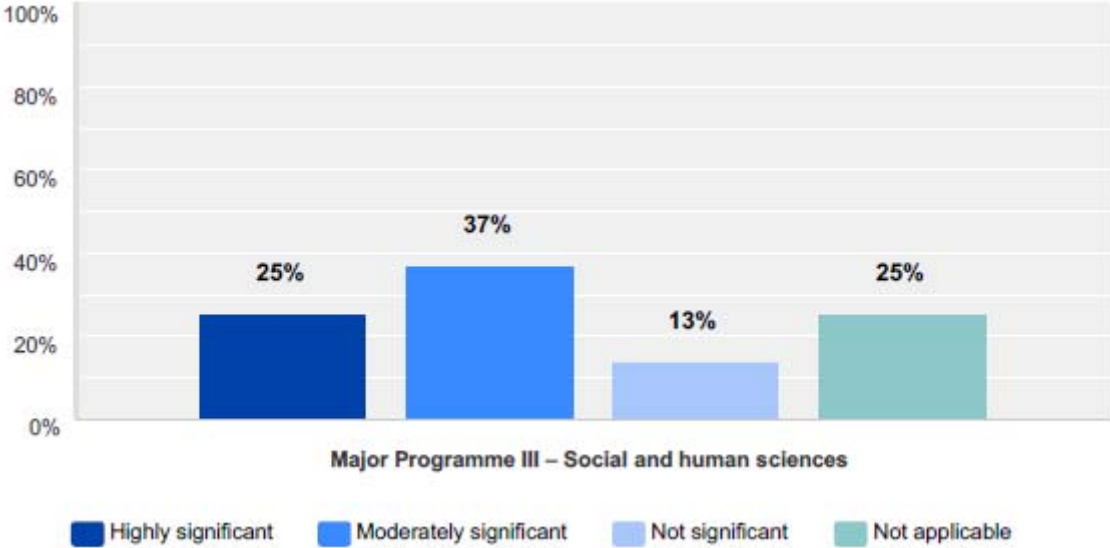
Globally, 62% of the respondents assessed the effects/results of UNESCO's work in the field of Social and Human Sciences as significant.

A majority of respondents referred to UNESCO's support in relation to various aspects of the Youth programme, the anti-doping Convention, and MOST as beneficial at country level. Support in the area of bioethics, human rights education, women empowerment and gender equality, and to a lesser extent, a culture peace was also mentioned.

A number of respondents referred in principal to the activities undertaken by the Secretariat or by the National Commissions as well as those undertaken within the Participation Programme.

Member States recommended that, in the future UNESCO should increase social and human sciences dedicated staff in the field offices; further support youth development and education on anti-doping in sport; include global citizenship and human rights education in school curricula; better balance the Sector's scientific and advocacy thrust; ensure a better coordination of work on Youth with other UN agencies; increase the capacity to contribute to the global debates on multiculturalism and cultural diversity, as well as address migration related challenges.

6.4. Major Programme IV – Culture
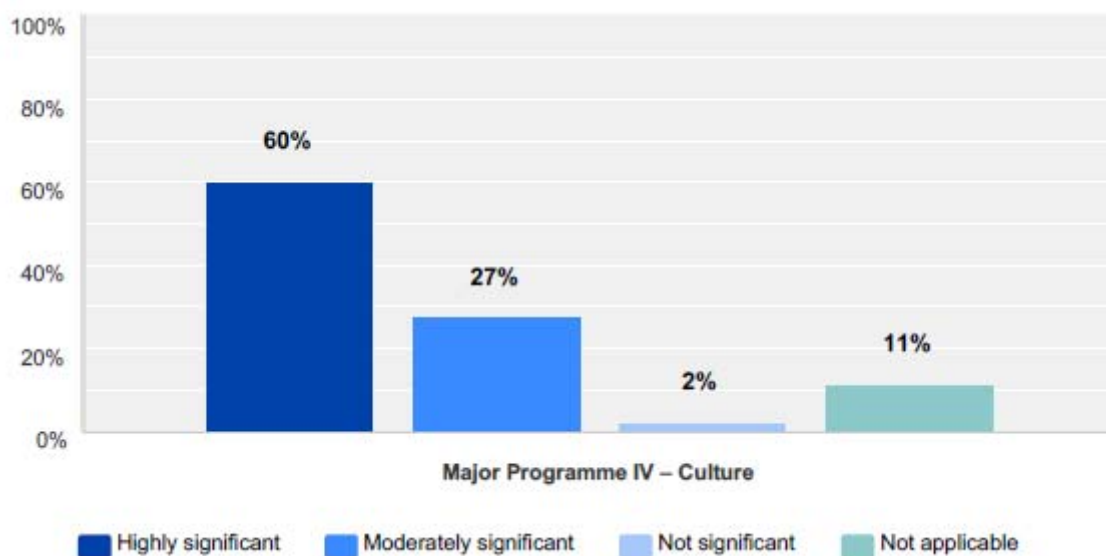
On average, 87% of respondents assessed the achieved effects/results induced through UNESCO support in the field of culture as significant.
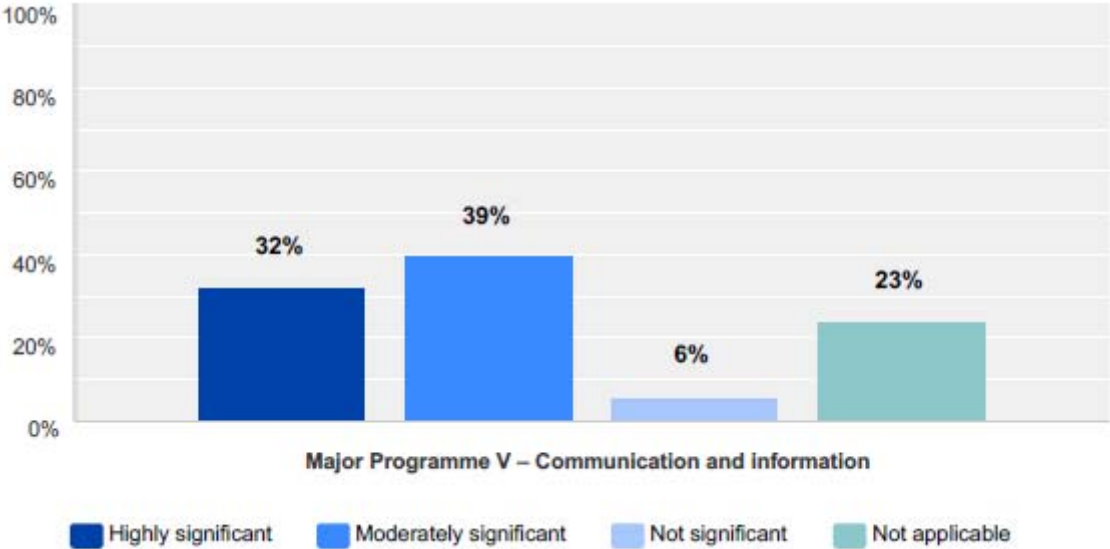
More specifically, the majority of respondents stated having benefited from UNESCO support in the safeguarding of intangible heritage (e.g. Intangible cultural heritage national inventories; Safeguarding Mauritanian heritage through engagement of indigenous communities and youth); the protection of cultural and natural heritage (e.g. World Heritage in Danger: Coro and its port; Demonstrating the value of heritage sites as unifying elements in the country, regionally by highlighting PH contributions to ASEAN and ASPAC and globally); as well as to the protection and promotion of the diversity of cultural expressions (e.g. monitoring Artistic freedom; Port of Spain "Musical Heritage Walk" project), among others.

Other references were made to areas for which results were considered significant, although to a lesser extent: The protection of underwater cultural heritage (e.g. Legislation and policies; Underwater cultural heritage management policy); the protection and promotion of Museums and collections (e.g. Barthélemy Boganda Museum collections; National museums inventories); the prevention of Illicit trafficking of cultural heritage (e.g. Periodic report "Trafficking of cultural property in Tunisia"); the protection of cultural property in the event of an armed conflict, arts education and creative cities.

A number of Member States, particularly in Europe, have underscored that while they have not benefitted directly from UNESCO support, the normative instruments, policy papers and reports generated in the context of the cultural conventions have played an important inspirational and advocacy role for the work of national entities and others in their countries (e.g. Legal system).

In addition, respondents made some recommendations for the future, among which are the following: Increase capacity to implement the conventions and sustainably manage heritage; develop further synergies among cultural conventions; position culture at the forefront of the national development agenda; include in programmes cultural diversity policy in the circumstances of mass migration.

6.5.   Major Programme V – Communication and information

The majority of respondents generally assessed the results achieved through UNESCO's support in the area of Communication and Information as moderately significant in their countries. When analysed from a regional perspective, UNESCO's effects/results are assessed as highly significant for more than half of the respondents in Africa.

Respondents provided multiple examples of benefits from UNESCO's support, ranging from the provision of technical assistance and expertise to normative work in all fields covered by Major Programme V, including within the frameworks of its two intergovernmental programmes – IPDC and IFAP.

Among the areas which were specifically mentioned are the following: Training of journalists and development of journalism curricula; fostering the freedom of expression and journalistic safety; development of independent media, media information literacy, and ICT education for knowledge generation; community radio stations; capacity building in information ethics; gender and media and women and girls in ICT; preservation of and access to documentary heritage including in digital form; the Memory of the World Programme and registers.

For the future, a number of respondents recommended that UNESCO devote more resources in support of capacity building, especially of women and girls, and the implementation of projects in this area at local level.

6.6. UNESCO Institute for Statistics (UIS)

UNESCO Institute for Statistics (UIS)

Legend: Highly significant | Moderately significant | Not significant | Not applicable

Values shown: 35%, 37%, 7%, 20%
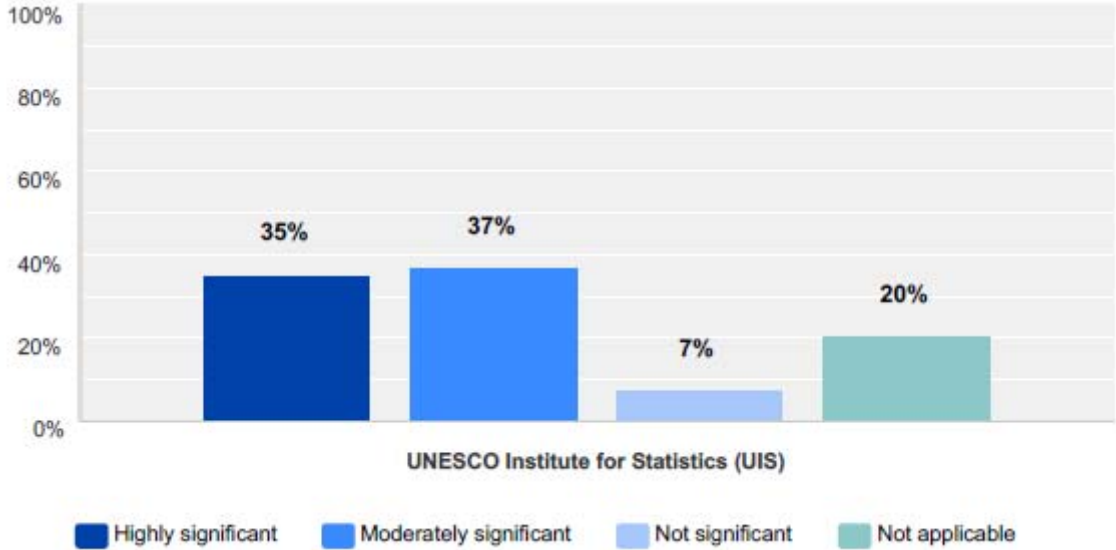
The role of the UIS is considered significant by 72% of the respondents.

Several respondents indicated that at the national level, the support provided by the UIS to develop national capacities to manage the Education Management Information Systems (EMIS), to develop best practices in order to collect high quality, timely and reliable data was highly needed and valued.

At global level and in the framework of the 2030 Agenda, the work of UIS is considered as vital for ensuring Education is monitored through the development of indicators, the collection of comparable data and the dissemination of information.

6.7. Interdisciplinary/intersectoral activities

Other (e.g. interdisciplinary/intersectoral activities)

Legend: Highly significant | Moderately significant | Not significant | Not applicable

Values shown: 21%, 27%, 15%, 37%
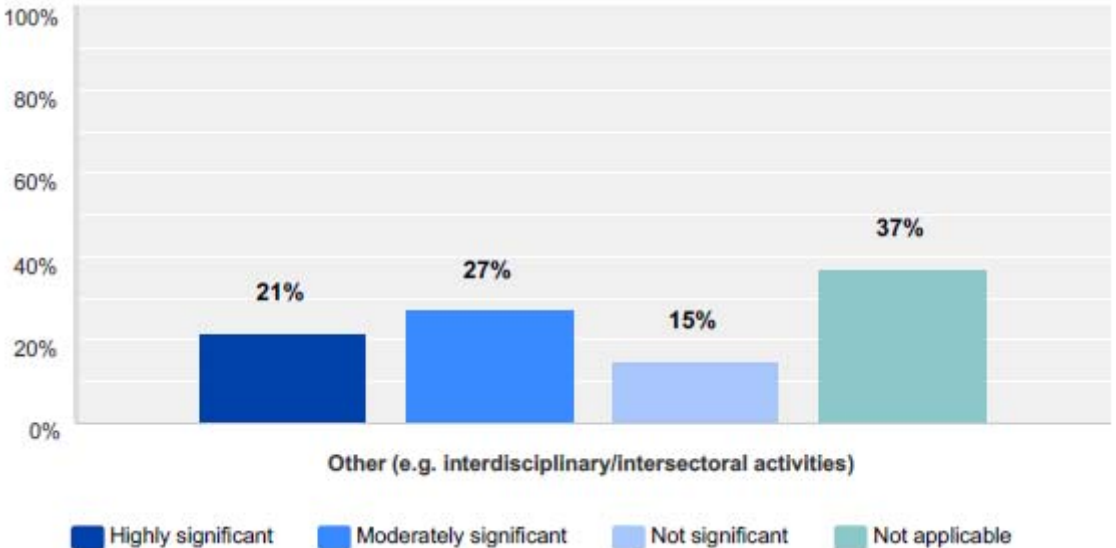
Almost half of the respondents stated having benefitted from UNESCO's support in interdisciplinary / intersectoral areas. Specific programmes and activities were mentioned, among which those related to gender equality, ICTs, comprehensive sexuality education and HIV prevention in schools.

F. Programme priorities for the future 39 C/5

Question 7: With respect to your national (or agency) priorities, and in order to enable the identification of UNESCO's programmatic priorities for 2018-2021, please assess each of the thematic areas listed in the tables below according to the following two criteria:
Criteria 1: Relevance to your country/agency needs and priorities: To what extent are the following thematic areas relevant to your country needs and priorities, including in the context of the 2030 Agenda for Sustainable Development?
Criteria 2: UNESCO's Comparative advantage: In comparison with other (inter)national organizations, to what extent does UNESCO have a comparative advantage in the following thematic areas?

It is noted that while the majority of respondents have addressed this question as is, i.e. responding in terms of their country needs and priorities, a number of Member States in Europe and North America mentioned that they addressed the question from the global level perspective.

7.1 Education thematic areas

Relevance

Thematic area	High	Medium	Low
Sector-wide policy and…	61%	31%	8%
Literacy	53%	27%	20%
Technical and vocational…	74%	23%	3%
Higher education	53%	43%	4%
Teachers	66%	29%	4%
Promotion, monitoring a…	55%	38%	6%
Information and…	62%	32%	6%
Global citizenship…	44%	41%	15%
Education for Sustainable…	70%	27%	3%
Health education, H…	38%	45%	17%
Global, regional and…	65%	30%	5%

Legend: High (orange), Medium (yellow-orange), Low (yellow)

UNESCO Comparative Advantage

Category	High	Medium	Low
Sector-wide policy and...	58%	36%	6%
Literacy	65%	26%	9%
Technical and vocational...	50%	45%	5%
Higher education	38%	50%	12%
Teachers	54%	38%	8%
Promotion, monitoring a...	44%	40%	16%
Information and...	42%	47%	11%
Global citizenship...	52%	35%	13%
Education for Sustainable...	66%	29%	4%
Health education, H...	29%	49%	22%
Global, regional and...	75%	21%	4%

■ High   ■ Medium   ■ Low

The relevance and comparative advantage of UNESCO in leading and coordinating the Education 2030 were assessed as very high, including the monitoring aspects through the work of the UIS and the GEM report. Respondents suggested that the programme priorities for the Draft 39 C/5 be closely aligned with the education-related goals and targets of the 2030 Agenda and be guided by the Education 2030 Framework for Action. Moreover, they valued UNESCO's holistic approach to education, as reflected in the higher-than-average priority rating of most of the programmatic areas, both in terms of relevance and comparative advantage. One respondent however wondered whether UNESCO had the financial means to fulfil such an ambitious agenda.

Technical and vocational education and training (TVET) was assessed as highly relevant (74%), reflecting a rising demand from Member States for support in this area. The other thematic areas which were rated as highly relevant are the following: education for sustainable development, teachers, higher education, information and communication technology (ICT) in education, sector-wide policy and planning, learning, literacy, global citizenship education and health education, HIV and sexuality education.

In their comments, Member States emphasized the importance of UNESCO's role in higher education, particularly in conflict and post-conflict situations; shifting the focus from access to quality and the integration of 'learning' into all thematic areas, as suggested in the Secretariat's Strategic Results Report; and the need to devote particular attention to and further focus on gender equality in education.

UNESCO's comparative advantage was considered high by over 50% of the respondents in the areas of education for sustainable development; literacy; sector-wide policy and planning; teachers; global citizenship education; and TVET.

7.2.a. Natural sciences thematic areas

Relevance

Thematic area	High	Medium	Low
Strengthening Science,...	66%	32%	2%
Enhancing capacity-bui...	55%	40%	4%
Mobilizing local and...	23%	50%	27%
Expanding global...	30%	48%	23%
Enhancing risk reduction,...	56%	35%	10%
Strengthening the use of...	59%	37%	4%
Strengthening responses to...	55%	40%	5%

High   Medium   Low

UNESCO Comparative Advantage

Thematic area	High	Medium	Low
Strengthening Science,...	51%	43%	6%
Enhancing capacity-bui...	45%	42%	14%
Mobilizing local and...	25%	55%	21%
Expanding global...	43%	37%	20%
Enhancing risk reduction,...	46%	43%	11%
Strengthening the use of...	72%	24%	4%
Strengthening responses to...	47%	46%	7%

High   Medium   Low

The relevance and comparative advantage of UNESCO were assessed as high in the areas of STI policies and biosphere reserves, as well as in the areas of disaster risk reduction (DRR) and water security. The assessment of these two criteria shows divided views with regard to the

area of geological sciences, with, for example, 30% of the respondents ranking UNESCO's relevance as high, while 23% felt it was 'low'. The area of local and indigenous knowledge was ranked as medium by a majority of respondents with regard to both the relevance and UNESCO's comparative advantage.

In their comments, many respondents indicated the high importance of natural sciences in improving the quality of life of people, saving the planet and addressing challenges such as climate change and natural and man-made disasters. The areas of capacity building, disaster risk reduction and the intergovernmental programmes MAB, IHP and IOC and global geoparks, were mentioned in this context. It was recommended that the Organization further focuses on enhancing biosphere reserves' potential to contribute to the reduction of human conflicts, the promotion of sustainability and green economy. The role of the network of Biosphere reserves and of the geoparks for strengthening international cooperation was also underscored.

Respondents have also made a number of recommendations, including that the Organization should further enhance its contribution to the transfer of knowledge in order to raise awareness and educate the society on global environmental challenges; enhance the role of category 2 centres and UNESCO Chairs for capacity building; focus on gender equality in at least one of the thematic areas and aim that all areas be gender transformative; improve synergies between intergovernmental programmes such as IHP and MAB and other relevant sectors. One respondent referred to the need to protect and reinforce the recognition of the label of UNESO sites including biosphere reserves and geoparks. Another recommended that Science for peace become a priority area. References were also made to some paragraphs (57, 60, 65, 71 and 86) of the Strategic Results Report (SRR), indicated Member States' agreement with the Secretariat's assessment. It was also noted that, despite the good results obtained, the limited resources allocated to the thematic area of local and traditional knowledge and SIDS present a risk.

Lastly, several countries indicated the need for UNESCO's support at national level in the areas of disaster risk reduction, STEM education and water security.

7.2.b. IOC thematic area

Relevance

Strong scientific...	58%	26%	17%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ High   ■ Medium   □ Low

UNESCO Comparative Advantage

Strong scientific...	59%	29%	12%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ High   ■ Medium   □ Low

A majority of Member States (almost two thirds) assessed as high the relevance and the comparative advantage of IOC.

In their comments, Member States indicated that IOC is a flagship programme and that it should be resourced accordingly. One respondent highlighted the importance of strengthening IOC's regional networks in order to meet the SDG 14 and the challenges of climate change, and suggested that collaborative work between IOC and MOST should be developed to this end. It was also stated that the draft 39 C/5 shall be in full accordance with the Statutes of the IOC. Finally, one respondent indicated that there was a need to clarify the division of labor between IOC and UN Ocean.

7.3 Social and human sciences thematic areas

Relevance

	High	Medium	Low
Mobilizing knowledge an...	50%	40%	9%
Participatory and inclusiv...	54%	38%	8%
Peaceful and inclusive...	69%	23%	8%
Integrity and governance o...	42%	46%	12%

High ■ Medium ■ Low

UNESCO Comparative Advantage

	High	Medium	Low
Mobilizing knowledge an...	41%	42%	17%
Participatory and inclusiv...	43%	43%	13%
Peaceful and inclusive...	50%	36%	13%
Integrity and governance o...	31%	43%	25%

High ■ Medium ■ Low

A majority of respondents assessed the area of *Peaceful and inclusive societies harnessing the potential of dialogue and the participation of youth* as highly relevant and in which UNESCO has a high comparative advantage. Views appear to be divided with regard to UNESCO's comparative advantage in the area of *Integrity and governance of sport as an enabler of sustainable development and peace* as, for example, 31% of respondents ranked it as 'high' and a quarter of them ranked it as 'low'.

Member States recognized the importance of social and human sciences for sustainable development and for advancing the reflection on the definition of ethical principles. The importance, from both the relevance and comparative advantage points of view, of the MOST programme, IBC, COMEST, sustainability science and intercultural dialogue, was stressed in this context. A number of respondents expressed their support to the new orientation for the Major Programme III proposed in paragraph 139 of the SRR (proposing that "mobilizing knowledge and values through dialogue with our stakeholders to equip societies to understand the challenges they face and to transform themselves in response" be the common thread of MP III activities), as well as in paragraph 186 concerning the Operational Strategy on Youth. It was also recommended that the thematic area of *Peaceful and inclusive societies* be addressed in an intersectoral manner and that the linkages between social sciences and climate change be taken into account. One respondent stated that UNESCO's social and human sciences programme impact in Latin America was limited compared with that of other organizations.

Finally, respondents expressed divergent views with regard to the area of *Integrity and governance of sport as an enabler of sustainable development and peace,* with one respondent stating that UNESCO's action in this area was fundamental and another respondent indicating that UNESCO did not have a sufficient comparative advantage in this area.

7.4   Culture thematic areas

Relevance

Theme	High	Medium	Low
Protecting cultural...	48%	30%	22%
Combating illicit impo...	65%	28%	7%
Identifying, protecting,...	73%	18%	9%
Protecting Underwater...	30%	35%	35%
Safeguarding the intangib...	75%	22%	3%
Sustaining and promoting th...	59%	35%	5%
Mainstreaming Gender Equal...	40%	41%	19%
Culture for Sustainable...	51%	41%	8%
Emergency preparedness...	42%	40%	18%
Educational programmes t...	62%	32%	6%

Legend: High, Medium, Low

UNESCO Comparative Advantage

Theme	High	Medium	Low
Protecting cultural...	68%	22%	10%
Combating illicit impo...	64%	29%	6%
Identifying, protecting,...	73%	21%	6%
Protecting Underwater...	48%	34%	18%
Safeguarding the intangib...	77%	19%	5%
Sustaining and promoting th...	67%	30%	4%
Mainstreaming Gender Equal...	41%	41%	17%
Culture for Sustainable...	49%	45%	5%
Emergency preparedness...	51%	39%	10%
Educational programmes t...	55%	33%	12%

Legend: High, Medium, Low

Overall, the three areas which were assessed by the majority of respondents as highly relevant and in which UNESCO's comparative advantage is high are those related to the cultural intangible (2003 Convention) and tangible heritage (1972 Convention and 2011 Recommendation on the Historic Urban Landscape); as well as illicit trafficking (1970 Convention and 2015 Recommendation concerning the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society).

The analysis of replies shows that respondents have divergent opinions with regard to the relevance of work related to the protection of underwater heritage (2001 Convention), as more than one third (35%) consider it of low relevance, while 48% of respondents recognize that UNESCO has a comparative advantage in this area. Among those who consider it as highly relevant (30%), some have emphasized that the 2001 Convention is a critical normative instrument which adequately protects underwater heritage and counters pillaging and extensive commercial activities.

In addition, Member States recognize the importance of normative action and consider that it's both relevant and an area where UNESCO has a comparative advantage. They called for enhanced technical support and guidance for the implementation of the conventions and recommendations. Furthermore, in view of the budgetary situation, some respondents indicated that heritage most at risk should be focused upon and prioritized.

A respondent underscored the importance, in light of the 2030 Agenda, of implementing the Culture programme through an intersectoral approach, taking into account the potential of its existing networks, notably the creative cities network. Similarly, in light of its intersectoral nature, it was proposed to consider the "Educational programmes to promote heritage values, creativity and cultural diversity" as a distinct intersectoral area.
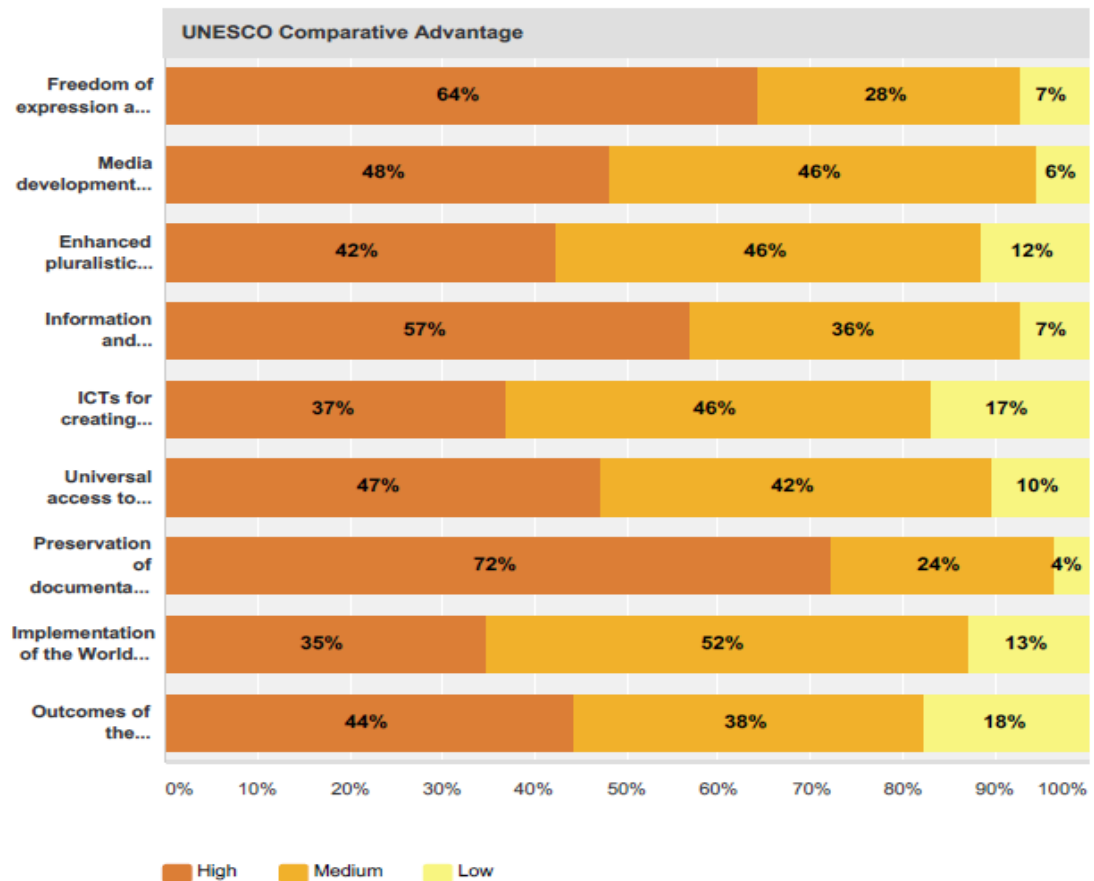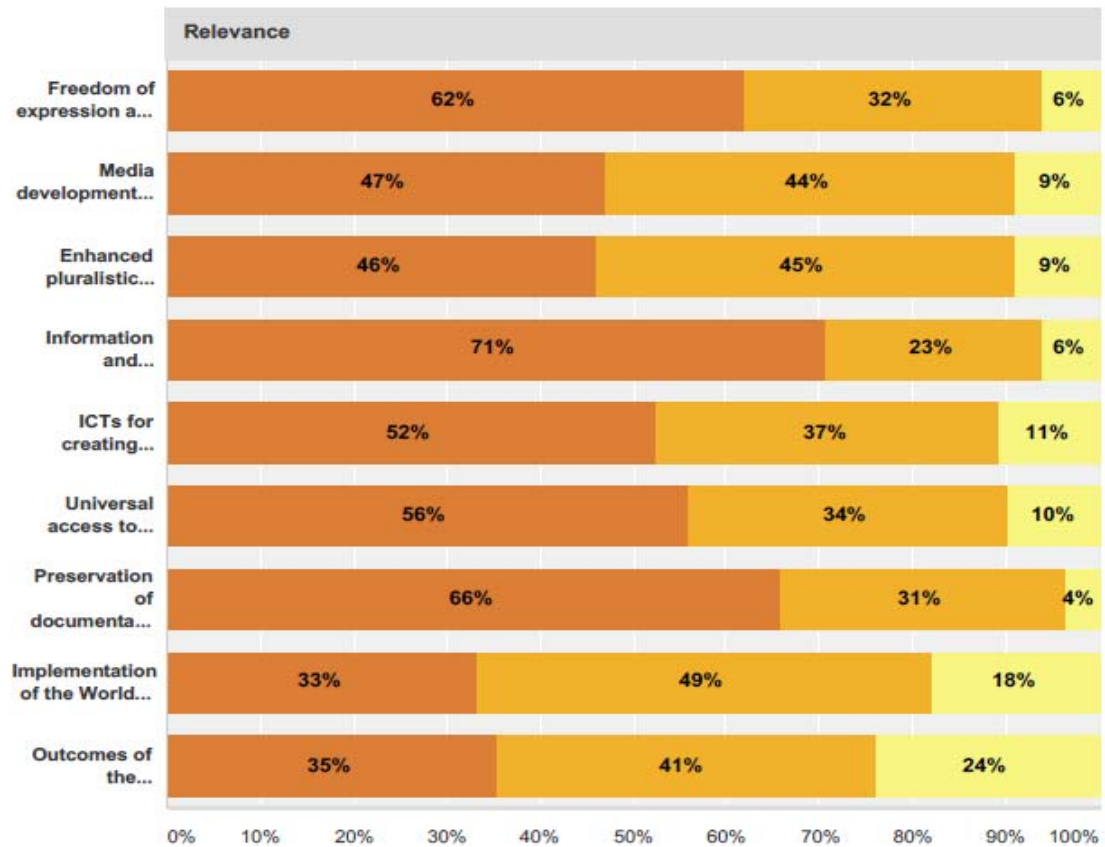
Regarding, "Safeguarding the intangible cultural heritage, including indigenous and endangered languages (2003 Convention)" and "Identifying, protecting, monitoring and sustainably managing tangible heritage (1972 Convention and 2011 Recommendation on the Historic Urban Landscape)", a number of respondents stressed the importance of addressing the disparity between developing and developed countries for both the World Heritage List and the Representative List of Intangible Cultural Heritage of Humanity.

As regards "Sustaining and promoting the diversity of cultural expressions (2005 Convention and 1980 Status of the Artist Recommendation)", a few respondents expressed their preference for a stronger focus on freedom of expression for artists and artistic freedom.

Additional recommendations for the future included: Developing further synergies between the culture conventions, in particular to address new challenges such as in the case of armed conflicts; and advocacy and awareness raising on the importance of culture in national development policies.

7.5 Communication and information thematic areas

Relevance

Thematic area	High	Medium	Low
Freedom of expression a...	62%	32%	6%
Media development...	47%	44%	9%
Enhanced pluralistic...	46%	45%	9%
Information and...	71%	23%	6%
ICTs for creating...	52%	37%	11%
Universal access to...	56%	34%	10%
Preservation of documenta...	66%	31%	4%
Implementation of the World...	33%	49%	18%
Outcomes of the...	35%	41%	24%

Legend: High, Medium, Low

UNESCO Comparative Advantage

Thematic area	High	Medium	Low
Freedom of expression a...	64%	28%	7%
Media development...	48%	46%	6%
Enhanced pluralistic...	42%	46%	12%
Information and...	57%	36%	7%
ICTs for creating...	37%	46%	17%
Universal access to...	47%	42%	10%
Preservation of documenta...	72%	24%	4%
Implementation of the World...	35%	52%	13%
Outcomes of the...	44%	38%	18%

Legend: High, Medium, Low

All Communication and Information thematic areas were generally considered highly important, with three top highest relevance-ranked fields: ICTs in education and open ICT solutions for building inclusive knowledge societies (71%); preservation of documentary heritage through Memory of the World Programme (66%); and freedom of expression and press freedom, including safety of journalists (62%). The area of ICTs for creating employment and achieving the SDGs was assessed of high relevance by 52% of respondents. Views regarding the relevance of the implementation of the WSIS outcomes and IFAP are rather divergent, with the highest majority of respondents opting for the "medium" ranking, and quite a few for a low ranking (18% for WSIS; and 24% for IFAP).

The picture is slightly different for the UNESCO comparative advantage with other (inter)national organizations in the same thematic areas. The three top highest -ranked fields in terms of comparative advantage remain the same as for the relevance criteria: preservation of documentary heritage through Memory of the World Programme (72%); freedom of expression and press freedom, including safety of journalists (64%); and ICTs in education and open ICT solutions for building inclusive knowledge societies (57%). UNESCO's comparative advantage in the area of ICTs for creating employment and achieving the SDGs was assessed as high by only 37% of respondents, same as the area related to the implementation of the WSIS outcomes (35%). UNESCO's comparative advantage in relation to each of the intergovernmental programmes was assessed as "high" by 48% of the respondents for IPDC and by 44% for IFAP.
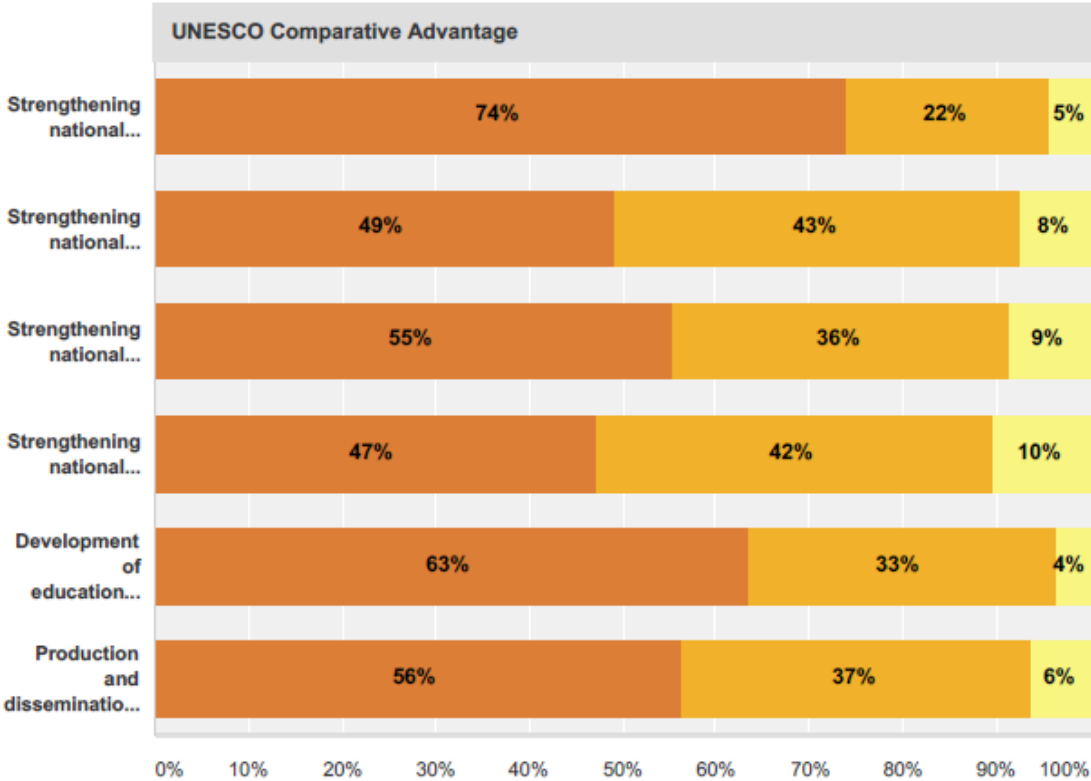
In their additional comments, Member States reiterated the importance of UNESCO's action in the field of communication and information, especially with regard to its role in and contribution to the achievement of the SDGs. Some also called for increased efforts and resources, in particular with respect to digital heritage; ICT in education and open ICT solutions; freedom of expression and training and safety of journalists; as well as media and information literacy. It was also underlined that specific focus should be made with respect to the promotion of gender equality - one respondent recommended that UNESCO applies gender-transformative approach to the thematic areas.

In relation to the intergovernmental programmes, one respondent suggested that in order to avoid duplication and fragmentation, the mandate of the IPDC could be reviewed and further focused, particularly since resources are limited; while another respondent viewed that since IFAP's priorities are well-known and visible, it was no longer necessary to refer "to the promotion of information about the Programme's priorities, but rather to work on their further development".

7.6.   UNESCO Institute for Statistics- Major work areas

Relevance

Work area	High	Medium	Low
Strengthening national...	73%	24%	3%
Strengthening national...	50%	39%	12%
Strengthening national...	48%	41%	12%
Strengthening national...	38%	45%	16%
Development of education...	60%	34%	5%
Production and disseminatio...	47%	43%	10%

■ High   ■ Medium   ■ Low

UNESCO Comparative Advantage

Work area	High	Medium	Low
Strengthening national...	74%	22%	5%
Strengthening national...	49%	43%	8%
Strengthening national...	55%	36%	9%
Strengthening national...	47%	42%	10%
Development of education...	63%	33%	4%
Production and disseminatio...	56%	37%	6%

■ High   ■ Medium   ■ Low

At the global level, the UIS has a comparative advantage for 63% of the respondents and is considered as highly relevant (by 60%) to exert leadership in developing the education indicators, all the more in the framework of the 2030 Agenda. One respondent noted however that statistics were missing for Social and Human Sciences and STI.

At the national level, the relevance and comparative advantage of the UIS in strengthening national statistics in education, in STI and in culture are widely recognized by the respondents.

G. Sunset clauses

Question 8: In the light of the programme assessment results in the SRR, as well as the findings of external evaluations and your own assessment, please indicate which of the thematic area(s) listed above under 'Part F - Programme priorities for the future 39 C/5' should be discontinued in the 39 C/5. Please use also the same text box for any other related comment.

Out of the 64 respondents, 37 did not propose any thematic areas to be discontinued, and many have argued that all UNESCO's programmes were indispensable and that sufficient programme prioritization and streamlining have been done already.

The hereunder listed thematic areas were proposed for discontinuation:

Sector/Thematic area	N° of respondents
Education	
Health education, HIV and sexuality education	4
Global citizenship education	4
SWPP	2
ESD	1
ICT in education	1
TVET	1
Higher education	1
Teachers	1
Natural sciences	
Strengthening the use of biosphere reserves as learning places for biodiversity conservation, equitable and sustainable development, and climate change adaptation	3
IOC	3
Enhancing risk reduction, early warning of natural hazards and disaster preparedness and resilience (UNESCO should provide advice, upon request, only)	3
Global cooperation in the geological sciences	3
Mobilizing local and indigenous knowledge and engagement with society, in particular with vulnerable groups including SIDS and indigenous people	3
Enhancing capacity-building and education in basic and applied research in natural sciences (IBSP)	2
Interdisciplinary engineering research	2

Sector/Thematic area	N° of respondents
Strengthening Science, Technology and Innovation (STI) policy and the science-policy interface	1
Strengthening responses to water security challenges	1
Social and human sciences	
Integrity and governance of sport as an enabler of sustainable development and peace	5
Mobilizing knowledge and values to equip societies to comprehend and accompany social transformations (MOST)	4
MLA 1, ER 2, Intercultural dialogue	2
Peaceful and inclusive societies harnessing the potential of dialogue and the participation of youth	2
MLA 1, ER 4, Promotion of shared history and memory for reconciliation and dialogue	1
Culture	
Protecting Underwater cultural heritage (2001 Convention)	5
Protecting cultural property in the event of an armed conflict (1954 Convention and its two Protocols)	2
Mainstreaming Gender Equality through the implementation of the culture conventions	2
Educational programmes to promote heritage values, creativity and cultural diversity	2
Combating illicit import, export and transfer of cultural property and enhancing the capacities of museums (1970 Convention and 2015 Recommendation concerning the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society)	1
Sustaining and promoting the diversity of cultural expressions (2005 Convention and 1980 Status of the Artist Recommendation)	1
Emergency preparedness and response, including the implementation of the 2015 strategy to reinforce UNESCO's action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict	1
Communication and information	
ICTs for creating employment and achieving the Sustainable Development Goals (SDG)	5
Outcomes of the Intergovernmental Information for All Programme (IFAP) priorities promoted	4
Information and Communication Technologies (ICT) in education and open ICT solutions for building inclusive knowledge societies	2
Preservation of documentary heritage including through the Memory of the World Programme (MoW)	2
Implementation of the World Summit of the Information Society (WSIS) outcomes	2
Freedom of expression and press freedom, including safety of journalists	1

Sector/Thematic area	N° of respondents
Media development through the International Programme for the Development of Communication (IPDC)	1
Enhanced pluralistic media and empowered audiences	1
Universal access to knowledge including persons with disabilities, linguistic minorities, people living in remote areas and other marginalized and vulnerable social groups (2003 Recommendation on the promotion and use of multilingualism and universal access to cyberspace)	1

Furthermore, respondents made a series of recommendations, among which:

Education:

Under Major Programme I, one respondent suggested that early childhood education should be reinforced in the 39 C/5. Moreover, one respondent considered that UNESCO should scale down its investment in health education, HIV and sexuality education and that ownership should now lay with Member States with the support of other UN partners active in this field.

Social and human sciences:

It was recommended that intercultural dialogue be addressed in an intersectoral manner and that MOST, sustainability science, the programmes for youth and disabled and migratory groups be given high priority. One respondent suggested that, in the context of the ongoing reforms, the intergovernmental committee in bioethics (IGBC) be phased out. One respondent suggested that the entire Social sciences sector be reviewed and repurposed. One respondent recommended that the two science sectors be integrated into one Sector.

Culture:

- Culture conventions:

State Parties to culture conventions should identify and focus on key priorities, and contribute to their financing to bridge the gaps; Result frameworks, an effective monitoring system, results reporting framework, including periodic reports should be defined and/or strengthened; Thematic extrabudgetary programmes could be adjusted, phased out or carried out by partner organizations such as Category 2 Centres under the auspices of UNESCO.

- Cultural intangible (2003 Convention) and tangible heritage (1972 Convention and 2011 Recommendation on the Historic Urban Landscape):

Shift the current focus on listing mechanisms to more important and long-term conservation, management and safeguarding mechanisms.

- Emergency preparedness and response, including the implementation of the 2015 strategy to reinforce UNESCO's action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict:

Protection of heritage and cultural pluralism, by UNESCO, must be carried out within the framework of its original mandate and in accordance with the provisions of existing conventions.

- Educational programmes to promote heritage values, creativity and cultural diversity:

Increase emphasis on the role of heritage education to prevent violent extremism, taking a more transversal approach across the heritage conventions.

No specific recommendations were made with regard to the thematic areas related to **Natural sciences, IOC** and **Communication and Information**.

IV. Conclusion

Generally, several respondents recalled the role of UNESCO in building peace and in bringing distinct comparative advantages and leadership in its different thematic areas. Moreover, they underscored that, in spite of limited resources, the need to foster dialogue and understanding at a time of conflicts positioned UNESCO all the more as an organization of key significance within the UN system for the implementation of the 2030 Agenda for Sustainable Development.

For the elaboration of draft 39 C/5, a number of suggestions to consider the following aspects were made:

Strategic focus:

- Reinforce strategic focus and prioritization. In particular, comments were made in favor of reinforcing UNESCO's leadership in education, natural sciences, and the promotion of the creation of artistic and creative industries. One respondent recommended the enhancement of UNESCO's support to countries that have their heritage and culture exposed to destruction at the hands of terrorism, and to increase the support for reconstruction and restoration.

- Further mainstream gender equality in all UNESCO programmes.

- Further include youth as a transversal theme and develop strategies on youth.

- Develop intersectoral and interdisciplinary work.

- Avoid overlaps with other organizations, reducing both efficiency and visibility.

- Discourage activities in the field which do not reflect priorities of Member States.

- Develop North-South and North-South-South cooperation.

- One Member State suggested that the participation programme be reinforced.

Governance and methods:

- Following the external audit on governance, improve the governance through the review and simplification of internal structures for further efficiency and cost savings;

- Continue the implementation of results-based budgeting (RBB) and move towards the structured financing dialogue.

Field network:

- Reorganize and reinforce the field network to enable more effective programme delivery and better adapted response to Member States' needs for the implementation of the SDGs;

- Promote the coordination of Field Offices with other UN actors, National Commissions and other partners;

- Develop synergies between regional and national levels through collaboration between regional and national offices, category 1 Institutes, category 2 centres, National Commissions and regional actors;

- Develop and strengthen capacity of field staff;

- Develop capacity of National Commissions.

Category 1 Institutes:

- Further sustain and combine category 1 Institutes' work with Member States' efforts to achieve the SDGs. This is particularly applicable to Education Institutes and with regard to SDG 4. One respondent also suggested to merge the four category 1 Institutes located in Europe into one.

Financing:

- Avoid arrears in the payment of assessed contributions

- Develop strategic partnerships to increase financial resources

- Increase the mobilization of extrabudgetary resources

In addition, a few comments and suggestions for improvement were made regarding the consultation process and the questionnaire itself, among which: the short period for response and some technical difficulties which did not allow ample consultation of all concerned constituencies within the same country; some Member States wished to see covered by the questionnaire other issues such as those related to the 2030 Agenda which are in UNESCO's mandate; field presence; internal structures of the Organization.

List of Member States and Associate Members
which have replied to the questionnaire on the 39 C/5

MEMBER STATES

Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean
Benin	Algeria	Australia	Albania	Antigua and Barbuda
Burkina Faso	Iraq	Bangladesh	Andorra	Argentina
Burundi	Jordan	Cambodia	Armenia	Bahamas
Cabo Verde	Kuwait	China	Austria	Bolivia (Plurinational
Cameroon	Lebanon	Cook Islands	Belarus	State of)
Central African	Mauritania	Indonesia	Belgium	Chile
Republic	Morocco	Iran (Islamic	Bulgaria	Colombia
Chad	Oman	Republic of)	Canada	Costa Rica
Côte d'Ivoire	Palestine	Japan	Cyprus	Cuba
Ghana	Qatar	Lao People's	Czech Republic	Dominican Republic
Guinea	Syrian Arab	Democratic	Denmark	El Salvador
Kenya	Republic	Republic	Estonia	Grenada
Lesotho	Tunisia	Mongolia	Finland	Honduras
Liberia		Nauru	Georgia	Mexico
Madagascar		Nepal	Germany	Nicaragua
Mali		Pakistan	Greece	Paraguay
Mauritius		Philippines	Hungary	Peru
Namibia		Sri Lanka	Ireland	Saint Lucia
Nigeria		Tonga	Italy	Saint Vincent and
Republic of the		Turkmenistan	Latvia	the Grenadines
Congo		Uzbekistan	Lithuania	Suriname
Rwanda			Monaco	Trinidad and Tobago
Senegal			Netherlands	Uruguay
Seychelles			Norway	Venezuela
South Africa			Poland	(Bolivarian Republic
Togo			Portugal	of)
Uganda			Republic of Moldova	
Zambia			Romania	
Zimbabwe			Russian Federation	
			Serbia	
			Slovakia	
			Slovenia	
			Spain	
			Sweden	
			Switzerland	
			Turkey	
			Ukraine	
			United Kingdom of	
			Great Britain and	
			Northern Ireland	

ASSOCIATE MEMBERS

Europe and North America	**Latin America and the Caribbean**
Faroes	Curaçao
	Sint Maarten
	British Virgin Islands