



United Nations  
Educational, Scientific and  
Cultural Organization

29/04/2010

Ref.: CL/3922

Subject: **Consultation of Member States and Associate Members together with intergovernmental organizations (IGOs) and international non-governmental organizations (NGOs) on the preparation of the Draft Programme and Budget for 2012-2013 (36 C/5)**

Sir/Madam,

At its 34th session, held in October 2007, the General Conference adopted the Medium-Term Strategy for 2008-2013 (34 C/4), which provides the strategic vision and the programmatic framework for the Organization for this six-year period.

The preparation of the Draft Programme and Budget for 2012-2013 (36 C/5) will be guided by this strategic vision and, to the extent possible, will build upon the results achieved and lessons learned during the implementation of the Programme and Budget for 2008-2009 (34 C/5 Approved) and for 2010-2011 (35 C/5 Approved). The Draft Programme and Budget for 2012-2013 is expected to deepen efforts towards the achievement of the overarching and strategic programme objectives of the Medium-Term Strategy, while also responding to new emerging needs and priorities in a rapidly changing international environment. Document 184 EX/4 (and Draft 36 C/3) may be useful in assessing to what extent the various objectives and expected outcomes of the Medium-Term Strategy have already been attained in the first biennium of the medium-term period.

I expect that the consultation of Member States and Associate Members, especially the five regional consultative meetings with National Commissions for UNESCO, the **timetable** for which is contained in the **Annex** to this letter, will contribute to the identification of clear programmatic orientations, priority areas and expected results for the Organization.

To facilitate the reflection and debates of the regional meetings, a working document in the form of a **questionnaire** has been prepared and is enclosed for your perusal. The document is intended as an open discussion tool and sets out the kind of input and guidance that is sought by the Director-General from Member States and Associate Members on a number of core issues.

Member States and Associate Members, as well as intergovernmental organizations and international non-governmental organizations maintaining official relations with UNESCO, are invited to transmit to me any comments and proposals they may have concerning the Draft Programme and Budget for 2012-2013 (36 C/5). The **deadline** for the receipt of written replies has been set at **12 July 2010**. I should be grateful if you would kindly send the replies directly to the Assistant Director-General for Strategic Planning, Mr Hans d'Orville, UNESCO, 7 Place de Fontenoy, 75352 Paris 07 SP, France (telephone (33 1) 45 68 19 19; fax (33 1) 45 68 55 21; email: [g.awamat@unesco.org](mailto:g.awamat@unesco.org)).

On the basis of the submissions received and the outcomes of the regional consultations with National Commissions, I will submit to the Executive Board at its 185th session (scheduled for 5-21 October 2010) my preliminary proposals for the Draft Programme and Budget for 2012-2013 (36 C/5). The Executive Board will subsequently adopt a decision defining a framework for the preparation of draft document 36 C/5. This draft document will be discussed by the Executive Board at its subsequent sessions and then transmitted, with its recommendations (35 C/6), to the General Conference for consideration and approval at its 36th session (October 2011).

Please accept, Sir/Madam, the assurances of my highest consideration.

Irina Bokova  
Director-General

Enclosures: 1

cc: National Commissions for UNESCO  
Permanent Delegations to UNESCO  
UNESCO Field Offices

## **ANNEX**

### **Timetable of Regional Consultations with National Commissions for UNESCO on the preparation of the Draft Programme and Budget for 2012-2013 (36 C/5)**

#### **Arab States**

Monday, 10 May-Thursday, 13 May 2010  
Rabat, Morocco

#### **Asia and the Pacific**

Friday, 21 May-Monday, 24 May 2010  
Changwon, Republic of Korea

#### **Europe and North America**

Saturday, 5 June-Tuesday, 8 June 2010  
London, United Kingdom

#### **Africa**

Tuesday, 22 June-Saturday, 26 June 2010  
Kampala, Uganda

#### **Latin America and the Caribbean**

Monday, 5 July-Wednesday, 7 July 2010  
Port of Spain, Trinidad and Tobago



United Nations  
Educational, Scientific and  
Cultural Organization

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

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la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

**QUESTIONNAIRE FOR THE PREPARATION  
OF THE DRAFT PROGRAMME AND BUDGET  
FOR 2012-2013 (36 C/5)**

**April 2010**

The present document is intended to serve as an open discussion tool to elicit views, comments and suggestions from Member States and Associate Members, intergovernmental organizations (IGOs) and international non-governmental organizations (NGOs) on challenges and core issues which should inform the preparation of the Draft Programme and Budget for 2012-2013 (36 C/5)

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## BACKGROUND AND INTRODUCTION TO THE QUESTIONNAIRE

1. The Draft Programme and Budget for 2012-2013 (36 C/5) will be the third and last biennial programme and budget under the Medium-Term Strategy 2008-2013 (34 C/4) approved by the General Conference at its 34th session. It will be expected to advance further the attainment of the objectives set out in this document while building upon the results achieved and lessons learned during the implementation of the programme, and the outcome of strategic reviews and evaluations conducted during that period.

2. The General Conference, at its 35th session, held in October 2009, adopted the two following resolutions addressing more specifically the preparation of the Draft Programme and Budget for 2012-2013, the text of which is attached as **Annex I**:

- Resolution 35 C/107 (Parts I and II) – General guidelines for the preparation of the Draft Programme and Budget for 2012-2013 (36 C/5);

and

- Resolution 35 C/108 – UNESCO's work on culture of peace.

3. Part I of 35 C/Resolution 107 invites the Director-General, in the preparations for document 36 C/5, to take into account the summary of the general policy debate, the reports of the Plenary Ministerial Forum on the issues of “Investing out of the crisis and maintaining progress towards internationally agreed development goals (IADGs), including the Millennium Development Goals (MDGs) – through action in education, the sciences, culture, and communication and information” and on “Shaping UNESCO for the next decade as an effective multilateral actor, including in the pursuit of international goals and United Nations reform”, as well as the ministerial round tables on “What education for the future? Lessons from the major education conferences” and “Building stewardship for the ocean: the contribution of UNESCO to responsible ocean governance” (URLs – summary of the general policy debate: <http://unesdoc.unesco.org/images/0018/001850/185091E.pdf>; report of the Plenary Ministerial Forum: <http://unesdoc.unesco.org/images/0018/001850/185017E.pdf>; highlights of the Ministerial Round Table on Education: <http://unesdoc.unesco.org/images/0018/001859/185917E.pdf>; report of the Ministerial Round Table on Oceans: <http://unesdoc.unesco.org/images/0018/001849/184990E.pdf>).

4. Part II of Resolution 35 C/107 underscores the continued relevance of the priorities contained in the Medium-Term Strategy (34 C/4) – including the two global priorities Africa and gender equality, post-conflict and post-disaster situations, the need to ensure programme focus and concentration and to pursue UNESCO's proactive involvement in United Nations system-wide coherence and inter-agency consultations. The resolution sets further some key programming principles which should guide the preparation of document 36 C/5, in particular, continued refinement of results-based programming, increased recourse to South-South and North-South-South cooperation and strengthening UNESCO's role in upstream capacity-building and policy advice in all its fields of competence.

5. Moreover, in line with 35 C/Resolution 108, proposals for UNESCO's work on culture of peace in phase with the United Nations Declaration and Programme of Action on a Culture of Peace, have been submitted for consideration to the Executive Board at its 184th session (184 EX/15 and Add; 184 EX/INF.7). The Executive Board's decision thereon together with all relevant documents will be made available as an integral part of the present consultation process after the closure of the session on 15 April 2010.

6. Member States, National Commissions and other stakeholders are therefore invited to express their views regarding main programme orientations to help define programmatic priorities for 2012-2013, in line with the vision set out in the Medium-Term Strategy and the programming principles set forth by the General Conference. A roadmap and timetable for the elaboration of

draft document 36 C/5 leading to its adoption by the General Conference at its 36th session is attached as **Annex II**.

## **SETTING THE CONTEXT – OVERALL PROGRAMMING FRAMEWORK FOR 36 C/5**

7. UNESCO's mission as defined in the Medium-Term Strategy (34 C/4) is to contribute to peace building, eradication of poverty, sustainable development and intercultural dialogue. The policy direction and focus for its action is provided through five overarching objectives and fourteen strategic programme objectives (**Annex III**), which are translated in the relevant C/5 documents into a limited number of biennial sectoral priorities and main lines of action. Each of the five major programmes: Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information, is lead in the pursuit of specific C/4 objectives, while contributing to all of them (**Annex IV**).

### **Adapting to a changing world environment**

8. Since the elaboration of the 34 C/4, major challenges have arisen requiring unprecedented measures and decisions by world leaders. The consequences of the global financial and economic crisis, coupled with other crises – including the food and environmental crises – may have considerable and lasting effects. Social sectors are particularly affected, especially education and health. In such circumstances, building on the human capital and investing in education, science, culture and knowledge will become even more critical for reversing this trend and laying the foundations for economic recovery, social wealth and sustainable development. This is also particularly important for women as well as for youth and disadvantage groups of society.

9. The need for global action to address the issue of climate change has become a new feature on the international agenda. To that end, the Director-General has launched a UNESCO Climate Change Initiative positioning UNESCO to contribute nationally and internationally. At the same time, the Organization is increasingly called upon to react quickly – while joining its efforts to those of other multilateral actors – to pressing demands and emergency cases, including post-conflict or, such as in the case of Haiti, post-disaster situations.

### **... while pursuing agreed development objectives**

10. A central task for UNESCO is to support countries in attaining their national development goals and the internationally agreed development goals (IADGs), including the eight Millennium Development Goals (MDGs). Significant progress has been registered in achieving in particular the education-related goals. However, for many low-income countries, the current crisis has strained further public spending and affected adversely progress in this regard.

11. UNESCO will be called to address – at global, regional and national levels – a series of challenges cutting across all its programmes, including those pertaining to peace and the dialogue among cultures; the pursuit and attainment of internationally agreed development goals (IADGs), including the Millennium Development Goals (MDGs) and the six EFA Goals; poverty eradication; sustainable development; climate change; water issues – freshwater and the oceans; promotion and protection of cultural diversity; building of knowledge societies; and fostering youth development. Contributing to the United Nations reform process, at the global, regional and country levels through “delivering as one” and other joint country programming processes will remain a priority. As a specialized agency, the Organization will continue its active engagement in United Nations system-wide coherence efforts while seeking to preserve a lead role in its fields of competence, both in normative and operational functions. Yet, the number of programme areas for UNESCO action in all Major Programmes is rather wide. Given UNESCO's limited resources, Member States may also wish to consider how to strengthen further the programmatic focus of the Organization, including by phasing out certain activity areas.

12. Against the five functions of the Organization (laboratory of ideas – standard-setter – clearing-house – capacity-builder in Member States – catalyst for international cooperation), UNESCO will undertake in all Major Programmes efforts involving upstream policy advice and related capacity-building, advocacy, benchmarking and South-South and North-South-South cooperation as an important mechanism for sharing of knowledge, skills and practices and a modality for capacity development. The potential and needs of middle-income countries may also have to be taken into account in that regard. Moreover, through a series of evaluations of strategic programme objectives (SPOs) of the Medium-term Strategy for 2008-2013 (34 C/4), achievements and challenges for UNESCO have been identified, which may be useful for charting future programme action. **Annex V** provides a summary of relevant evaluations completed during 2008-2010.

## QUESTIONNAIRE

### I. AFRICA AND GENDER EQUALITY – UNESCO’S TWO GLOBAL PRIORITIES

13. Africa and gender equality are the two global priorities for the six-year period of the Medium-Term Strategy, cutting across all programmes and translated in operational terms through specific strategies, activities and specific expected results. Action in favour of Africa seeks to accompany regional integration efforts as articulated at summit and ministerial meetings of the African Union (AU), including through its New Partnership for Africa’s Development (NEPAD) Programme, and by subregional organizations. In the 35 C/5 specific expected results have been formulated for each sector, especially in translating the relevant outcomes of the AU Summits on Culture and Education (Khartoum), on Science and Technology (Addis Ababa) and recently, the 2010 Summit in Addis Ababa on the theme “Information and Communication Technologies (ICTs) in Africa – Challenges and perspectives for development”. Beyond, the 36 C/5 will also have to focus on action in support of the Second Decade on Education in Africa, the Consolidated Plan on Science and Technology, the African World Heritage Fund, the African Youth Charter, the Plan of Action on Cultural and Creative Industries adopted by the Ministers of Culture of the AU in 2008 and on the manifold challenges related to climate change.

**Q. 1 In what areas and how should UNESCO strengthen its support to the implementation of AU decisions, the regional integration process and the priorities of the Regional Economic Communities and African countries? What kind of support should UNESCO provide to regional specialized institutions of the African Union?**

**Q. 2 Do you think that sufficient focus and resources are currently given to Africa in UNESCO’s Programme and Budget?**

**Q. 3 Would you have suggestions on how the impact of UNESCO’s action could be enhanced and its approaches renewed, both in terms of Africa as a whole and at the country level?**

14. UNESCO’s action in favour of gender equality follows a two-fold approach: pursuing gender mainstreaming and promoting women’s and girls’ rights and empowerment in all programme areas. UNESCO’s Priority Gender Equality Action Plan (GEAP) for 2008-2013 provides a roadmap for action throughout the successive C/5 documents. The 2010 EFA Global Monitoring Report on “Reaching the marginalized” highlighted the progress made towards greater gender parity in school enrolment, as well as the improvement in female literacy. The report notes, however, that in many parts of the world, these positive developments are threatened by the adverse effects engendered by the crisis on the most vulnerable people, the majority of which are women, limiting their access to social services and participation in decision-making. The celebration in 2010 of the 15th anniversary of the Fourth World Conference on Women, (Beijing Conference) will help measure achievements and shortfalls in this regard, while reflecting upon the further course of action.



- Q. 4 Fifteen years after the Fourth World Conference on Women, held in Beijing, what would you suggest or consider as strategically most important action(s) in order to progress with the effective implementation of UNESCO's Priority Gender Equality Action Plan (GEAP) for 2008-2013 and scale up UNESCO's commitment?**
- Q. 5 Do you think that sufficient focus and resources are currently given to Priority Gender Equality in UNESCO's Programme and Budget?**
- Q. 6 Given the international commitment to attain MDGs 2 and 3 by 2015, what initiatives would you suggest or consider to mobilize all the Organisation's competences in favour of women's and girls' empowerment**
- Q.7 Which major initiatives and activities should be initiated to strengthen gender equality in Africa, within UNESCO's fields of competence, during the Decade for Women's Empowerment 2010-2020, declared by the African Union at its 12th summit?**

### **Specific targeted interventions**

15. In line with the Medium-Term Strategy, specific targeted interventions are foreseen in all programmes for youth, the least developed countries (LDCs), and for small islands developing States (SIDS) – in the latter case, by contributing to the implementation of the Mauritius Strategy for the Sustainable Development of SIDS. UNESCO is taking an active part in the Interagency Preparatory Process for the Fourth United Nations Conference to be held in 2011 in Turkey to review the implementation of the Brussels Plan of Action for the LDCs for the Decade 2001-2010 and agree on a coherent roadmap for the future. UNESCO will also contribute to the 5-year review of the Mauritius Strategy for the Further Implementation of the Barbados Programme of Action for the Sustainable Development of Small Island Developing States, to be held in September 2010. The Organization is also to respond through specific interventions to the needs of excluded and disadvantaged groups, including indigenous peoples in line with the 2007 United Nations Declaration on the Rights of Indigenous Peoples.

- Q. 8 How could UNESCO increase the relevance and effectiveness of its interventions benefiting LDCs, SIDS and excluded and disadvantaged groups, including indigenous peoples? Specifically, what initiatives and in which programme areas would you suggest?**

16. Youth is a priority group and the focus of many activities in document 35 C/5, especially through capacity-building, policy development and research pertaining to youth, promotion of civic engagement, social entrepreneurship and violence prevention. The holding of a biennial Youth Forum prior to each General Conference has helped sharpen the Organization's approach in support of youth. The year 2010 having been designated by the United Nations General Assembly (UNGA) as the International Year of Youth with a special focus on dialogue and understanding across generations, UNESCO will seize this opportunity to encourage further such initiatives, also in the context of the International Year for the Rapprochement of Cultures. By 184 EX/Decision 4.II on the United Nations International Year of Youth 2010 and the UNESCO Strategy on African Youth developed by the Social and Human Sciences Sector, the Executive Board requested the Director-General to reflect in her preliminary proposals for document 36 C/5 the UNESCO Strategy on African Youth.

- Q. 9 How should UNESCO, drawing on action by all its Major Programmes and intersectoral activities, respond to the needs of youth, give its action a higher profile and enhance the impact of the various initiatives undertaken?**

## II. PRIORITIES FOR UNESCO'S ACTION AT GLOBAL, REGIONAL AND NATIONAL LEVELS

### Major Programme I – Education

17. Education for All (EFA) is UNESCO's priority of priorities. The Organization is the global advocate for and coordinator for EFA. It provides support to Member States for the reform of education systems in a holistic manner, particularly in terms of policy advice and capacity development for the design, implementation and management of inclusive education, sector-wide policies and plans aimed at delivering quality education.

18. The *EFA Global Monitoring Report 2010* warns that despite real progress achieved in primary and secondary school enrolment across the world, 72 million children remain out of school; 759 million adults – two thirds of whom are women – lack literacy skills, qualified teachers are still lacking and learning outcomes remain low in many countries. The provision of quality education remains therefore the primary concern of most governments. Moreover, the financial and economic crisis has put greater pressure on government budgets and constrained funding for social services, including education, which are particularly vulnerable in times of recession and fiscal cutbacks. Protecting the hard-won gains achieved in education over the past decades and financing education is another critical challenge that needs to be addressed.

19. While promoting a holistic vision of inclusive lifelong learning covering all levels and delivery modes of education, action could, as in document 35 C/5, focus on the three building blocks for achieving EFA: literacy, teachers and skills development for the world of work as well as sector-wide policy, planning and management. This could be achieved in particular through the Literacy Initiative for Empowerment (LIFE) and global coordination of the United Nations Literacy Decade (UNLD) 2003-2013; the Teacher Training Initiative for Sub-Saharan Africa (TTISSA); and in accordance with UNESCO's strategy on technical and vocational education and training (TVET). In addition, as lead agency for the United Nations Decade of Education for Sustainable Development (DESD) (2005-2014), UNESCO has a special responsibility in promoting ESD, as a key instrument for shaping new approaches to development that respond to global sustainability challenges, such as poverty, environmental degradation and climate change. In the context of DESD, UNESCO supports Member States and other stakeholders in designing new approaches to teaching, learning and re-orienting education policies and plans so as to integrate into all aspects of education and learning the principles, practices and values of ESD.

20. In order to accelerate progress towards achieving the EFA goals, UNESCO could continue its 35 C/5 approach whereby it concentrates a large part of its resources on supporting education systems in a limited number of target countries that are at the greatest risk of not meeting EFA goals by 2015.

**Q. 10 Do you agree that, for the 36 C/5, UNESCO should pursue its focus on the four priority areas, namely literacy, teachers, skills development for the world of work and sector-wide policy, planning and management – with quality as an overarching requirement?**

**Q. 11 Which other area(s) should UNESCO's Education Programme concentrate on in support of countries' priorities and in accelerating progress towards the six EFA Dakar goals and the two education-related MDGs?**

- Early childhood care and education (ECCE)
- Primary/basic education
- Secondary education (including the Associated Schools Network)
- Higher education
- Promotion and monitoring of normative and standard-setting instruments

- Education for Sustainable Development, including climate change education
- HIV & AIDS and education
- Human rights education, education for peace, tolerance and mutual understanding
- Global coordination of EFA
- Other: \_\_\_\_\_

**Q. 12 What particular measures would you suggest to enhance the impact and visibility of UNESCO's action in the field of education at the global, regional and country levels?**

21. In the context of the United Nations reform, UNESCO has been involved in common country programming processes in a number of countries, leading or co-leading education thematic working groups of United Nations agencies and development partners, and as such driving the elaboration of joint programmes in education for inclusion in countries' United Nations Development Assistance Frameworks (UNDAFs).

**Q. 13 How could UNESCO play a more effective role at the country level in mobilizing and coordinating partners in support of the education sector?**

### **Major Programme II – Natural Sciences**

22. The 35 C/5 emphasizes the strategic role of scientific and technological knowledge, in line with the World Conference on Science (1999) and the 2005 World Summit Outcome. Science, technology and innovation (STI) are vital for the achievement of the development goals and, more generally, constitute an indispensable foundation for economic, social, cultural and environmentally sound development, and also for fully participating in the emerging global green economy.

23. Science and technology underpin every one of the MDGs and are also key in tackling the challenges posed by global climate change, water scarcity, deforestation, biodiversity loss, ocean and coastal ecosystem health, and the food and energy crises. UNESCO considers that many of the present world challenges will not be met unless there is strong capacity to generate and utilize STI through appropriate education and research programmes, as well as enhanced regional and international partnerships to build and sustain scientific capacity and infrastructure in many developing countries that have yet to benefit from the promises of STI.

24. Currently, UNESCO assigns high priority to (i) developing focused and well-articulated science, technology and innovation policies and related capacities as an integral part of national development policies (science and development), (ii) improving science education at all levels, and to (iii) building scientific and technical capacities for the conservation and sound management of natural resources and for disaster preparedness and mitigation.

**Q. 14 What are the priority areas to be pursued by Major Programme II in 2012-2013?**

- Science, technology, engineering and innovation (STI) policy and capacity-building
- Science education
- Basic sciences
- Ecological sciences and ecosystem services
- Geosciences for sustainable natural resources use
- Freshwater management policies and governance
- Ocean sciences and services as well as capacity development

- Disaster preparedness and mitigation, including floods and ocean-based hazards
- Renewable and alternative energy policies
- Climate science and services
- Other: \_\_\_\_\_

**Q. 15** What particular measures would you suggest to enhance the impact and visibility of UNESCO's action in the field of natural sciences at the global, regional and country levels?

**Q. 16** How could partners, including non-governmental stakeholders and the private sector, be mobilized for a broader support of science for development, at global, regional and national levels?

### **Major Programme III – Social and Human Sciences**

25. The challenges resulting from the global financial and economic crisis and their impact on the social situation around the world increase the need for social and human sciences to focus on the complexities of the situation. Capacities of social scientists and national research systems must be strengthened to enable them to anticipate challenges and analyse likely impacts and social transformations and devise possible responses. Likewise, the capacities of planners must be reinforced and policy advice strengthened for the fight against poverty and exclusion. Putting science, including social and human sciences, at the service of peace and development requires that the full range of social concerns and interests are taken into account and integrated into the process of knowledge production, use and sharing. Dialogue between researchers and policy-makers and between decision-makers and civil society actors are essential to ensure a feedback loop in shaping social policies. This will also include initiatives to provide youth with opportunities, resources and skills to engage constructively in the national development processes.

26. As the current crisis continues to show its impact, the respect of human rights within UNESCO's fields of competences, including women's rights and gender equality, is critical to protect individuals and societies from vulnerabilities and discrimination. UNESCO's programme for 2010-2011 has put a clear focus on mainstreaming human rights and gender equality while also addressing emerging ethical challenges, that include gender issues, the ethics of scientific and technological development and the ethical dimensions of climate change, for which the desirability of an international declaration is currently being examined and on which the Director-General will report to the Executive Board in October 2010. Moreover, there is a focus on migration, including the social integration of migrants, regional migration policies and the impact of climate change on migration; the building of sustainable cities that emphasize social inclusion, cohesion and other human dimensions of urbanisation; and the role of sport as a vehicle for development and peace.

**Q. 17** What are the priority areas which the Social and Human Sciences Sector should pursue in 2012-2013:

- Ethics of science and technology, in particular bioethics
- Management of Social Transformations (MOST)
- Migration
- Social and human dimensions of global environmental change
- Social and human dimensions of sustainable cities
- Youth development
- Sport, including access to physical education and fighting doping in sport

- Promotion and protection of human rights in the Organization's fields of competence
- Racism and discrimination
- Philosophy
- Poverty eradication
- Democracy
- Gender equality and women's rights
- Other \_\_\_\_\_

**Q.18 What particular measures would you suggest to mobilize partners for and enhance the impact and visibility of UNESCO's action in the field of social and human sciences at the global, regional and country levels?**

**Q. 19 How can UNESCO through the social and human sciences help catalyze international cooperation?**

#### **Major Programme IV – Culture**

27. Culture is a driving force in the process of achieving the IADGs. Investing in culture and especially both tangible and intangible heritage, cultural industries and crafts, is essential in times of crisis as it provides elements of stability and contributes greatly to the resilience of societies and economies. Integrating culture and creativity in a more prominent way in development strategies, including in United Nations joint country programming exercises, is essential for ensuring sustainability of these plans. Efforts to integrate culture as a pillar of development and a factor of social cohesion in common United Nations common documents, including through the Thematic Window on Culture and Development under the MDG Achievement Fund, will be actively pursued during the current biennium and beyond.

28. The central role of culture – and especially cultural diversity – in development, not only in respect of economic growth, but also as a means leading to individual self-fulfilment is also captured in the seven UNESCO Culture Conventions managed by the Organization. Continued support will be provided to Member States for translating the principles enshrined in this global normative framework into operational action at the country level.

29. The role of culture in promoting social cohesion and peace through dialogue will be enhanced further throughout the celebration of the International Year for the Rapprochement of Cultures 2010 in close cooperation with a variety of partners, including the Alliance of Civilizations. The work of the High-Level Panel on Peace and Dialogue among Cultures set up by the Director-General to reflect on how a genuine dialogue can contribute to building peace and stability may help in identifying new avenues and possible approaches in that direction.

**Q.20 What specific measures would you suggest to increase awareness of the interaction between culture and development and achieve a better integration of culture in national development processes and policies?**

**Q. 21 What are the priority areas which UNESCO's Culture Programme should pursue in 2012-2013?**

- Promotion of culture and heritage as a key driver for sustainable development
- Promotion of community involvement in heritage conservation
- Protection and/or conservation as well as safeguarding of heritage in all its forms

- Promotion of cultural diversity
- Dialogue among cultures
- Museums' development and protection of cultural objects
- Development of cultural and creative industries
- Promotion of cultural expressions
- Cultural policies and development of cultural data/indicators
- Other: \_\_\_\_\_

**Q.22 Are there particular approaches to intercultural dialogue, including interreligious dialogue, which UNESCO should pursue? If yes, please specify.**

**Q. 23 What concrete initiatives would you suggest to support Member States in the implementation of the seven Culture conventions?**

- Convention concerning the protection of the World Cultural and Natural Heritage (1972)
- Convention for the Safeguarding of the Intangible Cultural Heritage (2003)
- Convention for the Protection and Promotion of the Diversity of Cultural Expressions (2005)
- Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954) and its two Protocols (1954 and 1999)
- Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Cultural Property (1970)
- Convention on the Protection of the Underwater Cultural Heritage (2001)
- Universal Copyright Convention (1952, 1971)

**Q. 24 What particular measures would you suggest to mobilize partners for and enhance the impact and visibility of UNESCO's action in the field of culture at the global, regional and country levels?**

## **Major Programme V – Communication and Information**

30. As the drivers for knowledge-based societies, media and ICTs provide unlimited opportunities for bridging the digital divide and mitigating inequalities in the creation, preservation, and sharing of information as well as access, as called for by the World Summit on the Information Society (WSIS). The importance of freedom of expression and freedom of information and universal access to information for the realization of equitable and inclusive knowledge societies is increasingly recognized by the international community, providing to enable media and ICT development strategies across the world.

31. For UNESCO, a critical challenge over the past years has been to support the creation of an enabling environment for a vibrant, free, independent and pluralistic media landscape with high professional and ethical standards, while harnessing the potential of ICTs – from radio to mobile media and the Internet – for the benefit of each and every individual, including the marginalized and most vulnerable. The transformative role of media and ICTs can enhance learning opportunities, facilitate the exchange of scientific information and increase access to diverse multilingual cultural contents, promoting democratic dialogue and citizen participation, including through new forms of social networking, and providing a powerful enabler for the attainment of the

internationally agreed development goals (IADGs), including the MDGs. Communication and information are at the core of the development of learning societies, empowering individuals to enhance development, democracy and dialogue.

32. At the global level, UNESCO will contribute to the ongoing discussions on new developments with regard to media and ICTs – including legal, ethical, and societal dimensions – while striving at the country level to better integrate communication and information components into national development plans and United Nations common country documents. The Media Development Indicators (MDI) will constitute an important standard-setting tool for all stakeholders and international partners to support efforts in this regard.

**Q. 25 What are the priority areas in the field of communication and information which UNESCO should pursue in 2012-2013?**

- Freedom of expression and freedom of information, including application of internationally recognized legal, safety, ethical and professional standards
- Development of free independent and pluralistic media, on the basis of the UNESCO-IPDC Media Development Indicators
- Partnering with media for sustainable development and increasing participation through community media
- Media and information literacy
- Access to information and knowledge, including through inclusive policies based on WSIS and the Strategic Plan for the Information for All Programme (IFAP)
- Preservation of documentary heritage through the Memory of the World Programme
- Building capacities of media and information professionals
- ICTs as enablers for knowledge acquisition and sharing
- Media and ICTs for dialogue, reconstruction, and peace-building
- Info-ethics
- Other: \_\_\_\_\_

**Q. 26 What particular measures would you suggest to mobilize partners for and enhance the impact and visibility of UNESCO's action in the field of communication and information at the global, regional and country levels?**

**Q. 27 What further measures would you suggest to help support the formulation of inclusive national communication and information strategies and to make them a point of reference for United Nations common country programming?**

### **Intersectoral and interdisciplinary programme on a Culture of Peace**

33. UNESCO was designated by the United Nations General Assembly as lead agency for the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) and for the International Year for the Rapprochement of Cultures (2010). By 35 C/Resolution 108 on a culture of peace (see Annex I), the General Conference expressed its conviction that today UNESCO is able to draw upon certain achievements and core strengths in order to play a key role in promoting a culture of peace in all of its fields of competence, particularly in an unprecedented context of crisis. It *requested* the Director-General, *inter alia*, to submit, for examination by the Executive Board at its spring session in 2010, proposals for UNESCO's work

on culture of peace in phase with the United Nations Declaration and Programme of Action on a Culture of Peace (United Nations General Assembly resolution 53/243). At its 184th session, the Executive Board considered the Director-General's report contained in documents 184 EX/15 and Add as well as document 184 EX/INF.9 submitted by a group of countries. The Executive Board then adopted 184 EX/Decision 15 on the subject (contained in **Annex VI**).

34. Furthermore, the General Conference had requested the Director-General, based on the results above, to prepare, for the purposes of the consideration of the Programme and Budget for 2012-2013, a draft coherent, interdisciplinary and intersectoral programme of action for a culture of peace, encompassing, *inter alia*, major actions relating to intercultural dialogue and education for peace, human rights and citizenship; the contribution of both social and human sciences and natural sciences to peace; the mobilization of researchers through the organization of debates in and between civil societies on the new human and societal challenges of peace-building; and the contribution of the communication and information media in the furtherance of peace; to take fully into account, in preparing this draft programme of action for a culture of peace, all the knowledge gained and best practices identified in the implementation of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) and initiatives organized in connection with the dialogue of civilizations, including the Alliance of Civilizations, and having regard to cooperation with United Nations specialized agencies, funds and programmes, particularly UNICEF; to consult all Member States so that they may provide it with relevant information that could contribute to the drawing up of a draft programme of action for a culture of peace; to consult UNESCO category 1 institutes and, as appropriate, category 2 centres and institutes under the auspices of UNESCO relevant to building a culture of peace, and non-governmental organizations concerned, with which UNESCO maintains official relations and which work in a targeted way to foster peace, so that they may contribute to the drawing up of a draft programme of action for a culture of peace; and to include all matters related to UNESCO's contribution to peace through an intersectoral and interdisciplinary draft programme of action for a culture of peace in all of the appropriate documents and questionnaires during the consultation process for the preparation of UNESCO's Draft Programme and Budget for 2012-2013 (36 C/5), which will begin in 2010.

35. Accordingly, respondents to this questionnaire are invited to comment on this subject and to make specific suggestions for consolidated, coherent, targeted and innovative action in this field. During the debate of the Executive Board it was underlined that the new intersectoral and interdisciplinary programme for a culture of peace should offer coherent programme proposals and action with meaningful expected results and not only a series of events, workshops or publications.

**Q. 28 Which should be the main objectives as well as the programme components that should comprise the new coherent, targeted and innovative intersectoral and interdisciplinary programme for a culture of peace in the 36 C/5?**

**Q. 29 Do you have suggestions for approaches and modalities of implementing such a programme – globally, regionally and at the country level – and to contribute to its visibility?**

#### **Other interdisciplinary and intersectoral action**

36. Interdisciplinarity and intersectorality are among UNESCO's core comparative advantages in the multilateral system, namely through its ability to build on the combined contributions of different sectors, disciplines and areas of expertise to address the complex issues of the contemporary world which attract the priority interest of Member States. Experience gained with the implementation of the 12 intersectoral platforms since the 33 C/5 has demonstrated the difference that UNESCO can make in delivering its programmes and attain specific expected results. In document 34 C/5, the General Conference authorized the implementation of the following nine thematic and three coordinating intersectoral platforms:



Thematic intersectoral platforms:

Science Education  
HIV and AIDS  
Climate Change  
Education for Sustainable Development  
ICT-enhanced Learning  
National Research Systems  
Languages and Multilingualism  
Contribution to Dialogue among Civilizations and Cultures and to Culture of Peace  
Climate change  
Foresight and Anticipation

Coordinating intersectoral platforms:

Priority Africa  
Small Island Developing States  
Support to countries in post-conflict and post-disaster situations

**Q.30 What is your perception of the work of the intersectoral platforms and do you favour their continuation? Which other modality/ies would you suggest for intersectoral engagement by UNESCO?**

**Q.31 If the intersectoral platform modality shall be continued, would you**

- (a) like to see the current thematic and coordinating platforms maintained, with clearly defined high-level objectives and expected results?**
- (b) add a new or phase out any intersectoral platform? If so, which one(s)?**
- (c) limit the number of intersectoral platforms to three or four priority themes/topics – accompanied by a definition of specific high-level objectives, expected results and the allocation of specific budgetary and human resources for their functioning?**
- (d) have suggestions for modalities to strengthen the functioning of the intersectoral platforms?**

### **III. DELIVERING THE PROGRAMME**

#### **UNESCO's role within the United Nations system and partnerships**

37. Programmatic coherence, results-orientation, transparency and accountability are key features for an effective and efficient organization. Ultimately, UNESCO's performance, credibility and visibility will rest on its ability to analyse, develop strategies and respond to Member States' needs in a timely manner and with high quality.

38. Effective field presence will be crucial to ensuring the translation of global objectives at the regional and country levels and to respond to national priorities. This will require an affordable, effective and high-quality system in the field, ensuring an equitable coverage, the availability of high-quality advice and support in all UNESCO's domains, in full respect of national priorities. The prime challenge will be to move from a quantitative to a qualitative strengthening of the field presence, while making full use of all capacities and aligning them with programme priorities defined by Member States.

39. Globally, as a member of the Chief Executives Board (CEB) and the United Nations Development Group (UNDG), regionally and at the country level, as member of United Nations country teams, through its field offices, the Organization will be engaged in bringing all its competencies to bear for the benefit of its Member States. Over the past years, UNESCO has

been actively involved in common United Nations country programming exercises, especially in the eight “Delivering as One” pilots and will continue to take part in country-based efforts to increase United Nations system-wide coherence in line with the UNGA resolutions on the Triennial Comprehensive Policy Review of operational activities for development of the United Nations system (TCPR). In 2010-2011, UNESCO is planning to contribute to the preparation of new United Nations Development Assistance Framework (UNDAF) documents in close to 60 countries.

**Q.32 In a context of increased harmonization of United Nations activities at the country level, do you have particular suggestions for further enhancing UNESCO’s contribution to the attainment of development goals and objectives at the country level?**

40. As a constituent element of UNESCO, unique in the United Nations system, National Commissions have an important role to play in the pursuit of the Organization’s objectives and conceptualization, implementation and delivery of UNESCO’s programmes. National Commissions are increasingly called upon to ensure the presence of UNESCO in Member States, to help in raising the visibility of UNESCO at the country level, and to enhance partnerships with civil society and UNESCO programme networks – including category 2 institutes and centres, UNESCO Clubs and Centres, the Associated Schools Network (ASPnet), UNESCO Chairs and national committees of intergovernmental programmes.

41. Cooperation will continue to build the capacity of National Commissions and to enable them to fully discharge their role as bodies for consultation, liaison, information, evaluation and programme execution, while expanding their competences and field of action with regard to the mobilization of new partnerships and the promotion of South-South and North-South-South cooperation. In the context of the United Nations reform, and in line with the Memorandum of Understanding signed between UNESCO and UNDP, National Commissions may be invited by United Nations Resident Coordinators, especially in countries where UNESCO is a non-resident agency (NRA), to participate in certain UNCTs meetings as appropriate.

**Q. 33 Do you have suggestions for initiatives or modalities that could further strengthen the role of and cooperation among National Commissions globally, regionally and at the country level?**

### **Mobilizing partnerships and alliances for UNESCO’s strategic priorities**

42. Given the scope and complexity of challenges facing the global community, partnerships, alliances and other cooperative mechanisms with intergovernmental entities, non-governmental organizations, actors of civil society and the private sector, are critical for achieving UNESCO’s strategic programme objectives.

43. Extrabudgetary contributions received from the United Nations system organizations, multilateral organisations and international financing institutions, bilateral contributors, foundations, civil society actors including the private sector will continue to be an important source for enabling UNESCO to achieve its objectives and accomplish the necessary outreach and impact. To strengthen the programmatic coherence of action, new possibilities will be explored for mobilizing resources, in an innovative way and at a larger scale. The Complementary Additional Programme (CAP) and the updated Extrabudgetary Resource Mobilization Strategic Plan will be a key feature of the action plan to improve management of extrabudgetary funds.

**Q.34. Do you have specific suggestions on programme areas in which UNESCO should seek to develop further partnerships to achieve greater impact and results?**

44. As of end-November 2009, there were 66 category 2 institutes and centres, established under the auspices of UNESCO. Covering the whole range of UNESCO’s domains, category 2 institutes and centres can make a substantial and effective contribution to UNESCO strategic

objectives and programme priorities and action. In line with the integrated comprehensive strategy approved for these centres, their activities should contribute to optimizing the impact of UNESCO's action, while increasing its visibility globally.

**Q.35 How could UNESCO draw more effectively on the capacities, work and contributions of category 2 institutes and centres in the pursuit of its strategic programme objectives and expected results of programme action?**

#### **Increasing UNESCO's visibility**

45. Public information is of strategic importance to the Organization: it provides a springboard for making UNESCO's principles and ideals known to a wider audience, publicizing its programmes and priorities and mobilizing partners that contribute to their implementation and to the dissemination of the results achieved. UNESCO's visibility can be enhanced through dedicated media outreach and the development of strategic relations with the media in every continent. Such a strategy will also entail outreach to the public and stakeholder communities in each region. This will also require the recourse to dynamic and interactive multimedia tools, the most appropriate outreach medium and the production of content of the highest standard. It must be complemented by an effective publication policy which must be dovetailed with a well-implemented communication strategy.

**Q.36 Would you have specific suggestions as to how the Secretariat and national actors, including National Commissions, could promote the Organization's visibility, including through media outreach and the development of strategic relations with the media globally and in your region and country?**

## ANNEX I

### XII Preparation of the Draft Programme and Budget for 2012-2013

#### 107 General guidelines for the preparation of the Draft Programme and Budget for 2012-2013

*The General Conference,*

#### I

*Having considered* the Director-General's summary of the general policy debate and the reports of the Plenary Ministerial Forum and the two ministerial round tables, as contained in documents 35 C/INF.28 Rev., 35 C/INF.29, 35 C/INF.30, and 35 C/INF.34,

*Recalling document 35 C/2 Rev.* on the "Organization of the work of the session", which states that a draft resolution on the preparation of the Draft Programme and Budget for 2012-2013 (36 C/5) will be drawn up by the Secretariat including on the basis of the above-mentioned debates;

1. *Takes note* of the summary of the general policy debate and the reports of the Plenary Ministerial Forum on the issues of "Investing out of the crisis and maintaining progress towards internationally agreed development goals (IADGs), including the Millennium Development Goals (MDGs) – through action in education, the sciences, culture and communication and information" and on "Shaping UNESCO for the next decade as an effective multilateral actor, including in pursuit of international goals and United Nations reform", as well as the ministerial round tables on "What education for the future? Lessons from the major international education conferences" and "Building stewardship for the ocean: the contribution of UNESCO to responsible ocean governance";
2. *Invites* the Director-General, in the framework of the existing procedures for the preparation of the C/4 and the C/5 documents, to also take this summary and these reports into account when preparing document 36 C/5;
3. *Further invites* the Director-General to prepare, for consideration by the Executive Board, proposals for an improved procedure at the 36th session of the General Conference regarding the preparation of the Draft Programme and Budget for 2014-2015 (37 C/5) and of the Draft Medium-Term Strategy for 2014-2019 (37 C/4);
4. *Also invites* the Director-General to prepare, for consideration by the Executive Board, an improved procedure that would ensure timely submission to the Member States of a draft resolution based on the general policy debate and the ministerial debates, enabling timely discussion within the different commissions, the examination of draft resolutions by the commissions and the adoption of a resolution in plenary session.

#### II

*Having examined* document 35 C/7,

*Noting* the relevance of the issues contained in document 35 C/7, especially the need to ensure programme focus and concentration and to continue the Organization's proactive involvement in United Nations system-wide coherence and inter-agency consultations,

*Underscoring* the continued importance and relevance of the priorities contained in the Medium-Term Strategy (34 C/4), including the two global priorities Africa and gender equality, as well as post-conflict and post-disaster situations,

5. *Invites* the Director-General, when preparing document 36 C/5, to:

- (a) take into account the debates on this item at the 35th session of the General Conference;
- (b) take also into account the consultations with Member States and their National Commissions, nongovernmental and intergovernmental organizations;
- (c) continue the refinement of coherent results-based programming in all sectors;
- (d) strengthen and have increasing recourse to South-South cooperation and North-South-South cooperation in all UNESCO's fields of competence;
- (e) strengthen UNESCO's role in promoting upstream capacity-building and policy advice in all its fields of competence;
- (f) reflect the results of the independent external evaluation of UNESCO, taking into account the recommendations of the Executive Board thereon, pending consideration of those results by the General Conference at its 36th session;

6. *Requests* the Director-General, when preparing document 36 C/5, to:

- (a) continue making increased and systematic efforts to reduce overheads and rationalize the organizational structure in Part II of the budget with a view to reallocating staffing resources to priority programmes;
- (b) develop a plan to increase budgetary allocations to major programmes in Part II of the budget through savings made in other parts of the budget as well as through innovative financing mechanisms and extrabudgetary funding, to be submitted to the Executive Board at its 185th session.

## 108 UNESCO's work on culture of peace

*The General Conference,*

*Solemnly reaffirming* the constitutional role UNESCO is called upon to play in order to contribute to peace in all its fields of competence,

*Recalling* UNESCO's designation by the United Nations General Assembly as lead agency for the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) and for the International Year for the Rapprochement of Cultures (2010), as well as the Organization's commitments in favour of strengthening the dialogue among civilizations in the context of its cooperation with the Alliance of Civilizations,

*Deeply concerned* by the persistence of conflicts in which civilian populations bear the brunt of suffering, a situation that calls UNESCO to action in its fields of competence, particularly given the violation of human rights and the disturbing resurgence of intolerance, xenophobia and violence in a number of both developed and developing countries, which could spark further deadly conflicts,

*Convinced* that today UNESCO is able to draw upon certain achievements and core strengths in order to play a key role in promoting a culture of peace in all of its fields of competence, particularly in an unprecedented context of crisis,

*Requests* the Director-General:

- (a) to submit, for examination by the Executive Board at its spring session in 2010, proposals for UNESCO's work on culture of peace in phase with the United Nations Declaration and Programme of Action on a Culture of Peace ( United Nations General Assembly resolution 53/243);
- (b) to keep the Executive Board informed about the preparation of the draft report to the United Nations General Assembly on the last stage of the implementation of the International Decade for a Culture of Peace and Non-Violence for the Children of the World, including UNESCO's contribution thereto;
- (c) based on the results above, to prepare, for the purposes of the consideration of the Programme and Budget for 2012-2013, a draft coherent, interdisciplinary and intersectoral programme of action for a culture of peace, encompassing, *inter alia*, major actions relating to intercultural dialogue and education for peace, human rights and citizenship; the contribution of both social and human sciences and natural sciences to peace; the mobilization of researchers through the organization of debates in and between civil societies on the new human and societal challenges of peace-building; and the contribution of the communication and information media in the furtherance of peace;
- (d) to take fully into account, in preparing this draft programme of action for a culture of peace, all the knowledge gained and best practices identified in the implementation of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) and initiatives organized in connection with the dialogue of civilizations, including the Alliance of Civilizations, and having regard to cooperation with United Nations specialized agencies, funds and programmes, particularly UNICEF;
- (e) to consult all of the Member States so that they may provide him with relevant information that could contribute to the drawing up of a draft programme of action for a culture of peace;
- (f) to consult UNESCO category 1 institutes and, as appropriate, category 2 centres and institutes under the auspices of UNESCO relevant to building a culture of peace, and non-governmental organizations concerned, with which UNESCO maintains official relations and which work in a targeted way to foster peace, so that they may contribute to the drawing up of a draft programme of action for a culture of peace;
- (g) to include all matters related to UNESCO's contribution to peace through an intersectoral and interdisciplinary draft programme of action for a culture of peace in all of the appropriate documents and questionnaires during the consultation process for the preparation of UNESCO's Draft Programme and Budget for 2012-2013 (36 C/5), which will begin in 2010.

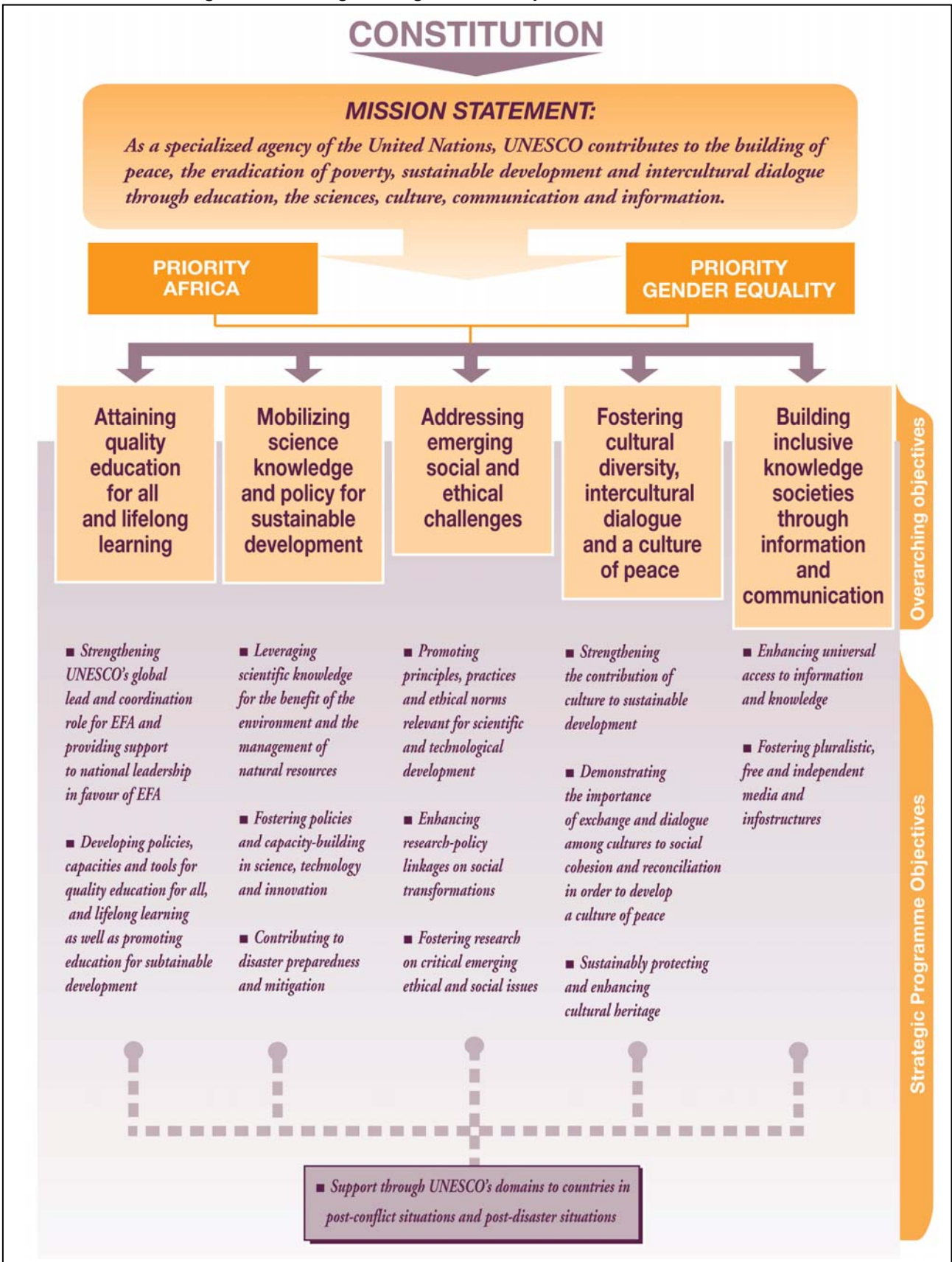
**ANNEX II**

**ROADMAP AND TIMETABLE FOR THE PREPARATION OF THE PROGRAMME AND BUDGET FOR 2012-2013 (36 C/5)**

<b>Date</b>		<b>Action to be taken</b>
February-April 2010	Preparation and dispatch of questionnaire for document 36 C/5	Secretariat prepares the questionnaire for the consultation on 36 C/5 building on 35 C/Resolution 107 of the General Conference, including the summary of the general policy debate and the reports of the Plenary Ministerial Forum and ministerial round tables held during the 35th session of the General Conference and 35 C/Resolution 108 on UNESCO's work on culture of peace.
30 March-15 April 2010	184th session of Executive Board	Director-General reports to Board about preparations made for document 36 C/5 process.
April/May 2010	Cluster and/or national consultations with National Commissions	Field office directors/heads undertake cluster or national consultations on issues addressed in questionnaire and related programming matters.
May-July 2010	Regional consultations of National Commissions	Holding of five regional consultations* with National Commissions as follows: Arab States: 10-14 May 2010, Rabat, Morocco; Asia and the Pacific: 21-24 May 2010, Changwon, Republic of Korea; Europe and North America: 5-8 June 2010, London, United Kingdom; Africa: 21-25 June 2010, Kampala, Uganda; Latin America and the Caribbean: 5-7 July 2010, Port of Spain, Trinidad and Tobago. In Arab States and Africa, consultations are combined with quadrennial conferences. Each consultation adopts a report – including recommendations – which will be submitted to the Executive Board at its 185th session.
12 July 2010	Deadline for submission of written comments on questionnaire	The deadline for the submission of the written comments by governments, IGOs and NGOs falls shortly after the last regional consultation.
mid-August 2010	Preliminary proposals by the Director-General for document 36 C/5	Director-General prepares a document containing her preliminary proposals for document 36 C/5, bearing in mind the outcome of the regional consultations as well as the written comments received.
5-21 October 2010	185th session of the Executive Board adopts decision concerning 36 C/5	The Executive Board (i) considers the Preliminary proposals of the Director-General for 36 C/5 together with the outcomes of the written consultation and the reports of the five regional consultations; and (ii) adopts a decision providing framework and policy direction to the Director-General for formulation of document 36 C/5.
end October 2010	Publication of Director-General's ivory note on preparation of draft document 36 C/5	Director-General's ivory note gives instructions to Secretariat for the preparation of draft document 36 C/5.
Mid-March 2011	Dispatch of draft document 36 C/5	Statutory deadline for submission of draft document 36 C/5 to Member States.
26 April -12 May 2011	186th session of Executive Board adopts decision with recommendations on draft document 36 C/5	Consideration by the Executive Board of the draft document 36 C/5 and adoption of decision containing its observations and recommendations on draft document 36 C/5, to be submitted to the General Conference at its 36th session.
October-November 2011	Adoption of 36 C/5 by 36th session of General Conference	General Conference considers draft document 36 C/5 in light of recommendations by Executive Board (36 C/6) and proposed amendments submitted by Member States.

ANNEX III

Mission, Overarching and Strategic Programme Objectives as set out in the Medium-Term



## ANNEX IV

### 34 C/4 objectives as translated in document 35 C/5

Global Priorities: Africa and Gender equality			
34/C4		35 C/5	
Overarching Objectives	Strategic Programme Objectives (SPOs)	Biennial Sectoral Priorities (BSPs)	Main Line of Action ( MLAs)
		<b>Major Programme I – Education</b>	
		<p><b>BSP 1:</b> Supporting the achievement of Education for All (EFA)</p> <p><b>BSP 2:</b> Providing global and regional leadership in education, including through the implementation of major international education conferences</p>	<p><b>MLA 1:</b> Building blocks for EFA: literacy, teachers and work skills</p> <p><b>MLA 2:</b> Building effective education systems from early childhood care and education to higher education, and furthering lifelong learning</p> <p><b>MLA 3:</b> Sector-wide frameworks: helping governments to plan and manage the education sector</p> <p><b>MLA 4:</b> Leading the international education agenda, including education for sustainable development (ESD), and tracking trends</p>
		<b>Major Programme II – Natural Sciences</b>	
		<p><b>BSP 1:</b> Policies and capacity-building in science, technology and innovation for sustainable development and poverty eradication</p> <p><b>BSP 2:</b> Sustainable management of freshwater, ocean and terrestrial resources, including renewable sources of energy, as well as disaster preparedness and mitigation</p>	<p><b>MLA 1:</b> Enhancing the leverage of science through an integrated science, technology and innovation (STI) policy</p> <p><b>MLA 2:</b> Reinforcing capacity-building in the sciences and strengthening science education, especially in Africa</p> <p><b>MLA 3:</b> Promoting the sustainable management and conservation of freshwater, terrestrial resources and biodiversity</p> <p><b>MLA 4:</b> Strengthening the UNESCO Intergovernmental Oceanographic Commission (IOC) and broadening the scope of its activities for the benefit of all Member States: improving governance and fostering intergovernmental cooperation to manage and protect oceans and coastal zones</p>



## Global Priorities: Africa and Gender equality

34/C4		35 C/5	
Overarching Objectives	Strategic Programme Objectives (SPOs)	Biennial Sectoral Priorities (BSPs)	Main Line of Action ( MLAs)
Addressing emerging social and ethical challenges	<p><b>SPO 6:</b> Promoting principles, practices, and ethical norms relevant for scientific and technological development</p> <p><b>SPO 7:</b> Enhancing research-policy linkages on social transformations</p> <p><b>SPO 8:</b> Fostering research on critical emerging ethical and societal issues</p>	<b>Major Programme III – Social and Human Sciences</b>	
		<p><b>BSP 1:</b> Responding to critical global social challenges and the exigency of building a culture of peace and promoting intercultural dialogue, on the basis of human rights and philosophy</p> <p><b>BSP 2:</b> Addressing emerging global ethical issues</p>	<p><b>MLA 1:</b> Promoting human rights within UNESCO's fields of competence, philosophy and philosophical dialogue on emerging social and human issues, as well as intercultural dialogue</p> <p><b>MLA 2:</b> Enhancing research-policy linkages in the field of social development and the management of social transformations, including emerging issues relating to youth</p> <p><b>MLA 3:</b> Ensuring the effective implementation and monitoring of the International Convention against Doping in Sport, as well as providing upstream policy orientations on physical education and sport</p> <p><b>MLA 4:</b> Supporting Member States in developing policies in the ethics of science and technology, especially bioethics, and disseminating the existing declarations in the field of bioethics</p>
Fostering cultural diversity, intercultural dialogue and a culture of peace	<p><b>SPO 9:</b> Strengthening the contribution of culture to sustainable development</p> <p><b>SPO 10:</b> Demonstrating the importance of exchange and dialogue among cultures to social cohesion and reconciliation in order to develop a culture of peace</p> <p><b>SPO 11:</b> Sustainably protecting and enhancing cultural heritage</p>	<b>Major Programme IV – Culture</b>	
		<p><b>BSP 1:</b> Protecting, safeguarding and managing the tangible and intangible heritage</p> <p><b>BSP 2:</b> Promoting the diversity of cultural expressions, languages and multilingualism, the dialogue of cultures and civilizations, and the culture of peace</p>	<p><b>MLA 1:</b> Protecting and conserving immovable cultural properties and natural properties, in particular through the effective implementation of the World Heritage Convention</p> <p><b>MLA 2:</b> Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage</p> <p><b>MLA 3:</b> Enhancing the protection of cultural objects and the fight against illicit trafficking in them, notably through the promotion and implementation of the 1954 Convention and its two Protocols, and the 1970 and 2001 Conventions, as well as the development of museums</p> <p><b>MLA 4:</b> Protecting and promoting the diversity of cultural expressions, particularly through the implementation of the 2005 Convention and the development of cultural and creative industries</p> <p><b>MLA 5:</b> Integrating intercultural dialogue and cultural diversity into national policies</p>

## Global Priorities: Africa and Gender equality

34/C4		35 C/5	
Overarching Objectives	Strategic Programme Objectives (SPOs)	Biennial Sectoral Priorities (BSPs)	Main Line of Action ( MLAs)
Building inclusive knowledge societies through information and communication	<b>SPO 12:</b> Enhancing universal access to information and knowledge <b>SPO 13:</b> Fostering pluralistic, free and independent media and infostructures	<b>Major Programme V – Communication and Information</b>	
		<b>BSP 1:</b> Promoting freedom of expression and information <b>BSP 2:</b> Building capacities for universal access to information and knowledge	<b>MLA 1:</b> Promoting freedom of expression and access to information <b>MLA 2:</b> Strengthening free, independent and pluralistic media and communication for sustainable development <b>MLA 3:</b> Fostering universal access to information and knowledge and the development of infostructures
<b>SPO 14 :</b> Support through UNESCO's domains to countries in post-conflict situations and post-disaster situations			

## ANNEX V

### Summary of evaluations completed (2008–2010)

Strategic Programme Objective (SPO) Evaluations	Link to full report	Achievements	Challenges
<b>SPO 1:</b> Strengthening UNESCO's global lead and coordination role for EFA and providing support to national leadership in favour of EFA	<a href="http://unesdoc.unesco.org/images/0018/001839/183980E.pdf">http://unesdoc.unesco.org/images/0018/001839/183980E.pdf</a>	<ul style="list-style-type: none"> <li>▪ Lead role in education</li> <li>▪ Greater awareness within the international community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Better engage UN partner agencies</li> <li>▪ Define specific objectives</li> </ul>
<b>SPO 2:</b> Developing policies, capacities and tools for quality education for all and lifelong learning as well as promoting education for sustainable development	<a href="http://unesdoc.unesco.org/images/0018/001839/183980E.pdf">http://unesdoc.unesco.org/images/0018/001839/183980E.pdf</a>	<ul style="list-style-type: none"> <li>▪ Progress in defining areas of comparative advantage</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond to the large demand for technical assistance and capacity-building</li> </ul>
<b>SPO 3:</b> Leveraging scientific knowledge for the benefit of the environment and the management of natural resources	<a href="http://unesdoc.unesco.org/images/0018/001832/183255E.pdf">http://unesdoc.unesco.org/images/0018/001832/183255E.pdf</a>	<ul style="list-style-type: none"> <li>▪ Leadership in freshwater and oceans</li> <li>▪ Inter-sectoral synergies are a comparative advantage</li> </ul>	<ul style="list-style-type: none"> <li>▪ Focus on policy advice</li> <li>▪ Improve the quality of education and outreach at partners institutions</li> </ul>
<b>SPO 4:</b> Fostering Policies and Capacity-Building in Science, Technology and Innovation	<a href="http://unesdoc.unesco.org/images/0018/001874/187492E.pdf">http://unesdoc.unesco.org/images/0018/001874/187492E.pdf</a>	<ul style="list-style-type: none"> <li>▪ Catalyst of global scientific cooperation and policy formulation</li> <li>▪ Promoter of gender equality in science</li> </ul>	<ul style="list-style-type: none"> <li>▪ Channel funds into fewer and more strategic approaches</li> <li>▪ Need more capacities in capacity-building</li> </ul>
<b>SPO 6:</b> Promoting principles, practices and ethical norms relevant to scientific and technological development	<a href="http://unesdoc.unesco.org/images/0018/001871/187163E.pdf">http://unesdoc.unesco.org/images/0018/001871/187163E.pdf</a>	<ul style="list-style-type: none"> <li>▪ A leader of the bioethics agenda internationally</li> <li>▪ Promoter of bioethics and an honest broker for the bioethics community worldwide</li> </ul>	<ul style="list-style-type: none"> <li>▪ Further expansion of the bioethics programme could dilute effectiveness</li> <li>▪ Process issues of committees and a lack of coordination</li> </ul>
<b>SPO 11:</b> Sustainably protecting and enhancing cultural heritage	<a href="http://unesdoc.unesco.org/images/0018/001875/187504E.pdf">http://unesdoc.unesco.org/images/0018/001875/187504E.pdf</a>	<ul style="list-style-type: none"> <li>▪ Leadership of policy and practice in cultural heritage</li> <li>▪ Member States supported in ratifying and implementing the five cultural heritage conventions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Priorities needed on the kind of technical assistance to provide</li> <li>▪ Museums programme needs stronger links with education</li> </ul>
<b>SPO 14:</b> Support through UNESCO's domains to countries in post-conflict situations and post-disaster situations	<a href="http://unesdoc.unesco.org/images/0016/001611/161185E.pdf">http://unesdoc.unesco.org/images/0016/001611/161185E.pdf</a>	<ul style="list-style-type: none"> <li>▪ PCPD operations are considered as having high strategic importance and UNESCO is successful in raising extrabudgetary funds for its PCPD interventions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strengthen strategy to guide work in PCPD situations.</li> </ul>

## ANNEX VI

As adopted at the 184th session of the Executive Board, 15 April 2010

### 184 EX/Decision 15

**Report by the Director-General on UNESCO's work on a culture of peace** (184 EX/15 Corr. and Add.; 184 EX/INF.9; 184 EX/42)

The Executive Board,

1. Reaffirming that the culture of peace and non-violence is central to the mission and constitutional role of UNESCO,
2. Aware of the importance of establishing the Organization's key leadership role in the construction of peace,
3. Referring to resolution 52/13 adopted by the General Assembly of the United Nations,
4. Highlighting UNESCO's significant contribution in the role as lead agency for the International Decade for a Culture of Peace and Non-Violence for the Children of the World assigned to it by the General Assembly of the United Nations,
5. Having examined documents 184 EX/15 and Add. and 184 EX/INF.9,
6. Invites the Director-General pursuant to Resolution 35/108 to:
  - (a) capitalize on the Decade's achievements and mobilize all programme sectors for the Organization's consolidated, coherent, targeted and innovative action in this field, duly taking the current world context and Member States' expectations into account;
  - (b) maintain the culture of peace as one of the overarching objectives in the next C/4 document;
  - (c) include in her preliminary proposals regarding the draft Programme and Budget for 2012-2013 to be submitted to the Executive Board at its 185th session a draft programme of action for the Culture of Peace including coherent intersectoral and interdisciplinary targeted activities taking into account the present global context and new challenges.