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PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL CONCERNING THE DRAFT PROGRAMME AND BUDGET FOR 2012-2013 (36 C/5)

PART I

PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL FOR PRIORITY FIELDS OF ACTION FOR DOCUMENT 36 C/5

SUMMARY

This document contains the preliminary proposals by the Director-General for the Draft Programme and Budget for 2012-2013 (36 C/5), which will be the third and last programme and budget of the period 2008-2013 covered by the Medium-Term Strategy of the Organization (34 C/4).

As this document serves as the basis for the Executive Board's consideration of the item and preparation of a draft decision on the subject, it has no financial or administrative implications nor is a draft decision proposed.

Syntheses of the various consultations carried out are contained in Addenda (A), (B) and (C) to this document, available online.

1. The preliminary proposals by the Director-General for the next programme and budget for the period 2012-2013 (Draft 36 C/5) contained in the present document have taken into account the guidance provided by the General Conference at its 35th session¹ and the outcomes and recommendations emanating from the extensive consultative process undertaken. Inevitably, given

¹ In her circular letter CL/3922 on "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)", the Director-General stated that the preparation of the Draft Programme and Budget for 2012-2013 (36 C/5) will be guided by the strategic vision of the Medium-Term Strategy for 2008-2013 (34 C/4), 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 number and extent of contributions and inputs and taking into account the Director-General's own priorities outlined in her induction speech on 27 October 2009, choices had to be made.

2. The consultation process was informed and guided by a questionnaire prepared by the Secretariat and circulated among all Member States, National Commissions, relevant intergovernmental organizations (IGOs) and non-governmental organizations (NGOs). This process has further involved five regional consultations with National Commissions (Rabat, Morocco, for the Arab States; Changwon, Republic of Korea, for Asia and the Pacific; London, United Kingdom, for Europe and North America; Kampala, Uganda, for Africa; and Port-of-Spain, Trinidad and Tobago, for Latin America and the Caribbean), preceded by cluster consultations. The reports on these regional consultations are contained in document 185 EX/17 Part I, Addendum (A). As an innovation, a consultation meeting with non-governmental organizations was held at Headquarters, Paris.

3. The written responses to the questionnaire by Member States and Associate Members, United Nations organizations, intergovernmental organizations and international non-governmental organizations are synthesized for consideration by the Executive Board in documents 185 EX/17 Part I, Addendum (B) and Part I, Addendum (C). All full-length responses can be accessed at <http://www.unesco.org/en/c5questionnaire>.

I. PROGRAMMING FRAMEWORK

4. The 2012-2013 period will represent the third and last biennium of the six-year period covered by UNESCO's Medium-Term Strategy for 2008-2013 (34 C/4). Flowing from the overarching objectives and the strategic programme objectives of document 34 C/4, documents 34 C/5 and 35 C/5 had already translated this Medium-Term Strategy through a seamless linkage into a programme of action containing concrete thematic and policy orientations expressed in biennial sectoral priorities and further developed into sectoral main lines of action. The chart attached to this document illustrates these linkages between document 34 C/4 and the C/5 documents during the six-year period. Building on the preceding two C/5 documents, the challenge for the 36 C/5 will thus be to contribute to a full attainment of the expected outcomes of document 34 C/4.

CONSTITUTION

MISSION STATEMENT:

As a specialized agency of the United Nations, UNESCO contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

PRIORITY AFRICA

PRIORITY GENDER EQUALITY

Attaining quality education for all and lifelong learning

Mobilizing science knowledge and policy for sustainable development

Addressing emerging social and ethical challenges

Fostering cultural diversity, intercultural dialogue and a culture of peace

Building inclusive knowledge societies through information and communication

Overarching objectives

- Strengthening UNESCO's global lead and coordination role for EFA and providing support to national leadership in favour of EFA

- Developing policies, capacities and tools for quality education for all, and lifelong learning as well as promoting education for sustainable development

- Leveraging scientific knowledge for the benefit of the environment and the management of natural resources

- Fostering policies and capacity-building in science, technology and innovation

- Contributing to disaster preparedness and mitigation

- Promoting principles, practices and ethical norms relevant for scientific and technological development

- Enhancing research-policy linkages on social transformations

- Fostering research on critical emerging ethical and social issues

- Strengthening the contribution of culture to sustainable development

- Demonstrating the importance of exchange and dialogue among cultures to social cohesion and reconciliation in order to develop a culture of peace

- Sustainably protecting and enhancing cultural heritage

- Enhancing universal access to information and knowledge

- Fostering pluralistic, free and independent media and infrastructures

Strategic Programme Objectives

- Support through UNESCO's domains to countries in post-conflict situations and post-disaster situations

ED

SC

SHS

CLT

CI

These Strategic Programme Objectives are then directly translated in the C/5 documents for each Major Programme into a set of

Biennial Sectoral Priorities

which in turn are articulated programmatically into

Main Lines of Action (MLAs)

34 C/4

C/5 docs

Building on continuity

5. The Draft Programme and Budget for 2012-2013 (Draft 36 C/5) will maintain the basic structure of documents 34 C/5 and 35 C/5 and their programme design. It will be based on the broad parameters identified for these preceding C/5 documents, namely:

- (a) a strictly limited number of biennial sectoral priorities and a reduced number of main lines of action for each major programme, directly derived from the 34 C/4 strategic programme objectives while providing flexibility for programme implementation;
- (b) the systematic use of results-based programming, management, monitoring and reporting (RBM), defining under each MLA expected results, performance indicators and, where appropriate, benchmarks;
- (c) the designation of the two global programme priorities for the Organization – “Africa” and “gender equality”;
- (d) decentralization of programme resources to the country level and a solid multisectoral presence of the Organization in the field, with adjustments in the network of field offices as outlined in document 185 EX/29;
- (e) an emphasis on UNESCO’s contribution to the attainment of the internationally agreed development goals (IADGs), including the Millennium Development Goals (MDGs), the six Dakar EFA Goals and the World Summit on the Information Society outcomes – the draft 36 C/5 will also reflect the recommendations emerging from the High-Level Meetings of the United Nations General Assembly on the Review of the MDGs, on biodiversity and on small island developing States (SIDS), all to be held during the period 20 to 24 September 2010 in New York;
- (f) a commitment to United Nations reform, especially the “Delivering as One” approach, and to ensuring UNESCO’s contribution in support of national development plans through common country programming processes, such as UNDAFs, by United Nations Country Teams (UNCTs).

6. This approach will ensure continuity on the basis of the 34 C/4 framework, while advancing and evolving the implementation of the Medium-Term Strategy, its overarching objectives, strategic programme objectives and the two global priorities. Emphasis will therefore be placed, by and large, on a retention of the biennial sectoral priorities (BSPs) and main lines of action (MLAs) of document 35 C/5, with certain adjustments where appropriate, in order to reflect suggestions made by Member States as well as suggestions and adjustments made during the consultation process, so as to facilitate an enhanced monitoring of programme implementation. Overall, it is proposed to implement for the five programme sectors **21 MLAs** during the 36 C/5 period as opposed to 20 MLAs approved for document 35 C/5 and 21 for document 34 C/5.

7. Annex I to the present document provides a comparative overview of all proposed biennial sectoral priorities for 2012-2013 and the related MLAs.

8. It is proposed that several new features will be reinforced or introduced in the draft 36 C/5, reflecting the outcome of the Director-General’s consultations:

- (a) The RBM methodology will be further refined in the full version of the Draft Programme and Budget, to be presented to the Executive Board in April 2011 – in particular through the formulation of more selective and strategic expected results. These results shall capture, in a balanced manner, quantitative and qualitative dimensions and shall be complemented, where feasible, by impact assessments.

- (b) Increased attention will be paid throughout the Organization's programmes to the two global priorities:
- Particular efforts will be made to ensure that the global priority accorded in document 34 C/4 to Africa is fully observed and applied by all Sectors. This shall encompass policy initiatives and commitments by the Organization globally and regionally. It will equally be applicable for a range of operational activities at the country level. The financial allocations by each programme sector in the draft 36 C/5 shall reflect this priority. The proposals must respect and build on the specific expected results for Africa by major programme as defined by the General Conference in document 35 C/5.
 - The draft 36 C/5 will equally fully reflect the key elements of UNESCO's response to gender equality contained in document 34 C/4 and be based on the sectoral commitments captured in the relevant boxes of document 34 C/5. The "Priority Gender Equality Action Plan", with clear expected results, performance indicators and specific targets by major programme, including at the country level, provides a sound basis for operational activities and also highlights related financial allocations and provisions for monitoring and evaluation. It will be driven through a gender mainstreaming strategy which ensures that women and men benefit equally from programme and policy support. The sectoral allocations shall also identify the concrete financial contributions to gender equality action.

9. With respect to the global priority "Africa", efforts will continue to strengthen cooperation and the strategic partnership between the Organization and its African Member States, while ensuring that the priorities of the African Union (AU) and its New Partnership for Africa's Development (NEPAD), including the internationally agreed development goals and MDG-related needs, are fully taken into account in UNESCO's programmes. UNESCO will also contribute to the process of subregional and regional integration in its fields of competence, especially through the regional economic communities and the regional integration organizations, as well as through dedicated consultation mechanisms, such as the African Regional Consultation Mechanism established by the United Nations Secretary-General and coordinated by the United Nations Economic Commission for Africa (ECA), and the mechanisms established by the Director-General, such as the Forum of the Regional and Sub-Regional African Organizations in support of cooperation between UNESCO and NEPAD (FOSRASUN) and the UNESCO Committee for NEPAD. Special efforts will be directed at mobilizing multilateral and bilateral development assistance benefiting Africa, building on the opportunities for South-South, North-South and triangular North-South-South cooperation offered in the wake of the partnerships established by Africa (among them the European Union-Africa Partnership, the India-Africa Forum, the China-Africa Summit and the Africa-Latin America Summit and the Tokyo International Conference on African Development (TICAD)). The Organization will also continue to engage the African Diaspora and African intellectuals across a range of issues in the work of UNESCO, notably through the Conference of Intellectuals of Africa and the Diaspora (CIAD). Finally, the Organization will continue to participate in the global response of the United Nations system and contribute to joint activities in cooperation with United Nations partners and African regional organizations, notably in the light of the AU/Peace and Security Council decisions pertaining to post-conflict and post-disaster African countries, especially through the Programme of Education for Emergencies and Reconstruction (AFR-PEER).

10. Gender equality will be pursued through action in all of UNESCO's fields of competence via a two-pronged approach that seeks to promote, on par, both women's empowerment and gender equality. This implies designing development policies and adopting practices that treat gender equality as both a means for achieving internationally recognized development goals (such as the Millennium Development Goals and EFA goals) and an end in and of itself. UNESCO will therefore seek to ensure that gender equality is pursued through gender-specific programming and gender mainstreaming at all stages of the programming cycle and within each major programme. Gender

equality will be an integral and visible part of the biennial programme and budget. To that end, UNESCO will sharpen its strategic focus on gender equality within each programme sector and each of the intersectoral platforms, including for priority Africa, in line with the priority Gender Equality Action Plan, and closely monitor its implementation. This will be done in order to ensure that efforts made at the activity level in countries effectively aggregate into meaningful gains for women and societal transformations that further gender equality. By way of example, particular attention will be paid during the biennium to the attainment of the gender-related Millennium Development Goals pertaining to education. Nevertheless, a systematic and holistic approach for the pursuit of gender equality will be applied for the entire education system, including access at all levels of education, gender-sensitive curriculum material, including for teacher training, education for sustainable development, life skills training and non-formal education. UNESCO will also work towards gender equality in all science programmes by setting expected results, indicators and benchmarks. The issue is both about science education for girls and women's participation in science, as well as about the role of women in pursuing sustainable development, including climate change. In the social and human sciences, continued support will be given to women's research and documentation centres and regional networks for studying the obstacles for women and girls to the enjoyment of human rights. In the culture area, efforts will be made to demonstrate how culture can support women's empowerment and how women can be powerful agents of cultural development. Furthermore, UNESCO will underline the gender aspect in media at large to ensure the access and participation of women and men. This shall also include the image of women in the media and the Internet.

11. Other reinforced or new features are proposed to be:

- (a) A much greater focus on UNESCO's response to the needs of Least Developed Countries (LDCs), including through strategic financial allocations and a tangible presence. The draft 36 C/5 will also include provisions for UNESCO's follow-up to the Fourth United Nations Conference on the Least Developed Countries (UNLDC-IV) to be convened in Istanbul from 30 May to 3 June 2011.
- (b) An Organization-wide commitment to the small island developing States (SIDS), pursuing the further implementation of the Mauritius Programme of Action and the outcome of the High-Level Review Meeting of the United Nations General Assembly on SIDS on 24 September 2010.
- (c) A clear identification of UNESCO's comparative advantage and strategic contribution and role in support of the needs of middle-income countries (MICs).
- (d) A strong emphasis on South-South and North-South-South (triangular) cooperation in all of UNESCO's fields of competence as a key modality of programme delivery.
- (e) All five functions of UNESCO foreseen in document 34 C/4 will be deployed, with priority given to capacity-building in developing countries – and in particular Africa, LDCs and SIDS – involving both training of personnel and institution-building.
- (f) A strong focus on the empowerment and needs of youth by all major programmes and across all priorities of the Organization.
- (g) Enhanced actions by all Sectors to implement WSIS outcomes in view of the 2015 WSIS review process.
- (h) A systematic development of peace, tolerance, reconciliation and dialogue programme activities involving contributions by all major programmes and leading to a new dedicated intersectoral programme and platform on the culture of peace (see below).
- (i) Provision by all Sectors for knowledge management, foresight and analysis of emerging trends and challenges, consistent with UNESCO's "laboratory of ideas" function.

- (j) Emphasis on the normative aspect of the promotion of human rights in all of UNESCO's fields of competence.
- (k) A continued commitment to the development of UNESCO's assistance to and presence in countries in post-conflict and post-disaster situations, as well as the development of disaster-risk reduction approaches.

12. **Youth**, which is a priority group for UNESCO, represents almost one-fifth of the global population. Large segments of youth are confronted by poverty and exclusion, often mired in violence and lacking the skills that would allow them to enjoy the benefits of development accruing in an increasingly globalized world. Harnessing the energies and hopes of young people as well as responding effectively to their needs may well be one of the most significant strategic challenges the world is facing today. During the biennium, UNESCO will pursue specific and impactful action by all its major programmes and it will engage with youth seeking to impart positive options for their own future. Sharing good practices will be part of this effort.

13. By 35 C/Resolution 108, the General Conference requested the Director-General to submit proposals for an **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. It requested that the achievements 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 among civilizations, including the Alliance of Civilizations, be taken into account.

14. Subsequently, by 184 EX/Decision 15, the Executive Board requested the Director-General to 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.

15. Annex II to this document contains the draft programme of action for the next biennium, which also responds to overarching objective 4 "Fostering cultural diversity, intercultural dialogue and a culture of peace" of UNESCO's Medium-Term Strategy (34 C/4) and builds on the Organization's past achievements in this field. The draft programme for a culture of peace further draws on the achievements and outcomes of ongoing initiatives promoting a culture of peace during the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) (see United Nations document A/65/299).

16. It is the intention of the Director-General to assign the implementation, management and monitoring of the programme of action to the intersectoral platform on a culture of peace, tolerance, reconciliation and intercultural dialogue, which would be supported by sectoral funding and by pooled funding as outlined in paragraph 18 below.

17. **Intersectoral platforms** will continue to be supported by all major programmes and strengthened in 2012-2013 as a major vehicle for programme delivery in areas suitable for concerted intersectoral action. Intersectoral platforms are especially relevant to support activities in the field (both at the country and regional levels). This may also influence UNESCO's contribution to the "Delivering as One" approach and to the attainment of national priorities identified in the UNDAF or similar programming documents. In addition, these platforms are expected to generate strategic and operational partnerships with like-minded institutions, United Nations organizations and partners from the private sector and civil society. Regional consultations and responses by Member States suggest that intersectoral platforms are a welcome modality of programme implementation, including at the country level, but that they need clearer focus, well-articulated

higher-level objectives and distinct financial allocations. A considerable number of Member States favours a decrease in the number of intersectoral platforms and an increase in their profile and functional autonomy. Accordingly, it would be the intention of the Director-General to propose that the number of intersectoral platforms be reduced, focusing on the following areas to which all five programme sectors will contribute:

- culture of peace, tolerance, reconciliation and dialogue;
- climate change;
- HIV/AIDS;
- PCPD;
- SIDS;
- Africa.

18. The programme activities by these platforms will not substitute, but complement the sectoral work of major programmes in these fields and at the global, regional and country levels. The platforms will focus on a limited number of high-level objectives and expected results reflecting their interdisciplinary nature, to be spelled out in the draft 36 C/5. Efforts will be made to design the platforms' activities in such a manner that they will be able to attract extrabudgetary funding or spawn public-private partnerships. It would be the Director-General's intention to earmark 10% of the programme activity resources of each major programme and pool them for funding of the programme activities by the intersectoral platforms. A special meeting of ADGs would recommend to the Director-General the allocation of funds to the various platforms, based on a competitive process and applying transparent criteria, so as to ensure the selection of the most promising and impactful activities. In managerial terms, each intersectoral platform would be steered and managed by a Programme ADG (the "lead ADG"), assisted by a platform manager who may be chosen from any sector. The lead ADG will report regularly to senior management on progress and be responsible for achieving the platform's expected results.

19. As regards the themes addressed through intersectoral platforms during the past years, especially through engagement of a limited number of programme sectors, the Director-General will ensure that such intersectoral work will continue and that informal dedicated mechanisms be set up by the Sectors concerned. This will affect science education, national research systems, multilingualism, ICT-enhanced learning, and anticipation and foresight, which is now proposed to be mainstreamed with action envisaged both by each sector and through thematic activities in the context of UNESCO Future Forums and Seminars. As requested by Member States, intersectorality will thus go beyond the scope and themes of intersectoral platforms alone.

20. Working in **partnership with the United Nations system** will be crucial during the 36 C/5 period, especially as the United Nations reform process progresses. UNESCO will continue to participate actively in the United Nations reform process at all levels, through existing mechanisms and intergovernmental and inter-agency bodies, *inter alia*, the United Nations General Assembly and ECOSOC, as well as the Chief Executives Board (CEB) and their subsidiary machineries. UNESCO will also strengthen its cooperation with intergovernmental organizations (IGOs) outside the United Nations system through active participation in various intergovernmental and inter-secretariat meetings dealing with policy, strategic and programmatic issues, notably with established regional, subregional and interregional organizations.

21. UNESCO will support **United Nations reform** in line with the United Nations General Assembly resolutions 62/208 and 63/232, on the "Triennial Comprehensive Policy Review (TCPR) of operational activities for development of the United Nations system" and on "Operational activities for development". UNESCO will also continue to contribute to the "Delivering as One" approach at the country level as it will reinforce its participation in common country programming

exercises by United Nations country teams (UNCTs), including the new generation of United Nations Development Assistance Frameworks (UNDAFs). Over the past biennia the Director-General had decided to earmark 2% of programme resources by programme sectors for participation in, and preparatory input to, common country programming exercises. It is the intention of the Director-General to maintain this modality and integrate it into draft document 36 C/5. This will allow UNESCO to participate in the various country-level exercises, even where it is a non-resident agency, and to support joint programming by UNCTs, enhancing UNESCO's contribution to and lead in certain joint programming exercises.

22. As regards the Organization's approach to its **field office presence**, the draft 36 C/5 will aim at ensuring an increased coherence between global, regional and country levels taking into account possible adjustments that may be introduced as a result of the current review of this presence. The Director-General's proposals in that regard are contained in document 185 EX/29.

23. **Extrabudgetary contributions** and financial and advocacy support generated as a result of public-private partnerships, including with the private sector, will continue to play a crucial part in reaching the Organization's strategic objectives and biennial sectoral priorities. During the biennium, UNESCO will continue to examine ways of raising more extrabudgetary funding, both at Headquarters and field units, and to conclude more strategic partnerships with strong funding potential. UNESCO will further improve the management of these contributions through a Resource Mobilization Strategic Plan, which integrates the Complementary Additional Programme on Projected/Targeted Extrabudgetary Activities (CAP).

24. UNESCO will continue to realize its priorities and goals by building efficient relations with its Member States, including through Permanent Delegates, Associate Members, and Observers. This will also involve coordinated policy partnerships with the United Nations, its specialized agencies, programmes, funds and other organs; and innovative collaboration with other international, intergovernmental and non-governmental organizations, as well as parliamentarians and city and local entities. More broadly, UNESCO will reach out to the entire UNESCO "family", including its various networks, UNESCO Chairs and the category 2 institutes and centres. During the biennium, UNESCO will develop and expand these relations to attain the highest possible level of international cooperation and impact in its fields of competence.

25. UNESCO will continue to interact in greater depth with its civil society partners in order to strengthen and build further a culture of partnership in the various programmes and at all levels of the Organization. For that purpose, each Major Programme of UNESCO will systematically review and adapt its cooperation with NGOs, in order to make greater use of their human and technical resources and capacities, thus creating more effective synergy among partners. The Organization will also endeavour to develop capacity-building networks on specific themes and subjects.

26. During the 36 C/5 period, UNESCO will continue to reinforce – jointly with the Member States – the status and roles of **National Commissions**, through the building of their capacities, the provision of tools and equipment and assistance with respect to communication and outreach to the partners in using regular budget resources, including the Participation Programme, and extrabudgetary resources. National Commissions may also be involved in the conceptualization, implementation and delivery of UNESCO's programmes at the regional, subregional and country levels. Efforts will continue to enhance networking and North-South cooperation among National Commissions and to enable them to fully discharge their role at the national level, including through interaction with civil society actors. Their role in enhancing the intellectual role and visibility of UNESCO, promoting multistakeholder partnerships and in the search for extrabudgetary sources, shall be enhanced. Efforts will also be made to promote the involvement of National Commissions in United Nations country programming exercises in close liaison with UNESCO field offices.

27. **Visibility** is an intrinsic and strategic part of the success of the Organization's mission. In order to ensure more effective visibility for UNESCO as a whole, the Director-General has recently

decided to merge the Sector for External Relations and Cooperation (ERC) with the Bureau of Public Information (BPI) in establishing the new Sector for External Relations and Public Information (ERI). This new sector should further promote UNESCO's message and programmes in ensuring that knowledge of the Organization's work reaches targeted individuals and communities. This will be done through the most appropriate media (press, television, the Internet and publications), the organization of special events, as well as through other technology-based communications solutions and social media (e.g. YouTube, Twitter, Facebook), thus securing relations and presence across all geographical regions and societal groups. Measures will be undertaken to establish an effective mechanism, in terms of structure and staff capacity, capable of designing and delivering renewed, vigorous and successful communications and publications strategies for UNESCO.

28. The greatest asset of UNESCO is a **motivated, dedicated staff of the highest competence and integrity**, representing equitable geographical distribution and gender balance, empowered to achieve the Organization's mission and strategic objectives through a commitment to managing for results. To meet its programme objectives and results in the most efficient and effective manner, UNESCO will strive to ensure that its staff have the right skills and competencies. To that effect, UNESCO will focus on enhancing internal expertise through staff development and on attracting the right external talent and expertise through targeted recruitment. The large number of retiring staff in the coming years is an opportunity which the Organization must seize to ensure a better fit between programme exigencies and staff profiles and skills, as well as between programmatic and administrative functions.

29. As set out in document 34 C/4, UNESCO will continue to strive to operate as a dynamic organization that understands clearly who is accountable for what, spends its resources wisely and manages for expected results, outcomes and ultimately impact. Improvement in the **quality of programme delivery, efficiency, effectiveness, accountability and transparency** will be shared goals for all units of the Organization. Several initiatives will be undertaken:

- Increased efficiency and cost-effectiveness in the use of **information and communication technologies** will be accomplished by ensuring coordination of all related initiatives through an effective Knowledge and Information Management Strategy which will focus on improving overall coordination and consistency, enhancing transparency and accountability at all levels of planning and decision-making, contributing to a further improvement of management practices by simplifying and streamlining processes, fostering collaboration and reducing redundancy. The strategy will pay particular attention to specific issues arising from the field office network and the imperative of accommodating the evolving needs of the Organization.
- A consolidated **communications infrastructure** will allow for more efficient communications between field units and Headquarters and easier access to working tools and information for all staff irrespective of the location.
- The implementation of an **Enterprise Portal** will consolidate and simplify access to working tools, reducing duplication of work and information discrepancies. Data classification standards based on existing tools and procedures (terminology database and UNESCO Thesaurus, for instance), continued availability of digital documents and improvements in electronic records management will form the basis for the Knowledge Management initiatives so as to provide relevant information at the right time for decision-makers.
- The level of decentralized implementation of the procurement function will increase, while processes and proceedings will be further simplified and more intensively supported by the Sector for Administration. Accent will be put on the use of ICTs to automate streamlined or simplified processes, hence enhancing efficiency and transparency.

- Conferences and events planning will be further enhanced through the continuous improvement of the online reservation system and its integration with other planning tools. The existing Document Management Tool will be further integrated, enabling upfront planning and improved reporting capability.
- The “greening” of UNESCO, by mitigating its carbon footprint, will be another objective to be pursued in line with United Nations system approaches.

30. Other measures and initiatives may be taken in the light of the recommendations by the Independent External Evaluation (IEE), undertaken pursuant to 35 C/Resolution 56. The report of the IEE team will initially be presented to the Executive Board at its 185th session.

II. PROPOSALS FOR THE MAJOR PROGRAMMES – BIENNIAL PROGRAMME PRIORITIES 2012-2013

MAJOR PROGRAMME I – EDUCATION

31. As UNESCO enters the last two years of the time-frame for its Medium-Term Strategy (34 C/4), Major Programme I will continue to contribute principally to the overarching objective: “Attaining quality education for all and lifelong learning”. In the Draft Programme and Budget for 2012-2013 (36 C/5), the Director-General proposes to pursue this overarching objective through the following two biennial sectoral priorities:

Major Programme I – Education				
36 C/5 Biennial sectoral priorities (BSPs)	BSP 1: Scaling up equity and quality in education for lifelong learning and sustainable development		BSP 2: Strengthening global leadership in education	
Main lines of action (MLAs)	MLA 1: Accelerating progress towards EFA, in particular at country level	MLA 2: Building effective and inclusive education systems, including through information and communication technologies (ICTs)	MLA 3: Supporting education system responses to contemporary challenges	MLA 4: Reinforcing leadership for EFA through advocacy, partnerships and monitoring
Thematic areas of expected results	1. Capacity development for sector-wide policy formulation and planning 2. Literacy and lifelong learning 3. Teachers 4. Skills development (TVET)	5. Early childhood care and education 6. Primary and secondary education 7. Higher education	8. ESD with special focus on climate change education 9. HIV/AIDS and education 10. Education for tolerance, reconciliation and a culture of peace	11. EFA coordination and partnerships 12. Global advocacy and partnerships to promote education for girls and women 13. Monitoring EFA and the right to education 14. Knowledge-sharing and foresight in education

32. The key strategic directions and implementation modalities initiated in the Approved Programme and Budget for 2010-2011 (35 C/5), such as increased focus on four priority areas – literacy, teachers, skills for the world of work and sector-wide policy and planning – and targeted assistance to countries least likely to achieve Education for All (EFA), particularly among the least developed countries, will be maintained.

33. As in previous biennia, actions under Major Programme I will prioritize Africa and will continue to be aligned to the Plan of Action for the Second Decade of Education for Africa (2006-2015). Gender equality remains at the centre of the Education Sector’s activities which will be geared towards the achievement of the objectives defined in the priority Gender Equality Action

Plan (GEAP). In order to improve its interventions and support to countries in emergency situations, the Education Sector will put in place a rapid response team composed of highly trained staff and experts.

34. For the 2012-2013 biennium, some strategic changes will be introduced, reflecting the need for UNESCO to strengthen its role as global leader in education in order to accelerate progress towards all the EFA goals. The Organization will also increase its analysis to identify emerging trends and challenges in education, in order to better inform policy dialogue, promote innovative approaches and lay the groundwork for long-term planning, including for the post-2015 period. In particular, increased attention will be paid to: promoting a holistic approach to education that recognizes the interdependence of the different levels and settings of education; developing stronger and more strategic partnerships among the five EFA convening agencies and other key stakeholders; promoting equity; enhancing the quality of education in order to accompany the strong increase observed since 2000 in access to formal schooling; and strengthening UNESCO's role as a laboratory of ideas and platform for policy dialogue, knowledge management and sharing.

35. Furthermore, Major Programme I will maintain and strengthen South-South and triangular North-South-South cooperation as key implementation modalities.

Biennial sectoral priority 1 (BSP 1): Scaling up equity and quality in education for lifelong learning and sustainable development

36. In 2012-2013, Major Programme I will focus on the following areas of action under BSP 1:

Main line of action 1: Accelerating progress towards EFA, in particular at country level

37. Major Programme I will aim to accelerate progress towards EFA by providing support in priority areas: sector-wide policy and planning, literacy, teachers and skills development for the world of work. It will continue to reach out to countries least likely to achieve EFA and increase support to a set of target countries. Key areas of intervention will include:

- **sector-wide policy and planning** (e.g. sector analysis including through simulation models, development of a quality assurance framework, education management information systems, preparation and implementation of inclusive and gender-responsive policies and plans, monitoring and evaluation, country-level donor coordination, innovative education financing and budgeting techniques, rapid responses to emergencies, support to countries engaged in United Nations Common Country Programming exercises, etc.);
- **literacy** (e.g. advocacy on role of literacy in development and in particular literacy for women and girls, continued country-level implementation of the Literacy Initiative for Empowerment (LIFE), coordination and monitoring of the United Nations Literacy Decade, and multilingual and mother tongue literacy, etc.);
- **teachers** (e.g. development and implementation of teacher policies and practices at all levels, continued implementation of the Teacher Training Initiative for Sub-Saharan Africa (TTISSA), development of gender-sensitive teacher policies, coordination with the Task Force on "Teachers for EFA", enhancing the status and conditions of teachers, teacher professional development in and through information and communication technologies (ICTs), such as through the implementation of the ICT Competency Framework for Teachers in partnership with the Communication and Information (CI) Sector, revision of teacher education programmes and curricula, etc.);
- **skills development for the world of work** (e.g. policy reviews, development of indicators, monitoring and informing the global debate on technical and vocational education and training (TVET), in line with UNESCO's Strategy for TVET and with particular emphasis on girls' and women's access).

Main line of action 2: Building effective and inclusive education systems, including through information and communication technologies (ICTs)

38. Major Programme I will continue to promote a holistic approach to education by providing technical support for subsector analysis and the development of related policies, strategies and programmes, and by ensuring follow-up to the recommendations of the international conferences in education organized by UNESCO. Major emphasis will be put on quality and equity. Where relevant, also drawing on the capacities of category 1 institutes, such as IITE and IICBA, and in cooperation with the CI Sector, it will ensure that ICTs are integrated into all these subsectors. Furthermore, it will disseminate good practices and policies related to each of the levels of the education system. Key areas of intervention will include:

- **early childhood care and education (ECCE)** (follow-up to the World Conference on ECCE, policy reviews and research, evidence-based advocacy, etc.);
- **primary and secondary education** (policy advice and technical assistance to accelerate progress towards MDGs 2 and 3, support to Member States to assure quality education and monitor learning outcomes; implementation of the Basic Education for Africa Programme; science and mathematics education; clearing house on good practices, including through the Associated Schools Project Network (ASPnet));
- **higher education** (follow-up of the World Conference on Higher Education and special focus on quality and relevance, new providers and modes of provision, support to the reform of higher education systems, promotion of research and innovation, including through UNESCO Chairs in education, etc.).

Main line of action 3: Supporting education system responses to contemporary challenges

39. Major Programme I will promote sustainable development through education. It will also advance the integration in education policies and programmes of responses to contemporary challenges that impact on the education sector as a whole, such as climate change, HIV/AIDS and school violence. The inclusion of human rights principles and values within the education system will continue to be promoted, including through the ASPnet. Key areas of intervention will include:

- **education for sustainable development with special focus on climate change education** (e.g. new initiative on addressing climate change through education, continued advocacy for and monitoring of the Decade of Education for Sustainable Development (DESD); and disaster risk reduction and prevention in education, etc.);
- **HIV/AIDS and education** (e.g. through EDUCAIDS and comprehensive sexuality education, etc.);
- **education for tolerance, reconciliation and a culture of peace** (e.g. human rights education, tolerance education, Holocaust remembrance and education, education for intercultural dialogue, reduction of in-school violence, etc.).

Biennial sectoral priority 2 (BSP 2): Strengthening global leadership in education

40. In 2012-2013 (36 C/5), Major Programme I will focus on the following area of action under BSP 2:

Main Line of Action 4: Reinforcing leadership for EFA through advocacy, partnerships and monitoring

41. Major Programme I will continue to strengthen stakeholders' commitment to and UNESCO's leadership of EFA through enhanced coordination at the national, regional and global levels. Key areas of intervention will include:

- **EFA coordination and partnerships** (e.g. improving the effectiveness of the global coordination mechanisms for EFA, such as the EFA working group and High-Level Group, E-9 coordination mechanism and Collective Consultation of Non-Governmental Organizations, continued support to regional EFA coordination platforms, mobilization of support for EFA through multistakeholder partnerships and advocacy for education at high-level international events);
- **global advocacy and partnerships to promote education for girls and women** (advocacy and partnership-building to promote gender-sensitive policies and plans, in line with the Gender Equality Action Plan 2008-2013 and within the framework of the United Nations Girls Education Initiative (UNGEI), etc.);
- **tracking progress towards EFA goals and monitoring of the right to education** (e.g. monitoring of progress towards the EFA goals through the *EFA Global Monitoring Report* and other studies, and monitoring of compliance with UNESCO's normative instruments in education, with particular focus on the implementation of the 1960 Convention and Recommendation against Discrimination in Education, etc.);
- **knowledge-sharing and foresight in education** (e.g. to facilitate debates on important topics and innovations in education; to serve as a platform for knowledge-sharing and generation; and analysis of emerging trends in education and their potential impact, etc.).

Potential contributions of Major Programme I to the achievement of other 34 C/4 overarching objectives

42. Major Programme I will also continue to contribute to the realization of other overarching objectives. Potential contribution to the achievement of these objectives may include:

Overarching objective 2: Mobilizing science knowledge and policy for sustainable development

- education for sustainable development, in particular climate change education
- science and mathematics education
- disaster risk reduction and prevention through education

Overarching objective 3: Addressing emerging social and ethical challenges

- literacy, numeracy and life skills for development, in particular for marginalized groups
- technical and vocational education and training, with particular emphasis on youth
- support for education system recovery, reconstruction and prevention in conflict- and disaster-affected countries

Overarching objective 4: Fostering cultural diversity, intercultural dialogue and a culture of peace

- values education including tolerance and peace education, human rights education and Holocaust remembrance and education
- promotion of non-violence in schools and research on barriers to education in conflict- and disaster-affected contexts
- promotion of multilingualism and mother tongue education

Overarching objective 5: Building inclusive knowledge societies through information and communication

- capacity development and promotion of ICT in education, in particular for teacher development, including e-learning and Open Educational Resources
- promotion of literate environments

MAJOR PROGRAMME II – NATURAL SCIENCES

Major Programme II – Natural sciences							
36 C/5 Biennial sectoral priorities (BSPs)	BSP 1: Strengthening science, technology and innovation (STI) systems			BSP 2: Mobilizing science for sustainable use of natural resources (marine, freshwater, terrestrial), for renewable energies and energy efficiency, and for natural disaster reduction and mitigation			
main lines of action (MLAs)	MLA 1: Promoting STI policies and access to knowledge for sustainable development, poverty eradication and a culture of peace	MLA 2: Building capacities in sciences and engineering	MLA 3: Mobilizing broad-based participation in STI	MLA 4: UNESCO Intergovernmental Oceanographic Commission (IOC): strengthening IOC with a view to improving governance and fostering intergovernmental cooperation in managing and protecting oceans and coastal zones for the benefit of Member States	MLA 5: Freshwater systems: stress and societal response: incorporating the work of the International Hydrological Programme (IHP) and the World Water Assessment Programme (WWAP)	MLA 6: Enabling the application of ecological and earth sciences for terrestrial natural resource use sustainability	MLA 7: Natural disaster risk reduction and mitigation

43. MP II will lead the overarching objective of the 34 C/4 “Mobilizing science knowledge and policy for sustainable development”, through its revised biennial sectoral priorities (BSPs), MLAs and the Intersectoral Platforms for which it has the lead role.

Biennial sectoral priority 1 (BSP 1): Strengthening science, technology and innovation (STI) systems

44. BSP 1 will address the 34 C/4’s strategic programme objective 4, “Fostering policies and capacity-building in science, technology and innovation”, through three MLAs, designed to strengthen all components of STI ecosystems.

Main line of action 1: Promoting STI policies and access to knowledge for sustainable development, poverty eradication and a culture of peace

45. Action will include:

- providing STI policy advice;
- supporting new forms of STI governance;
- strengthening management and governance skills in STI;
- promoting cooperation and regional integration through STI policies;

- carrying out foresight studies and developing STI indicators.

Main line of action 2: Building capacities in sciences and engineering

46. Action will include:

- strengthening the university sector, with a focus on innovative approaches to integrating research and education;
- building public-private partnerships in research, with a focus on enhancing entrepreneurship, economic development and professional development;
- contributing to the design and implementation of networked centres of research excellence, incorporating South-South and North-South-South partnerships.

Main line of action 3: Mobilizing broad-based participation in STI

47. Action will include:

- enhancing the involvement of women and girls, and of youth in general;
- increasing public awareness of science and engineering;
- incorporation of indigenous knowledge and local approaches to sustainable development;
- promoting science as an avenue for enhanced intercultural dialogue, mutual understanding and peace.

Biennial sectoral priority 2 (BSP 2): Mobilizing science for sustainable use of natural resources (marine, freshwater, terrestrial) for renewable energies and energy efficiency, and for natural disaster reduction and mitigation

48. BSP 2 will address the 34 C/4's strategic programme objective 3 "Leveraging scientific knowledge for the benefit of the environment and the management of natural resources" and strategic programme objective 5 "Contributing to disaster preparedness and mitigation" through four MLAs. Unifying aspects include: (i) the overarching framework of earth systems science research, incorporating foci on biodiversity loss and the broader dimensions of ecosystem health and human well-being in the context of climate change, and; (ii) a strategic focus on more effective utilization of UNESCO's World Heritage and biosphere reserve sites, as well as geoparks as "living laboratories for sustainable development".

Main line of action 4: UNESCO Intergovernmental Oceanographic Commission (IOC): strengthening IOC with a view to improving governance and fostering intergovernmental cooperation in managing and protecting oceans and coastal zones for the benefits of Member States

49. Action will include:

- prevention and reduction of the impacts of natural marine hazards, including tsunamis;
- mitigation of the impacts of and adaptation to climate change and variability;
- safeguarding the health of ocean ecosystems;
- management procedures and policies leading to the sustainability of coastal and ocean environment and resources.

Main line of action 5: Fresh water systems: stress and societal response – incorporating the work of the International Hydrological Programme (IHP) and the World Water Assessment Programme (WWAP)

50. Action will include:

- strengthening water governance and adaptation to the impacts of global changes, including drought;
- improved management of river basins and aquifer systems, with an emphasis on transboundary waters, arid and semi-arid regions;
- fostering sound relevant policies and management: water and life support systems, ecohydrology for sustainability, with an emphasis on urban water;
- comprehensive water education and capacity building for sustainable development.

Main line of action 6: Enabling the application of ecological and earth sciences for terrestrial natural resource use sustainability

51. Action will include:

- strengthening MAB ecosystem and WNBR networks for sustainability research and education, in the framework of the UN DESD;
- facilitating and supporting South-South and North-South-South partnerships for building capacity for the sustainable use and management of living natural resources, targeting specific ecosystems and renewable energies through IGCP and partner networks;
- with the help of IGCP and partner networks promoting cooperation for earth sciences research, education and capacity-building for sustainable use of terrestrial resources, with a particular focus on Africa;
- use of space and other advanced technologies for monitoring and protecting World Heritage and other conservation sites.

Main line of action 7: Natural disaster risk reduction and mitigation

52. Action will include:

- strengthening human and institutional capacities for access to, and use of information on disaster mitigation;
- increased participation in the common country programming processes for disaster mitigation, such as CCA/UNDAF.

Potential contributions of Major Programme II to the achievement of other 34 C/4 overarching objectives

53. Major Programme II will also continue to contribute to the realization of other overarching objectives. Potential contribution to the achievement of these objectives may include:

Overarching objective 1: Attaining quality education for all and lifelong learning

- contributions to university-level science and engineering
- education for disaster risk reduction as part of ESD

- climate change education as part of ESD
- inclusion of local and indigenous knowledge and vernacular languages in quality ESD
- university-industry partnerships for science and engineering education
- biosphere schools – learning sustainability through observations and field work in the immediate environment
- water education for sustainable development at all levels

Overarching objective 3: Addressing emerging social and ethical challenges

- ethical issues relating to climate change, including attention to concerns of SIDS and other vulnerable communities
- ethics of science and technology and STI policies including biotechnology
- managing water as a shared responsibility across geographical boundaries
- organizing dialogue among academics, parliamentarians, government and civil society: Regional Policy Fora, World Science Forum among others
- renewable energy ethics and social dimension

Overarching objective 4: Fostering cultural diversity, intercultural dialogue and a culture of peace

- stimulating roles for science as peace-building platform, including contribution of young scientist/researcher networks to intercultural dialogue
- Science for Peace (Israeli-Palestinian Science Organization (IPSO))
- SESAME and the Malta Conferences for science and peace
- World Science Day for Peace and Development
- development of integrated approaches, including building synergies with indigenous knowledge systems, to sustainable development and natural resources management that enhance positive interactions between biological and cultural diversity
- cultural, societal and scientific responses to the crises in water governance
- history of science – science as a vehicle of interaction among civilizations

Overarching objective 5: Building inclusive knowledge societies through information and communication

- stimulating the use of ICTs for quality science and engineering education, networking and capacity-building, including the African Virtual Campus
- assisting in the development of a platform for open access to scientific information
- disaster preparedness/mitigation awareness materials and campaigns
- Internet forum “On the Frontlines of Climate Change” to reinforce the voice of small islands and vulnerable communities in global climate change debates
- develop online open educational resources for isolated communities using vernacular languages and indigenous knowledge

- virtual science and technology museums
- participation in development of a CI-led science journalism programme

MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

Major Programme III – Social and human sciences			
36 C/5 Biennial sectoral priorities (BSPs)	BSP 1: Promoting the ethics of science and technology		BSP 2: Supporting Member States in their responses to social transformations
Main lines of action (MLAs)	MLA 1: Supporting Member States in the development of policies in the ethics of science and technology, especially bioethics	MLA 2: Fostering a culture of peace through human rights, democracy, dialogue, reconciliation and philosophy	MLA 3: Building social science knowledge networks and capacities to respond to social transformations

54. Principally contributing to overarching objective 3 “Addressing emerging social and ethical challenges” of the Medium-term Strategy 2008-2013 (34 C/4), there are a number of global issues that must be addressed within the work of the Social and Human Sciences Sector in the next biennium. In doing so, the Sector will put in place intra- and intersectoral working methods in order to make better use of the social sciences’ **interdisciplinary approach** to grasp the complexity of contemporary challenges. This will include a **human rights-based approach to programming**, special emphasis **on building South-South collaboration, policy-oriented research and foresight approaches**, as appropriate, encouraging **participatory processes in policy-making, facilitating enhanced monitoring of programme implementation and work on more future-oriented reflection on youth, the fight against racism and discrimination, migration, the promotion of human rights within UNESCO’s fields of competence and ethics**. With the objective of advancing **state-of-the-art knowledge**, emphasis will be placed on building a critical mass of content derived from research and available through **open platforms**. Where appropriate, with a view to delivering high-quality advice to Member States, greater use will be made of ICTs, including promotion of data aggregation and semantic analysis on available content. Increased impact at country level will be sought through enhanced cooperation with the United Nations system in the framework of **Delivering as One** with a view to delivering high-quality advice to Member States.

Biennial sectoral priority 1 (BSP 1): Promoting the ethics of science and technology

Main line of action 1: Supporting Member States in the development of policies in the ethics of science and technology, especially bioethics

55. Action will include:

- disseminating and promoting the normative instruments in the field of bioethics and further work on genetic privacy and non-discrimination with the Inter-Agency Committee on Bioethics;
- exploring new partnerships on bioethics with other relevant stakeholders, including from the legal field;
- establishing and reinforcing ethics infrastructures;
- elaborating environmental ethics, especially the ethical implications of climate change;
- monitoring the implementation of science ethics;

- addressing the ethical issues of emerging and converging technologies, including nanotechnologies, and develop an ethical framework for their governance, with an inter-agency approach.

Biennial sectoral priority 2 (BSP 2): Supporting Member States in their responses to social transformations

Main line of action 2: Fostering a culture of peace through human rights, democracy, dialogue, reconciliation and philosophy

56. Action will include:

- promoting the observance of the human rights within UNESCO's fields of competence;
- building capacities for human rights-based approach to programming;
- promoting practices to eliminate discrimination, in particular at the municipal level, through the International Coalition of Cities against Racism and Discrimination and through new partnerships;
- promoting participatory policy-making to foster migrants' inclusion;
- developing and disseminating tools for vulnerable populations to advocate for themselves, with a human-rights approach;
- fostering women's participation, with emphasis on the most disadvantaged, in conflict resolution, peace-building and reconstruction;
- emphasizing the empowerment of, and the prevention of violence against, adolescent girls and women;
- promoting the role of youth as key partners in democracy development and building peace;
- promoting and disseminating comparative analytical research on democracy in post-conflict and post-disaster situations, with an inter-agency approach;
- promoting the analysis of contemporary subjects of relevance for a culture of peace from a philosophical perspective, in particular on reconciliation;
- developing curricular content for UNESCO journalist programmes on international migration, human rights and bioethics.

Main line of action 3: Building social science knowledge networks and capacities to respond to social transformations

57. Action will include:

- implementing and assessing the reorientation of the MOST Intergovernmental Programme;
- assisting Member States in developing their national research systems and science policies;
- addressing the social and human dimensions of global environmental change, particularly climate change;
- fostering civic engagement of youth to enhance their employability, including entrepreneurship;

- helping prevent violence at municipal and national levels through civic engagement of youth;
- implementing UNESCO Strategy on African Youth;
- addressing the impact of urbanization to ensure the social inclusion of migrants;
- advocating and promoting anti-doping policies and practices;
- working with CIGEPS on developing and encouraging social cohesion, inclusion and tolerance through sport for all, including access to physical education, and sport for youth with disabilities.

Potential contributions of Major Programme III to the achievement of other 34 C/4 overarching objectives

58. Major Programme III will also continue to contribute to the realization of other overarching objectives. Potential contribution to the achievement of these objectives may include:

Overarching Objective 1: Attaining quality education for all and lifelong learning

- Contribute to promoting the right to education
- Build social entrepreneurship and increase employability of youth through TVET
- Contribute to the development of tools for teaching global citizenship and democratic values
- Collaborate with the Associated Schools Project Network in projects promoting dialogue among young people
- Advocate for strengthened university education in the social and human sciences

Overarching Objective 2: Mobilizing science knowledge and policy for sustainable development

- Advance the development of an overarching framework for an ethical approach to scientific activity, in particular through the work of IBC, IGBC and COMEST
- Keep national science, technology and innovation policies attuned to social, cultural and environmental contexts
- Contribute to disaster preparedness through the study of the impact of climate change on mobility and migration

Overarching Objective 4: Fostering cultural diversity, intercultural dialogue and a culture of peace

- Foster the inclusion of the principles of a culture of peace and the values of reconciliation in Programmes
- Disseminate and share available information, knowledge and best practices in international migration
- Promote social cohesion policies and access to rights for disadvantaged groups within the city, especially persons with disabilities and youth
- Involve multiple academic networks in the fields of philosophy, democracy, human rights and culture of peace to produce and share knowledge, also with ICT tools

- Sensitize youth to the need for respecting cultural diversity

Overarching Objective 5: Building inclusive knowledge societies through information and communication

- Develop training in journalism with content of human rights, disabilities, migration
- Develop content to promote partnership with media in defending human rights, advocating for a culture of peace, fighting against racism and discrimination
- Foster information literacy within a programme on youth civic engagement
- Support national research capacities to contribute to post-disaster, post-conflict and reconciliation strategies

MAJOR PROGRAMME IV – CULTURE

Major Programme IV – Culture				
36 C/5 Biennial sectoral priorities (BSPs)	BSP 1: Protecting and promoting heritage and cultural expressions		BSP 2: Advocating for the inclusion of culture and intercultural dialogue in development policies to foster a culture of peace	
Main lines of action (MLAs)	MLA 1: Protecting, conserving and safeguarding cultural heritage, in particular through the implementation of the 1972, 1954, 1970, and 2001 Conventions	MLA 2: Sustaining and promoting cultural diversity and heritage through the implementation of the 2003 and 2005 Conventions	MLA 3: Promoting the role of culture in development at global, regional and national levels	MLA 4: Promoting intercultural dialogue and fostering a culture of peace and dedicated initiatives in culture

59. During this last biennium of the Medium-Term Strategy, Major Programme IV will continue to promote the pivotal role of culture in development through the recognition and promotion of cultural diversity for the achievement of the 34 C/4 overarching objective of “Fostering cultural diversity, intercultural dialogue and a culture of peace”. This objective will be attained through the effective implementation of the three related strategic programme objectives (SPOs) focusing on the contribution of culture to sustainable development, the importance of intercultural dialogue for social cohesion and peace, and ultimately, the protection and promotion of cultural heritage.

60. Moreover, the 36 C/5 will maintain the main strategic directions of the 35 C/5, but further concentration efforts to achieve greater impact in programme delivery through the reduction of the number of Main Lines of Action from five to four. The strategic programme objectives will continue to be addressed through two biennial sectoral priorities, each composed of two main lines of action.

61. A major trend in the Programme will be the reflection of the achievements of the past two years in integrating effectively culture in development policies and strategies at the national level and in the context of the United Nations Reform towards “Delivering as One”. This entails, in particular, building on progress made in the framework of the Millennium Development Goals Achievement Fund as well as within UNDAFs. In the same context, actions to mainstream intercultural dialogue in cultural policies for heritage and/or the development of sustainable cultural industries to achieve economic equity, social cohesion, reconciliation and peace will be reinforced.

62. Finally, with a view to providing greater impact and visibility to the programme priorities, the following two major implementation modalities will be developed: (a) expanding strategic partnerships with key stakeholders to enlarge support to the financing of culture harnessing its

capital for development and peace; and (b) developing a global *knowledge management base on culture and development* to serve as the international platform and world reference thereby consolidating UNESCO's leadership role in the area of culture worldwide.

Biennial sectoral priority 1 (BSP 1): Protecting and promoting heritage and cultural expressions

63. Action aimed at protecting, conserving, safeguarding and promoting cultural heritage in all its forms, from cultural and natural heritage to living heritage and underwater cultural heritage will remain a key priority of the Programme geared towards emphasizing the central role of heritage for development and dialogue. Efforts will focus on ensuring the servicing of Member States in the effective implementation and monitoring of related international UNESCO Conventions putting further emphasis on capacity-building, knowledge sharing and training. The protection and promotion of the diversity of cultural expressions will complement the first biennial priority through an expanded support to the development of sustainable cultural industries, North-South-South cooperation and the promotion of the culture sector as a viable economic sector, as well as the effective implementation of the 2005 Convention and its related operational mechanisms.

Main line of action 1: Protecting, conserving and safeguarding cultural heritage in particular through the implementation of the 1972, 1954, 1970, and 2001 Conventions

64. Actions will comprise:

- effective implementation of the **World Heritage Convention** with the aim of contributing to sustainable development, disaster preparedness and mitigation, as well as to supporting countries in post-conflict situations. Efforts aimed at promoting heritage conservation, including by managing the forces of tourism, urbanization and globalization, will be deployed to ensure concurrently sustainable development and social cohesion, dialogue and peace.
- assistance to build Member States' capacities to sustainably conserve and develop their cultural and natural heritage sites will be provided. The major challenges during the biennium 2012-2013, during which the 40th Anniversary of the **World Heritage Convention** will be celebrated, will be the reform of the statutory process through the ongoing discussions on the "future" of the **World Heritage Convention**, as well as the enhancement of the cooperation and interactions with other culture-related Conventions as well as programmes of the Science Sector.
- **protection and conservation of cultural property** and objects under the related **1970, 1954 (and its two Protocols) and 2001 Conventions**, including the provision of support to the respective intergovernmental committees; technical support and expertise to Member States with regard to the national implementation of their heritage laws as well as updating and maintaining the UNESCO Cultural Laws Database; the development of museum activities in LDCs, Africa, and countries in emergency situations; designing specific educational contents and pedagogical tools to reach new audiences, in particular youth; and awareness-raising on the need to protect cultural property.

Main line of action 2: Sustaining and promoting cultural diversity and heritage through the implementation of the 2003 and 2005 Conventions

65. Actions will comprise:

- the safeguarding of intangible cultural heritage through the effective implementation of the **2003 Convention**, as well as the protection and promotion of the diversity of cultural expressions, notably in the context of the **2005 Convention**.

- awareness-raising on the importance of intangible cultural heritage and its specific contribution to sustainable development. Priority will be given to the strengthening of national capacities in developing countries, through the effective implementation of the **2003 Convention** at the national level, revision of national legislative frameworks, elaboration of requests for international assistance from the Intangible Cultural Heritage Fund, nominations to the Lists and the register of good practices, as well as revitalizing intangible cultural heritage in PCPD countries; and developing strategic partnerships with the private sector, museums and United Nations bodies.
- promoting the implementation of the **2005 Convention**, including assistance to Member States in the ratification process; strengthening of national capacities through international assistance from the International Fund for Cultural Diversity (IFCD); sustaining the operational implementation of the Convention through the elaboration of policies, measures and programmes that contribute to the development of an economically viable cultural sector, including in PCPD countries; as well as initiatives to foster cultural and creative industries that generate economic growth. Statistical tools and frameworks for the development of cultural policies will complement action in this area.

Biennial sectoral priority 2 (BSP 2): Advocating for the inclusion of culture and intercultural dialogue in development policies to foster a culture of peace

66. The second biennial priority will focus on harnessing the linkages between culture and development within the international arena by demonstrating their relevance in aid effectiveness policies and mechanisms as an economic and social driver to promote intercultural dialogue through innovation and creativity in today's globalized societies. Action will build on initiatives initiated in the last biennium highlighting the role of cities in cultural and economic development as well as for dialogue among cultures. Efforts will be focused on advancing the implementation of the UNESCO Recommendation on Historic Urban Landscapes and related ongoing work on Historic Urban Centres. This will include a focus on the arts and creativity, as well as tourism as vectors for dialogue, exchange and the rapprochement of cultures. It will also highlight the role of cities for economic and social development, in close cooperation with MP III, and include flagship projects promoting intercultural dialogue, such as the Slave Route project and the pedagogical use of UNESCO General Histories.

Main line of action 3: Promoting the role of culture in development at global, regional and national levels

67. Action will target:

- enhancing the association of development partners, including donor countries, non-governmental organizations, the private sector and civil society, in strategic partnerships to support the global *culture and development* agenda, recognized by the United Nations General Assembly. In addition, a global *knowledge management base on culture and development* will be developed.
- pursuing the inclusion of culture in United Nations Common Country Programming exercises, notably UNDAFs, and the continued implementation of the 18 Joint Programmes approved under the MDG Achievement Fund;
- expanding strategic institutional partnerships on Culture and Development at policy and operational levels, enlarging support to the financing of culture, and harnessing its capital for development and peace;
- preparation and organization of a global *United Nations Summit on Culture and Development* in 2013.

Main line of action 4: Promoting intercultural dialogue and fostering a culture of peace and dedicated initiatives in culture

68. Action will focus on:

- Initiatives based on the experience gained throughout the **International Year for the Rapprochement of Cultures**, on the strategic cooperation with the **Alliance of Civilizations (AoC)**, as well as on existing programmes, such as the **Creative Cities; Heritage in Young Hands** and projects highlighting the role of living cultures and artistic expressions to foster social cohesion, such as the **Dream Centres**, including in PCPD-affected countries.
- Programmes that promote cultural interaction such as the **Slave Route project** and the pedagogical use of **UNESCO General Histories** will be pursued expanding the preservation of sites of memory related to the slave trade and slavery and highlighting mutual influences and cultural borrowings.
- Expansion of existing areas such as tourism as a vector for mutual understanding, economic and social growth, and a tool for the preservation and the safeguarding of cultural diversity. Growing threats to World Heritage and to intangible cultural heritage, as well as the trafficking of cultural property will also be addressed.
- **The Cities for Sustainable Development and Dialogue Programme** to explore challenges of preservation of the ecological balance and social identity of urban communities embedded in natural, cultural and intangible heritage, while at the same time fostering cities as the vanguard of creativity, innovation and technology, to increase their productivity and resilience, thereby improving human development and social welfare.

Potential contributions of Major Programme IV to the attainment of other 34 C/4 Overarching Objectives

69. Major Programme IV will also continue to contribute to the realization of other overarching objectives. Potential contributions to the achievement of these objectives may include:

Overarching Objective 1: Attaining quality education for all and lifelong learning

- Building intercultural competencies to contribute to ESD
- Promoting linguistic diversity and multilingualism including mother-tongue education, in the context of ESD
- Fostering mutual appreciation of the diversity of cultural heritage through youth-targeted initiatives in schools, such as Heritage in Young Hands
- Promoting mutual understanding and intercultural dialogue through the pedagogical use of the UNESCO General and Regional Histories
- Sustaining indigenous knowledge systems for the safeguarding of intangible cultural heritage, through the sustainable conservation of natural heritage sites, and the Indigenous Cultural Mapping initiative
- Promoting technical and vocational training for the professionalization of artisans and craftworkers, and cultural entrepreneurs and professionals, in the field of cultural industries, museums and tourism
- Ensuring the effective celebration of the World Day for Cultural Diversity and Dialogue in the educational contexts

Overarching Objective 2: Mobilizing science knowledge and policy for sustainable development

- Sustaining efforts for the sustainable conservation at natural World Heritage sites, including Biosphere Reserves to counter environmental challenges and disaster-prevention and mitigation

Overarching Objective 3: Addressing emerging social and ethical challenges

- Protecting and safeguarding cultural heritage as a shared responsibility across geographical boundaries, in particular promoting heritage as a vector for dialogue and peace in disputed contexts
- Addressing ethical challenges relating to climate change at World heritage natural sites, with special attention to SIDS
- Reinforcing advocacy for the promotion of cultural diversity as a vector of interaction among civilizations to counter discrimination and intolerance
- Promoting ethical standards for art dealers and enhancing communication and information for the protection of cultural property, as well awareness materials and campaigns to counter the looting and the illicit trafficking of cultural objects, including for the protection of underwater cultural heritage
- Strengthening gender equality in culture-related professions
- Addressing the interrelated cultural, economic, societal and environmental challenges to urbanization and city governance meeting the needs of populations and communities
- Promoting dialogue and strategic partnerships among academics, parliamentarians, government, civil society and the private sector to sustain the pivotal role of dialogue in and for sustainable development, notably through global fora

Overarching objective 5: Building inclusive knowledge societies through information and communication

- Promoting cultural diversity and the development of multilingual contents in cyberspace
- Developing an integrated and inclusive Knowledge Management Base on Culture and Development integrating an electronic Global Platform on Culture and Development for free and open access to information thereon.
- Fostering and strengthening United Nations inter-agency cooperation on the pivotal role of culture in and for sustainable development
- Advancing data collection and analysis based on the UNESCO Revised International Framework for Cultural Statistics

MAJOR PROGRAMME V: COMMUNICATION AND INFORMATION

Major Programme V – Communication and information			
36 C/5 Biennial sectoral priorities (BSP)	BSP 1: Promoting freedom of expression and information	BSP 2: Fostering communication and information capacities for universal access to knowledge	
Main lines of action (MLAs)	MLA 1: Promoting an enabling environment for freedom of expression to foster development, democracy and dialogue	MLA 2: Strengthening free, independent and pluralistic media, civic participation and communication for sustainable development	MLA 3: Supporting Member States in empowering citizens through universal access to and preservation of information

70. Major Programme V focuses on the overarching objective “Building inclusive knowledge societies through information and communication”. Its approach will emphasize development strategies that preserve a focus on civic engagement, gender inclusive policies and empowerment of individuals to fully exercise their human rights and fundamental freedoms in the context of inclusive development, democracy and dialogue.

71. In view of the 2015 review of the WSIS outcomes by the United Nations General Assembly, the Sector’s strategy will aim at operationalizing UNESCO’s concept of inclusive, equitable, open and participatory knowledge societies – based on the four principles of freedom of expression, universal access, quality education and cultural diversity – through awareness-raising and capacity-building activities. This will include participation in the international debate on Internet governance in the areas of UNESCO’s competence.

72. Within this context, the International Programme for the Development of Communication (IPDC) will continue to play an important role in promoting and developing free, pluralistic and independent media in developing countries based on UNESCO Media Development Indicators (MDIs). Particular emphasis will be placed on news media development in Africa, LDCs, SIDS and countries in conflict/post-conflict situations. The Information for All Programme (IFAP) will foster international collaboration in the areas of, *inter alia*, the ethics of the information society and preservation of content, based on its strategic plan.

73. UNESCO will work with other United Nations agencies in the context of CCA/UNDAF to build communication and information capacities at the country level to enable citizens to engage in enlightened dialogue through media and thus to make informed decisions.

Biennial sectoral priority 1 (BSP 1): Promoting freedom of expression and information

74. Freedom of expression and information is a fundamental principle for the development of human, social, and economically sustainable knowledge societies. This applies to all media, traditional (print broadcast), new Internet media, as well as new forms of online social interaction that have developed from the Internet. Likewise, it is a cornerstone for democracy and the development of good governance, and for mutual understanding, dialogue and peace, not least in countries in post-conflict situations.

Main line of action 1: Promoting an enabling environment for freedom of expression to foster development, democracy and dialogue

75. Actions will develop and apply international standards, provide policy advice, build capacity and raise awareness focusing on:

- fostering advocacy, awareness-raising and monitoring of freedom of expression, including on the Internet;
- promoting policies and application of media laws and regulatory frameworks, including for Internet service provision, public service broadcasting, freedom of information and the protection of privacy;
- establishing international standards and building capacity in regard to the safety of media professionals;
- fostering ethical and professional standards in journalism;
- promoting the role of media for good governance, including reporting on elections;
- strengthening the role of media for mutual understanding, dialogue, reconciliation and peace;
- providing enhanced support to media in countries in transition and in post-conflict and post-disaster situations.

Biennial sectoral priority 2 (BSP 2): Fostering communication and information capacities for universal access to knowledge

76. As drivers for knowledge societies, the increasing availability of editorially independent professional news media and quality access to ICT-enabled diverse information sources are essential to mitigate persisting inequalities in knowledge creation and sharing. UNESCO will continue to assist Member States in their efforts to develop the capabilities of institutions offering diverse media and information services.

77. The two Main Lines of Action under this priority will focus on developing capacities of news media organizations, promoting public-minded journalism education, assisting media training institutions in reaching standards of institutional excellence, strengthening community media, promoting media and information literacy as a civic education movement, and building the capabilities of media professionals to investigate and disseminate information on sustainable development and science. Emphasis will also be given to the development of capacities in the areas of libraries, archives and content preservation, with a focus on services that contribute to efficient digital preservation. Furthermore, UNESCO will build on its work to promote open access policies and initiatives covering education, science and culture, fostering international collaboration to increase the quality of access to information.

Main line of action 2: Strengthening free, independent and pluralistic media, civic participation and communication for sustainable development

78. All actions will be based on the UNESCO Media Development Indicators.

- Assisting Member States to nurture a free, independent and pluralistic media system.
- Fostering public-minded journalism education and developing capacities of media training institutions.
- Building media capacities for investigating and reporting on sustainable development, science and climate change, including in local languages.

- Supporting community radio and community multimedia centres in order to build sustainable communication capacities of marginalised people.
- Fostering media and information literacy in order to increase citizens' understanding of and engagement with the media, and their ability to produce meaningful user-generated content.
- Strengthening gender equality in media by fostering the application of gender-sensitive indicators, and promoting gender perspectives in media reporting.

Main line of action 3: Supporting Member States in empowering citizens through universal access to and preservation of information

79. Action will focus on:

- promoting the use of ICTs in education through the implementation of the ICT Competency Framework for Teachers and the application of the UNESCO Institute of Statistics' (UIS) indicators to measure ICT use in education;
- implementing the Open Suite strategy by creating an enabling environment for free and open access to educational materials and sources, as well as to scientific information;
- undertaking actions to protect the world's documentary heritage by strengthening the Memory of the World Programme and fostering measures for archival preservation of all types of digital objects;
- contributing to the development of infostructures, including the World Digital Library, to improve global quality and speed of access to culturally diverse content;
- ensuring WSIS follow-up and coordination;
- fostering the use of ICTs for people with disabilities and marginalised groups;
- promoting multilingualism and multilingual solutions in cyberspace.

Potential contributions of Major Programme V to the achievement of other 34 C/4 overarching objectives

80. Major Programme V will also continue to contribute to the realization of other overarching objectives. Potential contribution to the achievement of these objectives may include:

Overarching Objective 1: Attaining quality education for all and lifelong learning

- ICT in education
- Media and information literacy
- Developing capacities of media training/ journalism education institutions
- Fostering the use of media for disaster risk reduction education

Overarching Objective 2: Mobilizing science knowledge and policy for sustainable development

- Enhancing freedom of expression and freedom of information
- Promoting and supporting capacity-building for science journalism
- Fostering United Nations inter-agency collaboration on communication for sustainable development
- Contributing information resources for the Open Suite Strategy

- Promoting multilingualism for scientific communities.
- United Nations inter-agency collaboration on communication for sustainable development

Overarching Objective 3: Addressing emerging social and ethical challenges

- Freedom of expression and freedom of information
- Ethical and professional standards for communication and information professionals
- Role of media for good governance
- Fostering journalism education as discipline at tertiary levels
- Use of ICTs for people with disabilities
- Strengthening gender equality in media and information systems
- Youth and media and information literacy, user-generated and local content
- Protection of privacy on the Internet

Overarching Objective 4: Fostering cultural diversity, intercultural dialogue and a culture of peace

- Free, pluralistic and independent media
- Community Radio and Community multimedia centres (CMCs) as platforms for dialogue and inclusiveness
- Power of Peace
- Conflict Sensitive Reporting
- Multilingualism in cyberspace
- World Digital Library
- Memory of the World Programme
- Public service broadcasting
- Online exchange of local content among broadcasters and producers, audiovisual e-platform
- Media and information literacy

UNESCO Institute of Statistics (UIS)

81. The 2012-2013 biennium will also represent the last two years of the UIS Medium-Term Strategy (MTS) for 2008-2013. While UIS is planning to continue its contributions to all overarching and strategic programme objectives, the focus will be on three priorities formulated in the UIS MTS. These priorities are:

- (a) improving the quality of data;
- (b) reinforcing statistics and indicators on learning outcomes;
- (c) strengthening statistics in science, culture and communication.

ANNEX I
Overview of biennial sectoral priorities and main lines of action by Major Programme
for documents 34 C/5 Approved, 35 C/5 Approved and the Director-General's Preliminary Proposals for Draft 36 C/5

	34 C/5 Approved	35 C/5 Approved	Director-General's Preliminary Proposals for Draft 36 C/5
Major Programme I Education			
BSP 1:	Leading education for all (EFA) by ensuring global coordination and providing assistance to Member States to achieve the EFA goals and education-related Millennium Development Goals (MDGs) based on the Global Action Plan (GAP)	Supporting the achievement of education for all (EFA)	Scaling up equity and quality in education for lifelong learning and sustainable development
MLA 1:	Global leadership in EFA, coordination of United Nations priorities in education, and development of strong partnerships	Building blocks for EFA: literacy, teachers and work skills	Accelerating progress towards EFA, in particular at country level
MLA 2:	Development of a global framework and networks for capacity development in planning and management of education systems	Building effective education systems from early childhood care and education to higher education, and furthering lifelong learning	Building effective and inclusive education systems, including through information and communication technologies (ICTs)
MLA 3		Sector-wide frameworks: helping governments to plan and manage the education sector	Supporting education system responses to contemporary challenges
BSP 2:	Fostering literacy and quality education for all at all levels and through both formal and non-formal lifelong learning, with particular emphasis on Africa, gender equality, youth, LDCs, SIDS as well as the most vulnerable segments of society, including indigenous peoples, and education for sustainable development	Providing global and regional leadership in education, including through the implementation of recommendations of major international education conferences	Strengthening global leadership in education
MLA 3:	Promote policy dialogue, research, set norms and standards		
MLA 4:	Provide capacity development and technical support to assist national efforts in achieving the Dakar Goals	Leading the international education agenda, including education for sustainable development (ESD) and tracking trends	Reinforcing leadership for EFA through advocacy, partnerships and monitoring

	34 C/5 Approved	35 C/5 Approved	Director-General's Preliminary Proposals for Draft 36 C/5
Major Programme II Natural sciences			
BSP 1:	Promoting research and technical capacity-building for the sound management of natural resources and for disaster preparedness and mitigation	Policies and capacity-building in science, technology and innovation for sustainable development and poverty eradication	Strengthening science, technology and innovation (STI) systems
MLA 1:	Fostering policies, technical capacity-building, research, networking, education and international cooperation in the fields of water, ecological and earth sciences for enhancing societal responses	Enhancing the leverage of science through integrated science, technology and innovation (STI) policy	Promoting STI policies and access to knowledge for sustainable development, poverty eradication and a culture of peace
MLA 2:	Oceans and coastal zones: improving governance and fostering intergovernmental cooperation through ocean sciences and services	Reinforcing capacity-building in the sciences and strengthening science education, especially in Africa	Building capacities in sciences and engineering
MLA 3:	Promoting science, knowledge and education for disaster preparedness and mitigation, and enhancing national and regional coping capacities, including through support for the development of risk reduction networks and monitoring and assessment measures, such as tsunami early warning systems		Mobilizing broad-based participation in STI
BSP 2:	Strengthening national and regional research and innovation systems, capacity-building, the use of technologies, and scientific networking, and encouraging the development and implementation of science, technology and innovation policies for sustainable development and poverty eradication	Sustainable management of freshwater, ocean and terrestrial resources, including renewable sources of energy, as well as disaster preparedness and mitigation	Mobilizing science for sustainable use of natural resources (marine, freshwater, terrestrial), for renewable energies and energy efficiency, and for natural disaster reduction and mitigation
MLA 3:		Promoting the sustainable management and conservation of freshwater, terrestrial resources and biodiversity	
MLA 4:	Supporting science, technology and innovation policies for sustainable development and poverty eradication, and developing capacities in basic sciences, energy and engineering	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	UNESCO Intergovernmental Oceanographic Commission (IOC): strengthening IOC with a view to improving governance and fostering intergovernmental cooperation in managing and protecting oceans and coastal zones for the

	34 C/5 Approved	35 C/5 Approved	Director-General's Preliminary Proposals for Draft 36 C/5
		and protect oceans and coastal zones	benefits of Member States
MLA 5:			Fresh water systems: stress and societal response – incorporating the work of the International Hydrological Programme (IHP) and the World Water Assessment Programme (WWAP)
MLA 6:			Enabling the application of ecological and earth sciences for terrestrial natural resource use sustainability
MLA 7:			Natural disaster risk reduction and mitigation
Major Programme III Social and human sciences			
BSP 1:	Promoting principles, practices and ethical norms relevant for scientific, technological and social development	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	Promoting the ethics of science and technology
MLA 1:	Promoting the ethics of science and technology, with emphasis on bioethics	Promoting human rights within UNESCO's fields of competence, philosophy and philosophical dialogue on emerging social and human issues, as well as intercultural dialogue	Supporting Member States in the development of policies in the ethics of science and technology, especially bioethics
MLA 2:		Enhancing research-policy linkages in the field of social development and the management of social transformations, including emerging issues relating to youth	
MLA 3:		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	
BSP 2:	Strengthening national and regional research systems in order to provide policy-oriented research on social and ethical issues	Addressing emerging global ethical issues	Supporting Member States in their responses to social transformations
MLA 2:	Enhancing research-policy linkages in the field of social development and policies relating to physical education and sports		Fostering a culture of peace through human rights, democracy, dialogue, reconciliation and philosophy
MLA 3:			Building social science knowledge networks and capacities to respond to social transformations

	34 C/5 Approved	35 C/5 Approved	Director-General's Preliminary Proposals for Draft 36 C/5
MLA 4:		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	
BSP 3:	Contributing to the dialogue among civilizations and cultures and to a culture of peace through philosophy, the human sciences, good governance, the promotion of human rights, and the fight against discrimination		
MLA 3:	Promoting philosophical reflection, human rights in UNESCO's fields of competence and the fight against racism and discrimination		
Major Programme IV Culture			
BSP 1:	Promoting cultural diversity through the safeguarding of the heritage in its various dimensions and the enhancement of cultural expressions	Protecting, safeguarding and managing the tangible and intangible heritage	Protecting and promoting heritage and cultural expressions
MLA 1:	Protecting and conserving immovable cultural and natural properties, in particular through the effective implementation of the World Heritage Convention	Protecting and conserving immovable cultural properties and natural properties, in particular through the effective implementation of the World Heritage Convention	Protecting, conserving and safeguarding cultural heritage, in particular through the implementation of the 1972, 1954, 1970, and 2001 Conventions
MLA 2:	Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage	Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the safeguarding of the Intangible Cultural Heritage	Sustaining and promoting cultural diversity and heritage through the implementation of the 2003 and 2005 Conventions
MLA 3:	Enhancing the protection of cultural objects, the fight against illicit trafficking in them, and the development of museums, particularly in developing countries	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	
MLA 4:	Protecting and promoting the diversity of cultural expressions through the implementation of the 2005 Convention and development of cultural and creative industries		

	34 C/5 Approved	35 C/5 Approved	Director-General's Preliminary Proposals for Draft 36 C/5
BSP 2:	Promoting social cohesion by fostering pluralism, intercultural dialogue, and a culture of peace, as well as the central role of culture in sustainable development	Promoting the diversity of cultural expressions, languages and multilingualism, the dialogue of cultures and civilization, and a culture of peace	Advocating for the inclusion of culture and intercultural dialogue in development policies to foster a culture of peace
MLA 3:			Promoting the role of culture in development at global, regional and national levels
MLA 4:		Protecting and promoting the diversity of cultural expressions, particularly through the implementation of the 2005 Convention and the development of cultural and creative industries	Promoting intercultural dialogue and fostering a culture of peace and dedicated initiatives in culture
MLA 5:	Promoting the understanding and development of intercultural dialogue and peace	Integrating intercultural dialogue and cultural diversity into national policies	
MLA 6:	Mainstreaming within national policies of the links between cultural diversity, intercultural dialogue and sustainable development		
Major Programme V Communication and information			
BSP 1:	Fostering free, independent and pluralistic communication and universal access to information	Promoting freedom of expression and information	Promoting freedom of expression and information
MLA 1:	Promoting an enabling environment for freedom of expression and freedom of information	Promoting freedom of expression and access to information	Promoting an enabling environment for freedom of expression to foster development, democracy and dialogue
MLA 2:	Fostering universal access to information and the development of infostructures		
BSP 2:	Promoting innovative applications of ICTs for sustainable development	Building capacities for universal access to information and knowledge	Fostering communication and information capacities for universal access to knowledge
MLA 2:		Strengthening free, independent and pluralistic media and communication for sustainable development	Strengthening free, independent and pluralistic media, civic participation and communication for sustainable development
MLA 3:	Promoting the development of free, independent and pluralistic media and community participation in sustainable	Fostering universal access to information and knowledge and the development of infostructures	Empowering governments and citizens through universal access to and preservation of information

	34 C/5 Approved	35 C/5 Approved	Director-General's Preliminary Proposals for Draft 36 C/5
	development through community media		
MLA 4:	Strengthening the role of communication and information in fostering mutual understanding, peace and reconciliation, particularly in conflict and post-conflict areas		

ANNEX II

DRAFT PROGRAMME OF ACTION FOR A CULTURE OF PEACE, INCLUDING INTERSECTORAL AND INTERDISCIPLINARY TARGETED ACTIVITIES

By resolution 52/13 of 15 January 1998, the United Nations General Assembly stipulated that a culture of peace “consists of values, attitudes and behaviours that reflect and inspire social interaction and sharing based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence and endeavour to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation and that guarantee the full exercise of all rights and the means to participate fully in the development process of their society”.

The Programme of Action on a Culture of Peace, adopted by the United Nations General Assembly in its resolution 53/243, focused on eight action areas:

- fostering a culture of peace through education;
- promoting sustainable economic and social development;
- promoting respect for all human rights;
- ensuring equality between women and men;
- fostering democratic participation;
- advancing understanding, tolerance and solidarity;
- supporting participatory communication and the free flow of information and knowledge;
- promoting international peace and security.

The culture of peace is above all a culture of peace-building, conflict prevention and resolution, education for non-violence, tolerance, mutual respect and dialogue. It helps people to cope with social, ethical, cultural, political, environmental and other societal transformations and is closely linked to a *new humanism* that puts human beings at the core of all development processes. In the current global context with its multiple crises and building on the experience gained during the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010), UNESCO can open up new horizons, mobilize globally a broad range of stakeholders and launch coherent and strategic activities to bolster a culture of peace with the involvement of all of UNESCO's sectors. Specific activities by UNESCO for a culture of peace will aim to counter poverty, injustice and inequalities, various types of discrimination, intolerance and ignorance, xenophobia and extremism, as well as new forms of violence affecting the most vulnerable, particularly women and young people.

Respect for human rights and individual dignity are universally shared values that are the basis for a rapprochement of cultures founded on a culture of peace. Promoting gender equality is also fundamental for the establishment of a culture of peace. Gender equality implies that women and men have equal conditions for enjoying their human rights and realizing their full potential, contributing to, and benefiting from, economic, social, cultural and political development. Gender equality entails an equal valuing by society of the similarities and the differences of men and women, and the roles they play.

As noted by the High Panel on Peace and Dialogue among Cultures, convened by the Director-General on 18 February 2010 marking the launch of the International Year for the Rapprochement of Cultures (see document 185 EX/INF.13), the nexus of cultural diversity, intercultural dialogue and culture of peace is of central importance in addressing the challenges to peace in today's globalized world. This nexus, which has been examined in detail in the UNESCO World Report

Investing in Cultural Diversity and Intercultural Dialogue, especially regarding cultural literacy, stereotypes, conflicts of memories and social cohesion, has yet to be fully harnessed for peace-building and reconciliation processes. Human rights-based good governance is fundamental for addressing cultural and religious intolerance, discrimination and social and economic inequalities, especially in the context of the persevering global crises, which fuel the misguided belief in a “clash of civilizations” hypothesis. Ignorance is very often at the root of all intolerance, hatred and ultimately conflict and war. Therefore, knowledge of other cultures and religions is a precondition for dialogue.

I. Lessons learned from the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010)

The proposed draft Programme of Action for a Culture of Peace builds on the knowledge gained and the 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 among civilizations, including the Alliance of Civilizations, and having regard to past cooperation and exchanges with United Nations specialized agencies, particularly UNICEF.

One of the main obstacles observed over the course of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010) to achieving a culture of peace is gender inequality. While it is widely acknowledged by the international community that investing in gender equality is one of the most effective means of reducing poverty and encouraging inclusive sustainable development and a culture of peace, this has still not been effectively translated by all Governments into country-level action. Thus, greater efforts are needed to (a) promote the rights and status of women worldwide; (b) ensure that there is equal access and full participation of women in power structures; and (c) that women are fully involved in peace-building and reconciliation efforts. This must entail using a cultural lens so as to develop effective policy measures to address gender inequality across different cultures. It also means addressing gender-bias in educational and learning processes and in the media. Another obstacle encountered is the problem of violence against women, which is one of the most widespread violations of human rights and which is a particularly despicable occurrence during times of conflict. Women should be empowered to be agents of change and decision-makers, whether in their homes or in the work place, whether accessing their legal rights to protection from violence, contributing to post-conflict reconstruction or working on climate change adaptation or mitigation, demonstrating once again that gender equality benefits all of humankind.

Another major obstacle to building a culture of peace relates to the violent radicalization of youth and the emergence of youth extremism over the course of the Decade. Many countries have a large segment of unemployed youth, lacking education, skills, and prospects. This situation is exacerbated by significant shifts in social variables, such as the breakdown of family structures, migration to overcrowded urban areas, exclusion from opportunities to achieve life goals and a sense of marginalization. The result is that many young people are left mired in tension and too often conflict – that breeds despair, frustration and fear, aggravated by exposure to violence, whether in daily life, through the media or at school. Youth who are caught in these circumstances are vulnerable to manipulation, exploitation and radicalization that may descend into violence by groups and individuals pursuing an intolerant and extreme agenda.

Another lesson of the Decade’s activities is that growing young populations in many countries throughout the world present opportunities and challenges. The energy, creativity and idealism of youth can enrich cultures, drive economic growth, build civil society and promote understanding. Youth today, perhaps even more so than previous generations, are at a crossroads and need to be engaged through concrete activities.

UNESCO, with its multisectoral expertise in education, the sciences, culture and communication and information is well placed to assist Member States in developing effective holistic responses to

address these major obstacles to achieving a culture of peace. However, UNESCO cannot act alone. As demonstrated during the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010, effective large-scale action will require a broad and diverse range of stakeholders. The Decade has shown that the role of NGOs and civil society organizations in particular is of critical importance and should be encouraged.

In general, the absence of reliable and measurable indicators has made it difficult to assess the impact of various actions by UNESCO, other United Nations system agencies and other stakeholders, including Member States, in support of a culture of peace. Likewise, only a small number of countries reported on the implementation of the action plan for a culture of peace. The challenge would be to engage a larger group of countries to explicitly subscribe and report on their activities. This would also need to be more intensely promoted by United Nations country teams including UNESCO representatives. Furthermore, building a culture of peace is not a one-time effort but needs to be sustained and nurtured over an extended period of time.

II. The value-added of UNESCO's five major programmes to a culture of peace

This section denotes the specific input of each major programme to the overall intersectoral and interdisciplinary effort, as reflected in the preliminary proposals contained in the present document. Based thereon, the targeted intersectoral and interdisciplinary activities will be tailored around six intersectoral axes outlined in section IV below. The specific roles of the five major programmes are as follows:

(a) Major Programme I will:

- promote inclusive and equitable education systems that foster peace, non-violence and respect for human rights, including gender equality, and work with Member States to develop their capacities in that respect;
- raise awareness among decision-makers and the general public of the benefits of infusing education systems with the values of peace, tolerance and reconciliation;
- advocate for and support Member States to improve quality education and, in particular, integrate these values in the design and implementation of educational policies, programmes and curricula;
- support Member States to promote and attain gender equality in education systems, thus contributing to the realization of MDG 3;
- engage in international efforts in support of education in emergencies and in post-conflict situations;
- develop a dedicated knowledge base, resources and innovative educational approaches to a culture of peace;
- support Member States to improve the quality of education.

(b) Major Programme II will promote:

- science and the history of science as a vehicle and platform for enhanced intercultural dialogue, mutual understanding and peace;
- peace-building through scientific dialogue and engagement on complex global environmental and development challenges;
- cultural, social, ethical and scientific responses to crises in natural resource management;

- exchange, education and cooperation between scientists from different nations, including in particular through South-South and North-South-South triangular cooperation;
- gender equality in access to science education and the building of international networks of women in scientific fields;
- integrated policies and approaches to sustainable development and natural resources management, drawing also on indigenous knowledge systems;
- cooperation in natural disaster prevention across frontiers.

(c) Major Programme III will foster a culture of peace by:

- promoting a human rights-based approach to programming development activities, including at the country level;
- promoting efforts to fight against all forms of discrimination, racism and xenophobia, in particular at the municipal level;
- fostering women's empowerment and their participation in conflict resolution, peace-building and reconstruction;
- advocating for the prevention of violence against girls and women;
- promoting the ethics of science and technology, particularly by building requisite infrastructure in Member States, including national committees of bioethics, ethics teaching and establishing regional networks;
- addressing the social and human dimensions of global environmental change, particularly climate change;
- building social science knowledge networks and capacities to respond to social transformations with a view to sharing information, knowledge and best practices, including in post-conflict and post-disaster contexts;
- promoting the role of youth (both girls and boys) in civic engagement, violence prevention and the building of peace;
- supporting the analysis of contemporary topics relevant for a culture of peace from a philosophical perspective;
- advocating sport as a catalyst for peace and development, building on universal values and ideals to strengthen social cohesion, tolerance and inclusion.

(d) Major Programme IV will:

- demonstrate the crucial role of culture and intercultural dialogue in promoting social cohesion, fostering mutual knowledge and exchange, and appreciating cultural diversity in its manifold expressions;
- promote the integration of cultural diversity and intercultural dialogue principles in national policies and programmes for sustainable development;
- protect and safeguard cultural heritage as a shared responsibility across geographical boundaries as a vector for dialogue and peace in disputed contexts;
- demonstrate influences and borrowings between and among cultures and redress misperceptions and inaccuracies generated from ignorance of major historical events;
- harness the linkages between culture and development by demonstrating their relevance as drivers for economic and social progress and fostering innovation;

- highlight the arts and creativity as well as cultural tourism as vectors for mutual understanding, dialogue, exchange and the rapprochement of cultures;
- advocate for the protection, promotion and preservation of cultural diversity in the interaction among and within cultures so as to counter discrimination and intolerance;
- counter the looting and the illicit trafficking of cultural objects;
- emphasize and strengthen the contribution of culture and culture-related activities that foster gender equality and women's empowerment.

(e) Major Programme V will concentrate on

- media and dialogue projects stressing the importance of dialogue and collaboration across conflict lines among individuals, groups and communities;
- supporting the creation of an enabling environment for freedom of expression and independent media in conflict and post-conflict situations;
- building capacities of media and information professionals to provide unbiased information and counteract incitement to hatred and violence;
- media and information literacy allowing society to learn about itself and build a sense of community;
- media as vehicles for cultural expression and cultural cohesion within and between countries, including efforts to enhance the understanding of the "other" without stereotyping;
- strengthening the role of women and youth (both boys and girls) as agents of change through ICTs, especially in conflict or post-conflict situations, and as promoters of non-violence;
- reinforcing the capacities of youth leaders to re-establish mutual trust between young people in situations of post-conflict and develop strategies for their involvement in intercommunity understanding;
- mobilizing the involvement of a variety of stakeholders through media and ICTs, including community media and social networking, with a view to nurturing, enhancing and strengthening a culture of peace.

The draft Programme of Action for a Culture of Peace set out in the present document draws on the input from all major programmes and their category 1 institutes and centres, including the newly created Mahatma Gandhi Institute of Education for Peace and Sustainable Development in Delhi (MGIEP). UNESCO's activities will be connected with a number of ongoing initiatives, such as the Alliance of Civilizations (AoC). Overall, and in line with the recommendations of the UNESCO World Report *Investing in Cultural Diversity and Intercultural Dialogue*, UNESCO will promote a diversity of action by mobilizing a broad range of stakeholders: Member States and their National Commissions, centres and institutes under the auspices of UNESCO (category 2), such as the Asia-Pacific Centre for Education and Intercultural Understanding (APCEIU) and the International Centre for Girls and Women's Education in Africa (CIEFFA), UNESCO Clubs, UNESCO Associated Schools (ASPnet), UNESCO Chairs, parliamentarians, mayors, UNESCO Goodwill Ambassadors and Artists for Peace, NGOs, scientific associations, academia and research centres, journalists and the media, religious authorities, national human rights institutions, women's associations and youth associations, the private sector and ombudspersons and mediators.

III. Targeted intersectoral activities

The targeted intersectoral and interdisciplinary activities to bolster a culture of peace, reconciliation, mutual understanding and sustainable development, as outlined below, will need to be further concretized in specific work plans once the 36 C/5 has been approved. The targeted activities are structured around six thematic axes:

1. Promoting and integrating the values and principles of a culture of peace into education systems

- (a) Advocacy for and promotion of an education for peace, tolerance, mutual respect, human rights and international understanding – globally, regionally and nationally – based on the values of human rights, gender equality, democracy, non-violence, respect for cultural and biological diversity, respect for different faiths; this may include the organization of high-level policy fora bringing together key stakeholders (including at the occasion of the end of the Decade on Education for Sustainable Development conference), mobilization of networks, work with United Nations country teams, and focused activities by UNESCO's category 1 institutes – in particular the International Bureau of Education (IBE), as well as the new Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) and other education institutes – and the category 2 institutes, in particular the Asia-Pacific Centre for Intercultural Understanding (APCEIU), to foster peace education and sustainable development-related research and capacity-building needs of developing countries (ED, SC, SHS, CLT, CI, AFR);
- (b) Provision of policy advice on the integration of the values and the principles of a culture of peace into educational policies and plans (ED, CLT) – for Africa, through the implementation of the Basic Education in Africa Programme (BEAP) (ED, AFR);
- (c) Support for education policies that ensure girls' and women's full and equal access to learning opportunities, and advocating women's empowerment with special emphasis on pursuit of MDG 3 and in line with UNESCO's Priority Gender Equality Action Plan (ED, SC, SHS, CLT, CI, AFR);
- (d) Reinforcement of Member States' capacities to revise or adapt curricula, school textbooks and other learning materials with a view to removing embedded cultural, religious or gender-based prejudices or stereotypes, to imparting non-violence and to enhancing mutual understanding, respect for human rights, and cultural and biological diversity as well as to equipping learners with the skills and approaches to live with others in peace and tolerance (ED, SHS, CI, AFR);
- (e) Development of intercultural education by building the capacity of teachers to teach respect for and understanding of different faiths and ethical beliefs and to equip students with skills to become intercultural citizens, drawing also on the category 1 International Institute for Capacity-Building in Africa (IICBA) (ED, CLT, AFR);
- (f) Promotion of the pedagogical use of UNESCO's *General and Regional Histories*, which elaborate the collective contributions of diverse cultures to the progress of humanity, the teaching of the history of the Slave Trade, and educational programmes that emphasize the role of heritage in providing a bridge between cultures (such as the *Heritage in Young Hands Initiative*) so as to facilitate mutual understanding between peoples and combat ignorance and prejudice (ED, CLT, SC, SHS);
- (g) Integration of training on values education in pre-service and in-service teacher education and development, including through the Teacher Training Initiative for Sub-Saharan Africa (TTISSA) (ED, CI, AFR) and UNESCO's teacher-training curricula for media and information literacy (ED, CI, SHS);

- (h) Support for educational initiatives (in formal, non-formal and informal settings) on peaceful conflict resolution and non-violence at the national, regional and international levels (ED, SC, SHS, CLT, CI, AFR);
- (i) Development of generic curriculum frameworks on the integration of values education into education systems and on the promotion of intercultural citizenship, and their introduction into joint programming by United Nations country teams (ED, CLT, CI, AFR)
- (j) Support for the monitoring and implementation of normative instruments to foster the right to education, such as the Convention against discrimination in education, and the Plan of Action for the World Programme on Human Rights Education (WPHRE) at regional, subregional and national levels, and provide assistance to Member States to report on the implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms, with the fifth consultation scheduled for the 2012-2013 biennium (ED, SHS);
- (k) Work with stakeholders, including at the community level, on creating and maintaining learning environments conducive to the values of a culture of peace and non-violence, including secure and safe learning spaces (ED, SHS);
- (l) Strengthening of higher education and research institution networks to facilitate intercultural research, exchange of knowledge and capacity-building (ED, SC, SHS, CLT, CI).

2. Developing a knowledge base about different cultures and peoples as well as peace-building and reconciliation approaches

- (a) Collection of research on best practices as well as relevant materials and publications on various aspects of educating for a culture of peace (such as peace and non-violence education, human rights education, citizenship education, Holocaust remembrance education, promoting gender equality in education, inclusive education, heritage education, etc.) and develop and maintain a web portal on education for a culture of peace as well as the UNESCO database of good practices on intercultural dialogue (ED, SC, SHS, CLT, CI);
- (b) Development of a roster of experts specializing in education supporting a culture of peace who could be mobilized as needed for country-level action (ED);
- (c) Promotion of empirical studies on the portrayal of different cultures and civilizations in the media and on different forms of (self-) censorship and their impact on media (CI, CLT);
- (d) Upgrading skills and competencies of public actors to develop policies, curricula for and the practice of intercultural education and citizenship;
- (e) Countering content in cyberspace which abets intolerance, racism and aggressive attitudes and thus induces violence and conflict, especially among the youth (CI, SHS);
- (f) Support journalism school collaboration, including joint curriculum development, particularly in the field of multicultural reporting, as well as exchange programmes for both students and teachers (CI, SHS, ED);
- (g) Design of training aimed at fighting stereotypes, promoting facts-based journalism and conflict-sensitive reporting (CI, SHS);
- (h) Strengthening media literacy and capacities to analyse critically media messages;

- (i) Development of user-friendly learning materials and resources on conflict resolution, peace and non-violence, and civic education including pedagogical games for use in formal, non-formal and informal education (ED, SHS, CI);
- (j) Initiation of research on contemporary subjects of relevance for a culture of peace (such as different philosophical approaches to a culture of peace; reconciliation; the ethical dimensions of climate change; new forms of violence affecting women; violence against and among youth; democracy in post-conflict and post-disaster situations) through UNESCO's networks and partners (such as UNITWIN, Directors of Peace Research and Training Institutions, International Network of Women Philosophers, UNESCO Chairs) and dissemination of such research to policy-makers through the MOST Programme or at the country level through UNCTs (ED, SC, SHS, CI, AFR);
- (k) Expansion of Slave Route Project activities to include further regions (Asia and the Pacific, Arab States) and themes (psychological consequences of slavery, transfer of knowledge from Africa, building of plural identities), development of pedagogical materials facilitating teaching in schools and promotion of cultural tourism around sites/itineraries of memory related to the slave trade (CLT, ED, AFR).

3. Reinforcing intercultural and interreligious dialogue

- (a) Strengthen and intensify cooperation with the Alliance of Civilizations (AoC) through implementation of strategies, multistakeholder projects and activities included in the 2010 MoU/Cooperation Framework (ED, SC, SHS, CLT, CI, AFR), including consolidation and expansion of the network of universities "UNESCO UNITWIN/AoC Chairs on Media and Information Literacy for Intercultural Dialogue" (ED, SHS, CI);
- (b) Organization of high-level conferences devoted to the reinforcement of cooperation and dialogue focusing on select themes in UNESCO's fields of competence (e.g. annual regional summit meetings in South East Europe, Permanent Forum of Arab-African Dialogue on Democracy and Human Rights) (CLT, ED);
- (c) Implementation of and follow-up to the "Intercultural Vademecum" projects, enhancing mutual understanding and strengthening ties between Muslim/Arab and European societies (CLT, SHS);
- (d) Facilitation of intercultural and inter-community dialogue through the open-ended, participatory and inclusive Power of Peace Network (PPN) with its innovative use of media and ICTs and supported by the PPN website (CI, SHS);
- (e) Promotion of music and the arts as vectors for intercultural dialogue and peaceful engagement (CLT and other Sectors, as appropriate);
- (f) Fostering arts education as a means to enhance awareness about different cultures and practices and follow-up to the recommendations of the 2010 Second World Conference on Arts Education (CLT, ED);
- (g) Promotion, dissemination and popularization of the UNESCO General and Regional Histories, by highlighting the encounters and dialogues between cultures through history;
- (h) Implementation of the Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a Reconciled Universal Programme, including the setting up of its steering group and construction of a website, contributing to an intensification of dialogue and the building of peace (CLT and other sectors);
- (i) Engage in dialogue with indigenous communities through research, capacity-building and fellowship programmes and use ICTs to promote the creation and dissemination of

local contents that reflect the values, experiences and insights of indigenous peoples (CLT, CI, SC, ED, SHS);

- (j) Development of innovative ways to use the media and ICTs, including through technology-based communication solutions and new social media networks (YouTube, Twitter, Facebook, etc.), to connect people from diverse cultural and religious backgrounds including through the Global Youth Movement for the Alliance of Civilizations (GYMAOC) and the creation of new virtual spaces of encounter and exchange (ED, SC, SHS, CLT, CI);
- (k) Mobilization of strategic partnerships for media development on selected issues, involving the International Programme for the Development of Communication (IPDC) (CI, SHS);
- (l) Facilitation of cross-cultural reporting through the joint organization of journalist training programmes and support to joint production of broadcasts, newspapers, magazines and websites by journalists from different cultural backgrounds (CI with all other sectors);
- (m) Promotion of twinning projects at all levels of media, targeting managerial, technical and editorial staff as well as reinforcing “visiting journalists” programmes and access to media content through joint distribution projects, for instance through satellite broadcasting (CI);
- (n) Development of responses to common global challenges through scientific dialogue, such as natural disaster prevention, climate change, water and ocean governance, and to that end support the Israeli-Palestinian Science Organization (IPSO), the Malta Conferences, the Third World Academy of Sciences (TWAS) and its international network of women scientists, the young scientists network and the From potential conflict to cooperation potential (PCCP) programme of the International Hydrological Programme (IHP) (SC, SHS and, as appropriate, other sectors);
- (o) Enhance the international visibility of science for peace during annual observance each November of *World Science Day for Peace and Development* (SC and SHS) and demonstrate the potential of transboundary biosphere reserves (under the Man and the Biosphere Programme/MAB) and World Heritage sites for promoting intercultural dialogue, cooperation and exchange (ED, SC, SHS, CLT, CI);
- (p) Strengthen and mobilize existing initiatives such as the Creative Cities Network, Cities Against Racism Network, and the Cities for Sustainable Development and Dialogue Project and *Dream Centre* initiatives to sustain an environment conducive to social interaction, a reduction of tensions and adherence to cultural diversity (SC, SHS, CLT);
- (q) Build bridges for dialogue between indigenous peoples, marginalized communities, migrants and neighbouring cultures through cultural mapping projects as a tool to help both Member States and civil society increase awareness of cultural diversity as a resource for peace-building, and as a means to implement the 1972 and 2003 Conventions (CLT, SC, SHS);
- (r) Promote academic dialogue on historical reconciliation so as to identify a common culture and historical heritage in regions such as East Asia and South-East Europe (ED, SHS, CLT);
- (s) Support to established networks and NGOs active in intercultural and interfaith dialogue, nationally, regionally and globally (all sectors);
- (t) Support to the Euro-Arab Dialogue conducted by National Commissions (all sectors);

- (u) Engage women and youth to contribute to interreligious dialogue (CLT and other sectors).

4. Advocating for gender equality as a pillar for peace

- (a) Advocacy for women's empowerment and gender mainstreaming, with special emphasis on pursuit of MDG 3, while at the same time highlighting the central contribution of gender equality to the achievement of all other MDGs as the thread that binds and underlines the fundamental role of women as stakeholders in the transmission of values and practices informing a culture of peace to future generations; and the pursuit of the implementation of UNESCO's Priority Gender Equality Action Plan with dedicated measures for each Programme Sector (ED, SC, SHS, CLT, CI, AFR);
- (b) Support Member States to promote and attain gender equality in education systems, thus contributing to the realization of MDG 3, including through focused activities with the International Centre for Girls and Women's Education in Africa (CIEFFA) (ED);
- (c) Awareness-raising among both genders about promotion of equal rights and opportunities for women and girls as a key determinant for society's progress; and to that end development of user-friendly learning materials and resources engaging both genders (all Sectors);
- (d) Promoting dialogue and exchange through the International Network of Women Philosophers (SHS and other Sectors);
- (e) Promote country-level implementation of United Nations conventions and declarations on human rights and gender equality (all Sectors);
- (f) Development of targeted initiatives to foster women's participation, with an emphasis on the most disadvantaged, in conflict resolution, peace-building and reconstruction, and to address gender-based violence (all Sectors);
- (g) Engagement with and support for Palestinian Women's Research and Documentation Centre and the proposed category 2 Research and Documentation Centre on Women for the Great Lakes Region (SHS).

5. Empowering youth to become agents of social change and actors for peace

- (a) Identification of best practices for prevention of youth violence and the radicalization of youth by fostering their civic engagement, enhancing their employability, and promoting their social integration building also on the experience gathered at the Bahrain and Indonesia conferences in 2008 and 2009 on Youth@the Crossroads
- (b) Implementation of the UNESCO Strategy for African Youth, including engagement with the Guidance, Counselling and Youth Development Centre for Africa (GCYDCA) (UNESCO category 2 centre);
- (c) Support for dedicated sport for peace and development initiatives;
- (d) Support for subregional initiatives like the "Greater Horn Horizon" Forum, which promoted a dialogue among youth, media, NGOs and intellectuals in the Horn of Africa;
- (e) Support for cultural initiatives and festivals, including children's arts festivals, such as the UNESCO Children's Performing Arts Festival in East Asia (CPAF), (ED, SC, SHS, CLT, CI, AFR);

- (f) Mapping of national educational policies and programmes related to a culture of peace and non-violence among children and youth, complemented by the piloting of innovative practices through ASPnet (ED, SHS, CI);
- (g) Use of ICTs to facilitate training of youth leaders (both girls and boys) and community engagement for peace-building, non-violent conflict prevention and fostering of a culture of tolerance (CI, SHS);
- (h) Implementation of the relevant parts of the “Guanajuato Declaration”, adopted at the World Youth Conference held in Leon, Guanajuato, Mexico (25-27 August 2010) (SHS and other sectors);
- (i) Introducing the commitment to a culture of peace into the United Nations inter-agency network on youth development (SHS);
- (i) Organization of the eighth UNESCO Youth Forum as an integral part of the 37th session of the General Conference with a focus on culture of peace (all sectors);
- (k) Organization of youth fora on the occasion of other UNESCO conferences and events globally and regionally; and organization, at country level, of model Youth UNESCO General Conferences (all sectors).

6. Promoting conflict prevention and support to countries in post-conflict and post-disaster situations

- (a) Rebuilding the social, cultural and intellectual fabric of societies and countries in post-conflict situations through dialogue approaches (ED, SC, SHS, CLT, CI, AFR);
- (b) Initiation of intercultural scientific dialogue, cooperation and exchange to help prevent potential conflicts over natural resources, such as water and arable land (SC);
- (c) Encourage intercommunity dialogue towards achieving a culture of peace within and across divided inter-ethnic communities through projects that focus on the conservation and restoration of cultural heritage affected by conflict and on support to museums (CLT, SHS, AFR);
- (d) Facilitate negotiations and international cooperation with a view to restituting or returning cultural property to its country of origin or restituting such property in case of illicit appropriation through the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation (e.g the return of the Aksum Obelisk from Italy to Ethiopia) (CLT);
- (e) Promotion of reconciliation, social cohesion and international cooperation through the implementation of the 1954 (The Hague) Convention for the Protection of Cultural Heritage in the Event of Armed Conflict and its two Protocols, and of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (CLT);
- (f) Support national research capacities to contribute to post-disaster, post-conflict and reconciliation strategies, and research experiences from peace and reconciliation commissions as good practice (SHS, SC);
- (g) In pre-conflict, conflict and post-conflict situations, build capacities for non-partisan information and the promotion of reconciliation by local independent media; and in the framework of a democratic transition, assist independent media, *inter alia*, by providing advice to national authorities on the development of media pluralism and independence (CI);
- (h) Engage in international efforts for education in emergencies and in post-conflict situations, and support reconstruction of education systems (ED);

- (i) Special assistance will be provided to Africa through UNESCO's Chairs (such as the Chair for a Culture of Peace in Côte d'Ivoire with the potential to be recast as a subregional Chair), support to countries in post-conflict situations in Western Africa so as to consolidate social stability and assist in the reintegration of former child and youth combatants; UNESCO's special programme for Conflict-Sensitive Reporting (CI, AFR), and through the integration of culture of peace-related actions and strengthening of UNESCO's Programme of Education for Emergencies and Reconstruction (AFR-PEER) pertaining to African countries in post-conflict and post-disaster situations (ED, AFR, CI);
- (j) Support to a conflict-prevention and peace-building network of active NGOs in Western Africa (AFR);
- (k) Development and implementation of targeted initiatives to foster women's participation, with an emphasis on the most disadvantaged, in conflict resolution, peace-building and reconstruction, and strengthening of efforts to address gender-based violence, such as the Palestinian Women's Research and Documentation Centre in Ramallah and through the activities of the proposed category 2 Research and Documentation Centre on Women for the Great Lakes Region, to be based in Kinshasa (SHS and other Sectors).

Proposal for an International Decade for Tolerance and Reconciliation 2012-2021

To follow up on the International Year for the Rapprochement of Cultures 2010, and the International Decade for a Culture of Peace and Non-violence for the Children of the World, 2001-2010, and to complement the launch of the new Programme of Action for a Culture of Peace, underlining the need for long-term commitment and implementation by all stakeholders, the Director-General would propose to consider declaring an International Decade for Tolerance and Reconciliation 2012-2021, to be decided by the UNESCO General Conference at its 36th session and thereafter by the United Nations General Assembly.



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PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL CONCERNING THE DRAFT PROGRAMME AND BUDGET FOR 2012-2013 (36 C/5)

PART I, ADDENDUM

ANALYTIC SUMMARY OF THE COMMENTS AND PROPOSALS OF MEMBER STATES AND INTERGOVERNMENTAL AND NON-GOVERNMENTAL ORGANIZATIONS

A. Regional Consultations

SUMMARY

Part I, Addendum of this document presents the results of the consultation process which was carried out on the basis of the questionnaire circulated under cover of CL/3922. The present document is composed of three parts, which are issued separately.

Part I, Addendum (A) contains the substantive parts of the reports of the five regional consultations of National Commissions for UNESCO which were held between May and July 2010. The full reports are accessible online at: <http://www.unesco.org/en/c5questionnaire>

Part I, Addendum (B) presents a synthesis of the views expressed by Member States and Associate Members in their written replies to the questionnaire.

Part I, Addendum (C) presents summaries of the responses provided by organizations of the United Nations system, intergovernmental organizations (IGOs) and international non-governmental organizations (NGOs).

These documents are of a consultative nature and do not have financial or administrative implications.

INTRODUCTION

1. The present document contains in succinct form the reports and recommendations from the five regional consultations which the Director-General had with the National Commissions for UNESCO on the preparation of the Draft Programme and Budget for 2012-2013 (36 C/5), presented in the chronological order in which these consultations were held:

- Arab States (Rabat, Morocco, 10-13 May 2010);
- Asia and the Pacific (Changwon, Republic of Korea, 21-24 May 2010);
- Europe and North America (London, United Kingdom, 5-8 June 2010);
- Africa (Kampala, Uganda, 15-18 June 2010);
- Latin America and the Caribbean (Port-of-Spain, Trinidad and Tobago, 5-7 July 2010).

2. A total of 172 National Commissions (Africa: 41; Arab States: 18; Asia and the Pacific: 41; Europe and North America: 43; and Latin America and the Caribbean: 31) participated in these consultations. In addition, a number of observers participated in the consultations, as well as UNESCO staff from Headquarters and field offices.

3. As in previous biennia, the five regional consultations were intended to secure direct and substantive input from National Commissions by providing them with an opportunity to identify global challenges and opportunities, to define common cluster and regional priorities and to articulate their views concerning appropriate future programme orientations, bearing in mind the global strategic objectives of UNESCO as reflected in the Medium-Term Strategy (34 C/4). Discussions at these regional meetings were based on the questionnaire prepared by the Secretariat (CL/3922) and sent in April 2010 to all UNESCO Member States and Associate Members as well as intergovernmental organizations (IGOs) and international non-governmental organizations (NGOs) maintaining official relations with UNESCO.

4. At the beginning of each consultation, the representative of the Director-General, the Assistant Director-General for Strategic Planning (ADG/BSP) or his representative, made an introductory statement recalling the main features of the overall programming framework and providing an overview of the planning process for the 36 C/5. The most salient elements of ADG/BSP's statement, which was similar at each consultation, are presented hereafter.

5. In his introductory remarks, ADG/BSP stressed the importance of each of the five regional consultations as they are taking place at a crossroads: the 36 C/5 document will be the third and last biennial programme and budget in the six-year cycle of the Organization's Medium-Term Strategy for 2008-2013 (34 C/4). Hence, it should build on the results achieved by, and should be designed in continuity with, the previous C/5 documents – the 34 C/5 and 35 C/5 – and further advance the attainment of the overarching and strategic programme objectives set out in the Medium-Term Strategy. The new Programme and Budget for 2012-2013 (36 C/5) will also need to consolidate the Organization's action in pursuance of its mission, by contributing to sustainable development, the eradication of poverty, the promotion of intercultural dialogue and the fostering of a culture of peace.

6. ADG/BSP added that the 36 C/5 will be the first C/5 document to be elaborated and implemented under the leadership of the new Director-General, who had outlined in her induction speech in November 2009, a detailed programmatic approach, including the increased focus on the two global priorities Africa and gender equality, and a call for a new humanism in UNESCO's work. ADG/BSP recalled also the Director-General's announcement of the launch of new initiatives, such as the climate change initiative, the establishment of a High Panel on Peace and Dialogue among Cultures, a strengthened focus on girls' and women's education, the emphasis on science, technology and innovation and on integrating culture and science in the development paradigm.

7. ADG/BSP recalled that the Director-General seeks to work during her mandate to strengthen the relevance, visibility and impact of UNESCO's action – especially at the country level. In that

regard, UNESCO will fully engage in the “Delivering as One” processes at the country level and will support the numerous UNDAFs under preparation. UNESCO will also work with its National Commissions to ensure that they will be able to contribute more directly to the work of the United Nations country teams.

8. In the context of the economic and financial crisis, ADG/BSP stressed the need for further focus and programme concentration, inviting National Commissions to identify the most pressing and urgent priorities that would enable the Organization to have the most impact, and to indicate those programmes and projects that they may wish to have phased out.

9. Finally, ADG/BSP explained briefly the multiphase process of the preparation of document 36 C/5, which involves multiple stakeholders among UNESCO National Commissions, Member States, NGOs and IGOs. He referred participants to the road map and timetable prepared for that effect and presented in the annex to the questionnaire (CL/3922).

10. The substantive parts of the five regional consultation reports are presented below. The full reports are accessible online at: <http://www.unesco.org/en/c5questionnaire>

I. REPORT ON THE CONSULTATION WITH NATIONAL COMMISSIONS FOR UNESCO IN THE ARAB STATES (Rabat, Morocco, 10-13 may 2010)

11. Delegations from the National Commissions for UNESCO of 18 Member States from the Arab region participated in the consultations conducted by the Director-General on the preparation of the Draft Programme and Budget for 2012-2013 (36 C/5). Observers from the following organizations were also present: ISESCO, ALECSO and the Arab Bureau of Education for the Gulf States (ABEGS). The representatives from the following countries were elected as members of the Bureau: Chair – Morocco; Vice-Chairs – Lebanon and Syria; Rapporteur – Oman; Co-Rapporteurs – Jordan and Qatar.

12. The session commenced with the address of Dr Abdullatif al-Baijan, Secretary-General of the Kuwait National Commission for UNESCO, who began by referring to the delay with the questionnaire on document 36 C/5. He recalled the proposals he had submitted regarding document 35 C/5 during consultations held in Kuwait, particularly on the subject of giving priority to youth and calling upon Member States to take advantage of such efforts. He then dealt with strengthening the role of civil society, the need to promote climate and environmental sciences and the development of capacities for sustainable use of natural resources, especially water, in the Arab region.

13. Following the opening address of the Secretary-General of the Kuwait National Commission for UNESCO and the introductory statement of Mr Hans d’Orville, Assistant Director-General of UNESCO for Strategic Planning, a number of participants took the floor to stress the need for simplifying the questionnaire and allowing sufficient time for wider consultation at the national level. Participants underscored the importance of UNESCO’s support to the water issue in Sudan.

14. Subsequently, National Commission representatives and UNESCO directors and heads of field offices held cluster meetings (Beirut, Cairo, Doha and Rabat) to discuss and formulate recommendations on the priorities that they wished UNESCO to focus on in the next biennium. As a result of the cluster consultations and further discussions in plenary, it was possible to make the following observations and recommendations.

Major Programme I – Education

15. The group agreed upon the four areas of priority included in the programme, stressing the following:

- Literacy, quality of education and the need to put in place a programme of work and a timetable (2015), taking into account existing commitments and facts;
- According appropriate attention to programmes of early childhood education and care, as well as general, vocational and technical education, by adopting pioneering stances and measures within national and regional efforts, in addition to undertaking studies, research and consultancy services involving national capacities in the areas of strategic planning, evaluation and follow-up, and the formulation of competence-producing structures and structures providing care for the talented and creative;
- Emphasizing issues of women, youth and networking, and encouraging women to become involved in vocational and technical education (TVET) and academic specialization;
- Strengthening UNESCO's information policies and programmes by distributing publications, printed materials and brochures, translated into Arabic, and affirming the importance of the use of Arabic in various activities and events;
- Strengthening cooperation and coordination between UNESCO and relevant partners in order to integrate roles in the field of education, enabling UNESCO to perform its leadership and pioneering role;
- Increasing the number of joint projects in the field of education with relevant partners, particularly joint projects with United Nations agencies in education sector diagnosis;
- Focusing UNESCO efforts to obtain extrabudgetary resources, particularly in respect of programmes and projects relating to education and sustainable development;
- Emphasizing intersectoral projects to highlight the role of UNESCO, including projects designed to strengthen the culture of peace;
- Supporting education in the Golan and occupied Arab territories.

16. Several speakers proposed other priorities, relating to the need to strengthen national projects and take advantage of the experience offered by regional and international meetings and forums.

17. The focus in document 36 C/5 on the importance of UNESCO supporting education in States in urgent need of such support (Mauritania, Djibouti, Yemen, Somalia and Sudan) was affirmed.

Major Programme II – Natural Sciences

18. The following recommendations were formulated:

- Affirmation of all stated priorities, with focus on water, climate change, prevention of disasters and pollution, conservation of the ecosystem, use of renewable energies and science and mathematics education in the Arab region, through capacity-building;
- Assisting developing countries in formulating national and regional policies on science and technology;
- Strengthening UNESCO programmes designating nature reserves and biosphere reserves, capacity-building, particularly of those who work in related fields, and providing information thereon through exhibitions, publications and different media;

- Calling upon UNESCO to strive to obtain external support and funding to enable inclusion of the largest possible number of schools as members in the environment-friendly schools project;
- Inviting partners and specialist non-governmental organizations to prepare joint projects to attract the interest of partners and those with related competence.

Major Programme III – Social and Human Sciences

19. The majority of participants were of the opinion that the social and human sciences should be strengthened in respect of the following priorities:

- Gender equality;
- Development of youth awareness, including their awareness of traffic dangers;
- Human rights in UNESCO's fields of competence;
- Development of philosophy education;
- Monitoring commitment to international declarations on the social and human sciences;
- Stressing support for the sector and providing the necessary funding to enable it to take on a greater number of and more inclusive activities and events;
- The need to foster applied research in the social and human sciences, in addition to making progress towards the adoption of a global declaration on climate change;
- Promoting international cooperation by participating in international events and activities such as the World Youth Forum.

Major Programme IV – Culture

20. Participants agreed unanimously to maintain the sectoral priorities, particularly those relating to strengthening local community participation in the preservation and safeguarding of the tangible and intangible heritage and the link between culture and development, while focusing on the following priorities:

- Development of the cultural and creative industries;
- Dialogue, including dialogue between religions, cultures and civilizations, and fostering the role of UNESCO Chairs in this sphere;
- Implementing joint activities between the Education Sector and the Culture Sector aimed at youth, through UNESCO Associated Schools and Clubs, in order to spread a culture of peace among the younger generation.

21. Several participants affirmed the need for UNESCO to give proper attention to training the national elements who will contribute to strengthening the implementation of conventions in this field and the mobilization of partners in support of the work of UNESCO in the sphere of culture. Participants called upon UNESCO to create a strong and effective mechanism to oblige States to implement conventions pertaining to the protection of cultural property, particularly in the occupied Arab territories.

Major Programme V – Communication and Information

22. Participants affirmed the maintenance of sectoral priorities, with focus on:

- The establishment of partnerships with the media to achieve sustainable development, increasing participation through local community media and the preservation of the documentary heritage through the Memory of the World Programme;
- The dissemination and codification of information ethics;
- The inclusion of media awareness programmes targeting youth and other programmes targeting teacher training;
- The strengthening of partnerships in the area of sustainable development and organization of joint meetings of media and communications actors as a prelude to formulating national policies and strategies in this sphere.

Intersectoral and interdisciplinary programme on the culture of peace

23. Participants affirmed the need to incorporate the concepts of the culture of peace within the intersectoral programmes and to study cross-cultural influences in order to consolidate the foundations of rapprochement and peaceful coexistence. The need for peace to be based upon justice, liberty, equality and respect for the rights of all parties was further affirmed.

Within the framework of intersectoral activities

24. Participants affirmed the thematic intersectoral platforms and coordinating intersectoral platforms, together with the need to support local languages and dialogue between civilizations and to provide support for States in post-conflict and post-disaster situations.

25. Participants were of the opinion that the youth programmes should have priority and be intersectoral, with the focus on specific programmes appropriate to the capacities and resources of the sectors in order to achieve more effective and advantageous results.

Delivering the programme

26. Participants noted the need to encourage cooperation between National Commissions by proposing joint action programmes between them within UNESCO's fields of competence at the bilateral, regional and international levels. In addition, they noted the need for field offices and certain specialized centres to play a greater role in providing technical support to institutions and sectors at the State level. They also noted that UNESCO needed to strengthen the role of the National Commissions in their respective countries and not go over their heads by communicating directly with government authorities and sectors in those countries.

27. Participants stressed the need to give proper attention to the Arabic language to allow the greatest advantage to be obtained from UNESCO consultations, conferences and publications. They stressed the need to involve UNESCO centres, especially category 2 centres, in activities and programmes falling within their competence, and to charge them with conducting studies and research and forging links with category 1 centres operating in the same sphere.

Increasing UNESCO's visibility

28. As regards increasing the visibility of UNESCO in the Arab countries, the participants deemed it necessary to utilize the local media to provide information about UNESCO and its activities and to enable it to contribute to the Organization by producing information materials aimed at different sectors of society. They proposed modifying UNESCO's public information policy by:

- Enriching UNESCO's Internet portal with scientific information in all its working languages;
- Disseminating information materials more widely and more thoroughly;
- Strengthening UNESCO's information policies and programmes by the distribution of publications, printed materials and brochures, translated into Arabic, and affirming the importance of the use of Arabic in activities and events.

29. Other observations

- Participants called for sufficient financial resources to be made available for the Natural Sciences Sector and Social and Human Sciences Sector to implement a greater number of and more comprehensive activities and programmes;
- The members of the group of National Commissions of States covered by the Rabat Cluster Office and others proposed the allocation of a budget for implementing natural science programmes in those States, in addition to regional programmes implemented by the Regional Bureau in Cairo;
- Participants agreed to reword the proposal of the Doha Office group concerning the transfer of the Social and Human Sciences Sector within the framework of intersectoral activities, so that it would not be understood as a call for the abolition of the Sector;
- Participants affirmed the need for UNESCO to undertake capacity-building in the area of preparing projects to mobilize extrabudgetary resources and preparing reports pertaining thereto;
- Participants proposed that regional bureaux implement comprehensive programmes at the regional and subregional levels;
- Within the framework of concerns of the International Hydrological Programme (IHP), several participants considered it to be necessary for UNESCO to play a significant and effective role in the dialogue between States sharing water sources and outlets to ensure the sound exploitation and management thereof and the right of access to the water necessary for life.

30. General recommendations

- To request special attention to be given to the situation in Iraq by the International Bureau of Education (IBE);
- To support cultural and educational institutions in occupied Arab territories (Palestine and the occupied Golan);
- The need for a regional programme for the teaching of science in the Arab region;
- To affirm appropriate concern in the Gulf region for the creation of early childhood centres;
- To allocate funds for the social and human sciences in the Arab region as a whole by agreement between UNESCO offices in the region to support project priorities;
- To invite UNESCO Headquarters and field offices to supply National Commissions with a list of activities to be implemented in Member States in cooperation with National Commissions, in good time to allow them to be publicized, scheduled, properly prepared and coordinated with activities planned by other organizations and bodies;

- To produce a standard-setting instrument affirming respect for holy places, religious symbols and places of worship;
- To strengthen the culture of peace within the framework of sectoral priorities and intersectoral programmes by according special importance to the elaboration of interactive activities in this sphere.

II. REPORT ON THE CONSULTATION WITH NATIONAL COMMISSIONS FOR UNESCO IN ASIA AND THE PACIFIC (Changwon, Republic Of Korea, 21-24 May 2010)

31. Delegations of National Commissions for UNESCO from 41 Member States of Asia and the Pacific participated in the biennial regional consultation, along with representatives of Peru, the Russian Federation and Turkey.

32. The regional consultation was formally opened by Mr Taeck-soo Chun, Secretary-General of the Korean National Commission for UNESCO; Mr Man-Keun Seo, Vice-Governor for Administrative Affairs, Gyeongsangnam-do Provincial Government; and Mr Gwang-jo Kim, Director of the UNESCO Bangkok Office (on behalf of the Director-General of UNESCO).

33. The following country-representatives were elected as members of the Bureau: Chairperson – Mr Taeck-soo Chun (Republic of Korea); Vice-Chairs – Mr Toakai Koririntetaake (Kiribati); Mr Chau Pham Sanh (Viet Nam); and Ms Preciosa Soliven (Philippines); Rapporteur-General – Mr Saqib Aleem (Pakistan); Co-Rapporteurs – Mr Takashi Asai (Japan); and Ms Janet Sipeli-Tasmania (Niue).

34. When addressing the meeting, the President of the UNESCO General Conference, Mr Davidson Hepburn, stressed that the regional consultations were of considerable importance for UNESCO and reflected its attachment to the National Commissions, which he called “the lifeblood of the Organization”.

35. Following the introductory statement of the representative of the ADG/BSP, participants agreed to address issues in the order in which they appear in the questionnaire, while keeping in mind the broader context and the goals of the Medium-Term Strategy.

36. It was emphasized that the discussions provided a unique opportunity to gather the National Commissions for UNESCO and to receive a substantive contribution from them on a biannual basis.

37. A preliminary round of discussions took place among participants. Some participants noted the importance of the “new humanism” at the core of the Director-General’s vision for UNESCO, which breathes new life into the intellectual and ethical mission of UNESCO, and focuses on the relevance to today’s world of dialogue, culture of peace, mutual respect and understanding, human rights, and other fundamental principles and values.

38. Participants expressed support for this new orientation given by the Director-General, returning to what a participant called “the essence of the Constitution”. The meeting agreed on the abiding relevance of UNESCO’s Constitution, one delegate expressing “awe” that it was written six decades ago in language she described as not only “beautiful”, but “correct”. Delegates generally agreed about the fundamental importance of UNESCO’s intellectual mission, which alone in the United Nations system takes leadership for intellectual work, collecting, assessing and sharing knowledge, as well as about its ethical mission – one delegate referring to it as a leader and conscience in the world.

39. Operationally, it was stressed that the National Commissions for UNESCO played a unique role as national coordinating bodies working with the governments of Member States in helping to carry out UNESCO's intellectual and ethical mission.

40. In this regard, and at the Chairperson's request, a brief presentation was made by Darryl Macer, Regional Adviser for Social and Human Sciences (UNESCO Office Bangkok) concerning the ethical dimensions of climate change.

41. Several preliminary interventions focused on UNESCO's relationship with its National Commissions, particularly in the context of the new focus on field operations and of United Nations reform. Some delegates considered it critical that decentralization be pursued in a more forceful fashion, ensuring both better coordination between Headquarters and the field, and a greater independence in decision-making and budgetary control for field offices, in order to take better advantage of expertise in the field. Several delegates also expressed reservations with the current system of representation on the Executive Board, considering that the Pacific Island States should be guaranteed a seat on the Board (it was agreed that the President of the ASPAC Group in Paris would be invited to the next round of the Director-General's Consultation with National Commissions in 2012).

42. Several interventions focused on the Organization's role and comparative advantages within the broader United Nations system, calling for a more clearly defined role for the Organization with a view to enhancing its effectiveness, while ensuring greater cooperation between the "UNESCO family" and other United Nations bodies on issues of common interest and expertise.

43. Six cluster consultations were organized during the consultation for the following UNESCO clusters: South-East Asia (Bangkok and Jakarta); Pacific (Apia); Central Asia (Almaty); South Asia (New Delhi); East Asia (Beijing); and West Asia (Tehran). Using the questionnaire as a working tool, participants in the cluster meetings followed the order of the questions and formulated the following recommendations.

Africa and gender equality – UNESCO's two global priorities

44. The participants agreed that UNESCO should continue to give global priority to Africa and gender equality. They felt that these global priorities should be translated into regional recommendations so that the countries include such recommendations in national policies and allocate appropriate resources.

45. In response to question one, participants recommended the following:

- To ensure the global coherence of UNESCO's action in favour of Africa with the goals of the African Union;
- To give priority to poverty reduction through education, science, skills training and transfer of knowledge;
- To give special priority to Teacher Training in Sub-Saharan Africa (TTISSA);
- To promote North-South-South cooperation and inter-country cooperation in this area;
- Resources allocated appear sufficient but should be used efficiently and effectively (focused on endogenous development).

46. The delegates also noted that the ASPAC region has the largest number of poor people and that this situation should be taken into account in the programme and budget. It was recommended that UNESCO should also cooperate with the various regional and subregional institutions and arrangements in ASPAC (for example, Shanghai Organization for Cooperation in Central Asia).

47. Some participants considered that resources allocated appeared sufficient but should be used efficiently and effectively, focusing particularly on endogenous development. Others felt that resources could be increased but that it is essential to evaluate the impacts of the interventions to date.

48. Some argued more generally that UNESCO should focus on priority countries and priority areas – hence providing more focus to sub-Saharan Africa.

49. Regarding question three, the following steps were recommended:

- A priority on poverty reduction through education, skills training and transfer of knowledge;
- North-South-South cooperation and inter-country cooperation in these areas;
- Strengthened South-South and North-South-South cooperation more generally, including for the promotion of cultural exchanges and capacity-building;
- Further strengthening of the African National Commissions;
- Improved monitoring and evaluation;
- Assessment of bilateral assistance and UNESCO to provide technical assistance where possible (for example, to set up a training institute for educational planning);
- Enhancement of teacher's status (with the use of ICTs);
- Distance learning;
- Sharing of best practices and networking.

50. As for the questions related to the global priority of gender equality, the following actions were recommended:

- Mainstreaming gender equality throughout all UNESCO Sectors;
- Giving Education (MP I) the priority for gender mainstreaming, through already-developed UNESCO programmes/modules;
- Focusing on poverty reduction through life skills education and transfer of knowledge for women;
- Continuing policy dialogue regarding gender equality and creating new opportunities for women's empowerment through education, science and technology, and culture;
- Placing special focus on countries in transition and countries in post-conflict post-disaster situations;
- At the national and subregional level, UNESCO to collect data about the situation on gender parity in the Pacific to include such areas as migration, age, gender roles and socio-economic status;
- South-South and North-South-South cooperation;
- Establishing focal points on gender in National Commissions with the provision of corresponding training;
- MDGs should cover culture and science for women's empowerment.

51. Participants noted that "gender equality" should be understood as concerning both genders, and that each country has its own challenges/needs in relation to gender priorities.

52. Participants generally considered that the current Gender Equality Action Plan should be strengthened. Concerning resources, they considered that gender equality does receive adequate resources, but that it needs to have more obvious results in implementation.

53. In addition, participants recommended the following initiatives:

- Advocacy for reservation in governance;
- Recognition of domestic work in GDP;
- Special focus on girls' education;
- Gender-sensitive budgeting in education and other sectors;
- Include gender clauses in contracts;
- Institute focused awards for women.

54. In order for UNESCO to strengthen gender equality in Africa, some participants mentioned the following steps:

- Special focus on girls' education and female literacy;
- Focus on women's right to property and resources.

55. Regarding the initiatives in favour of the Least Developed Countries (LDCs), Small Island Developing States (SIDS), and excluded and disadvantaged groups, including indigenous peoples (question eight), participants felt that these have different needs and one response will not fit all. They also recommended:

- More programmatic focus and attention by all sectors;
- Capacity-building and human resource development;
- Strengthening of concerned field offices to meet the needs of these priority groups;
- Exchange of best practices;
- The Pacific should not be overlooked in initiatives that are carried out by UNESCO;
- Facilitate more donor interventions through in-house capacity-building and mobilize more resources for LDCs and SIDS;
- Strengthen cluster approach for SIDS;
- Advocate focused policies for endangered languages;
- Documentation of traditional/indigenous knowledge systems (especially under new intellectual property rights regime).

56. Participants generally recognized the relevance, efficiency and effectiveness of UNESCO's activities for post-conflict countries and post-disaster countries.

57. Youth is considered a priority throughout the region (youth makes up more than half of the population of Central Asia). In response to question 9, participants recommended the following:

- Mainstream youth in all the programmes;
- More resources for youth programmes as a priority area for UNESCO;
- Involve youth in ESD programmes;
- TVET for youth employment;
- Encourage Participation Programme in youth activities;
- Support countries to develop youth policies;

- More emphasis on and raising of the profile of youth participation in all UNESCO programmes, sectors and intersectoral programmes;
- A strengthening of existing effective programmes for youth, e.g. the UNESCO Associated Schools and UNESCO Clubs;
- Increasing the opportunities for youth in creative industries;
- Enabling/strengthening the roles of youth in development at local and national levels and international cooperation;
- Supporting technical, secondary and out-of-school education opportunities for youth in the world of work;
- The Youth Conference before the General Conference to be continued;
- More support to youth exchange and contact, including through social media and ICTs.

58. Participants noted that the action in favour of youth was of particular importance in the Pacific, where youth are a key target group in every Pacific country, and where many Pacific countries have national policies and programmes for youth development and leadership. Participants called for a dedicated staff member for youth issues to be appointed into the Apia Office.

Major Programme I – Education

59. The participants all recognized education as **the core mandate of the Organization**. They agreed to **maintain the four priority areas of the 35 C/5**, namely literacy, teachers, skills for the world of work (which includes TVET) and sector-wide policy planning and management as the key priorities of the 36 C/5, with some giving stronger emphasis to education planning and management, including education finance, both at national and decentralized levels.

60. All participants reconfirmed the importance of **promoting a holistic and inclusive approach to education**, from ECCE to higher education, in the perspective of lifelong learning, and including literacy (especially focusing on literacy skills for women). With five years left to the 2015 target, UNESCO must accelerate its efforts to reach Education for All (EFA).

61. Participants were unanimous in considering that UNESCO should give a higher priority to the following areas:

- **Higher education**, reflecting the high mobility of students in the region and the forthcoming revision of the 1983 Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific.
- **Education for Sustainable Development (ESD)**, as part of Education for All (EFA) and EFA policies, further expanding and operationalizing ESD. It was recommended that the ASPnet be systematically used as a hub for promoting ESD (including climate change and biological diversity). UNESCO should also coordinate programmes to promote education for sustainable development in cooperation with other United Nations agencies as the leading agency of DESD. Participants considered that UNESCO should promote climate change education within the framework of ESD. Some delegates proposed that ESD should be adapted as an MLA.
- **Education for peace, tolerance and international understanding**, some suggesting that ESD should become EPSD (Education for Peace and Sustainable Development) – building in the ASPAC region on the many resources available, including the category 1 Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) and the category 2 Asia-Pacific Centre of Education for International Understanding

(APCEIU). Several participants highlighted the importance of **human rights education** in promoting just and tolerant societies.

62. The following priorities were also supported by participants:

- **Secondary education;**
- **ECCE**; reflecting its importance as a foundation for lifelong learning;
- **Arts education.** Participants expressed their support for Korea's efforts to organize a conference on the impact of arts education (Second World Conference on Arts Education, 25-28 May 2010);
- HIV/AIDS education;
- Application of ICTs to education;
- Skills development and life work pathways;
- Teacher training, but also in-service training for classroom work and responsibilities in later careers.

63. Several participants noted the need for inter-agency cooperation – one participant noted that ECCE should be implemented jointly with UNICEF, HIV/AIDS preventive education with UNAIDS. They agreed that UNESCO should provide policy advice and expertise in the education sector.

64. UNESCO's **visibility** can be enhanced through quality publications such as the *Global Monitoring Report* (GMR) of EFA, celebration of specific UNESCO days and improved relations with media. The **impact** at country level can be strengthened through increased field presence, more effective coordination with partners, in particular donor groups, EFA convening agencies and other stakeholders. UNESCO's national education support strategy (UNESS) can also be used as a basis for improved coordination with these partners.

65. Furthermore, it is necessary to **strengthen monitoring and evaluation** of UNESCO's programmes in order to ensure their impact. Development of national capacities for EFA data collection and analysis at national and decentralized levels should also be strengthened.

66. It was considered crucial to improve UNESCO's website as a resource for all countries (including changing its protocols to make it possible for Member States to download and adapt information to their own situation).

67. Other recommendations included:

- Strengthening National Commissions and field offices;
- Involving parliamentarians and other elected representatives;
- Global monitoring of EFA;
- Regional-level networking, including that with established regional associations, such as the Association of Southeast Asian Nations (ASEAN), the South Asian Association for Regional Cooperation (SAARC) or the Forum of Asia-Pacific Parliamentarians for Education (FASPPED);
- Strengthening national-level reporting;
- Sharing of best practices at all levels;
- Simplifying procedures and enhancing transparency;
- Involving NGOs and media;

- Strengthening in-house communication channels and making best use of events such as launching GMR of EFA, Global EFA Week, Literacy Day, Teacher's Day;
- Promoting forward-thinking research and anticipatory studies (laboratory of ideas).

68. Regarding UNESCO's role at the country level in mobilizing and coordinating partners in support of the education sector, participants supported:

- Strengthening the UNESCO National Education Support Strategy (UNESS), to help UNESCO play a more effective role in mobilizing and coordinating partners;
- Pooling resources of multilateral/bilateral partners;
- Enhanced monitoring of process and delivery;
- Promoting UNESCO's concepts/modules/tools among partners;
- Identifying and disseminating best practices;
- Strengthening the relationship between field/cluster/regional offices, United Nations bodies and National Commissions;
- Strengthening UNESCO's role as the technical adviser in education;
- Communicating and lobbying legislative and policy-making bodies such as parliaments, high councils of education, ministries of education and ministries of planning.

Major Programme II – Natural sciences

69. Participants supported all the activity areas listed under question 14, with special priority to:

- Science, technology, engineering and innovation (STI) policy and capacity-building;
- Freshwater management policies and governance (with adequate reflection on the role of UNESCO category 2 centres in this field);
- Disaster preparedness and mitigation, including floods and ocean-based hazards and related climate science and services (some proposing that disaster risk reduction should be adapted as a main line of action within natural sciences);
- Science education;
- Ecological sciences and ecosystem services including Man and the Biosphere (MAB);
- Ocean sciences and services as well as capacity development, including marine assessment activities.

70. One participant recommended greater support to basic sciences. Some expressed concern over the focus on renewable and alternative energy policies. Several participants highlighted the importance of local and indigenous scientific knowledge.

71. In response to question 15, several recommendations were made:

- The meeting expressed support to the intergovernmental science programmes, and to the national committees of IOC, MAB, IHP, IGCP, IPBS. However, they considered that UNESCO should make efforts to make these programmes more visible;
- Enhancing the clearing-house function of UNESCO, especially through improved access to and use of information in UNESCO's virtual library;
- Supporting and mobilizing support for category 2 centres;
- Strengthening National Commissions and field offices in scientific fields;

- Involving parliamentarians and other elected representatives;
- Regional-level networking, including that with established regional associations, such as the Association of Southeast Asian Nations (ASEAN) or the South Asian Association for Regional Cooperation (SAARC);
- Strengthening national-level reporting;
- Sharing best practices at all levels;
- Involving NGOs and media;
- Strengthening in-house communication channels;
- Promoting forward-thinking research and anticipatory studies (laboratory of ideas);
- Joint research and collaboration;
- Increasing engagement with private sector.

72. Several participants recommended that the regional flagship programmes (COMPETENCE, BREES, SWITCH, disaster preparedness) be piloted with relevant ministries in Member States in the clusters and made visible in full coordination with National Commissions and UNESCO field offices.

73. In relation to question 16 on partners' mobilization for broader support of science for development, participants recommended the following:

- Enhance partnership with category 2 centres;
- Replicate the UNNESS model to mobilize broader support for science for development;
- Develop special recognition for corporate social responsibility (CSR) in UNESCO's science programmes;
- Create institute special recognition and awards;
- Create opportunities for business incubation;
- Involve private universities/NGOs;
- Develop roster of private sector and NGO partners who may be interested in UNESCO's science programmes at national, regional and global levels;
- Increased dissemination of science activities.

Major Programme III – Social and human sciences

74. Participants agreed that UNESCO should dedicate more funds to priority SHS programmes in the 36 C/5, and that the SHS programme be more focused. Participants identified as priority areas:

- MOST – participants recommend that the MOST (covering also migration) budget be strengthened, as it is considered the most important priority area of SHS programmes and currently under-funded;
- Youth development (including sports and physical education);
- Ethics of science and technology, in particular bioethics.

N.B. While work on the ethical implications of climate change was appreciated, several participants expressed concern about a possible Declaration on Ethics of Climate Change.

75. It was also suggested that UNESCO may wish to set up a high-level international commission or forum to study and make recommendations in the areas of tolerance or promotion of mutual understanding in the world.

76. On measures to mobilize partners for and enhance the impact and visibility of UNESCO's action in the field of social and human sciences, participants recommended: a strengthened and improved clearing-house function; cutting-edge research in the areas of SHS, e.g. concerning management of cities and migrant labour; strengthening national-level implementation and evaluation; engaging parliamentarians and other elected representatives; regional level networking, including that with established regional associations; involvement of NGOs and media; strengthening in-house communication channels; strengthening partnership with the private sector.

77. Several suggestions on ways to catalyse international cooperation were made:

- Focusing on issues of global/regional importance, such as: youth, ethics and doping in sports;
- Focusing on the areas where UNESCO has a unique and global leading role: ethics of science, social transformations, fighting against racism and discrimination.

Major Programme IV – Culture

78. Participants noted that culture is a key element for sustainable development (together with economy, society and environment) and that the links between culture and development were insufficiently recognized. They highlighted the close relationship between culture and economic development and recommended:

- Promoting cultural industries, e.g. promotion and marketing of creativity, traditional and local handicrafts, folk music, micro-financing policies for cultural activities;
- Developing and promoting culture and heritage tourism policy and more generally supporting the development of policies and legislation for the protection and promotion of culture, along with guidelines that would harmonize the needs of cultural heritage preservation with local development goals;
- Museum management, records and archives management;
- Strengthening arts/culture education in school – some mentioned the Children's Performing Art Festival in East Asia (CPAF) as a successful example of contribution to culture of peace;
- Supporting existing national legislation protecting intangible cultural heritage;
- Promoting intercultural dialogue and exchange programmes;
- Documenting the culture-development relation through improved collection and dissemination of existing information such as cultural mapping, raising awareness about the contribution that cultural heritage makes to development;
- Highlighting the necessity of promoting the cultural rights and dimensions in national development;
- Encouraging UNDP and others to link development strategies with cultural elements;
- Promoting regional cooperation through both tangible and intangible cultural heritage.

79. All priority areas listed under question 21 were supported, with special emphasis on the areas linked to culture and development on the one hand, and cultural heritage in all its forms on the other hand. This includes: 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 and culture of peace; museum development and protection of cultural objects; development of cultural and creative industries; promotion of cultural expressions; and cultural policies and development of cultural data/indicators. However, some participants suggested that these priorities be reformulated and merged.

80. Participants highlighted the strategic importance of intercultural dialogue and its development, including through:

- Research, publication and dissemination programme on universal values and human values underlying all religions/minority cultures/civilizations;
- Recognition of institutions and individuals promoting intercultural understanding;
- Organizing fora on intercultural dialogues;
- Mobilizing ASPnet, schools and UNESCO Clubs;
- Interreligious dialogue (follow-up to the forum on interreligious dialogue to be held in the Pacific in 2011);
- Supporting the established networks and NGOs active in intercultural and interfaith dialogue nationally and globally;
- Promoting intercultural and interfaith dialogue at different layers within society, as well as the educational use of UNESCO publications on “Histories...” (for a culture of peace).

81. The activities of the Asia-Pacific Centre of Education for International Understanding (APCEIU) were particularly commended, including its capacity development activities.

82. Among the initiatives to support Member States in the implementation of the seven culture conventions, participants stressed the importance of capacity-building for the development of expertise in heritage conservation. They also recommended that priority be given to the ratification of the conventions, that UNESCO should provide technical support and expertise to the Member States for ratification and implementation and translating the conventions into national policies and guidelines, and that efforts be made to improve the evaluation and monitoring of implementation of the conventions. Participants also recommended media campaigns to create awareness, the development of inventories of heritage (tangible and intangible), a consistent follow-up of conventions in countries where these have already been ratified, and policy dialogue. Translation in local languages of all conventions was urged.

83. Some participants mentioned the importance of harmonizing the listing within the 1972 Convention (Seville recommendation), 2003 Convention (Abu Dhabi recommendation) and “Memory of the World” Programme (Canberra recommendation).

84. Participants urged support to mobilize resources for the Pacific World Heritage Fund, with a dedicated post for world heritage in the Apia Office, and capacity-building for various kinds of conservation of cultural heritage (training institutes having particular consideration for Pacific applicants).

85. Participants recommended many venues for improving visibility and impact (strengthening National Commissions and field offices; involving parliamentarians and other elected representatives; regional-level dialogue, including cross-border nominations; strengthening national-level reporting and replication measures; sharing of best practices at all levels; involvement of NGOs and media; strengthening in-house communication channels; enhancing cultural exchange programmes at various levels; promoting forward-thinking research and anticipatory studies (laboratory of ideas) as well as using UNESCO visibility). The new role of category 2 institutes, in particular in the area of intangible heritage: the Intangible Cultural Heritage Centre for Asia and the Pacific (ICHCAP) was emphasized as an example of positive progress.

Major Programme V – Communication and Information

86. Participants recommended reconfirming all the identified priority areas (listed under question 25), but also focusing on freedom of expression and freedom of information (including application of internationally recognized legal, safety, ethical and professional standards) and the development of free independent and pluralistic media (on the basis of the UNESCO-IPDC Media Development Indicators), as well as media and information literacy, the building of capacities for media professionals, media and ICTs for dialogue, reconstruction and peace-building and development of free, independent and pluralistic media.

87. In addition, participants recommended activities such as preservation of documentary heritage (MOW), promotion of digital heritage, mobile ICT for community empowerment in remote areas and cooperation with ITU on introduction of broadband Internet.

88. As for other sectors, participants recommended a strengthened clearing-house role for UNESCO, advocacy, strengthening National Commissions and field offices, involving parliamentarians and other elected representatives, regional-level networking, sharing of best practices at all levels, involvement of NGOs and media, strengthening in-house communication channels, building capacities of media professionals through media information literacy, initiating recognition programmes for institutions/individuals promoting RTI. A participant recommended holding, in 2012, a regional conference on the development of pluralistic media, to coincide with the 20th anniversary of the Almaty “Declarations on Promoting Independent and Pluralistic Media”.

89. In relation to question 27, participants stressed in particular: the right to information as a pillar in UNDAF; development of a framework of inclusive national CI strategies and support of its replication.

Intersectoral and interdisciplinary programme on a Culture of Peace

90. Participants were supportive of the Director-General’s new emphasis on the culture of peace. They recommended grass-roots activities, contribution by all sectors for peace-building, and a reflection of the role of the category 1 institute in New Delhi (Mahatma Gandhi Institute of Education for Peace and Sustainable Development, MGIEP) and related category 2 centres. They stressed art education (possibly as a separate intersectoral platform) and world heritage education and the activities of the Asia-Pacific Centre of Education for International Understanding (APCEIU). UNESCO should use media and information programmes for a culture of peace.

91. Suggestions for approaches and modalities of implementing a programme on a culture of peace included: promotion of special training modules by category 1 and 2 institutions; advocacy for curtailing military and nuclear arms expenditure; promotion of national policies and action plans on EPSD.

Intersectoral Platforms

92. Participants agreed to maintaining this modality, but with fewer, better focused platforms. Extrabudgetary sources should be attracted (not only regular budget). Networking (partnership programmes) and institutionalization (UNESCO Chairs, UNESCO category 2 centres) should be encouraged for better functioning of platforms. Participants called for dedicated resources for these in document 36 C/5.

93. Several participants approved of continuing the coordinating intersectoral platforms on Small Island Developing States and on support to countries in post-conflict and post-disaster situations.

94. Participants generally supported the continuation of the intersectoral platforms, but with review of the results and products achieved during the 34 C/5 and 35 C/5 biennia. Some suggested that the national level may be the best for achieving intersectorality.

95. In response to question 31, the participants favoured the following option (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”.

96. Those most mentioned were ESD (including climate change and science education); contribution to dialogue among civilizations and cultures and to a culture of peace; climate change and ICT-enhanced learning.

Delivering the programme

97. Participants stressed the need for more attention to United Nations joint programming, and better and clearer relevance of UNESCO programmes to national development plans. MOUs between UNESCO and Member States should reflect the partnerships with other United Nations agencies.

98. Participants agreed that National Commissions are an integral part of UNESCO. UNESCO should make efforts to strengthen capacity-building of National Commissions such as organizing a seminar in each cluster office, and fundraising to create a fellowship or exchange programme for the staff members of National Commissions. UNESCO should pay attention to the opinion of National Commissions. Cluster offices should better follow up the activities of National Commissions. National Commissions should also evaluate the activities of regional offices and cluster offices.

99. Participants recommended as a modality to appoint an UNDAF local consultant where there is no UNESCO office presence, and that the United Nations Resident Coordinator be informed and reminded of the provision of the agreement between UNESCO and UNDP, giving the possibility to the Resident Coordinator of inviting National Commissions as observers to the meetings of the United Nations country teams, in particular in countries where UNESCO does not have an office, and also to pursue the discussion in order for National Commissions to be full members of UNCTs in the future.

100. In relation to the further strengthening of the role of and cooperation among National Commissions, many suggestions were made, including in particular: better coordination and interlinks between National Commissions and field offices; the establishment of an online forum for National Commissions for the exchange of views and information on issues of common interest; and the revitalization of the Standing Committee of National Commissions. Several participants recommend that National Commissions ensure that they include representatives of all government ministries involved in UNESCO, and that they conduct more exchange programmes among National Commissions in the Asia-Pacific, in particular to foster mutual assistance and training.

101. It was recommended to formalize the meetings between the National Commissions and the Secretariat during the Executive Board and the General Conference. Some participants recommended that a regular budget for National Commissions be allocated to increase their capacities.

102. It was also recommended that the Director-General send a letter to all governments to raise awareness about National Commissions, requesting them to give their full support to National Commissions.

103. Other suggestions included: regular subregional/cluster-level dialogues; promoting regional projects; sharing best practices; exchange programmes between the National Commissions; encouraging all National Commissions to have specialists in all areas of UNESCO competence. One participant recommended that evaluation of UNESCO category 2 centres/institutes should be implemented by respective National Commissions (host countries).

104. Participants noted that partnerships should seek greater impact and results and should be dependent on the needs, relevance and objectives of the work. Areas of high potential identified were: ESD, inclusive education, technical and vocational education, technology for innovation, media education, climate change and disaster mitigation.

105. Participants considered that category 2 institutes held considerable potential for capacity development (however, it was recommended that these bodies should ensure that participants from the Pacific are included in their training programmes). They considered that cooperation between category 1 and 2 centres and field offices should be further strengthened, and that UNESCO should encourage the development of networks of category 1 and 2 centres. Also, UNESCO should make linkage of websites between UNESCO and category 2 centres clearly. More evaluation and monitoring was called for. Participants also recommended more linkages, interaction and consultation among programme sectors particularly through strategic and technical planning processes.

Increasing UNESCO's visibility

106. Beyond recommendations already made above: media capacities systematically introduced into field offices and National Commissions; better website maintenance; provision of expert articles to the media; support of the media units of the ministries concerned; media kits already developed by UNESCO on ESD and EFA; regular press briefing on UNESCO activities; and the enhancement of National Commissions' and category 2 centres' Internet presence.

Optimizing UNESCO's delivery mechanisms

107. The following recommendations were made:

For Member States:

- Strengthen National Commissions;
- Incorporate statutes;
- Enhance staffing;
- Enhance length of service for staff;
- Popularize UNESCO concepts, modules and models;
- Forge close ties with parliamentarians and other elected leaders;
- Improve support for Pacific Island States.

For UNESCO:

- Strengthen field offices;
- Appoint experienced staff;
- Ensure specialists for each sector;
- Enhance clearing-house functions and sharing of UNESCO models/modules and publications;
- Ensure follow-up on missions/training/workshops;
- Placement of UNDAF consultant where there is no field office;
- Find solutions to staff not performing to expectations;
- Motivate staff through career progression.

108. Following the adoption of the report, the Director-General of UNESCO, Ms Irina Bokova, addressed the meeting. The Director-General thanked the Korean authorities for hosting the meeting and highlighted the important role of the UNESCO National Commissions as “key allies” to the Organization. Speakers took the floor to express their appreciation of the Director-General’s humanist vision and new approach to development which gives a central place to education and fully harnesses the potential of science, culture and communication. Discussions revolved also around the importance of UNESCO’s field presence, the need for strengthening National Commissions’ capacities, and their role in the United Nations reform and the “Delivering as One” processes. The Director-General assured participants of her full support to National Commissions.

109. The Director-General held a special meeting with the representatives of the Pacific Islands National Commissions to exchange views about the specific needs of the region and the importance of strengthening UNESCO’s support to the SIDS.

III. REPORT ON THE CONSULTATION WITH NATIONAL COMMISSIONS FOR UNESCO IN EUROPE AND NORTH AMERICA (London, United Kingdom, 5-8 June 2010)

110. Forty-three National Commissions for UNESCO of the Europe and North America region attended the Consultation. Additionally, representatives of National Commissions from other regions, the Permanent Delegate to UNESCO of the United Kingdom, representatives of the Permanent Delegations to UNESCO of Denmark and Greece, the leader of the independent external evaluation team, and a representative of the UNESCO NGO-Liaison Committee, took part as observers.

111. Walter Lerouge, Honorary President of the Flemish (Belgian) Commission for UNESCO, opened the proceedings by formally handing over the presidency of the Consultation on behalf of the Commissions of Belgium, The Netherlands and Luxembourg, which had hosted the previous Consultation. He congratulated the United Kingdom for continuing the approach initiated in 2008 and expressed his good wishes for a fruitful outcome to this important event.

112. The Consultation was officially opened by W. John Morgan, Chair of the Commission for UNESCO of the United Kingdom. He welcomed the participants and thanked the preparatory team, particularly Alec Boksenberg, and the UNESCO National Commission section, for the work done in bringing the Consultation to the United Kingdom. He expressed his wish for the outcome of the Consultation to have impact and make a difference and invited the delegates to concentrate on key priorities and messages, which may require them to put aside personal and national interests.

113. The delegates unanimously confirmed the appointment of Mr Morgan as Chair and Mr Lerouge as Vice-Chair. Mr Boksenberg, Chair of the Sciences Committee and Member of the Board of Directors of the Commission of the United Kingdom, and Mr Harry Reeves, Secretary-General of the Commission of the United Kingdom, were confirmed as operational Chairs to facilitate the proceedings. The delegates unanimously confirmed three co-rapporteurs for the consultation: Secretaries-General Ms Marjutka Hafner of the Slovenian Commission, Ms Manuela Galhardo of the Portuguese Commission and Ms Dagnija Baltina, of the Latvian Commission.

114. Following the introductory statement of the ADG/BSP, 43 National Commissions took the floor to reflect and elaborate on their views and interests regarding the preparation of the 36 C/5 and general issues of importance to many National Commissions.

115. National Commissions unanimously expressed their strong belief in the vision of UNESCO, their wish for it to become a more effective and valued agency at national, regional and global levels and their readiness to contribute to this task. National Commissions underlined UNESCO’s constitutional aims and in particular its role as a standard-setter.

116. Regarding the 36 C/5 document, National Commissions favoured the development of a focused, clear, precisely worded, concentrated, concise document with a low number of selected priorities which will provide well-targeted guidance and secure the added value of UNESCO. In this context many National Commissions noted the need for analytical and critical evaluations to be carried out in a timely and comprehensive manner to inform the planning process in the future.

117. National Commissions highlighted the need to regain the impact of UNESCO programmes within the United Nations system, and to enhance the role and relevance of UNESCO in achieving of the Millennium Development Goals and other international development goals. Furthermore, education and culture programmes were emphasized as the key areas of action for UNESCO in promoting social cohesion and peace.

118. National Commissions emphasized that according to the Constitution they are an integral part of UNESCO and a truly unique instrument within the United Nations system. The role of the National Commissions within the Organization must be highlighted so as to advance the overall re-establishment of the high profile of the Organization in a rapidly changing global context. In order to increase the impact, credibility and visibility of the Organization, closer cooperation and communication between the Secretariat and the National Commissions must be developed. National Commissions, as true liaison bodies between UNESCO and its Member States, are the key instrument to catalyse intellectual cooperation, to establish UNESCO at the grass-roots level, to ensure visibility and recognition of the Organization at local, national and international levels, to channel information and policy advice, and to exercise multisectorality, as well as to mobilize civil society, the private sector and all other stakeholders in areas central to UNESCO's mandate.

119. At interregional, regional and subregional levels, the need for further cooperation among National Commissions as well as between National Commissions and various UNESCO-related organizations was stressed. Also emphasized was the importance of better cooperation with the European Union and European Commission in common priority areas, and of enhanced cooperation with the private sector.

120. Following the statements of the National Commissions of the Europe and North America region, representatives of National Commissions from other regions took the floor. Ms Touriya Majdouline of the Moroccan Commission underlined the growing need to clarify and strengthen the role of the National Commissions within the context of the United Nations reform process as well as emphasizing the important role National Commissions play in fostering dialogue among cultures, for example Euro-Arab dialogue. Mr Augustine Omare-Okurut of the Ugandan Commission introduced and explained the main priorities for the Africa region, especially highlighting education as well as capacity-building, and expressed his thanks for the support received. Ms Susan Shurland of the Commission of Trinidad and Tobago summarized the role of National Commissions in Latin America and the Caribbean as important vehicles for the promotion of peace, intercultural dialogue and harmony within societies. Mr Alisher Ikramov of the Commission of Uzbekistan reflected upon the ethical role of UNESCO as being not only intellectual, and especially the role of UNESCO in implementing the Millennium Development Goals.

121. Mr Bernard Loing from the UNESCO-NGO Liaison Committee highlighted the 330 international NGOs having official relations with UNESCO and expressed the wish for improved cooperation with National Commissions in programme delivery. Acknowledging the importance of National Commissions in programme delivery and the overall presence and recognition of UNESCO in the field through their work, Mr Elliot Stern, leader of the UNESCO independent external evaluation team, expressed his interest in working in cooperation with the National Commissions so as to help bring coherence to the programme and elaborate on what position UNESCO should assume in the future.

122. The Director-General, Ms Irina Bokova, joined the assembly during the course of the above proceedings and was warmly welcomed by all. At the beginning of the debating phases of the

Consultation, the Director-General Ms Bokova addressed the National Commissions of the Europe and North America region. She recalled that 65 years ago in the same Great Hall in London, UNESCO was established as an organization to enable the free and mutually enriching exchange of ideas and achievements and sharing of creative skills and knowledge among peoples of the world. Nowadays the fragility both of humanity and the planet and the global challenges we face call for improved cooperation: no country can shut itself away from the global threats – we have to choose to live together.

123. Ms Bokova acknowledged the important role that National Commissions play within UNESCO and the overall United Nations system as the nodes for worldwide networking of all the various partners and for the involvement of all people in UNESCO's programmes. Ms Bokova demonstrated how, through their ability to mobilize such UNESCO programmes as world heritage, biosphere reserves, and many others, UNESCO exists and develops as a truly global, fully inclusive and visible organization. Through its presence in the field, UNESCO has become relevant and recognized.

124. Taking into account current global challenges, Ms Bokova emphasized that despite changing realities, the need for UNESCO still remains – to mobilize international solidarity, to secure inclusive quality lifelong learning for all, to promote open access and dialogue within sciences to ensure that sciences serve the development of humanity, to establish culture at the heart of development, and to promote freedom of expression to ensure diversity. Yet more needs to be done to increase the visibility of its work and ideals at the national, regional and global levels by including more partners in its actions and enhancing cooperation with our global strategic partners, UNDP, European Union, and all others.

125. During the question-and-answer session that followed, discussion evolved around the possibilities of how to enhance various partnerships and thus raise the importance and acknowledgement of the Organization, the overall positioning of UNESCO as an intellectual and ethical guardian through well-planned action, and the importance of continuing to strengthen the role of National Commissions in relation to the overall implementation of UNESCO's programmes, as well as the need for better communication strategies targeting civil society and governments and the implementation of intersectorality as an approach rather than as separate platforms. At the conclusion of this session, Ms Bokova warmly thanked the assembly, wished the proceedings well, and took her leave.

Introduction of the adopted World Café process

126. In his introduction to the working sessions, Mr Boksenberg reiterated the purpose of the Consultation which was to provide recommendations to the Director-General for the 36 C/5 document, possibly with a view to a trajectory to the next C/4, so as to make UNESCO relevant and help the Organization to do what it does – and what all agree is important – in a better and more focused way. The Consultation was arranged in a *World Café* format developed from the approach introduced in 2008 by the Commissions of Flanders (Belgium), Luxembourg and The Netherlands. The new format uses a series of progressively converging multi-table debating phases each covering the five major programmes and the intersectoral platforms, with associated plenary sessions. The different phases of the process were explained: a “prior purpose and parameters” phase to inspire a mindset; the “inventory” phase establishing an initial list of priorities by bringing together the ideas from all tables; the “analysing” phase beginning a process of prioritized convergence to focus on main modalities and programme areas; followed by “digging deeper to convergence” phase where the process continues. In the plenary sessions between the different phases, the important messages are shared. The final aim in a concluding plenary is to produce a consensual proposal for a balanced C/5 document across the major programmes and intersectoral platforms in one single package.

127. Mr Boksenberg introduced the “purpose and parameters” phase by showing in a short film the historic scene from the inaugural conference of UNESCO in 1945 in the same room in which

the current Consultation was taking place. This Consultation might contribute to the direction UNESCO will take in the years to follow to fulfil its original mandate, which remains relevant even in an altogether different world context.

128. Participants discussed the relevance of UNESCO's mission as explained in 1945 and as given in a current statement introducing UNESCO obtained from the UNESCO website. There was general consensus that UNESCO's original mission is still relevant but has to be complemented with some new elements, with the examples: aspects of information and communication; environmental issues; the concept of a new humanism; equality; and sustainability. The mission statement as formulated in the Medium-Term Strategy presents UNESCO well, yet UNESCO's mission still needs to be clarified, modernized, and presented in a more appealing way both to the general public and to decision-makers – there should be clear messages on how different fields of action contribute to fulfilling the mandate of UNESCO and how dialogue leads to concrete actions.

129. Mr Boksenberg introduced in turn the six rounds of each of the programme debating phases as the Consultation progressed, with specific information and guiding questions for each phase. The outcomes of this process now follow.

Recommendations for the preparation of the Draft Programme and Budget for 2012-2013 (36 C/5)

General observations

130. The National Commissions of Europe and North America agreed that the 36 C/5 should aim to raise UNESCO's global impact and standing as an organization – with sister bodies of the United Nations system, with governments, and with society. UNESCO should therefore focus on core issues of major importance, exercise its convening power and role as global policy driver, drop the mass of minor endeavours which lack impact and distract effort, and more fully realize its potential for increased effectiveness both through use of in-house and field resources and through mobilization and coordination of its large array of distributed badged facilities, groups and networks externally resourced by countries. UNESCO should rationalize and enhance its role in the United Nations system by avoiding overlaps with United Nations bodies or other international organizations whose efforts are more suited to the role, and enhancing strategic partnerships, including with the private sector.

Proposals for phasing out or discontinuation

131. While evaluating the overall programme delivery participants also considered the possibility of phasing out or discontinuing some of the existing programmes and activities but did not reach specific consensus. Notwithstanding, it was agreed that critical evaluation of existing programmes and phasing out of programmes which do not or cannot deliver the results expected, will allow a better focus on the main priorities. UNESCO should concentrate only on major efforts and discontinue minor programmes and activities that do not contribute to the fulfilment of its mandate, have little or no impact, are not considered to be a priority or only benefit few. The participants agreed that there was need for this issue to be addressed seriously, thoroughly and without delay.

Role of National Commissions in programme delivery

132. UNESCO should at the same time foster and draw upon the experience, the competences, the intellectual resources, the mobilizing capacities and the networks of the National Commissions for the definition and implementation of its programmes, at all levels. That implies political commitment and support for the National Commissions by the Member States and the Secretariat, through official and firm recognition of their relevance and contribution. That implies also an effective involvement of all National Commissions in the fulfilment of the Organization's priorities.

Global priorities and specific target groups

133. The National Commissions of Europe and North America support Africa and gender equality as the two global priorities for the 36 C/5 document. Special attention should be given to programmes for and with youth and NGOs.

Major Programme I – Education

134. Wide agreement was reached on a few overarching aspects of education. Education is the key to self-development, to the building of societies, and is a human right. In addressing these aspects, quality is an essential cross-cutting dimension. The major priorities agreed upon are: Education for All (EFA); Education for Sustainable Development (ESD); and Technical and Vocational Education (TVET). In addition, ASPnet, UNESCO Chairs and the UNITWIN programme are important tools and should be given more support with a view to enhancing international coordination and effectiveness.

135. **Education for All (EFA)** is of paramount importance because it promotes democracy, social cohesion and responsible citizenship. UNESCO should strengthen its leadership and coordination role within EFA as well as its normative function and ability to offer policy advice to Member States. To accelerate the progress towards EFA, high quality teaching is essential, as is institutional capacity development. Teachers are at the very heart of the educational process and teacher education and training should thus be given more emphasis, especially through improved and relevant content and methodology. Efforts to enhance access to universal primary education should be pursued on the basis of the principles of inclusiveness and equity. It is likewise important to address and build bridges between all levels of education, including lifelong learning and the informal and non-formal sectors. Higher education is of key importance to the quality of the entire education system. Information and communication technologies are also a means to achieve the EFA goals and to raise the quality of education and training. Their use in the provision of support for teachers and in reaching students who would otherwise be excluded from education should be enhanced. Open educational resources (OER) have become increasingly important tools for the provision of education: their use to this end should be further emphasized.

136. **Technical and Vocational Education (TVET)** provides training that builds and reinforces capacity for the large number of primary and secondary school students who do not have vocational skills when leaving school. Research has shown that TVET plays a part in helping to reduce drop-out rates from primary education because parents recognize that there are opportunities for post-primary education and training if they keep their children in school. The type of TVET training provided should be relevant to the specific developmental needs, and to the context, of each country.

137. **Education for Sustainable Development (ESD)**. The recommendations agreed to at the UNESCO World Conference in Bonn should be put into action. ESD encapsulates a qualitative approach towards global education which enables sustainable development to become a reality for all. The world economic crisis has slowed the fight against poverty and famine; a strong commitment to ESD is needed in order to reduce poverty, provide sustainable livelihoods, mitigate the impact of climate change and incorporate social responsibility. ESD should become an integral part of quality education, and international cooperation for capacity-building in ESD should be strengthened in this regard. Perspectives for the implementation of ESD beyond 2014 should be developed. The synergy and interlinkages between ESD and EFA should be explored and expanded.

Major Programme II – Natural sciences

138. The two highest priorities agreed on in the natural sciences are: monitoring and sustainable management of natural resources focused on major challenges such as climate change, biodiversity, freshwater and coastal zones; and strengthening science policy advice and

capacity-building for achieving more effective science and technology (ST) policies in countries of most need. These two priorities are also critical for achieving the MDGs. UNESCO's engagement in water issues should be one of the highest priorities not only in science but in all sectors. The delegates welcomed reinforcement of the intellectual role of UNESCO by establishing a high-level scientific advisory panel, as planned by the Director-General, to help tackle the major current and future social and scientific challenges from both a specific and global perspective. They stressed the need for the establishment of networks comprising the academic world, National Commissions, the private sector, policy- and decision-makers, NGOs, etc., in order to enhance reflection, ensure intellectual monitoring and prospective thinking, and translate ideas into actions. Innovation policy was not discussed, but its role should be addressed in the context of related ST policy advice.

139. Sustainable management of natural resources focused on major challenges such as climate change, biodiversity, freshwater and coastal zones. The environmental intergovernmental/international science programmes (IOC, IHP, MAB and IGCP), with engagement of the existing globally distributed, UNESCO-badged research and monitoring sites, institutes, centres and expert groups – such as biosphere reserves, water sites, global ocean observatories, category 1 and 2 centres, national committees, UNESCO Chairs and Networks, etc. – should be strengthened as the mechanisms through which UNESCO can achieve this. UNESCO should strongly focus its resources on facilitating these core environmental programmes and coordinating mutual activity among their distributed related centres and bodies. Equally important, a new culture of cooperation, coordination and common focus among these programmes on the priorities identified is urgently needed, as stressed in the overall review of Major Programmes II and III, as well as close connection with other priority areas such as ESD. UNESCO's engagement should also pay specific attention to other social and economic aspects of natural resource management. Climate change is one of the world's major challenges and UNESCO's actions to address it should be based on a generated scientific knowledge base, clear communication and awareness-raising. The need for implementation of UNESCO's climate strategy, interaction with other United Nations agencies and strengthened research networking at regional and global levels was emphasized.

140. **Strengthen science policy advice and capacity-building for more effective ST policies.** More focus should be given to ST policy activities. Science policy advice should be strengthened to help build human capacity and create adequate national, regional and global infrastructures, bringing together all stakeholders, public and private, and engaging the work of the National Commissions. These activities should be related to the environment and natural resources as well as to basic and engineering sciences. Activities should include ethics in science and research.

Major Programme III – Social and human sciences

141. Social and human sciences embody the full range of values at the very heart of UNESCO and, having close links to all UNESCO programmes through various synergies, contribute to the goals of peace and development. The intersectoral character of its mandate reflects the holistic and humanistic approach that the Organization takes to addressing and understanding new emerging global challenges. The advancement of human rights and gender equality is the cornerstone to the success of all its programmes. The role of the social and human sciences in ethical standard-setting ensures its continued relevance and potential in today's ever-evolving world. The Social and Human Sciences Sector serves to enhance the work of other Sectors (especially Natural Sciences) in their priority areas through improved horizontal cooperation.

142. **Strengthening the focus on ethics in all the programmes while promoting intercultural dialogue.** UNESCO is the only organization that explicitly focuses on ethical issues worldwide. Therefore this is an area where UNESCO delivers and can add further value, including through philosophical reflection. Mobilizing the expertise and networks available, the work undertaken by ethics committees (e.g. bioethics) should be increasingly linked to the implementation of standard-setting and policy development. Furthermore, there is a need to increase awareness and foster wider discussion in the global arena on specific ethical issues among different stakeholders.

143. Reinforcing the role of UNESCO in giving relevant policy advice in the field of social transformations, with a particular emphasis on human rights issues and improved response to relevant needs. Social transformations are a reality of today's world which impact on all areas of work (e.g. culture, education, etc.) and link them inextricably together. Therefore they need to be assessed in all their complexity and an overarching approach must be adopted towards addressing them. Anticipation of evolving social transformations implies the improved ability to set appropriate agendas by mobilizing necessary and regionally relevant expertise. In order to improve the efficacy of the social transformation programmes within UNESCO, the recommendations of the critical evaluation of the MOST Programme must be implemented.

Major Programme IV – Culture

144. UNESCO plays a unique intellectual role in addressing the major challenges faced by contemporary societies. Cultural diversity is an overarching goal for UNESCO in contributing to peaceful, just and stable societies. Culture and cultural diversity are major drivers of social cohesion and individual well-being. The highest priorities agreed on in culture are preserving and promoting cultural diversity, including linguistic diversity; tangible and intangible heritage; and advocating and promoting the role of culture and cultural diversity for sustainable development.

145. Preserving and promoting cultural diversity, including linguistic diversity, tangible and intangible heritage. The effectiveness and visibility of UNESCO in the field of cultural diversity should be increased. To this end, UNESCO should promote and encourage synergies in the implementation of the culture-related Conventions, enhance cooperation between their governing bodies and facilitate improved cooperation between the secretariats for the three main Conventions (1972, 2003 and 2005). UNESCO should also support Member States in using these instruments to inform policy-making by providing platforms and arenas for sharing experience and best practice. UNESCO should work with Member States to devise an effective mechanism to safeguard cultural heritage in conflict and post-conflict situations. UNESCO should continue its promotion of intercultural and interreligious dialogue and further utilize ASPnet for awareness-raising purposes. To encourage intellectual dialogue on culture and cultural diversity, participants supported the High-Level Panel on Intercultural Dialogue and Peace established by the Director-General.

146. Advocating and promoting the role of culture and cultural diversity for sustainable development. UNESCO should work with its sister organizations in the United Nations family to advocate strengthening the role of culture in both national and international frameworks. For this purpose, UNESCO should use the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions as a tool, among other things to emphasize and make the contribution of culture to economic development better known.

Major Programme V – Communication and Information

147. The two highest priorities agreed on in communication and information are: freedom of expression, press freedom, safeguarding and developing pluralistic and independent media; and open and permanent access to and freedom of information. The delegates stressed that the issue of open access is a major global challenge, closely linked to development, human rights and democracy, in which UNESCO must better define its role and apply a clear intersectoral approach. Ensuring access to documentary heritage via, for example, the Memory of the World Programme, and by ensuring the digitization and preservation of archives and cultural heritage, is an important UNESCO activity. It also plays a key role in UNESCO's visibility and is an important tool for the other programmes.

148. Freedom of expression, press freedom, safeguarding and developing pluralistic and independent media. UNESCO should work fully to develop internationally recognized legal and professional standards through which the governments and other stakeholders shall be sensitized about press freedom in traditional and new media. Capacity-building of media professionals and

media institutions is critical in this process and the Media Development Indicators, developed by IPDC, significantly contribute to this. UNESCO should work closer with other United Nations agencies to ensure better monitoring and stronger mechanisms for the safety of journalists.

149. **Open and permanent access to and freedom of information.** Engagement in Internet standard-setting and policy advice is critical for the fulfilment of UNESCO's role. This includes encouraging national policy-makers to incorporate media education in the school curricula. UNESCO activities in this field should also include media and ICT development, by capacity-building, promoting media literacy and information, media accountability, and strengthening the use and role of ICT in education. IFAP should act as the information society observatory to provide expert advice on information strategy and dissemination; notwithstanding the need, there was a debate as to whether the programme should respond to the results and recommendations of the recent review or whether it should be phased out or discontinued.

Intersectoral platforms

150. **Given UNESCO's very nature, multidisciplinary lies at the core of all of its programmes and offers a key way for the Organization to carry out its mandate.** Evolving cross-cutting themes require new ways of thinking, and new dynamism in their implementation through a multidisciplinary approach. In order to promote multidisciplinary as a fundamental principle for horizontal management, the effectiveness of the existing intersectoral platforms needs to be assessed, criteria for the multidisciplinary approach created and financial and human resources mobilized to ensure its grounding. The current coordinating intersectoral platforms in the C/4 document – Africa, Small Island Developing States, support to countries in post-conflict and post-disaster situations – should be maintained by, later on, integrating them into the overall multidisciplinary programme implementation. Other cross-cutting themes – such as gender equality, human rights, ethics, sustainable development – ought to be mainstreamed across all UNESCO programmes from the next C/4 document onwards.

Observations on the Medium-Term Strategy 2008-2013 (34 C/4)

151. Mr Lerouge opened the session by introducing the United Kingdom National Commission's fact sheet on UNESCO's Medium-Term Strategy.

152. There was general agreement that the objectives and priority areas as set out in the 34 C/4 document are well formulated. The language of the C/4 should be refined, less technocratic, and simplified, making it more user-friendly and accessible to external stakeholders, civil society and the public at large. The overarching objectives, especially words such as "attaining", "mobilizing", and "addressing" should be made clearer. This will help raise the profile of UNESCO and enhance its visibility. A four-year programme cycle was also suggested.

153. "Delivering as One": common country programming exercises should be fully incorporated into the C/4 document and better linked with regional efforts and priorities.

154. Following an exchange on the possibility of preparing a shorter, abridged and more user-friendly version of the C/4 document, it was recalled that this idea had been discussed earlier, in the context of the preparatory work for the previous C/4 document.

Adoption of the final report and closure of the meeting

155. Mr Morgan chaired the session. The presentation of the draft final report was followed by discussion during which some amendments were presented and agreed upon. The final version would be circulated electronically. The French-speaking National Commissions requested that the French-language version of the report be revised after receiving the final draft of the report in the English-language version. Mr Morgan warmly thanked the co-rapporteurs and the members of the organizing team for their work.

156. Mr Morgan reiterated that it was a great privilege for the participants of the Consultation to have the Director-General spend so much time with them. Her willingness to listen to what the National Commissions of Europe and North America have to say was a very encouraging sign and she could rely on their support and help to carry out the very positive agenda she has set out.

157. Mr Jacques Rao gave a short overview of the current status and future plans of the Division of Relations with Member States and National Commissions, and particularly the National Commissions section. He outlined the distinctive aspects of specificity, continuity and novelty of UNESCO's cooperation with the European and North American National Commissions. He stressed the importance of the National Commissions and their projects for the Organization and underlined the role of National Commissions in implementing UNESCO normative documents through well-planned long-term activities. Additionally, he highlighted the important role that National Commissions will play in the forthcoming process of mapping all the partners for UNESCO worldwide.

158. All participants expressed their warm thanks to the Commission of the United Kingdom for the excellent organization of the meeting and hospitality. Representatives of the Commissions of Austria, Hungary and Slovakia reconfirmed their readiness to organize the next Consultation in 2012. The representative of the French Commission announced that France is willing to host the Consultation in 2014.

IV. REPORT ON THE CONSULTATION WITH NATIONAL COMMISSIONS FOR UNESCO IN AFRICA (Kampala, Uganda, 15-18 June 2010)

159. Delegations of 41 (out of 46) National Commissions attended the Director-General's consultation of National Commissions for UNESCO of the Africa region on the preparation of the Draft Programme and Budget for 2012-2013 (36 C/5). Three observers participated – Libyan Arab Jamahiriya, Tunisia and Sudan.

160. The following country representatives were elected as members of the Bureau: Chairperson – Augustine Omare-Okurut (Uganda); Vice-Chairpersons – Mapaseka Kolotsane (Lesotho) and Irénée Fidégnon Boko (Benin); Rapporteur – Marie Reine Hoareau (Seychelles); Co-Rapporteurs – Lou Mathieu Bamba (Côte d'Ivoire) and Elizabeth Kiondo (Tanzania).

161. The Chair of the consultation, Mr Augustine Omare-Okurut, Secretary-General of the Uganda National Commission for UNESCO, welcomed the participants. In his introduction, he expressed his vision of a unified African voice, with the identification of clear programmatic orientations and priority areas for the region, going beyond an aggregation of subregional and cluster positions.

162. Following the introduction of the representative of the Assistant Director-General for Strategic Planning, and some preliminary comments by participants, members of the National Commissions of the countries covered by the ten UNESCO clusters (Accra, Addis Ababa, Bamako, Dakar, Dar es Salaam, Harare, Libreville, Nairobi, Windhoek and Yaoundé) and the respective field office directors/heads convened in (joint) cluster meetings to discuss programming issues and priorities, as well as other aspects raised in the questionnaire. Reports of these cluster consultations, which will also serve as a basis for the elaboration of future cluster work plan activities, were presented in plenary and informed the subsequent deliberations.

163. After hearing the cluster meetings' reports on the outcomes of their discussions, and at the suggestion of the Chair, the consultation decided to set up a working group which was tasked with identifying their highest common denominators and with working out a regional Africa position on desirable future programme orientations, bearing in mind that such a regional position should not be a mere aggregation of subregional and cluster viewpoints.

164. The recommendations of the working group were subsequently reviewed and endorsed by the plenary. Participants generally agreed that UNESCO should continue its focus on its current priorities, while putting an emphasis on select topics as captured in the following sections.

Global priorities and specific targeted interventions

165. Priority Africa:

- Strengthen UNESCO's support within the framework of existing cooperation instruments with the African Union and the United Nations system;
- Take into account the African Union's priorities in national programmes;
- Promote and expand Mwalimu Nyerere scholarship programmes;
- Enhance collaboration with regional structures and centres;
- Build the capacities of field offices and National Commissions (which must be supported both by Member States and UNESCO);
- Define performance indicators for monitoring and evaluating the Priority Africa programme.

166. Priority gender equality:

- Support the development and implementation of national policies on gender equality;
- Mainstream gender equality in all programme activities of UNESCO.

167. Specific targeted interventions:

- Strengthen and develop a multisectoral and multidimensional approach which focuses on vulnerable groups, young people, and the rights of indigenous peoples;
- Further the implementation of the UNESCO Strategy on African Youth, also taking into account the African Youth Charter;
- Create and implement a specific, cross-cutting programme for Small Island Developing States (SIDS) and least developed countries (LDCs).

Priorities for UNESCO's action at global, regional and national levels

168. Major Programme I – Education

- Promote national languages;
- Promote vocational and technical training;
- Support the elaboration and harmonization of education programmes and ensure UNESCO's lead role in the education sector while working with all players at the country level;
- Develop capacities, in particular through training of trainers and the valorization of indigenous knowledge;
- Strengthen national capacities with regard to distance learning and the production of educational materials;
- Strengthen national policies for girls' education in science fields;
- Support the Conference of African Ministers of Education (COMEDAF) and enhance cooperation with the African Union in the field of education.

169. Major Programmes II and III – Natural sciences and Social and human sciences

- Support the implementation of the African Union's Science and Technology Consolidated Plan of Action;
- Popularize and disseminate scientific knowledge, including indigenous knowledge systems;
- Network partners and science players at the national and international levels;
- Further develop the MOST Programme and bioethics committees.

170. Major Programme IV – Culture

- Develop and promote the implementation of cultural policies;
- Encourage a better integration of cultural factors into development programmes, including UNDAFs;
- Promote at the national level interreligious and intercultural dialogue for a culture of peace;
- Promote and support the African Liberation Heritage Programme;
- Promote the ratification and implementation of UNESCO's culture conventions;
- Support major African cultural events.

171. Major Programme V – Communication and information

- Strengthen community radios and multimedia centres;
- Launch an international day devoted to information and communication technologies (ICTs);
- Raise awareness among Member States about press freedom and rights.

172. Intersectoral and interdisciplinary programme on a culture of peace

- Examine root causes of conflicts and develop research to find lasting solutions;
- Develop a cross-cutting and systemic approach through: teacher training, production of textbooks, training of journalists, awareness-raising among opinion-makers, and the promotion of the values of peace and social cohesion in formal and informal education.

173. Intersectoral platforms

- Maintain existing platforms while ensuring increased visibility and impact at the country level.

174. Delivering the programme

- Implement the One United Nations Programme/United Nations Development Assistance Frameworks (UNDAFs), enhancing UNESCO's leadership role in its fields of competence and its presence at the national level;
- Enhance capacities of cluster offices (both human and financial resources) and ensure rational management of staff between cluster offices and the Secretariat at Headquarters;
- Strengthen partnerships between National Commissions, including between African National Commissions;
- Ensure the circulation of information on category 2 centres and promote cooperation with similar institutions in Member States;

- Enhance the human, technical and financial capacities of National Commissions and ensure the visibility of National Commissions and UNESCO in each country, including through:
 - Developing cluster office websites;
 - Publishing e-bulletins;
 - Celebrating international days in the media and with the participation of all ministries.

V. REPORT ON THE CONSULTATION WITH NATIONAL COMMISSIONS FOR UNESCO IN LATIN AMERICA AND THE CARIBBEAN (Port-of-Spain, Trinidad and Tobago, 5-7 July 2010)

175. The Secretary-General of the Trinidad and Tobago National Commission for UNESCO, Susan Shurland, briefly introduced the items on the agenda. The Chairman of the Trinidad and Tobago National Commission for UNESCO, Mr Hart Edwards, delivered a welcome address.

176. Mr Davidson Hepburn (Bahamas), President of the General Conference of UNESCO, delivered a statement on behalf of the National Commissions for UNESCO, in which he thanked Trinidad and Tobago for holding the current meeting. He referred to previous consultations in other regions and spoke of his fascination with the National Commission model. He noted that many National Commissions lacked recognition and said he was convinced that they were the lifeblood for the Organization's survival. He warned against unilateral decision-making and called for greater interdependence and joint action. Lastly, he fully supported the agenda of the Small Island Developing States (SIDS) and said that, to that end, a special session of the Future Forum on SIDS would be held following the Consultation with the National Commissions (8 July 2010), with special emphasis on the Caribbean and with the participation of the Prime Minister of Saint Vincent and the Grenadines.

177. Mr Hans d'Orville, representative of Ms Irina Bokova, Director-General of UNESCO, in a short address, apologized to the participants as the Director-General could not attend the consultation meeting. He then thanked the Government of Trinidad and Tobago for hosting the meeting, which he described as being held at a crossroads in view of the economic, social, food and environmental crises currently facing the world. He further stressed that the next C/5 document would be the last Programme and Budget under the Organization's current Medium-Term Strategy, and was being drawn up at a time when the new Director-General had taken over the reins of UNESCO.

178. In his introductory remarks, Dr Tim Gopeesingh, Minister of Education and President of the Trinidad and Tobago National Commission for UNESCO, noted that the Commission was celebrating its fortieth anniversary. He stated that cultural diversity was a strength, not a weakness – a vital force for development conducive to the reduction and elimination of poverty and the achievement of sustainable development. In order to promote cultural diversity, the Ministry of Arts and Culture had been renamed the Ministry of Arts and Multiculturalism, thus reflecting the broad diversity of the people of Trinidad and Tobago.

179. He drew attention to the initiatives being undertaken by the Government of Trinidad and Tobago in the area of education, such as increasing the number of early education centres, action taken in higher education, enhancing the quality of basic and secondary education systems, organizing science fairs at the secondary level to raise student awareness of the applications of science in everyday life, distributing laptops to each secondary-school student and improving Internet access in the country.

180. He said that the National Commission was currently one of the most active National Commissions in the Caribbean and was strongly supported by the Government. He mentioned in particular its Associated Schools Project Network. Lastly, acknowledging the failure of Latin

American and Caribbean countries to draw lessons from the common problems they faced and their piecemeal responses to such problems, he hoped that the deliberations of the present meeting would give rise to a consistent and effective programme and budget reflecting the needs of the Latin America and the Caribbean region and SIDS. He then officially declared open the consultation meeting.

181. The following were elected as officers of the Bureau:

Chairperson:	Trinidad and Tobago
Vice-Chairpersons:	Cuba and Grenada
Chief Rapporteur:	Peru
Co-Rapporteurs:	Saint Vincent and the Grenadines and Mexico

182. After the presentation by the Assistant Director-General for Strategic Planning, five representatives of National Commissions made the following preliminary remarks:

- The questionnaire should be revised to make it more consistent with the activities eventually carried out at the national level and to facilitate the inclusion of new programmes;
- In addition, the discussion on the programme and budget should draw on the results of previous evaluations of it and of the activities of the sectors, with particular attention to the exchange of experiences among the latter;
- A specific forum was required to discuss what further action would be taken in Haiti. The same treatment should be given to other countries in the region that had been recently affected by natural disasters;
- Lastly, more emphasis should be placed on middle-income countries and their specific characteristics.

183. The delegations formed working groups according to their respective cluster offices (Montevideo, Quito, Kingston, Havana and San José) to discuss and agree to common positions on the consultation questionnaire. Pursuant to the agenda, the conclusions of the consultations held in the five cluster offices in the Latin America and the Caribbean region were presented and reviewed in the plenary meeting. Discussions were also held during the plenary meeting on the subject of the questionnaire, during which additional proposals were made and the most relevant common approaches reaffirmed.

184. The resulting answers and proposals for inclusion, theme by theme, in UNESCO's Programme and Budget for 2012-2013 are set out below.

UNESCO's global priorities

185. **Africa and the African diaspora**

- Latin America and the Caribbean support the response of the countries of this region to the questions at hand;
- In order to determine objectively whether Africa receives sufficient attention and funding, an evaluation of the results of the prioritization of Africa in UNESCO's programme is necessary;
- Africa was designated a priority region because of the fight against poverty, and so the priority action needed in poor and conflict areas should be specified;
- Rather than be based on average income, the development aid paradigm must be redefined to target underprivileged populations inside countries for the direct benefit of vulnerable populations in Africa and in other regions with similar indicators;

- It is suggested that the same priority should be given to populations of African descent in Latin America and the Caribbean as to Africa, and that knowledge of the African roots of our population be promoted by developing regional histories;
- Strengthen the exchange of successful experiences within the Latin America and the Caribbean region;
- Develop a long-term action plan jointly with the African Union;
- Consider the possibility of including the Caribbean region as a global priority in the context of SIDS.

186. **Gender equality**

- This subject should receive sufficient attention and funding from UNESCO;
- More training is needed from an early age with regard to gender-related issues, with special emphasis on vulnerable groups;
- The emphasis on gender must be concentrated in education and all UNESCO Sectors to ensure that efforts are focused;
- In Latin America and the Caribbean, inequality is most commonly expressed through violence. Gender equality must not be confined to education and enrolment but be addressed in society as a whole. In this regard, the region can offer its experience in programmes for preventive action (sex education for the prevention of teenage pregnancy); education for women for the world of work; female empowerment; scholarships; the elimination of stereotypes in textbooks and teaching; training and awareness-raising for teachers; the promotion of career choices traditionally associated with men; support for women engaged in scientific activities;
- UNESCO might evaluate the impact of national and international standards relating to gender equality and encourage studies and indicators on the subject; when addressing the topic of gender equality, reference should be made to men and women instead of only women.

187. **LDCs, SIDS and indigenous groups**

- All programme sectors should have a social inclusion component;
- Each region must establish actions, programmes and budgets for the least developed countries (LDCs);
- Coordinated efforts by central and local governments for vulnerable groups must be promoted;
- For their empowerment, poor people require programmes based on their knowledge and skills; they should be involved in designing these programmes;
- Promote indigenous knowledge and languages to raise awareness in civil society about their value and importance, through an intercultural education programme;
- Need for greater participation by the countries in the region in the SIDS programme.

188. **Youth**

Young people are the largest population segment in the region; offering them constructive activities outside school and encouraging their participation in such activities are therefore essential in preventing serious problems affecting youth (violence, organized crime).

- The Youth Forum hosted by UNESCO prior to the General Conference has no equivalent in any other United Nations agency. While the Forum itself is beneficial, its impact remains

limited as it does not include the suggestions of young people in the development of youth programmes and initiatives. A regional youth strategy must be defined with young people, based on existing youth-related initiatives, particularly in the Latin America and the Caribbean region (e.g. Youth Parliaments and regional forums) and the recommendations made at the upcoming World Youth Conference in Mexico must be followed up);

- ICT use by young people should be harnessed for capacity-building in scientific and cultural exchange networks;
- Youth organizations should be strengthened through public policy decisions;
- The Associated Schools Project Network, Youth Forum, and Regional Youth Forum should be strengthened;
- Increased funding;
- Professional skills certification for entry into the labour market and technical and production-oriented programmes should be encouraged;
- Existing positive aspects which support change should be promoted, to enhance skills and creativity.

189. Major Programme I – Education

- Education is a fundamental human right. The region supports the four identified priority areas but believes that quality is key in education, particularly for vulnerable groups, and that the poor will not improve their condition if they continue to receive education of poor quality;
- UNESCO's leadership role in the area of education must be strengthened on the basis of the activities of the various United Nations agencies and international cooperation as established in international agreements, including education for all (EFA) and the second Millennium Development Goal;
- The most important question is: what has prevented the achievement of the EFA goals? These objectives are clear and should not be changed, but full consideration has not been given to defining actions based on actual conditions in the region. As a result, programmes and actions specifically adapted to Latin America and the Caribbean in such areas as migration, natural disaster prevention and mitigation, post-conflict situations, adapting education to social needs and promoting life over violence should be developed, and their impact on education should be assessed. Because these problems are driven by poverty, we advocate a kind of education that provides an escape from poverty into wealth;
- The work of UNESCO Chairs and the ASP Network must be taken into consideration to meet the challenges involved in achieving the EFA goals through enhanced support for these networks;
- Similarly, a higher level of commitment to providing universal access to secondary education and post-literacy programmes exists in middle-income countries;
- In the Latin America and the Caribbean region, much experience has been gained in education for migrants which could be enriched and shared if included in UNESCO's programmes.

190. The region attaches special importance to initiatives in the following areas:

- Development of intercultural and bilingual education systems in indigenous languages through a main line of action;
- HIV/AIDS prevention through comprehensive sex and reproductive health education based on gender equality;

- Production-driven education to create wealth with an emphasis on secondary education;
- Accreditation and validation of higher education diplomas;
- Education for sustainable development;
- Experience in the use of communication technology in education in Latin America and the Caribbean not put to full use;
- Exchange of and support for successful initiatives in literacy programmes, such as “Yo, sí puedo” (Yes, I can) and “Yo, sí puedo más” (Yes, I can do better) methods (Cuba) and others;
- Equity in teacher training to include the male population;
- Early childhood care and education with emphasis on special learning needs and inclusive education;
- UNESCO could draw on the experience gained in ICT use in education in the Latin America and the Caribbean region, for instance through the “Educational connectivity and basic information technology for online learning – one computer per child” (CEIBAL) plan, completed in primary schools in Uruguay, and the Peruvian “One Laptop Per Child” programme, which received an award from UNESCO.

Major Programme II – Natural sciences

191. The following proposals were made:

- Give priority to science education as a means of developing a scientific turn of mind and not as the isolated study of scientific fields;
- Give priority to highlighting the value of scientific and technological development and innovation as factors of social inclusion and sustainable human development;
- Include the development of a scientific mindset as a new topic in the Associated Schools Project;
- Strengthen international science programmes (the International Hydrological Programme (IHP), the UNESCO Intergovernmental Oceanographic Commission (IOC), the Programme on Man and the Biosphere (MAB) and the Management of Social Transformations (MOST) Programme) and the link between them;
- Strengthen ties with science academies and faculties;
- Link scientific progress to the quality of life;
- Establish a special fund for science education and risk prevention;
- Enhance the value of traditional knowledge;
- Build site-management capacity;
- Encourage capacity-building for the sustainable use of natural resources and for natural disaster prevention and mitigation;
- Promote greater technology exchange;
- Raise the visibility of the Sector’s activities;
- Water security and management;
- Ecological sciences and ecosystem in the Caribbean as it relates to MAB and biodiversity;
- Alternative sources of energy. Given the uncertainty of energy sources in the Caribbean, it is incumbent upon us to ensure that there are alternative and renewable sources available when it becomes necessary;

- More support for the Sandwatch project;
- Develop activities to address the effects of climate change on the region, especially on Small Island Developing States;
- Include innovation components;
- Give greater importance to ethics in science by identifying the individual as the focus of action.

Major Programme III – Social and human sciences

192.

- It is considered that all spheres of scientific action entail ethical dilemmas and that scientific knowledge is highly ethical. UNESCO must, therefore, pursue its endeavour to set standards and reflect on such issues through their dissemination and through support for national bioethics committees;
- Work conducted under the MOST Programme and in regard to human rights and non-discrimination has been positively rated and should be strengthened.

193. The following proposals were also made:

- The MOST Programme should be deepened and used in tandem with other strategies in dealing with the problem of migration as a priority issue;
- Continued and increased support should be provided for Forums of Ministers of Social Development at the regional and subregional levels;
- The ideas promoted by the Buenos Aires Declaration adopted at the International Forum on the Social Science – Policy Nexus should be pursued;
- Stress the importance of establishing a category 2 centre on migration to be located in Ecuador;
- UNESCO should develop alliances with international sports federations (e.g. football, cricket, baseball, basketball and hockey) owing to their educational and formative role, in order to promote among children and youth the values of health care, the prevention of addiction and violence, teamwork, non-discrimination and proper use of leisure time;
- Publicize activities to be carried out in Guatemala, as world philosophy capital in 2012;
- Poverty eradication and improvement of the quality of life;
- Decentralization and local authorities;
- International cooperation through the promotion of professional networking strategies;
- Democracy as the catalyst of international cooperation;
- Continued support for the José Martí Project for International Solidarity;
- Social science research fund;
- Develop actions regarding the marginalization of young males at risk in Latin America and the Caribbean and youth violence.

Major Programme IV – Culture

194. The priority areas were considered appropriate, but the Latin America and the Caribbean region needs action with emphasis on three of these fields:

- community involvement in heritage conservation;

- promotion of cultural diversity;
 - development of cultural and creative industries.
- Develop the concept of culture as a human right, vital to the achievement of all-round development;
 - It was noted that culture and identity were not adequately reflected in the priority areas and it was accordingly urged that they be so reflected;
 - Strengthen intercultural dialogue so that identity and respect for differences are expressed;
 - Protect endangered indigenous languages through the promotion of intercultural dialogue;
 - Museum participation in the safeguarding of languages;
 - Promote the ratification of the culture conventions by all Caribbean countries;
 - Increase efforts to advise Member States on the submission of nomination files to ensure that the Lists are appropriately geographically representative;
 - Conduct seminars on the implementation of each convention in order to facilitate monitoring of conventions by the national committees, including activities with civil servants and law makers in regard to those conventions.;
 - Develop programmes to ensure community participation in heritage protection;
 - Prevent and mitigate risks to the cultural heritage;
 - Strengthen the secretariats that oversee implementation of culture conventions currently in force;
 - Highlight the ASPnet's work in regard to the publicity and ownership of heritage and the need to continue to encourage these schools' work in carrying out activities included in this sector;
 - Strengthen ministries of culture and cultural institutes, joint policy activities and training for their staff;
 - Promote national information systems that provide estimates on the input of culture to Member States' GDP and foster activities demonstrating the relationship and relevance of culture to the Millennium Development Goals;
 - Continued funding of projects such as Youth Path;
 - Promotion of culture and heritage as a key driver of sustainable development;
 - Hold a seminar on copyright restrictions;
 - Strengthen the Qhapaq Ñan project (the Inca Trail), under development in six countries of the Andean region;
 - Promote and support the development of the UNESCO Award of Excellence for Handicrafts at the regional and interregional levels;
 - Provide financial support for the Forum of Ministers of Culture to be held in Bolivia in 2011 (travel costs).

Major Programme V – Communication and information

195. This Sector's priority areas are relevant and the participants acknowledged the magnificent contribution and success of the Memory of the World Programme in particular. It was considered, however, that the Sector was not taking into account the highly important topics below:

- Knowledge societies from the educational, rather than merely technological, standpoint;

- Citizenship education, without which the exercise of freedom of the press and of free access to information would be weakened;
- The media's role in natural disaster prevention and mitigation has not been sufficiently explored;
- Strengthening UNESCO's role as coordinator of the World Summit on the Information Society (WSIS);
- Supporting community radios for educational and social purposes;
- Community participation for sustainable development and fight against discrimination;
- Strengthening activities under the Memory of the World Programme;
- Healthy ICT use;
- Study of and search for freeware;
- Proposed establishment of a world freedom of expression centre;
- Strengthening access to information and communication for persons with disabilities and disadvantaged people in our community;
- Partnering with media for sustainable development and increasing participation through community media;
- Promoting monitoring bodies for the information society observatory;
- Raising awareness of ICT use for the purposes of human development and in order to narrow the digital divide;
- Considering inputs from the Ibero-American seminar on ICT use;
- Need to conduct a study on the impact of ICTs on the media (press) and on education (learning);
- Search for freeware alternatives such as LINUX in order to close the digital divide and broaden ICT access.

196. **Culture of peace**

- The International Decade for a Culture of Peace and Non-Violence for the Children of the World ends this year. It must be supplemented by specific content on ethical and citizenship education and on civic responsibility, in accordance with the conclusions of the Cooperation Seminars with Ibero-America on Education for a Culture of Peace, spearheaded by UNESCO;
- Revitalize the subject by means of a culture of peace programme to consolidate the new humanism;
- Strengthen topics relating to education in values and inclusion;
- Establish national committees;
- Include the following topics in the main lines of the Programme of Action on a Culture of Peace: introducing and promoting values and migration and multicultural societies.

197. **Interdisciplinary and intersectoral activities**

- The concept of intersectorality must not give rise to the formation of bureaucratic bodies;
- Intersectorality should be regarded as an approach to work between the sectors, so that they do not operate as isolated programmes; it should serve as a bridge between them;

- The Latin America and the Caribbean region reiterated the importance of the Organization's five sectors taking action on migration and non-discrimination, so that the two issues become an intersectoral theme.

198. **UNESCO's role within the United Nations system, cooperation and partnerships**

- Strengthen UNESCO's representation in countries without a field office;
- Promote recognition of the National Commissions in the region as partners with the United Nations;
- Participate in the preparation of the United Nations Development Assistance Framework (UNDAF) for those countries without a UNESCO representation office;
- Draw on UNESCO's comparative advantages in the context of United Nations reform (UNDAF);
- Promote partnerships for national and regional cooperation;
- Disseminate and promote activities;
- Request information on the outcomes of the pilot training programme of the United Nations Fund for Drug Abuse Control (UNFDAC);
- Strengthen cooperation with non-governmental organizations and greater involvement of civil society in the implementation of and contribution to UNESCO programmes and projects.

199. **The National Commissions for UNESCO**

- Place more emphasis on the Latin America and the Caribbean region and strengthen its participation in the interregional dialogues organized by UNESCO;
- Allocate more resources to – and increase the number of programmes in – the field, so that they address the local circumstances of each country;
- Strengthen cooperation with the Regional Centre for Book Development in Latin America and the Caribbean (CERLALC) in following up the decision adopted at the 182nd session of the Executive Board regarding the importance of cooperation and intersectoral work with the Centre;
- Increase the budget allocated to programmes and reduce that devoted to administration and human resources;
- Raise awareness of National Commissions among partners;
- Encourage the exchange of best practices between National Commissions through South-South cooperation and triangular cooperation;
- Foster the coordination of field offices and category 2 centres and institutes with National Commissions;
- Develop synergies between field offices and governments, parliaments and universities;
- Invest in building the capacity of National Commissions and improve training and information systems. Urgently translate documents, in particular the Practical Guide for National Commissions for UNESCO;
- We demand that the efforts and proposals we made during this consultation be reflected in the next Programme and Budget;
- Strengthen the coordinating role of the National Commissions, keeping them informed of all the activities carried out by each UNESCO body in every country. This will also provide input for the governments' annual report.

200. UNESCO's visibility

- Establish Spanish as a working language of UNESCO in all its publications and in the contents of the Organization's website. Spanish is the third most widely spoken language in the world and the second most studied language after English. Failure to generalize the use of this language at UNESCO restricts the Organization's impact on a potential population of 450 million to 500 million worldwide which has Spanish as its first or second language;
- Also adopt Portuguese as a UNESCO working language, in accordance with the request of the Portuguese-speaking countries at the 35th session of the General Conference. Portuguese is one of the five most widely spoken languages in the world, spoken by more than 250 million people in eight countries in Africa, South America, Asia and Europe. Establishing Portuguese as a working language would be consistent with the Organization's objective of strengthening multilingualism and cultural diversity;
- Develop partnerships with public and private communication media to disseminate UNESCO'S work (BBC, National Geographic Channel, and so on);
- Resume the publication of the *UNESCO Courier* in all the Organization's languages;
- Ensure that the Communication and Information Sector contributes to enhancing the visibility of the other Programme Sectors.

201. Other proposals:

- Request a simpler and clearer questionnaire in future;
- Include Haiti as a priority and develop a medium- and long-term strategic vision in that regard;
- Make a strong statement on the culture of peace programme;
- Caribbean visibility at Headquarters – start with it here;
- Advocate a more visible strategy in the context of the work carried out by the category 2 centres;
- Call for greater flexibility in approving Participation Programme projects and explain why they are rejected or discontinued;
- Encourage the evaluation and approval of the projects by the regional or cluster offices;
- Streamline the management of the Participation Programme funds, ensuring that this responsibility rests with the local, regional or cluster offices, so as to facilitate access to and assessment and timely completion of the evaluation reports;
- Call on UNESCO to continue channelling the Participation Programme funds through its local or regional offices to ensure the fulfilment by the National Commissions of their programme monitoring functions and the timely and effective completion of the technical and financial reports required by the programme. Failure to do so affects the level of funding available for the following biennium. The inability of the local offices to channel Participation Programme funds is inconsistent with the request made to countries to further manage programmes and government funds;
- Enable the National Commissions to participate in the evaluation of the Programme and Budget as provided for in the Charter of National Commissions for UNESCO and in various Executive Board agreements;
- Increase the funds received by the Caribbean under the Participation Programme and strengthen its cluster office, since the latter caters to many countries but lacks resources;

- Thank the Division of Relations with Member States and National Commissions for providing the opportunity to participate in this consultation, which enabled the countries in the region to express their needs and priorities. Review the consultation process methods, particularly with regard to the questionnaire;
- Note Uruguay's request to host the next regional consultation meeting (2012).

202. On the following day, at the end of the meeting on the role of the National Commissions in the United Nations common country programming process, Ms Susan Shurland, Secretary-General of the Trinidad and Tobago National Commission for UNESCO, informed the meeting that the Director-General of the Organization, Ms Irina Bokova, apologized to all present for being unable to attend. Mr Hans d'Orville, Assistant Director-General for Strategic Planning, then read out a message of apology sent especially on account of her absence.

203. In that message, Ms Bokova apologized for not being able to attend owing to unforeseen circumstances. She said that she had been in contact with her colleagues to keep abreast of the work accomplished on the first two days of the consultation. She thanked the Government of Trinidad and Tobago for its generous hospitality and congratulated the country's National Commission on its fortieth anniversary.

204. She noted that the devastating earthquake in Haiti in January and the subsequent one in Chile had placed the region at the centre of international attention and that UNESCO had been present in Haiti, working with United Nations partners to reactivate the education system, safeguard heritage, build the capacity of community media and integrate the cultural dimension into the recovery process. She laid emphasis on three features that, she believed, would shape the long-term vision of cooperation with UNESCO.

205. First, the region led all developing countries in the achievement of Education for All goals, but that masked significant diversity, both within and between countries. UNESCO's programmes must reach the most marginalized and vulnerable groups, promote multilingual education for indigenous peoples and ensure that young people and adults acquired the necessary skills and knowledge for the transition from education to the world of work.

206. Secondly, she stressed the importance of scientific cooperation for the achievement of sustainable development. Small Island Developing States were a UNESCO priority and would be discussed at the forthcoming UNESCO Future Forum. She stressed that the year's tragic events in Haiti and Chile had demonstrated that a good warning system did not suffice if the system's efficiency was impaired by lack of knowledge of disaster preparedness at the local level.

207. Thirdly, she was determined to persuade countries and international institutions that culture had a central role to play in development and UNESCO would raise that point at the United Nations General Assembly's Summit on the Millennium Development Goals in September. She noted that cultural diversity paid development dividends to all society, created jobs and contributed to social cohesion, reconciliation and the construction of peace.

208. At the end of her message, she stressed that each and every National Commission was an outstanding UNESCO ally and she looked forward to visiting the region in the near future.

Adoption of the Final Report of the Consultation

209. At the plenary meeting the Chief Rapporteur read out the draft final report of the consultation and noted suggestions and comments made by regional representatives for inclusion in the document as soon as possible. The report, as a whole, was adopted unanimously.

210. Participants in the meeting unanimously acknowledged the efforts made by the Trinidad and Tobago National Commission for UNESCO and thanked it for holding the Consultation and for its warm welcome and hospitality during their stay in the country.



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PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL CONCERNING THE DRAFT PROGRAMME AND BUDGET FOR 2012-2013 (36 C/5)

PART I, ADDENDUM

ANALYTIC SUMMARY OF THE COMMENTS AND PROPOSALS OF MEMBER STATES AND ASSOCIATE MEMBERS, INTERGOVERNMENTAL AND INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS

B. Synthesis of the views expressed by Member States and Associate Members

SUMMARY

Part I, Addendum of this document presents the results of the consultation process which was carried out on the basis of the questionnaire circulated under cover of CL/3922. The present document is composed of three parts, which are issued separately.

Part I, Addendum (A) contains the substantive parts of the reports of the five regional consultations of National Commissions for UNESCO which were held between May and July 2010. The full reports are accessible online at: <http://www.unesco.org/en/c5questionnaire>.

Part I, Addendum (B) presents a synthesis of the views expressed by Member States and Associate Members in their written replies to the questionnaire.

Part I, Addendum (C) presents summaries of the responses provided by organizations of the United Nations system, intergovernmental organizations (IGOs) and international non-governmental organizations (NGOs).

These documents are of a consultative nature and do not have financial or administrative implications.

I. INTRODUCTION

1. By circular letter CL/3922 of 29 April 2010, the Director-General launched a consultation of Member States and Associate Members 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). The questionnaire annexed to CL/3922 was designed to elicit the views, comments and suggestions on key principles, priorities, challenges and core issues which should inform the preparation of the Draft Programme and Budget for the forthcoming exercise. The deadline for receipt of the written replies was set at 12 July 2010. However, responses received up to 15 August 2010 were taken into account in the present summary.

2. This document contains a summary of the views and suggestions of 66 Member States and Associate Members (see list in Annex). The number of replies compares as follows to returns to previous consultations: 67 for document 32 C/5; 73 for document 33 C/5; 68 for document 34 C/4 and document 34 C/5; and 68 for document 35 C/5.

3. The sections in the present document follow the structure of the questionnaire. The full text of responses received can be accessed at: www.unesco.org/en/c5questionnaire.

II. GENERAL COMMENTS AND OBSERVATIONS

4. In general, Member States welcomed the interactive consultation process for the preparation of the Draft Programme and Budget for 2012-2013 (36 C/5). Nevertheless, some Member States expressed their dissatisfaction vis-à-vis the design of the questionnaire, deemed to limit the possibility for a real debate on priorities. One respondent also signalled that the regional consultation process was excessively heavy and suggested a consideration of alternative methods for future consultations in order to allow a more focused debate on priorities. As an alternative procedure, it was suggested that the Director-General prepare an early Draft Programme and Budget proposal as a starting point for the consultation.

5. Several Member States acknowledged progress in programme and strategy development in recent years and congratulated UNESCO on its continuous efforts to improve the Programme and Budget. They noted a commendable improvement of the programme and budget in the past two programming cycles, with stronger coherence between C/4 and C/5 documents and increased focus. Nevertheless, several Member States emphasized the need for further concentration of UNESCO's programme and, consequently its budget, considering that it is fragmented into too many small projects with limited potential impact. They called for a smaller number of Main Lines of Action in UNESCO's programme and for funding the core priority programmes through the regular budget. Some respondents also signalled that UNESCO's programme and budget cycle should be synchronized with the rest of the United Nations system, in line with United Nations General Assembly resolution 63/232, thus advocating the adoption of a four-year programming and budget cycle.

6. Efforts pursued by the Organization to apply a results-based programming, management, monitoring and reporting (RBM) approach were strongly commended and supported by many respondents. A number of Member States suggested that this approach be further reinforced across all programme sectors, through more measurable results, improved performance indicators and benchmarks and an enhanced monitoring system. The commitment to qualitative and quantitative evaluation of programme activities was considered of critical importance.

7. The need for more solid qualitative data was also signalled by some respondents, who highlighted the importance of sound statistics and the need to produce, with more consistency, age- and gender-disaggregated data and to develop and coordinate media and communication

statistics. Within this framework, some advocated for a strengthening of the role and budget of the UNESCO Institute of Statistics (UIS).

8. Some Member States recommended additional administrative streamlining, eliminating bureaucratic obstacles to ensure consistent and effective delivery of the programme and to avoid impediments to interdisciplinarity and inter-sectorality. In their view, a slender administrative structure would also create savings needed for implementing the programme.

9. Some respondents expressed high expectation for the outcome of the independent external evaluation which they see as an excellent opportunity to introduce in the next C/5 document concrete and implementable action-oriented recommendations for a more systemic approach that would lead to more targeted programme action and monitoring.

10. Decentralization of decision-making authority, as well as of UNESCO staff, is seen by a number of Member States as critical to achieving effective delivery of the programme. Several Members urged for an improvement of decision-making by UNESCO's governing bodies, in particular through the reform of the working methods of the Secretariat, the General Conference and the Executive Board. Some recommended the creation of subcommittees, which could prepare discussions and final decisions. Some respondents called for increasing the number of meetings of the Board's commissions to allow more items to be approved without debate.

11. The five established functions of UNESCO – laboratory of ideas, standard-setter, clearing house, capacity-builder, and catalyst for international cooperation – were recognized by many respondents as essential for programme delivery. Two Member States considered that the normative and capacity-building functions were key to achieving the internationally agreed development goals (IADGs), including the Millennium Development Goals (MDGs) and the Education for All (EFA) goals. They stressed the importance of expanding UNESCO's normative action beyond the mere production of legal instruments, building on them to assume a lead role on emerging global challenges within UNESCO's fields of competence.

12. There is general agreement among respondents that UNESCO should focus primarily on upstream policy advice and upstream capacity development throughout all programmes. While a slow shift towards more upstream activity was recognized, more effort in this direction was expected in order to translate these concepts into concrete terms. To this end, UNESCO was called to work with national and regional authorities, as appropriate.

III. AFRICA AND GENDER EQUALITY – UNESCO'S TWO GLOBAL PRIORITIES

AFRICA

UNESCO's support to the African Union decisions, the regional integration process and the priorities of the Regional Economic Communities and African countries

13. Several Member States called on UNESCO to strengthen its assistance to the African Union (AU) in the areas of competence identified in the cooperation agreement between the two organizations, and especially in the ratification and implementation of the African Renaissance Charter. Some respondents also recommended further discussion with the AU to better identify the support UNESCO should provide to the regional specialized institutions of the AU and to improve consistency between Priority Africa and the African Development Strategy.

14. Some respondents noted a lack of follow-up and implementation of strategic decisions taken at the regional and subregional levels. They therefore asked for stronger support to the AU and to the Regional Economic Communities (RECs), especially with regard to information, training and

advisory services, in order to support efforts in designing, implementing, monitoring, assessing and updating policy decisions.

15. Some Member States suggested that UNESCO should provide support to the AU's regional specialized institutions by promoting exchanges between institutions, strengthening networking and by revitalizing joint AU/RECs commissions. Others suggested that such support should be also provided in terms of reinforcement of operational capacities, by training local experts in implementing the identified priorities.

16. Some respondents indicated that the AU needed political support especially in the area of peace. UNESCO could contribute to this area, *inter alia*, by organizing dedicated forums for the dissemination of the decisions of the AU, by reinforcing the capacities of the institutions dealing with culture of peace, including the AU Peace Council, and by organizing regional workshops on respect for relevant international normative instruments.

17. Several Member States believed that cooperation between UNESCO and the AU must be specifically directed toward achieving the EFA goals, with special emphasis on literacy and universal primary education, as well as fighting HIV/AIDS. Several respondents suggested further encouraging regional specialized institutions in the elaboration and implementation of local development strategies through dedicated policy advice, in particular in the field of education. Further efforts should be devoted to integrating the cultural dimensions into development strategies, programmes and projects in all UNESCO's fields of competence, including multilingual and mother tongue education.

18. A number of Member States noted that UNESCO could support regional integration by playing its role as a laboratory of ideas and catalyst of international cooperation, as well as by providing support for the elaboration of strategic plans for the implementation of integration objectives.

19. Several Member States proposed that UNESCO could play a role in attracting donors and mobilizing additional funds to support the specialized African institutions. One Member State suggested conducting high-level negotiations between the UNESCO Secretariat and Member States, possibly in the form of a ministerial conference, engaging the ministers responsible for aid cooperation.

UNESCO's action in Africa: Focus and resources

20. The majority of Member States responded positively to the activity of UNESCO in favour of Africa, considering it well focused on key priority areas. Nevertheless, it was noted that, in order to maximize resources and increase visibility, UNESCO should concentrate on fewer well-defined and recognizable projects and enhance coordination and cooperation mechanisms between field offices in Africa to ensure full coverage of the strategy of Priority Africa.

21. Some Member States deemed it necessary to extend the action of UNESCO at the grassroots level. Whereas the importance of pursuing an integrated programme-oriented approach was generally recognized, some respondents recommended finding a balance between programme-oriented and project-oriented approaches, with the latter being necessary for development in the African regional context. To this end, it was also suggested to increase the global budget of UNESCO field offices, to enable them to adapt projects to the specific needs of the beneficiary country and to ensure effective implementation and adequate visibility for UNESCO.

22. The majority of respondents identified education as the priority field of action for UNESCO in Africa. Most frequently identified areas were: literacy, secondary education, teacher training, technical and vocational training, lifelong learning, the development and updating of basic and

technical education curricula and the systematization of education standards. One Member State suggested the full involvement, and adequate funding, of two education institutes, namely the International Institute for Educational Planning (IIEP) and the Institute for Lifelong Learning (UIL).

23. The importance of dealing with the cultural dimension of education and integrating traditional knowledge was also noted. A special mention was made of children and youth with special needs. Also, the Pan-African University was identified by one respondent as a viable means of offering support in the area of education.

24. Some respondents expressed appreciation for the efforts made to implement EFA in African countries, but urged for better coordination between UNESCO and other international organizations and donors. They highlighted the need to create mechanisms and instruments to monitor the implementation of education programmes in Africa and to focus on guiding principles, such as ensuring enhanced political support, strengthening mutual assistance among Member States, institutionalizing cooperation and partnership, exchanging experience and information and creating an effective follow-up mechanism.

25. Several respondents highlighted the importance of supporting the development of science to eradicate poverty and promote sustainable development, concerning in particular: climate change, renewable energies, freshwater and the formulation of integrated plans to contribute to the development of scientific research in various areas, including health.

26. Culture was also signalled by many respondents as a key area. A Member State suggested reinforcing support to the African World Heritage Fund, whereas some advocated for technical and financial support to subregional projects in the area of creative industries.

27. Most respondents agreed that, given its limited resources, UNESCO had allocated a relevant and increasing share to Africa. Nonetheless, these resources appeared insufficient to deal with the vast array of the serious problems Africa faces. Therefore, several respondents suggested evaluating the impact of the interventions to date, to improve allocation and ensure efficient use of funds. They also encouraged efforts in designing appropriate strategies for mobilizing extrabudgetary resources, especially in relation to HIV/AIDS and the effects thereof on education.

28. Some respondents stressed the importance of according more attention to post-conflict and post-disaster situations, together with a stronger focus on the provision of educational guidance and support in response to emergencies and transitional phases.

29. Several Member States agreed that the impact of UNESCO's action in Africa largely depended on the dynamism of the National Commissions. Therefore, they believed that UNESCO should strengthen the technical, financial and human resource capacities of National Commissions in Africa, improve collaboration and consultation between Regional Bureaux and National Commissions and further National Commissions' support to United Nations country programming processes.

GENDER EQUALITY

Implementation of UNESCO's Priority Gender Equality Action Plan (GEAP), contribution to the achievement of MDGs 2 and 3 by 2015, and strengthening of gender equality in Africa, during the Decade for Women's Empowerment 2010-2020 declared by the African Union

30. Generally, Member States welcomed the Director-General's initiative to focus on women's and girls' education and to set up an internal task force on gender equality. They appreciated the approach taken towards the pursuit of gender mainstreaming, as well as the promotion of women's and girls' empowerment in all programming areas. However, some respondents believed that

gender issues should have a higher profile, as gender equality was a fundamental development issue, from the perspective of human rights, economic development and conflict resolution. To this end, some called for strengthening the current Gender Equality Action Plan.

31. Some Member States pointed out that despite the efforts in mainstreaming gender equality through all UNESCO Sectors, results were not always visible. It was therefore suggested that Sectors should select one specific activity to be given a special gender focus. Also, a number of Member States highlighted the importance of continuing improvements in the gender balance of UNESCO's staff posts, especially at the management level.

32. Many Member States noted that UNESCO should provide institutional support in the definition of gender-sensitive policies, in particular education and cultural policies, and provide support to governments in reinforcing legislative tools protecting and promoting women's rights, including their participation in national and political development. It was also mentioned that UNESCO should ensure that gender equality perspectives were fully integrated into communication- and information-related policies and strategies.

33. Many respondents advocated support for bodies, institutions and civil society organizations promoting the rights and autonomy of women and girls and fighting gender-based violence. Many Member States affirmed that ensuring equal opportunities in education was crucial for improving gender equity, suggesting that UNESCO should work to overcome the social and cultural barriers to girls' education, in particular by addressing the traditional and stereotyped roles of women and men and actively engaging men in gender debates. It was seen as necessary to raise awareness of the benefits, for the family and the community, of women's education, empowerment, professional training and non-traditional career choices, and of the necessity of sharing the burden of unpaid care work.

34. Most Member States mentioned the necessity to support the schooling and retention of young girls and of ensuring real opportunities for them to join the labour market and participate in the national economy. Along these lines, the importance of TVET and ICT skills was also stressed. Several respondents emphasized the need for supporting women through secondary education, for teachers to be trained in gender-sensitive teaching and learning approaches and for incorporating gender equality issues into curricula. Higher education was also mentioned as a key area where UNESCO should focus to ensure quality education and to foster women's participation in science, engineering and research. Some respondents emphasized the importance of life skills education for women, especially in rural and/or remote communities, and of the necessity to focus on more vulnerable groups of women with only limited resources and access to social services.

35. UNESCO's leading role in EFA was recognized by several respondents as key to strengthening gender equality in Africa. They proposed that UNESCO implement various activities in the field of education in cooperation with international NGOs, including: assistance in the elaboration and implementation of gender-sensitive policies; support to culture of peace through full, equal and effective participation of women at all levels of conflict resolution, reconstruction and peace-building; and the promotion of better knowledge and understanding of human rights.

36. When targeting gender equality in Africa, several areas of intervention were particularly highlighted by Member States: access to information technologies and e-learning programmes; development of economic opportunities; initiatives to protect women and girls from the risk of HIV/AIDS; women's empowerment through education and eradication of illiteracy; and creation of job opportunities for women.

37. Some Member States also underlined the importance of culture for the status of women and the need to involve them in cultural events and to foster artistic education and employment generation. Some respondents pointed to the need for strengthening the production of gender-disaggregated statistics, as well as the importance of gender-responsive budgeting, which would

allow measuring and addressing gender-differentiated needs and outcomes. One Member State noted the need for increased coordination and integration among United Nations agencies with respect to MDGs 2 and 3, and the implementation of joint activities pertaining to the empowerment of women and girls.

38. Several Member States concurred that gender equality should be given a prominent position in UNESCO's programme, but emphasized that the allocated resources were not sufficient for obtaining the expected results. One Member State affirmed that UNESCO should devote adequate resources to gender, and that these should be reported separately to avoid that "mainstreaming becomes invisibility".

39. With regard to the African Decade of Women (2010-2020), some Member States underlined the importance of aligning UNESCO's programme with the action of the African Union and of fostering decisions through the organization of subregional, dedicated conferences.

Specific targeted interventions

UNESCO's relevance and effectiveness in LDCs, SIDS and with regard to excluded and disadvantaged groups, including indigenous peoples

40. A number of Member States expressed appreciation for UNESCO's engagement in the implementation of programmes and strategies for Least Developed Countries (LDCs) and Small Island Developing States (SIDS). A number of respondents stated that it was crucial to concentrate efforts on countries with the greatest needs. Some Member States encouraged UNESCO to foster sharing of experiences and best practices between SIDS in different regions which faced similar challenges, and to mobilize scientific knowledge in order to develop appropriate policies for sustainable development. One Member State proposed that SIDS be considered third global priority for UNESCO, so as to ensure that adequate resources and programmes are made available to respond to the challenges facing this group.

41. Some Member States considered that United Nations reform and the reform of UNESCO's decentralization strategy should be an opportunity to achieve a better balance between global, regional and country-level activities aimed at LDCs, SIDS and vulnerable groups.

42. Some respondents stated that UNESCO should sensitize governments on the need to take into consideration the rights and needs of minority groups and indigenous populations, and that the Education and Culture Sectors should work together on intercultural education and, *inter alia*, foster the knowledge of indigenous peoples and promote the conservation and transmission of indigenous languages.

43. Some respondents stated that UNESCO should take into account the economic and geographical realities of isolated countries and marginalized groups by strengthening the relevant field offices to meet their needs, and to facilitate donor contributions by raising awareness of and sensitizing them on the rights of minorities, excluded groups and indigenous populations.

44. Respondents generally considered it important for UNESCO to reflect on the special needs of middle-income countries, including when, by reason of their relative wealth, they were excluded from existing development assistance programmes, despite being unable to meet their own development priorities and goals.

45. Some Member States recognized the need to reinforce activities in education for sustainable development, literacy programmes, basic education, and for developing distance learning modules.

46. It was recognized that UNESCO's Natural Sciences Sector should play a major role in SIDS working in disaster risk reduction through specific research programmes, the development of alert

systems and disaster preparedness programmes. Climate change was recognized as a key challenge in SIDS and as an area where the Science, Education and Communication and Information Sectors should work together jointly.

UNESCO's action to respond to the needs of youth

47. Member States concurred that youth was a cross-cutting priority which needed to be mainstreamed in all programme areas. UNESCO was asked to evaluate youth initiatives throughout all Major Programmes and intersectoral activities and to assess their impact. One Member State welcomed the initiative of the Director-General to set up a thematic working group on youth and its terms of reference. Several respondents noted that the General Conference Youth Forum needed to be strengthened and should be better integrated into the General Conference as an advisory mechanism. Many respondents recommended the setting up of interactive cooperation between UNESCO and youth organizations, to ensure the visibility of UNESCO's work, the establishment of partnerships between regional and international institutions, and support to international youth meetings.

48. Some respondents recommended that UNESCO should assist Member States in formulating national youth strategies and policies, as well as sustainable development programmes, with the active participation of youth, also ensuring synergy with the UNESCO Strategy on African Youth in the African context. It was further suggested that UNESCO should promote youth leadership, strengthening freedom of expression and taking into account the psychological and social demands of youth. One respondent considered the United Nations International Year for Youth an excellent opportunity to raise the profile of UNESCO's work. Several respondents called for enhanced recourse to and strengthening of existing programmes, such as the Associated Schools Programme and the UNESCO Clubs, and to establish a landmark intersectoral youth programme, encompassing support to cultural exchange programmes, the development of skills and entrepreneurship, the promotion of TVET for youth employment, and increased opportunities for youth in the creative industries. One Member State suggested the publication of an annual world youth report based on a field situation analysis. Some Member States noted that UNESCO should support youth in accessing information, while building their capacities to produce their own information. UNESCO was also asked to support youth initiatives in favour of intercultural and interreligious dialogue.

49. Several respondents called on UNESCO to support countries in strengthening HIV/AIDS policies and plans and to enhance their targeting on youth. It was further recommended that UNESCO should contribute to the implementation of the global agenda on sexual education and sexually transmitted diseases, by drawing on best practices which would serve to promote dialogue and understanding about the role of education in national responses to HIV/AIDS.

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

Major Programme I – Education

50. All Member States agreed on the imperative for Education for All (EFA) to continue to be at the heart of the Education Sector's work and to continue giving the highest priority to supporting countries in achieving the Dakar goals, with special emphasis on vulnerable groups. The majority of Member States agreed on the priority areas identified for MP I, namely literacy, teachers, skills development for the world of work and sector-wide policy, planning and management – with quality as an overarching requirement and policy advice and capacity-building for Member States as the main focus. Some respondents pointed out that adult education and lifelong learning should be seen as integral parts of EFA.

51. All Member States stressed the importance of quality. Some noted that more efforts should be made towards equal access to education, with particular attention given to cultural diversity. One Member State also mentioned the importance of ensuring quality education in post-conflict situations.

52. Recognizing that countries had specific needs, especially concerning skills development, some Member States stressed the importance of and necessity for policy consultations. UNESCO was called to play its role as laboratory of ideas and capacity-builder, providing assistance to Member States in the formulation of education policies according to their particular situations.

53. Many respondents mentioned TVET as a key area for development which required continuous support. Nevertheless, one Member State stressed that the education function was broader than just skills development. The function of teachers as a key element in education was also stressed by several respondents. The capacity of Member States to train, recruit, employ, motivate and retain well-qualified teachers was generally seen as core to UNESCO's efforts at country level.

54. Many Member States emphasized that education for sustainable development was a priority which UNESCO should pursue with more energy in the future. This was seen as an area where the full competence of the Organization was recognized.

55. One Member State stressed the importance of the EFA *Global Monitoring Report* (and similar monitoring tools) as an instrument to assess impact and define future activities.

56. Several Member States stressed the importance of early childhood care and education (ECCE) and primary/basic education.

57. The key role of secondary education was recognized by many respondents who also emphasized the importance of strengthening the Associated Schools Project Network (ASPnet). One Member State pointed out that ASPnet was not confined to secondary education and suggested the establishment of a dedicated unit to work at all levels of learning institutions. A number of respondents also supported activity in the area of arts education.

58. Human rights education, education for peace, tolerance and mutual understanding were recognized by the majority of Member States as critical areas, where UNESCO should invest increasing resources.

59. A number of Member States agreed on the relevance of pursuing comprehensive sexual and reproductive health education, including HIV/AIDS prevention, assigning special emphasis to gender equality.

60. Respondents agreed that UNESCO had a unique and critical role to play in the area of higher education. They recommended stronger measures to ensure equal opportunities of access, especially for women.

61. Several Member States emphasized the importance of UNESCO's contribution to the promotion and monitoring of normative and standard-setting instruments and its capacity-building role, especially in higher education and science and technology.

62. Several respondents highlighted the importance of strengthening the use of information and communication technologies in education management and teaching-learning processes.

63. A number of respondents emphasized the need to support and develop community-based education, ensuring the integration between schools and their communities, promoting the use of national and indigenous languages and supporting the production of textbooks in national

languages. The role of intercultural multilingual education was stressed. Some Member States highlighted the importance of fostering education in rural areas, by, *inter alia*, strengthening distance learning methods and supporting informal education and its recognition.

Increasing UNESCO visibility and partnership in education

64. Many Member States stated that UNESCO's visibility in education highly depended on its capacity to pursue its leading role in coordinating EFA at global and country levels. Member States noted the importance of carrying out effective promotion of the *Global Monitoring Report*, including a wider distribution of its Summary. Many strongly suggested the need to keep education at the centre of UNESCO's agenda and to work for the attainment of the MDG-related education goals.

65. Several respondents agreed on the importance of increasing UNESCO's visibility and of strengthening the Organization's country presence. At country level, UNESCO's role was largely considered to be one of mobilization, facilitation, and promotion of the sharing of best practices. Therefore, a number of Member States advocated for UNESCO to continue in its reform and decentralization process and to find, within the context of the United Nations reform, a better balance between global, regional and country-level activities and enhanced visibility. It was also suggested that visibility could be enhanced through the translation of the documents detailing the activities of UNESCO into national languages, where applicable.

66. Many agreed that UNESCO should be stronger and more focused at country level, in particular by providing robust monitoring, evaluation and reporting on country situations. A few respondents believed that the number of national field offices should be reduced to reallocate resources to the regional offices. Many respondents stated the necessity for enhanced coordination of regional initiatives to encourage countries to focus their efforts, employ resources more efficiently and obtain a more visible impact.

67. Many Member States called for strengthening the capacities of the National Commissions, which were seen as the most effective means of increasing UNESCO's efficiency and visibility at the country level. UNESCO was called on to enhance its cooperation with the National Commissions, further involving them in country-level activities.

68. Many respondents believed that cooperation with other United Nations organizations needed to be strengthened, and UNESCO should join efforts with other United Nations agencies, particularly with regard to the production of indicators and statistics and the creation of a solid database on education. One Member State also suggested enhancing cooperation with financially stronger agencies so as to make best use of available resources.

69. A strategic media and communication plan and steady cooperation with the media have been proposed by many Member States, together with the organization of workshops and seminars with the participation of leading UNESCO experts, aiming at mobilizing key partners. Several Member States believed that UNESCO should engage more with civil society, NGOs and the private sector. They also called on UNESCO to strengthen the capacities of its networks, such as the UNESCO ASPnet, the UNESCO Clubs and the UNITWIN network.

Major Programme II – Natural sciences

70. A number of countries supported rationalizing the two major programmes on the sciences by merging the natural sciences and the social and human sciences programmes, considering that such a merger would lead to a more efficient use of resources and a more focused programme with fewer small ad hoc projects and greater cost-effectiveness.

71. Many reiterated that policy advice and capacity-building for science, technology, engineering and innovation should be the highest priority for the sciences. It was mentioned that scientific and

technological cooperation was of vital importance to social and economic development; hence UNESCO should work in synergy with other international and regional organizations and programmes as well as with national governments, and continue to support regional integration.

72. The importance of climate change was recognized by several Member States, not only to respond to environmental challenges but also to address social and development implications in UNESCO' fields of competence. A number of countries stressed that the impact of climate change should be well integrated into the science programmes and special emphasis should be given to open access to knowledge, as a tool for capacity-building and sharing in the area of scientific research and innovation. Nevertheless, some Member States believed that UNESCO should concentrate on activities likely to create added value when compared to those already carried out by the UNFCCC, to encourage awareness and behavioural change through education on climate change, and to complement the work of the Intergovernmental Panel on Climate Change. In relation to climate change, the increasing relevance of disaster preparedness and mitigation, including for floods and ocean-based hazards, was stressed by the majority of respondents.

73. Some respondents welcomed the foreseen establishment of a Science Advisory Committee/Panel, stressing the importance of an expert-based external evaluation for the solid performance of an organization promoting cutting-edge research. Many concurred that UNESCO should work to promote capacity-building in basic sciences and enhance the linkages between science and development. It was generally agreed that science education was key and should be strengthened at all levels. Training and capacity-building in higher education and science and technology were considered particularly efficient to induce economic growth and societal change. Some respondents stressed the need for continued emphasis to be placed on promoting inclusive science with the involvement of women and youth and paying attention to local and traditional knowledge.

74. Many Member States highlighted the importance of freshwater management policies and governance. Some respondents advocated that the International Hydrological Programme (IHP) be a top priority, as IHP was the only intergovernmental scientific and educational programme dedicated to freshwater in the United Nations system, and it was highly relevant for policy-making. It was therefore recommended that adequate resources be allocated to the Programme.

75. Ocean sciences and services, capacity development and the role at large of the International Oceanographic Commission (IOC) were highlighted by a number of Member States as key aspects of UNESCO's endeavours.

76. Some Member States called for increasing research and policy advice in renewable and alternative energies, in ecological sciences and ecosystem services, and in geosciences for the sustainable use of natural resources. The necessity of supporting the integration of environmental issues into teaching programmes at all levels of education was also mentioned. Some respondents also recommended that support be given to countries in formulating and disseminating the results of research and their applications, and that the use of information and communication technologies for these purposes should be fostered. Some Member States further considered that UNESCO should conduct studies and analysis of existing indicators in science and technology and define new ones. Furthermore, some Member States asked that UNESCO foster the creation of technology incubators in universities which should mainly concentrate on natural and environmental services, clean energy and sustainable development.

77. The necessity of strengthening UNESCO programmes for the establishment of nature reserves and biosphere reserves was proposed by some. Member States also stressed the importance of intensifying science education for girls and fostering their interest in scientific and technological subjects, both at secondary and tertiary levels.

Increasing UNESCO visibility and partnership in science

78. Respondents agreed that UNESCO should concentrate its efforts on encouraging the development of strong national science policies as well as collaboration and knowledge sharing, noting that universities and research institutions were better placed to conduct research. Several Member States recommended raising awareness at the national level regarding UNESCO's projects and activities in the field of natural sciences, for instance through enlarging cooperation with national academies of science and organizing workshops and seminars with the participation of leading experts. One respondent mentioned the relevance of sharing good practices from UNESCO networks, particularly biosphere reserves, and the need to encourage multistakeholder collaboration and engagement in sustainable development. UNESCO should focus on activities with significant influence, for instance the organization of high-level forums or large-scale international conferences. Several Member States recommended that visibility should target urgent and global issues, such as climate change.

79. Several Member States stressed the importance of joint research, partnerships, cooperation and coordination with other relevant partners and organizations outside the United Nations system, *inter alia* OECD. The value of networking with institutions and independent researchers to exchange experiences and results, in science, technology, ancient knowledge and local traditional knowledge, was also recognized.

80. It was mentioned that UNESCO should promote greater technological exchange between developed and developing countries and regions for science education and capacity-building. Several respondents stressed the importance of establishing relationships with the media and of making the best use of ICTs for the dissemination of pertinent information, but also as an outreach tool to young people.

81. The mobilization of partners, including non-governmental organizations, the private sector and civil society organizations, was recognized as key by many respondents for attracting financial as well as technical support. The investment capacity of the private sector was seen as crucial for science and technology projects. Involving companies by emphasizing corporate social responsibility and by promoting the creation of business incubators was suggested.

82. Several Member States suggested the establishment of prizes for innovation and excellence in science, both at national and international levels, as mechanisms to facilitate young scientists from developing countries to participate in international research, while keeping contacts with domestic institutions.

83. UNESCO was also asked to foster the establishment of regional centres of excellence that could offer support to Member States in capacity-building and intraregional/interregional technology transfer.

84. It was further suggested that fellowship programmes be promoted, making the most of UNESCO category 2 institutes and UNESCO Chairs in science; that attention be given to the spread of UNESCO Clubs inside universities; and that support be given to the organization of science fairs focusing on the teaching of science and on scientific research.

Major Programme III – Social and human sciences

85. A number of Member States advocated the merger of the two science programmes. One Member State argued that UNESCO should have an intellectual observer role in social and human sciences, guiding the international community and promoting the observance of human rights in UNESCO's fields of competence. Another Member State expressed support for the Sector and underlined the need to ensure relevant funding so as to carry out a greater number of more inclusive and intersectoral activities.

86. A majority of respondents agreed on the central relevance of the Management of Social Transformations (MOST) Programme and asked UNESCO to reinforce it, in line with the resolutions of the General Conference and following the recommendations of the MOST II evaluation. They held that the programme should aim at bridging the gap between research and policy-making, analysing the social transformations connected with climate change, demography and the economy and searching for solutions. In this regard, UNESCO was also asked to work on the formulation of concrete policies aimed at alleviating the impact of the world's financial and economic crisis, which, especially in some countries, had further exacerbated the negative effects of globalization.

87. Member States generally acknowledged the significance of UNESCO's ethical mandate and affirmed that the Organization should continue its good work in bioethics and within science and technology. It should also develop further its action in ethics through the establishment of dedicated national committees.

88. Some Member States recognized the importance of ethics in science at all levels and supported the desirability and preparation of a declaration of ethical principles in relation to climate change. Other Member States expressed reservations, with some questioning the added value of such a proposed declaration.

89. UNESCO's work on the social and human dimensions of environmental change was recognized as important and in need of further strengthening, notably the need for defining UNESCO's role as regards the social and human dimensions of sustainable cities. Another suggestion pertained to the monitoring of the commitment to international declarations on social and human sciences, including the follow-up to the Buenos Aires Declaration on the link between policy and social sciences.

90. Many Member States stressed the role of UNESCO in youth development and asked the Organization to strengthen the institutions responsible for providing assistance to young people, and to facilitate the involvement of younger generations in the formulation of policies conducive to social change. A number of respondents stressed the necessity of promoting extensive international participation in the General Conference Youth Forum and similar events.

91. The promotion and protection of human rights was also identified as a key area, and it was recommended that the Organization should support the inclusion of education for human rights into national curricula. Some Member States noted that UNESCO's programmes on human rights should encompass the rights of indigenous people and support for cultural diversity. Some pointed out the need to strengthen respect for the human rights of migrants, particularly in countries with significant migration flows. The importance of gender equality was also strongly stressed and placed within a human rights-based context. With regard to racism and discrimination, UNESCO was asked to enhance work at the regional level. Others stressed the need to reinforce the Organization's work on democracy.

92. Several Member States highlighted the need to work on the development of statistics necessary to measure objectively the situation of human rights in each country. UNESCO was also asked to develop mechanisms to monitor and evaluate public policies in human rights and measure their impact.

93. UNESCO was asked by some Member States to encourage the organization of sports activities focusing on their contribution to peace and social cohesion, and to foster the dissemination of legislative instruments for the fight against doping in sports and their enforcement in countries having ratified these instruments.

94. Philosophy was recognized by some respondents as an important area. They stressed that a philosophical approach to modern issues was necessary.

Increasing UNESCO visibility and partnership in social and human sciences and catalysing international cooperation:

95. Many Member States called for stronger implementation of UNESCO's work at the national level. They also suggested an evaluation of projects and closer cooperation with professional networks and NGOs. It was further proposed that cooperation and coordination be strengthened between the International Council for Philosophy and Humanistic Studies (ICPHS) and the International Social Science Council (ISSC), to bring into full play their expertise and roles and to strengthen their cooperation with UNESCO Clubs and ASPnet. Some Member States mentioned that it was necessary to improve the dynamics of partner integration, by informing partners of programme results and activities, raising greater awareness about UNESCO efforts in ethics and human rights, and to show moral appreciation to partners who provide support (UNESCO Goodwill Ambassadors, awards, honours, etc.). Respondents stressed that partners should be more consistently mobilized so as to assume a role as co-implementers of projects and programmes.

96. Media involvement and strengthened in-house communication channels were mentioned as key areas needing improvement. Many Member States deemed it necessary that UNESCO develop programmes for the exchange of expertise and information and organize regional and international events and study visits of UNESCO staff and other organizations. One Member State noted the need to foster applied research in the social and human sciences. Some respondents asked that UNESCO field offices continue their work in cooperation with the National Commissions carrying out activities at national and subregional/regional levels, and sharing outcomes more widely.

97. Some Member States felt that fellowship programmes should be more extensively used for increasing UNESCO's impact and visibility and for mobilizing partners.

98. One respondent stated that taking a lead role with respect to women and youth issues might be the best vehicle to enhance the impact and visibility of UNESCO's action in the field of social and human sciences, especially at the country level.

99. One Member State suggested the creation of joint funds with contributions from UNESCO and various partners for the financing of activities, studies and research in the field of social and human sciences and relating to issues of interest to society at large. Many Member States noted that UNESCO could catalyse international cooperation through increased regional and international social and human science initiatives. One respondent expressed support for the continuation of the publication of regular world reports for science and social science, deemed to be excellent mechanisms for promoting visibility.

100. Fostering South-South and North-South-South cooperation among Member States, through exchange programmes and sharing of knowledge and best practices, was proposed as a key area and an effective method for catalysing international cooperation.

Major Programme IV – Culture

101. Many Member States gave top priority to the protection and/or conservation and safeguarding of heritage in all its forms. Some respondents stressed the need to promote culture at the community level, and to have communities involved in the safeguarding of heritage. A number of respondents stated that, with the involvement of NGOs, it was possible and desirable to develop and enhance projects related to the sustainable development of communities living in cultural sites, to create socio-economic benefits for the people, as well as to reinforce their identity and self-esteem. A number of Member States agreed that during the next biennium UNESCO should concentrate its work on the cultural conventions, with a particular focus on the Conventions of 2003, 2005, 1972 and 1954. In implementing the Conventions, UNESCO was asked to place more

emphasis on developing cultural statistics and providing guidelines to Member States for the development of requisite infrastructure.

102. Some Member States highlighted that UNESCO's Culture Programme would gain in focus and clarity by establishing as a major priority the promotion of culture and heritage as a key driver for sustainable development and by reducing the number of related results.

103. Promotion of cultural diversity was mentioned as a priority by a significant number of Member States. Respondents expressed the view that UNESCO should be advocating and promoting the role of culture and of cultural diversity for sustainable development, using the 2005 Convention as a tool to emphasize the contribution of culture to economic development. Some respondents called for UNESCO to take the lead in integrating the principles of respect for cultural diversity in the agenda of the United Nations system. Many Member States affirmed that cultural diversity should be promoted along with living cultures, and proposed a shift of emphasis towards living cultures and cultural diversity entailing a merger at the programming level, while noting that intercultural dialogue should cut across all programmes and MLAs.

104. The development of cultural and creative industries was also considered a significant area of intervention for UNESCO. Strengthening cultural industries was seen by respondents as an efficient way to define more clearly the contribution of culture to national development.

105. The normative function of UNESCO was underscored by most respondents, who called on UNESCO to assist Member States in the development of cultural policies and to ensure that commitments were respected. Respondents stressed that cultural policy-making should be evidence-based and that cultural statistics were therefore crucial. Members asked for a proper allocation of resources to UIS, enabling the Institute to carry out mapping, to revise statistical frameworks and to produce gender-disaggregated data in the field of culture.

106. Several Member States affirmed that UNESCO should pursue the promotion of cultural expressions aimed at safeguarding and enhancing them as a means of self-development. Some stressed that UNESCO should be more involved in national and religious festivals, where cultural expressions were best represented. The Organization should also encourage the establishment of handicraft prizes so as to promote the work of talented artists at the international level.

107. Some Member States recalled the importance of museum development and the protection of cultural objects, which should be integrated at all levels of education.

108. Some respondents noted that the protection and promotion of languages was of utmost importance as they guaranteed the transmission of cultural diversity and had a bearing on all UNESCO's fields of competence.

109. Some Member States called for cultural rights – including women's cultural rights – to be better reflected in document 36 C/5. The status of living arts and artists and their freedom of expression, as well as children's right to culture, were considered desirable for inclusion in the Culture programme.

Measures to increase awareness of the interaction between culture and development and to improve UNESCO's visibility and partnership in culture

110. It was widely agreed that culture must be integrated into international and national development processes and policies, regional as well as local, thereby linking it to the concept of sustainable development, particularly in those countries where culture was not, or only marginally, on the agenda of governments, donors and other partners. Respondents agreed that UNESCO should promote culture as a strategic component for achieving development. They also stressed culture's role in expanding creative opportunities, full expression of human abilities, intellectual

creation, knowledge production, technological invention and the protection of peoples' cultural rights and ancestral practices. It was further recommended that UNESCO should call on governments and the international community to integrate culture in development activities as a factor for social cohesion and a factor for peace.

111. Member States generally considered that UNESCO should provide conceptual and operational guidelines to ministries of culture and build national, regional and local government capacities for the formulation of cultural policies, fostering the setting up of creative industries as a factor of development and social inclusion. It was also recommended that universities and academies be involved in the capacity-building activities for planners of public cultural policies for development.

112. A number of Member States suggested that UNESCO encourage governments to raise national and local budgetary allocations for cultural development. Furthermore, it should assist national governments in promoting the integration of culture into their policies at all levels, involving civil society and the private sector so as to provide cohesion of national development strategies and to maximize the economic potential of cultural initiatives.

113. Several respondents stated that the relationship between culture and development was best seen through educational activities. It was therefore noted that it was essential for UNESCO to encourage the inclusion of culture and its relevance for development in curricula at all levels of education. A further suggestion was to expand studies and research aimed at quantifying the impact of culture on the economy and on the role of cultural industries and other cultural activities in job creation.

114. Some Member States stressed that education should encompass culture as a source of creativity, innovation and social cohesion and that to that end cultural education, including arts education, was essential. It was therefore proposed that the cultural dimension in the implementation of the Decade on Education for Sustainable Development should be enhanced.

115. One Member State called on UNESCO to place culture at the centre of the social and economic development of peoples, and to consider it as a strategic factor in overcoming poverty and generating social cohesion, thus defining a fundamental link between culture and the Millennium Development Goals (MDGs). Many Member States agreed on the need to promote cultural industries, the tourism industry and handicraft production as active drivers of national economies. Some respondents stated that UNESCO should develop training activities in cultural industries, technological change, the marketing of cultural products and services for staff of governmental institutions and specialists. A number of Member States believed that UNESCO should foster research and exchange programmes and support studies on the impact of culture on development, while working to promote the interaction between cultural actors and the private sector. Some asked UNESCO to play a role in promoting access to culture and in developing activities aimed at encouraging the discovery of cultural heritage and fostering active involvement in its protection. Some Member States emphasized the need to make available the results of the studies on the impact of culture on development and to sensitize all stakeholders on the effects of culture, not only in economic terms, but also with respect to its direct and indirect contributions to other sectors and to social and human relations.

116. Other suggestions included the promotion of media campaigns so as to encourage local communities to design and produce cultural goods and objects as stimuli for community development; the establishment of "artistic cities", cultural centres and creative industries as vital engines for development; and the promotion of high-level forums to raise awareness on the social and economic benefits of culture.

117. Many Member States agreed that UNESCO should be strengthening intersectoral work, particularly among education, the sciences and communication and information, as a means of

highlighting the importance of culture and its impact. At the same time, UNESCO was asked to strengthen the links with partners, such as the public sector, NGOs, the private sector, parliamentarians, chambers of commerce, local public authorities, professional associations, religious leaders and the media.

118. Several respondents stressed that UNESCO should work to enhance communication and information flows, networking and sharing of good practices at the global, regional and country levels and to strengthen in that regard UNESCO Clubs and ASPnet.

119. Several Member States affirmed that UNESCO should play its role as the leading producer and promoter of substantive cultural content. To that end, UNESCO's regional offices, institutes and centres should provide support, in cooperation with the National Commissions. Others suggested initiatives to increase impact and improve partnerships. They included: cultural exchange programmes in research and performance; the implementation of joint projects at the regional level in the sphere of tangible and intangible cultural heritage; and the establishment of common funds (global and regional) with the support of Member States and other partners to mobilize resources for cultural projects.

Approaches to intercultural dialogue, including interreligious dialogue

120. In general, Member States valued UNESCO's contribution to intercultural and interreligious dialogue. The Organization was seen by some Member States as a platform to conduct these discussions and take them forward. UNESCO was asked to ensure that intercultural and interreligious dialogue would be included in the development of an integrated approach towards cultural diversity, through the definition of cultural policies and the drafting of legislation able to guarantee all citizens access to their cultural rights, hence promoting pluralism and social cohesion. A number of Member States affirmed that intercultural dialogue should be the overarching goal of Major Programme IV; hence UNESCO's action to promote intercultural dialogue should also be closely linked to the efforts of strengthening the contribution of culture to sustainable development. These respondents suggested merging MLA 6 (mainstreaming within national policies of the links between cultural diversity, intercultural dialogue and sustainable development) within MLAs 1-4 (concerning the culture conventions), and adding an additional MLA 5 in order to bring forth the important role played by women and youth in both intercultural and interreligious dialogue.

121. Several Member States stated that intercultural dialogue required an interdisciplinary approach involving education, as well as natural sciences, social and human sciences and communication and information.

122. Some Member States considered that intercultural dialogue should respect and recognize the importance of national viewpoints in all cultural areas. UNESCO should foster interfaith dialogue as a cultural issue without taking part in the dialogue itself. Some respondents emphasized that UNESCO should pursue a human rights approach, while maintaining its intergovernmental nature. Several respondents considered that UNESCO should protect and promote regions' distinct cultural influences as a component of national identity, and religious practices as key factors of native cultures whose interaction should be encouraged. Several respondents asked UNESCO to support established networks and NGOs active in intercultural and interfaith dialogue nationally and globally, and to intensify cooperation with other organizations working in the area of intercultural dialogue, such as the Alliance of Civilizations, with a view to implementing joint activities aimed especially at youth, also involving UNESCO Associated Schools and Clubs. Some Member States suggested that UNESCO should foster the exchange of students between universities and facilitate the organization of forums on interreligious dialogue at the national level, using the leaders as peace advocates. According to a number of respondents, UNESCO's role should also be to promote linguistic diversity and the integration of ethnic and

minority groups by, *inter alia*, supporting ethnic festivals and intercultural and interreligious research.

Initiatives to support Member States in the implementation of the seven culture conventions

123. In general, Member States agreed that UNESCO's main role with respect to implementing the culture conventions was to assist Member States in the ratification, to provide technical support for the integration of the clauses in cultural policies and national legislation, to support Member States in order to access relevant funds and to assist in efforts towards popularizing the content of the conventions.

124. A number of Member States requested the development of mechanisms to allow interaction between the conventions, create synergies and, as far as possible, a common main expected result and measurable indicators.

125. A number of Member States considered it necessary to focus during the next biennium on the translation of global normative frameworks into operational action, proposing that UNESCO develop an agenda for the implementation of the various conventions. Furthermore, Member States called for mechanisms to measure the impact of the conventions.

126. Some respondents believed that providing support to the World Heritage Centre and to its committees was key to enabling them to provide the necessary support to Member States for the implementation of the conventions. Some also stressed the need to mobilize culture subcommittees/commissions, within National Commissions.

127. A number of Member States underlined the importance of organizing interdisciplinary conferences (e.g. climate change and world heritage) to address contemporary problems, to share best practices in areas such as awareness-raising measures and public-private partnerships and to provide policy guidance to Member States. One Member State suggested publishing simplified versions of the conventions in the form of pamphlets, translated into local languages, for dissemination to ASPnet Schools, youth and adult associations.

128. Some Member States offered suggestions pertaining to specific conventions. These include:

- (a) Convention for the Protection of the World Cultural and Natural Heritage (1972): Respondents suggested that UNESCO assist Member States in the preparation of nomination files, present the provisional lists, organize subregional and regional meetings, and promote international cooperation, especially South-South cooperation and triangular cooperation modalities aiming at technology support and transfer, capacity-building and support for candidatures;
- (b) Convention for the Safeguarding of the Intangible Cultural Heritage (2003): Some respondents noted that resources allocated to the Intangible Heritage Committee should be reinforced so as to support Member States in the implementation of the Convention. UNESCO should promote greater awareness of the importance of safeguarding intangible heritage and assist Member States in enhancing capacity-building, particularly by supporting countries in their national inventory programmes. Some Member States pointed out that synergy could be built between the intangible and tangible heritage Conventions, through programmes consistently involving bearer communities and geared to children and youth or relating to educational activities, dissemination, protection, safeguarding and social ownership;
- (c) Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005): Several Member States emphasized that the implementation of this Convention should be the absolute top priority for UNESCO in the field of culture for the next C/5

document. A number of respondents agreed on the need for a better balance between the promotion of living cultures and cultural heritage. There should be an enhanced use of the 2005 Convention as a tool to ensure the promotion and the protection of expressions of cultural diversity at national and international levels. Some Member States emphasized that UNESCO should explore ways in which the Convention could also serve as a platform for the discussion of expanded access to cultural expressions, currently protected by intellectual property rights;

- (d) Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970): Some Member States suggested that UNESCO should provide support on the amendment of national legislation to include clauses on the prevention of illicit trade or transfer of cultural properties. UNESCO should also promote cooperation in the field of repatriation of cultural properties. Some respondents further recommended that UNESCO should foster initiatives for the training of specialized personnel (police and customs officers, judges, etc.).
- (e) Convention on the Protection of the Underwater Cultural Heritage (2001): Respondents affirmed that UNESCO should foster international cooperation aimed at helping Member States in the assessment of their underwater cultural heritage inventory;
- (f) The Universal Copyright Convention (1952, 1971): One Member State suggested that UNESCO carry out an initiative to help common law countries and Latin law countries harmonize their respective legislation regulating copyright. It was further suggested that the sunset clause of the Convention eventually be considered;
- (g) Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954) and its two Protocols (1954, 1999): Some Member States considered that more resources were needed and that gender and human rights dimensions should be more emphasized.

Major Programme V – Communication and Information

129. A majority of Member States responding proposed giving priority to policy advice and capacity development for freedom of expression and access to information and knowledge. UNESCO was asked to strengthen its normative role in the communication and information (CI) area to develop the abstract notions of freedom of speech into operational modalities. Many Member States recognized the importance of sensitizing governments, public institutions and civil society to freedom of expression and information, as well as access to public information, as components of good governance. They called on UNESCO to advise governments on the integration of communication and information policies into national development plans, giving special emphasis on press freedom. They also deemed it particularly important to pursue constructive cooperation within the United Nations, with the Special Rapporteur on the Promotion and Protection of the Right to Freedom of Opinion and Expression and with the United Nations High Commissioner for Human Rights.

130. Some Member States believed that UNESCO should support access to information and knowledge through inclusive policies based on the conclusions of the World Summit on the Information Society (WSIS) and on the Strategic Plan of the Information for All Programme (IFAP). The follow-up and implementation of the WSIS outcomes was seen as a critical challenge which should be dealt with in the broader perspective of UNESCO's work, to promote inclusive knowledge societies in close cooperation with other relevant United Nations agencies and stakeholders. The International Programme for the Development of Communication (IPDC) and the Information for All Programme (IFAP) were considered by several respondents as relevant forums for mobilizing partners and for enhancing the impact and visibility of UNESCO's action in the field

of communication and information at the global, regional and country levels. Some Member States advocated a more effective involvement in the development of the initiatives and activities of these two programmes. With regard to IFAP, a number of Member States, while agreeing on the objectives pursued, questioned its sustainability as a separate programme, arguing that it sometimes competed with the broader efforts of the Communication and Information Sector.

131. Many Member States recognized the importance of the preservation of documentary heritage by the UNESCO, through the Memory of the World Programme, and asked for more active promotion of the international Memory of the World Register. UNESCO was asked to encourage the creation of country, subregional and regional registers and to initiate action in support of documentary heritage preservation, accessibility and related policies.

132. Several respondents pointed to the importance of ICTs as enablers for knowledge and urged UNESCO to support the use of ICTs to improve learning opportunities and facilitate sharing and democratization of information. Member States called on UNESCO to encourage the implementation of broadband infrastructure, to guarantee access to computers for all, to support initiatives in computer literacy, capacity-building and training in the use of ICTs, and to organize seminars about copyright limitations in order to facilitate access to information, culture and education. Respondents also stressed that UNESCO should emphasize its policy advisory role, and should call on governments and the international community to establish joint strategies based on knowledge, media and ICT, with a view to reducing the digital divide and democratize access to information. It was further stressed that an intersectoral approach was paramount for this purpose.

133. UNESCO's action to promote the development of free independent and pluralistic media was recognized by many Member States as crucial and worthy of further strengthening. They emphasized that, regardless of fast developments in the field of ICT, traditional media would remain important information resources in many Member States. Hence they stressed the importance of maintaining and developing a variety of different physical sources of information, such as mass media, archives and libraries. It was further noted that safe journalists and free and independent journalism were crucial for the development of democracy, hence the necessity to further strengthen UNESCO's work in post-conflict and post-disaster situations. The World Press Freedom Day was recognized as an important event for raising worldwide awareness of the issue of free and independent media.

134. Partnership with the media was highlighted as a key focus area to increase the impact and visibility of UNESCO's activities beyond the CI Sector. At the same time several Member States affirmed that UNESCO could increase capacity-building for media professionals and that support could be extended to the development of communication and information policies and strategies so as to ensure freedom of expression, media independence and pluralism.

135. Many Member States called for a stronger emphasis on media and information literacy as an important prerequisite for citizens' empowerment. Respondents asked UNESCO to proactively assist Member States in integrating media and information literacy practices into national media and education strategies and plans.

136. A number of Member States considered UNESCO should further work on the development of Media Development Indicators (MDI) and to support data collection at country level for monitoring and evaluating activities.

137. Several Member States also recognized the importance of the use of media and ICTs for dialogue, reconstruction and peace-building and the relevance of UNESCO's work on infoethics.

138. Other suggestions included encouraging the dissemination of digital content through open source programmes and creating spaces for interaction and dialogue on the need to find a balance between public domain information and intellectual property rights.

Increasing UNESCO visibility and partnership in Communication and information

139. Many Member States agreed that it would be necessary to raise awareness of UNESCO's work in the field of communication and information and to enhance the visibility of the Sector's activities at all levels, especially at country level by a greater involvement in UNDAF negotiations. At country level, the use of Media Development Indicators as well as of Information Society Development Indicators was considered by a number of respondents as contributing to enhanced impact and visibility of UNESCO's action.

140. Many respondents stated that UNESCO should strengthen its alliances with the private sector, civil society and academia, and draw on the capacity of the regional and field offices, institutes and National Commissions. This would help enhance communication and coordination and increase UNESCO's effective presence and activity in the regions. Also, the sharing of best practices at all levels and the active involvement of NGOs were recognized as critical to the success of UNESCO's long-term action.

141. Several respondents stated that it was necessary for UNESCO to collaborate actively with professional media organizations, federations, civil associations and deontology agencies when defining its CI programmes and to participate actively in inter-agency activities at the national, regional and global levels.

142. Several Member States stressed the importance of reinforcing community media centres (CMCs) and developing community radio programmes.

143. Suggestions to emphasize the achievements of the Organization include: further development of the web portal; creation of a UNESCO social network for publicity and dissemination of cooperation results; and the realization of publicity campaigns so as to raise the profile of international cooperation objectives achieved under the auspices of UNESCO. It was further recommended by some Member States to hold information meetings on results achieved, both at UNESCO Headquarters and at national offices, placing emphasis on programmes and projects funded by the host country.

Measures to support the formulation of inclusive national communication and information strategies and to make them a point of reference for United Nations common country programming

144. Some Member States considered that UNESCO should undertake a review of existing national communication and information strategies and develop joint programming with all stakeholders, including the media, to define or improve national strategies in parallel with the United Nations common country programming and with a view to ensuring the full respect of freedom of expression and freedom of the press.

145. Some respondents recognized as essential the need to establish forums for the exchange of successful experiences. It was suggested that UNESCO call on governments and the international community to engage fully in a democratic and participative dialogue through social networks, thus building learning societies, in which communication and information would flow freely.

146. Some Member States asked UNESCO to promote the development and the comprehensive use of governments' websites, stimulating their use and publicity, in order to facilitate open government and digital inclusion.

147. Some Member States stressed the importance of producing universal acceptance protocols to guarantee and promote the protection of people's right to information and communication and to develop national ethics and legislative charters in all States, while working to enact standardized regulations and legislation.

148. Some respondents felt the Organization should promote recurrent workshops and meetings at the local level, at which government representatives, regulators and stakeholders could discuss and share ideas on needs and policies. These discussion groups were considered necessary to attract communication media and therefore allow for a more open dialogue.

149. Other respondents suggested that UNESCO devise measures to raise awareness of the important role of ICTs in human development, to have this aspect included in the international development agenda and to mobilize resources for funding research studies to evaluate and investigate local needs, infrastructure requirements and policies. Some Member States proposed that UNESCO collaborate with other international organizations such as the European Union to facilitate knowledge-sharing and create synergies. It was further suggested that UNESCO develop a framework for assessing Information Society Development Indicators similar to the Media Development Indicators. These indicators could supplement and specify the work done by ITU: "Measuring the Information Society, 2010".

Intersectoral and interdisciplinary programme on a culture of peace

150. In general, Member States welcomed the renewed focus on the culture of peace, considered to be at the core of the mandate of the Organization. Some Member States called on UNESCO to prepare an action plan on the culture of peace with clear and measurable objectives, indicators, aims and budget allocations.

151. A number of respondents advised that the culture of peace remain a unifying theme that would bring together UNESCO's diverse activities, rather than a distinct programme or a label for a series of stand-alone events. The recommendation was to integrate the concept of culture of peace into all UNESCO's programmes and, instead of setting specific strategic objectives, ensure that UNESCO's programmes were developed to reinforce peace, human rights and tolerance. Another recommendation envisaged the strengthening of the link between intercultural dialogue and culture of peace through the dedicated intersectoral platform.

152. Several respondents consider Education and Culture as priority sectors within the context of a culture of peace. They suggested an integrated approach of cultural education on peace-building, through the development of teaching and learning materials and through curricular review at all levels of education. It was further suggested that education for peace and sustainable development be reinforced.

153. Several Member States recognized the key role of children and youth in the promotion of a culture of peace, and proposed the inclusion of the education aspect of promoting a culture of peace into the strategy for UNESCO's ASPnet, the establishment of youth peace clubs in schools and communities, and the involvement of children and young people in culture of peace issues.

154. In the area of culture, some Member States affirmed that priority should be given to the activities related to culture of peace and World Heritage, and culture of peace and cultural diversity at the national and regional levels.

155. Some Member States noted that cooperation with other United Nations organizations, within the "Delivering as One" approach, was vital for the effectiveness of UNESCO's delivery in the culture of peace.

156. A number of Member States felt it necessary to encourage governments to implement peace initiatives, while at the same time working to sensitize and mobilize community leaders and members to recognize the role of peace.

157. Several Member States suggested strengthening cooperation and coordination with the Alliance of Civilizations and establishing forums for reflection and the exchange of ideas on culture of peace.

158. Several respondents underlined that the culture of peace was particularly important in post-conflict situations and in violent settings, as it would foster a better understanding of “the Other” and other’s culture. It was therefore suggested that programmatic components be included, such as the promotion of the value of multicultural societies, migration, citizenship, social cohesion, the fight against exclusion, discrimination and violence, support for the identity of indigenous peoples and popular and contemporary cultures. It was recommended that a clear reflection of the gender aspects in these components be included. UNESCO was further asked to foster dialogue for peaceful conflict resolution and to disseminate study cases on traditional conflict-resolution practices. The suggestion was also made to establish networks for the promotion of the objectives of the culture of peace; to use new information and communication technologies for the promotion of this programme; and to organize national and regional campaigns through National Commissions, with the assistance of partners.

Other interdisciplinary and intersectoral action

159. In general, Member States expressed support for interdisciplinarity, recognized as a comparative advantage of UNESCO, and stressed the need for intersectorality as an overall approach to work. The notion of intersectorality should permeate the Organization’s *modus operandi*, regardless of whether or not intersectoral platforms had been established. Intersectorality was considered an added value when mainstreamed in overall programme implementation, not when pursued per se, producing stand-alone programmes.

160. While the value of multidisciplinary had been widely recognized, some Member States expressed reservations about the current intersectoral platforms, which were in some instances seen as ineffective for the achievement of interdisciplinarity.

161. Several Member States supported the need for intersectoral platforms, but recognized that their functioning had to be strengthened and that regular, detailed information on their activities needed to be provided in order to assess impact.

162. A few Member States suggested that intersectoral platforms be discontinued or kept as they were, whereas most respondents proposed to limit the number of intersectoral platforms to three or four priority themes/topics. Each intersectoral platform should be accompanied by a definition of specific high-level objectives, expected results and the allocation of specific budgetary and human resources. Many Member States expressed support for the option of maintaining the current thematic and coordinating platforms, with clearly defined high-level objectives and expected results.

163. Member States recommending this option requested a more coordinated and comprehensive approach towards the Organization’s priorities, a revision and rationalization of the platforms’ structure, dedicated human resources and increased funds, periodic evaluations and proper results dissemination. It was further suggested that more actors in programme activities be involved, in particular NGOs and National Commissions, and more emphasis be given to country-level activities.

164. Other Member States preferred the option whereby the number of intersectoral platforms would be limited 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. These respondents suggested specific themes of which the most recurrent were: Africa, post-conflict and post-disaster, dialogue among civilizations and cultures and a culture of peace, education for sustainable development, languages and multilingualism, climate change,

South-South cooperation, Small Island Developing States, HIV/AIDS, gender and foresight. There was also one suggestion to establish a platform on youth and one to create a platform on migration.

V. DELIVERING THE PROGRAMME

UNESCO's role within the United Nations system and partnerships

165. In general, Member States expressed appreciation for the work UNESCO was carrying out in the context of United Nations reform and encouraged the Secretariat to continue with its proactive input to the United Nations system-wide coherence and inter-agency consultations. It was seen as important for UNESCO to have a well articulated coordination strategy, enabling field offices to better represent the Organization at the country level.

166. Many Member States agreed that cooperation within the United Nations system needed to be intensified and that competition and unnecessary overlaps be avoided, particularly in areas which were not within UNESCO's core competences. UNESCO should maintain, in the view of many, a consolidated and coordinated approach when participating in the United Nations system activities at country level, so as to ensure full and effective participation in the UNDAF processes.

167. A number of respondents considered that UNESCO should continue its reform and decentralization process so as to obtain a stronger presence at the country level, to streamline activities and to improve coordination between field offices.

168. It was noted that working in the context of United Nations reform entailed for UNESCO an enhanced focus on upstream activities such as policy advice, advocacy and capacity development, hence the necessity for more senior international staff in the field, with experience from different countries and regions. Many Member States felt that UNESCO should focus on fewer well-defined projects with the participation of other United Nations system organizations and the cooperation of civil society, NGOs and the private sector.

169. Given UNESCO's limited presence at the country level, several Member States recommended that it should explore strategic options for working in countries where it was non-resident, through cooperation with other United Nations organizations and in cooperation with National Commissions.

170. Some Member States called on UNESCO to enhance its efforts aimed at harmonizing business practices, in accordance with the principles of Delivering as One.

171. One respondent stated that UNESCO needed to demonstrate during the Millennium Summit in September 2010 its leading role in EFA, while advocating the integration of culture and science in the United Nations development agenda.

Modalities to further strengthen the role of and cooperation among National Commissions globally, regionally and at the country level

172. All respondents recognized that dialogue and cooperation with National Commissions were key to the success of the Organization. Several Member States stressed the need for this to be further developed. Many suggestions to reinforce this type of collaboration and exchange of ideas were put forward, including: the organization of regional, subregional and interregional meetings; the establishment of a virtual platform for the exchange of best practices; the creation of newsletters; and the development of synergies with regional and national offices and with category 2 institutes and centres. Several Member States reaffirmed the important coordination role National Commissions played with NGOs operating in their countries. It was further proposed

that National Commissions should be involved in the conceptualization, implementation and delivery of UNESCO's programmes at country level. They should be able to fully discharge their role as bodies for national consultation on programme implementation, monitoring and evaluation.

173. Many Member States recognized the importance of strengthening the capacity of National Commissions to scale up their role. Suggestions to enhance the capacity of National Commissions included: funding of dedicated staff, training for National Commission officials that entailed mechanisms for the mobilization of new partnerships and the promotion of South-South and North-South-South (triangular) cooperation. UNESCO was asked to encourage National Commissions to have specialists in all UNESCO's areas of competence and to foster exchange programmes between National Commissions. Several Member States felt that this type of support should be provided for under the Participation Programme.

Mobilizing partnerships and alliances for UNESCO's strategic priorities

Programme areas in which UNESCO should seek to develop further partnerships to achieve greater impact and results:

174. Several Member States proposed that UNESCO should strengthen alliances with the academic world in order to raise the quality of its publications and strengthen networks of experts to increase societal knowledge. It was also suggested to reinforce alliances with national parliaments in order to raise both parliamentary and national awareness of UNESCO's standard-setting activities, with emphasis on the significance of the legal texts promoted by the Organization.

175. Member States recommended that UNESCO focus on a number of key activities apt to increase its visibility, and seek more relevant partnerships for delivery purposes. The areas most mentioned by Member States were: education for peace and sustainable development, technical and vocational education and training, media education, climate change adaptation, disaster risk reduction and mitigation, biodiversity, good governance, programmes targeting early childhood and youth development, programmes related to the achievement of the Millennium Development Goals and the promotion of South-South and North-South-South (triangular) cooperation.

176. Member States also recalled the importance of developing collaboration and partnerships characterized by shared responsibilities, which were not pursued as ends in themselves. Priority should be given to those partnerships that would help UNESCO maximize its investment, leverage new resources (financial, human and intellectual), and effect strategic change.

177. Member States recommended seeking partnerships at the country level to achieve wider dissemination of the information produced by UNESCO. For this purpose it was suggested to seek collaboration with social organizations, national unions, civil society, and indigenous associations.

178. Numerous were the recommendations concerning partnering with the private sector, especially with a view to encouraging the use of ICTs and technological innovation to promote development in several fields of knowledge. It was, however, noted that partnerships with the private sector should not be considered a panacea, and that the reasons inducing companies to seek association with UNESCO should be thoroughly examined.

179. Member States asked for more multisectoral partnerships and for increased promotion, publicity and disclosure of activities. It was further recommended that coordination be improved with other United Nations agencies, regional entities including the European Union, and international aid agencies to encourage inter-country and interregional collaboration.

The role of category 2 institutes and centres in the pursuit of UNESCO strategic programme objectives and expected results

180. A number of Member States welcomed the integrated comprehensive strategy for the establishment of category 2 institutes and centres (35 C/22 and 35 C/Resolution 103). The new strategy was considered well-suited to make effective use of the potential of these entities. It was underlined that, before establishing any cooperation, UNESCO should carry out a thorough feasibility study with a focus on an institute's future contribution to the Organization's programmes. Once established, consistent monitoring was necessary, as well as regular evaluations on the added value of an institute's contributions. One Member State stressed that no agreement should be signed without a sunset clause. Some Member States emphasized that category 2 institutes and centres should focus their work clearly on the strategic objectives set by UNESCO, define operational strategies for the dissemination of information on activities and results obtained, and work on establishing strategic alliances. Many Member States stressed the importance of using category 2 institutes and centres for the exchange of information and best practices, facilitating cooperation and creation of synergies with category 1 centres and National Commissions. Respondents also noted that partnering with category 2 institutes and centres was essential for the implementation of UNESCO's programmes and that it was therefore important to incorporate their work in field offices' activities.

181. Notwithstanding the general recognition of the value of category 2 institutes and centres, many respondents stressed the need to rationalize and concentrate their activities, to align them clearly with UNESCO's priorities and to maximize resources.

182. One Member State suggested organizing, at the margins of the General Conference, a meeting with directors of category 2 institutes and centres so as to discuss priorities and future strategies.

Increasing UNESCO's visibility

Suggestions as to how the Secretariat and national actors, including National Commissions, could promote the Organization's visibility

183. Member States expressed strong support for the Director-General's attention to UNESCO's visibility and for her commitment to change the communications culture of the Organization and to increase media outreach. Some Member States suggested putting in place new publication and communication strategies adapted to available and approved resources and linked to other strategies of the Organization. With regard to publications, some respondents expressed their wish for a more coordinated and cost-effective approach. There should also be an assessment of how to reduce the number of publications and reports and determine whether they were actually read and satisfied demands. It was suggested that most publications and leaflets be made available on the Internet so as to avoid information overflow. The use of newsletters should be increased, as they were seen as a more effective and rapid way to communicate achievements. It was also recommended that a less technocratic language be used in UNESCO documents in order to make them more reader-friendly. It was suggested by some Member States that the publication of the *UNESCO Courier* in all languages be promoted and its dissemination be fostered, especially in remote and mountainous regions, so as to facilitate awareness of UNESCO's activities in isolated areas.

184. Media were generally considered the most effective way to increase the visibility of UNESCO; hence, the numerous suggestions for a well-developed communication strategy and for strong media relations, including establishing cooperation with important international and specialized newspapers, magazines, television, and radio stations. There was also a recommendation to raise the level of cooperation among Member States in media promotion and to improve the knowledge of the functions of Headquarters, cluster offices and regional offices, in

order to allow for clear and effective communication. Respondents considered that more extrabudgetary resources needed to be mobilized for the funding of media activities.

185. Some Member States believed that visibility could be increased by reinforcing some key offices, such as the New York Office, and establishing UNESCO's presence in strategic locations, such as Brussels.

186. Other suggestions made included: celebrating UNESCO Days on specific themes at the country level; creating UNESCO corners in various institutions; and organizing, during the United Nations week, "UNESCO open days". It was also suggested that the contribution of Goodwill Ambassadors and Artists for Peace be enhanced.

ANNEX

**LIST OF MEMBER STATES AND ASSOCIATE MEMBERS
REPLYING TO THE QUESTIONNAIRE ON THE PREPARATION OF
THE DRAFT PROGRAMME AND BUDGET FOR 2011-2013 (36 C/5)
AS RECEIVED BY 15 AUGUST 2010**

Algeria	Israel
Argentina	Italy
Armenia	Japan
Australia	Jamaica
Austria	Jordan
Bahrain	Kyrgyzstan
Bangladesh	Lebanon
Belgium	Lithuania
Bolivia (Plurinational State of)	Madagascar
Brazil	Mali
Bulgaria	Mauritius
Burkina Faso	New Zealand
Burundi	Niger
Canada	Nigeria
China	Norway
Colombia	Oman
Côte d'Ivoire	Philippines
Cuba	Poland
Czech Republic	Qatar
Denmark	Saint Lucia
Egypt	Saudi Arabia
Fiji	Senegal
Finland	Seychelles
France	Slovakia
Gabon	Spain
Gambia	Suriname
Ghana	Sweden
Guinea	Switzerland
Haiti	Syrian Arab Republic
Holy See	Togo
Honduras	Uruguay
Hungary	Venezuela (Bolivarian Republic of)
Iceland	
Iran, Islamic Republic of	
	TOTAL 66



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

Hundred and eighty-fifth session

185 EX/17

Part I Add. (C)

PARIS, 10 September 2010
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Item 17 of the provisional agenda

PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL CONCERNING THE DRAFT PROGRAMME AND BUDGET FOR 2012-2013 (36 C/5)

PART I, ADDENDUM

ANALYTIC SUMMARY OF THE COMMENTS AND PROPOSALS OF MEMBER STATES AND ASSOCIATE MEMBERS, INTERGOVERNMENTAL AND INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS

C. Summaries of the responses provided by United Nations organizations, intergovernmental organizations and international non-governmental organizations

SUMMARY

Part I, Addendum of this document presents the results of the consultation process which was carried out on the basis of the questionnaire circulated under cover of CL/3922. The present document is composed of three parts, which are issued separately.

Part I, Addendum (A) contains the substantive parts of the reports of the five regional consultations of National Commissions for UNESCO which were held between May and July 2010. The full reports are accessible online at: <http://www.unesco.org/en/c5questionnaire>

Part I, Addendum (B) presents a synthesis of the views expressed by Member States and Associate Members in their written replies to the questionnaire.

Part I, Addendum (C) presents summaries of the responses provided by organizations of the United Nations system, intergovernmental organizations (IGOs) and international non-governmental organizations (NGOs).

These documents are of a consultative nature and do not have financial or administrative implications.

I. INTRODUCTION

1. By circular letter CL/3922 of 29 April 2010 the Director-General launched a consultation of Member States and Associate Members 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). The questionnaire annexed to CL/3922 was designed to elicit the views, comments and suggestions on key principles, priorities, challenges and core issues, which should inform the preparation of the Draft Programme and Budget for the forthcoming exercise. The deadline for receipt of the written replies was set at 12 July 2010. However, responses received up to 15 August 2010 were taken into account in the present summary.

2. The present document contains a summary of the views and suggestions of six United Nations organizations, six intergovernmental organizations and 55 international non-governmental organizations, foundations and similar institutions (see list in Annex), whose replies had reached the Secretariat by 15 August 2010.

3. All respondents expressed appreciation for having been consulted. The type and scope of responses varied significantly. Some replies followed the structure of the questionnaire, while others focused on specific matters related to their own core mandate.

4. The sections in the present document follow the structure of the questionnaire. The full text of responses received can be accessed at: www.unesco.org/en/c5questionnaire.

II. SUMMARY OF COMMENTS MADE BY UNITED NATIONS ORGANIZATIONS

5. The comments received from six United Nations organizations were mostly of a general nature and focused mainly on the global priorities, and Major Programmes I and V. Their observations are reflected below.

Global priorities

6. The majority of respondents supported UNESCO's plans to continue to focus on Africa and gender equality as two global priorities. They believed the African Member States should be provided with greater support to achieve the internationally agreed development goals (IADGs), including the Millennium Development Goals (MDGs). They called on UNESCO to target countries that are most in need and highlighted the importance of UNESCO supporting national governance structures that promote country ownership of all development-related activities. UNESCO's role in addressing gender disadvantages and inequalities, particularly in the area of education, was stressed. One organization suggested the need to increase the focus on youth in Africa by promoting their involvement in civic engagement, skills and violence-prevention training activities.

Major Programme I – Education

7. All respondents commended UNESCO for its commitment to supporting Members States in meeting the EFA goals and agreed on UNESCO's focus on literacy, teacher training, skills development, and policy support. It was also suggested that UNESCO further explore the potential of information and communication technology (ICT) as a means to attain quality education for all and lifelong learning.

Major Programme V– Communication and Information

8. UNESCO was encouraged to take into account the output of the Broadband Commission for Digital Development and promote the broadband networks and ICTs as unique and powerful tools to achieve the IADGs, including the MDGs. In that regard, it was suggested that "Broadband as an

enabler for development” be included as a priority area in Major Programme V. UNESCO was also encouraged to further mainstream ICTs in all its activities and programmes. It was particularly recommended to consider the potential of broadband networks and ICTs in interventions targeting least developed countries (LDCs) and Small Island Developing States (SIDS) as well as in programmatic areas such as education, science policy, cultural diversity and intercultural dialogue and a culture of peace. UNESCO should also continue to be one of the major advocates for the importance of access to information and for building an inclusive knowledge society. UNESCO’s leadership role and its contribution to follow-up of the World Summit on the Information Society (WSIS) were considered essential for the enhancement of the impact and visibility of the Organization’s action.

III. SUMMARY OF COMMENTS MADE BY INTERGOVERNMENTAL ORGANIZATIONS (IGOS)

9. All respondents supported the functions and priorities outlined in the questionnaire. One IGO further suggested introducing objective measurable indicators to monitor the achievement of results.

10. Gender equality was highlighted as a priority by several respondents. One IGO recommended that UNESCO also consider boys’ underachievement and nomadic education as part of the gender equality agenda, as these were major issues impeding the achievement of the education for all (EFA) goals and MDGs in many countries. More analytic work to identify the causes preventing gender equality was needed, and taking into consideration the high number of illiterate women, one IGO suggested that the Literacy Initiative for Empowerment (LIFE) play a more important role in illiteracy eradication.

11. It was further suggested that UNESCO engage in advocacy campaigns to convince Member States to invest in women’s education, particularly in Africa. One IGO emphasized the importance of ensuring a non-discriminatory educational environment to improve the conditions for the education of girls, disabled children and minorities. UNESCO was also encouraged to favour access of girls to education, particularly to higher education and science education.

12. In relation to specific targeted interventions, one IGO encouraged UNESCO to pay particular attention to child soldiers and children in conflict areas and fragile States. Another IGO highlighted the importance of building the capacities of youth to enable them to take leadership roles within their communities, create enterprises and enhance their employment opportunities.

Major Programme I – Education

13. It was generally agreed that UNESCO’s agenda in education be guided by the pursuit of EFA and the achievement of the related MDGs. Several IGOs emphasized the importance of training teachers; reinforcing technical and vocational education and training (TVET); and continuing the initiatives launched during the 35 C/5 Programme and Budget in Africa, such as support to education policy development, the development of Educational Management Information Systems (EMIS) and the production of didactic material and educational manuals.

14. The IGOs also highlighted the need for civic and human rights education to be taught using traditional languages as part of a culture of peace programme. UNESCO was also encouraged to incorporate HIV/AIDS prevention material in education programmes. Early childhood care and education (ECCE), higher education, education for sustainable development (ESD), including climate change education, HIV/AIDS and education were also highlighted as important. It was also recommended that UNESCO pursue a more integrated programme for community development, focusing on formal and non-formal education and drawing on all the Organization’s areas of expertise.

Major Programme II – Natural Sciences

15. To address the challenge of the deterioration of natural resources, UNESCO was encouraged by some IGOs to assign priority to ecological sciences and ecosystem services; geosciences for sustainable natural resource use; freshwater management policies and governance; climate change and services; and science, technology, and engineering and innovation. Policy advice and capacity-building and science education were also highlighted as priorities to be pursued by the Organization.

Major Programme III – Social and Human Sciences

16. It was generally agreed that the eradication of poverty should continue to be a key priority for the Organization's actions. It was recommended that UNESCO would facilitate more dialogue among researchers, policy- and decision-makers and civil society to ensure their feedback in the development of social policies. Management of Social Transformations (MOST); the social and human dimensions of global environmental change; youth development; and democracy and ethics of science and technology, in particular bioethics were also mentioned as priorities to be pursued by the Social and Human Sciences Sector.

Major Programme IV – Culture

17. The importance of culture was generally endorsed by the respondents. One IGO recommended that culture be better reflected and integrated into policies and national development processes. It was also suggested to pay more attention to the integration of culture in multisectoral education programmes from early childhood to higher education. The importance of multilingualism and the protection of endangered languages was emphasized. UNESCO's work in this area could be further enhanced through intersectoral cooperation, particularly with the Education and Communication and Information Sectors. Also highlighted as priority areas for the Organization were: the promotion of culture and heritage as a key driver for sustainable development; the protection and/or conservation as well as safeguarding of heritage in all its forms; museum development and protection of cultural objects; the development of cultural and creative industries and the promotion of cultural expressions.

Major Programme V – Communication and Information

18. In the area of communication and information, some IGOs highlighted the importance of creating partnerships with the media for sustainable development and increasing participation through community media, building capacities of media and information professionals and exploring the potential of ICTs as enablers for knowledge acquisition and sharing. One respondent recommended that UNESCO support the development of multilingualism in cyberspace to promote wider and more equitable access to information networks and offer possibilities through ICT for the preservation of endangered languages. It was further recommended that UNESCO continue its action in the areas of access to information and knowledge, including through inclusive policies, and support to media and the use of ICTs for dialogue, reconstruction, and peace-building.

Intersectoral and interdisciplinary programme on a culture of peace

19. It was generally agreed that UNESCO should continue to promote a culture of peace. One IGO emphasized the importance of applying an integrated approach bringing together expertise in all UNESCO's areas of competence for the promotion of a culture of peace. Education was also highlighted as an essential factor to foster a culture of peace.

Other interdisciplinary and intersectoral action

20. With regard to the intersectoral platforms, UNESCO was encouraged to make the work more visible and to ensure adequate monitoring of such integrated programmes. One IGO recommended that UNESCO limit the number of intersectoral platforms by merging interlinked thematic areas.

Mobilizing partnerships and alliances for UNESCO's strategic priorities

21. UNESCO was encouraged to pursue partnerships and collaboration with national, regional institutions and organizations, as well as to coordinate with other United Nations agencies so as to scale up the impact of UNESCO's programmes. One IGO emphasized the importance of country ownership and of a participatory and integrated approach at the country level. It was also recommended that the role of the National Commissions in programme implementation be reinforced. Drawing on the expertise of the UNESCO institutes and centres (categories 1 and 2) was also considered as important.

IV. SUMMARY OF COMMENTS MADE BY INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS

AFRICA AND GENDER EQUALITY – UNESCO'S TWO GLOBAL PRIORITIES

Africa

22. The majority of respondents underlined the importance of Africa being a global priority. One NGO suggested that this be reflected in the human and financial resources allocated to the region. Other respondents emphasized the need for assessing progress towards the goals and objectives that target Africa with a view to improving the efficient delivery of future actions. It was also highlighted that increased efficiency was crucial in the context of the financial crisis, where resources allocated were likely to decrease.

23. UNESCO's support to the African regional institutions and the strengthening of partnerships with other multilateral organizations were considered critical for the achievement of the IADGs, including the MDGs. Several NGOs also emphasized the importance of coordination to avoid overlapping programmes and redundant activities. Similarly, the importance of enhanced cooperation with National Commissions, civil society organizations (CSOs) and local NGOs was emphasized.

24. One respondent suggested that UNESCO provide technical assistance in the field of education by contracting experts in specialized areas such as higher education, formal and non-formal education, teacher training, the transfer of technology and the use of ICTs. UNESCO's support to education and training of girls and women, particularly in rural communities of Africa was emphasized, and gender-sensitive teacher training was believed to contribute to the improvement of quality education.

25. Youth was also highlighted as an important issue by most of the respondents. One NGO noted that the International Year of Youth (2010/2011) presented an opportunity for UNESCO to harness its interdisciplinary expertise in order to promote youth rights, access to education and employment opportunities for African young people. A few NGOs proposed that UNESCO support the creation of a scholarship and exchange programme in Africa to strengthen educational initiatives.

Gender equality

26. Most respondents believed that UNESCO should further strengthen its focus on Priority gender equality, by increasing the volume and making more efficient use of resources. It was also recommended that UNESCO's actions in the area of gender mainstreaming and the promotion of gender equality ought to recognize and strengthen existing regional and national efforts. Other proposals included the review of legislation and the design of policies aimed at promoting increased participation of women in decision-making and the economic advancement of women. One respondent pointed out that gender mainstreaming and the promotion of gender equality required awareness of the cultural practices of Member States and as such, UNESCO's actions should be adapted to local needs.

27. It was suggested that UNESCO's commitment to gender equality should be adequately reflected in activities designed and implemented at the global, regional and national level. Several respondents felt that UNESCO should strengthen partnerships with local NGOs in order to have better-targeted initiatives and tangible results.

28. Formal and non-formal education and skills development for girls and women were proposed as focus areas for the next programme and budget. A number of respondents suggested that UNESCO also place emphasis on HIV/AIDS education, particularly targeting women and girls. The importance of a secure learning environment that would enable girls to attend school was also highlighted.

29. Some respondents believed that UNESCO should engage in actions aimed at discouraging violence against women, forced marriages, trafficking of women, sexual exploitation and genital mutilation, by disseminating best practices and providing policy support in these areas. One NGO recommended advancing gender equality and women's rights in post-conflict and post-disaster situations. Another NGO suggested that UNESCO develop a programme – "Women for World Heritage" – to emphasize the specific role of women in the preservation and safeguarding of cultural heritage.

Specific targeted interventions

LDCs, SIDS, disadvantaged groups and indigenous peoples

30. There was general agreement on the desirability of targeted interventions that would benefit LDCs, SIDS, disadvantaged groups and indigenous peoples. It was further stressed that UNESCO's initiatives in favour of disadvantaged groups and indigenous peoples should be participatory and take into consideration the needs and opinions of these groups. It was also suggested that UNESCO act as a voice for LDCs and SIDS and advocate on their behalf on priority issues, for instance, by raising awareness and paying particular attention to the effects of climate change in SIDS. UNESCO should seek greater collaboration with relevant NGOs possessing deeper knowledge and direct experience in local contexts.

Youth

31. In the area of youth development, the majority of responding NGOs noted formal and non-formal education, vocational training and transition from school to work as strategic areas of intervention for UNESCO, with particular attention to be devoted to young people living with disabilities. Other respondents identified a more global role for UNESCO and suggested that the Organization disseminate best practices of successful youth initiatives. The UNESCO Associated Schools Project Network (ASPnet) and UNESCO Clubs, centres and associations were believed to be important networks for enhancing youth involvement in UNESCO's programmes. UNESCO was enjoined to support NGOs that specialize in youth development, especially in the area of capacity-building.

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

Major Programme I – Education

32. Virtually all respondents agreed that UNESCO should continue to focus on the four priorities, namely literacy, teachers, skills development for the world of work and sector-wide policy, planning and management. Some NGOs emphasized the importance of quality education, particularly within the context of EFA. It was suggested that UNESCO focus on pedagogy in teacher education and training to enhance learning and quality education. In order to accelerate progress towards the achievement of the EFA goals and the two education-related MDGs, UNESCO should also continue its work in HIV/AIDS education, early childhood education, primary and secondary education, education for peace and human rights education, and education for sustainable development, including climate change education. E-learning was also suggested as another area on which UNESCO should focus, while ensuring that national education systems were adapted to local needs and met international standards. One NGO called on UNESCO to undertake more efforts in multilingual education to enhance the educational opportunities for indigenous peoples, particularly in non-formal education. Some NGOs indicated the importance of UNESCO's initiatives in higher education, and one NGO recommended that UNESCO become more involved in establishing quality assurance frameworks that ensure accreditation and the recognition of qualifications as well as the global mobility of students. Identifying best practices and disseminating them regionally and globally was believed to be an important function of UNESCO.

33. At the global, regional and country levels, most NGOs indicated that UNESCO was best placed to facilitate improved collaboration between governments, international and multilateral organizations and NGOs. Most respondents believed that improving working relationships with NGOs would enhance UNESCO's efforts to mobilize local organizations around education issues, and improve UNESCO's visibility.

Major Programme II – Natural sciences

34. Most NGOs noted the following areas as priority areas for Major Programme II: science, technology, engineering and innovation policy and capacity-building; science education; basic sciences; freshwater management policies and governance; ecological sciences and ecosystem services; disaster preparedness and mitigation; and renewable and alternative energy policies. Some NGOs mentioned the importance of promoting ethics of science. One NGO emphasized the importance of improving access of girls to science education.

35. It was agreed that improving efficiency at the programme implementation stage and ensuring that programmes meet local priority needs would facilitate greater impact of activities at the country level. Some respondents highlighted the importance of including local knowledge in the promotion of science and development. UNESCO ought to mobilize support for the development of science. It could do so by establishing strategic partnerships with universities to promote scientific innovation and improving relationships with the private sector.

Major Programme III – Social and human sciences

36. The majority of respondents were in favour of maintaining the biennial sectoral priorities of document 35 C/5 for Major Programme III. A number of NGOs also highlighted the importance of youth development; the social and human dimensions of global environmental change; human rights; democracy; the promotion of sustainable cities; and gender equality and women's rights. Technical support to Member States in policy design and implementation processes was mentioned as an area for UNESCO's action. It was also suggested that UNESCO could play a more effective role in facilitating policy dialogue on selected issues pertaining to the social and human sciences, by organizing a series of regional conferences to analyse and explore new post-

crisis development problems, and by creating a website specifically dedicated to NGOs, multilateral and other international organizations.

37. Some NGOs recommended that UNESCO take greater advantage of the skills and expertise available within its networks and the National Commissions. One NGO suggested that UNESCO improve its visibility by mobilizing its partners to help accelerate the achievement of the MDGs, particularly MDG 1 which targets the reduction of extreme poverty and hunger.

Major Programme IV – Culture

38. The majority of NGOs supported the sectoral priorities of the previous biennium. More specifically, they highlighted the role of UNESCO in promoting dialogue among cultures and community participation in heritage conservation, as well as the Organization's comparative advantage in advancing the cultural component of sustainable development. One respondent called for greater focus on the effects of climate change and natural disasters in the area of the preservation and safeguarding of cultural heritage. Some NGOs suggested that UNESCO pursue this function by partnering with other international organizations in development initiatives, facilitating dialogue between varied groups and including indigenous groups in decision-making, particularly at the country level.

39. One NGO called on UNESCO to facilitate the exchange of students globally as a way of promoting learning about different cultures. Another NGO recommended the adoption of a human rights-based approach in UNESCO's efforts to facilitate intercultural and interreligious dialogue. Most respondents believed cultural events could facilitate the promotion of cultural diversity and expression and intercultural dialogue. A few NGOs also recommended that UNESCO use culture as a tool for facilitating social cohesion.

40. In relation to the implementation of the international UNESCO conventions to protect and promote heritage and cultural expressions, one NGO suggested the collection and dissemination of evidence and examples on the contribution of the seven conventions to sustainable development. Other respondents stressed the need to promote the benefits of the conventions in schools by facilitating internships and school projects that promote the protection and conservation of heritage in all forms.

41. Most NGOs recommended that UNESCO strengthen its relationship with the media in order to improve its visibility. One NGO suggested greater use of social networking websites to promote UNESCO's work. Another NGO noted the importance of culture as a driving force for achieving the IADGs and called for greater inclusion of culture in United Nations common programming processes as well as in the national development strategies. It was also suggested that UNESCO advocate the repositioning of culture at the centre of the development agenda and generate statistical evidence to illustrate the role of culture in development.

Major Programme V – Communication and Information

42. The majority of respondents agreed that freedom of expression and information, including application of internationally recognized legal, safety, ethical and professional standards, access to and quality of information, information ethics, and the development of media partners for sustainable development, were priority areas in the field of communication and information. One NGO suggested that UNESCO strengthen its strategies in the area of information literacy.

43. A few NGOs emphasized the importance of engaging with youth to harness the potential of ICTs. Other NGOs suggested that UNESCO create networks through which best practices could be disseminated. Another respondent recommended that UNESCO's activities at the country level promote free access to information to enable and facilitate participatory governance structures.

One NGO suggested that UNESCO explore the potential of ICTs in facilitating intercultural dialogue and the promotion of a culture of peace.

Intersectoral and interdisciplinary programme on a culture of peace

44. Most NGOs stressed the importance of a programme on a culture of peace aimed at facilitating intercultural dialogue and promoting education for peace. One NGO recommended that such a programme could specifically target children and youth. Respondents agreed that the culture of peace programme should include human rights education, tolerance, violence prevention education, including corporal punishment in schools, and mediation skills for youth – skills that should be taught particularly through arts using theatre, dance and music. One respondent recommended the creation of regional and national task forces to promote and oversee the implementation of the culture of peace programme.

Other interdisciplinary and intersectoral action

45. While the majority of NGOs concurred that the work of the intersectoral platforms should be continued, some wished to see the number of intersectoral platforms reduced and clearer objectives defined for each so as to make them more results-driven. One NGO suggested merging the platform on Education for Sustainable Development with the platform on Climate Change, arguing that both platforms contribute towards achieving sustainable development. Another NGO recommended that the platforms focus on the following themes: youth; poverty reduction; education for sustainable development; intercultural dialogue; and climate change. UNESCO was also invited to strengthen its cooperation with civil society in these areas.

DELIVERING THE PROGRAMME

UNESCO's role within the United Nations system and partnerships

46. Most NGOs agreed that UNESCO should provide primarily policy advice and facilitate partnerships between international and national organizations at the country level. They also recommended that UNESCO have closer working relations with government representatives at the country level in order to help Member States to achieve the IADGs. Some NGOs recommended that UNESCO align its actions to the specific priorities of Member States in order to promote national ownership.

47. The majority of NGOs agreed on the importance for National Commissions to have good working relationships with governments and civil society in order to succeed in mobilizing local organizations. Greater collaboration between the NGOs was also deemed necessary. One respondent suggested that National Commissions could be more involved in the monitoring of UNESCO activities. Another NGO suggested the twinning of National Commissions to exchange ideas and experiences through enhanced South-South cooperation.

Mobilizing partnerships and alliances for UNESCO's strategic priorities

48. There was general consensus among the NGOs that strengthening local, regional and international partnerships was critical to improving the impact and results of UNESCO's work, particularly in the promotion of a culture of peace and intercultural dialogue. Greater collaboration was needed between NGOs and other international organizations in the areas of post-conflict and post-disaster situations and ecological and earth sciences.

49. The NGOs highlighted the important role of category 2 institutes and centres in improving UNESCO's visibility, and recognized their comparative advantage in providing technical expertise and support to Member States. Some respondents encouraged greater collaboration between

NGOs and the institutes and centres. One respondent proposed that the category 2 institutes and centres be involved in the monitoring of UNESCO programmes. Another NGO suggested reducing the number of new category 2 institutes and centres in order to focus on UNESCO's core programme areas.

Increasing UNESCO's visibility

50. The importance of using creative ways to document and disseminate information about UNESCO's activities was highlighted. One NGO suggested that UNESCO design a strategic communication plan and distribute one comprehensive newsletter to the media. Another respondent pointed out the difficulty of navigating the UNESCO website.

ANNEX

INTERGOVERNMENTAL ORGANIZATIONS, INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS, FOUNDATIONS AND SIMILAR INSTITUTIONS WHICH REPLIED TO THE QUESTIONNAIRE ON THE PREPARATION OF THE DRAFT PROGRAMME AND BUDGET FOR 2012-2013 (36 C/5)

as received by 15 August 2010

International non-governmental organizations

1. ACISJF – International Catholic Association for Girls
2. ACWW – Associated Country Women of the World
3. AFAL – Association Francophone d’Amitié et de Liaison
4. IAA – International Association of Art
5. AIC – International Association of Charities
6. IAW – International Alliance of Women
7. AIHR – Arab Institute for Human Rights
8. ISoCaRP – International Society of City and Regional Planners
9. ATD – International Movement ATD Fourth World
10. ICCB – International Catholic Child Bureau
11. CCIC – International Catholic Centre for Cooperation with UNESCO
12. CBAM – Mediterranean Fine Arts Chamber
13. IDC – International Dance Council
14. ICW – International Council of Women
15. ICAP – International Centre of Applied Phonetics
16. CIRTEF – International Council of French-speaking Radio and Television
17. CISV – Children’s International Summer Village
18. CMU – Community of Mediterranean Universities
19. Dyslexia International
20. FIPLV – World Federation of Modern Language Associations
21. FIT – International Federation of Translators
22. IFCU – International Federation of Catholic Universities
23. WFSW – World Federation of Scientific Workers
24. HOPE 87
25. IAAS – International Association of Academies of Sciences
26. IAUP – International Association of University Presidents
27. ICDE – International Council for Open and Distance Education
28. ICEVI – International Council for Education of People with Visual Impairment
29. ICJW – International Council of Jewish Women
30. ICOMOS – International Council on Monuments and Sites
31. ICYE – International Cultural Youth Exchange
32. IFUW – International Federation of University Women
33. IMC – International Music Council
34. IPA – International Police Association
35. ISPA – International School Psychology Association
36. ITI – International Theatre Institute
37. IYCS – International Young Catholic Students
38. WILPF – Women’s International League for Peace and Freedom
39. Maison internationale de la Poésie
40. Pax Romana IMCS/ICMICA – International Movement of Catholic Students and International Catholic Movement for Intellectual Cultural Affairs
41. MIJARC – International Movement of Catholic Agricultural and Rural Youth
42. New Humanity

43. OMAEC – World Organization of Former Pupils of Catholic Education
44. PC – Pax Christi International
45. Russian Peace Foundation
46. SI – Soroptimist International
47. TFT – Traditions for Tomorrow
48. UATI – International Union of Technical Associations and Organizations
49. UIA – Union of International Associations
50. WUCWO – World Union of Catholic Women's Organizations
51. URTI – International Radio and Television University
52. WCRP – World Conference of Religions for Peace
53. WFEO – World Federation of Engineering Organizations
54. WMPA – World Mountain People Association
55. ZI – Zonta International

Intergovernmental organizations

1. League of Arab States/Arab Centre for the Studies of Arid Zones and Dry Lands (ACSAD)
2. Commonwealth
3. CREEA – Regional Council for Adult Education and Literacy in Africa
4. ECCAS – Economic Community of Central African States
5. African Development Bank Group
6. ISESCO – Islamic Educational, Scientific and Cultural Organization

United Nations organizations

1. Food and Agriculture Organization of the United Nations (FAO)
2. International Civil Aviation Organization (ICAO)
3. International Telecommunication Union (ITU)
4. United Nations Industrial Development Organization (UNIDO)
5. World Bank
6. World Health Organization (WHO)



United Nations
Educational, Scientific and
Cultural Organization

Executive Board
Hundred and eighty-fifth session

185 EX/17
Part I Corr.

PARIS, 5 October 2010
Original: English

Item 17 of the provisional agenda

**PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL
CONCERNING THE DRAFT PROGRAMME AND BUDGET
FOR 2012-2013 (36 C/5)**

PART I

**PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL
FOR PRIORITY FIELDS OF ACTION
FOR DOCUMENT 36 C/5**

CORRIGENDUM

The following change should be made to document 185 EX/17 Part I.

In paragraph 47, a new third bullet point should be added that reads as follows:

- addressing vulnerabilities and mobilizing capacities of Small Island Developing States;

All subsequent bullet points remain.



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

Hundred and eighty-fifth session

185 EX/17

Part II

PARIS, 10 September 2010
Original: English

Item 17 of the provisional agenda

PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL CONCERNING THE DRAFT PROGRAMME AND BUDGET FOR 2012-2013 (36 C/5)

PART II

BUDGETING TECHNIQUES AND PRELIMINARY TECHNICAL ESTIMATES FOR 2012-2013 (36 C/5)

SUMMARY

Part II of document 185 EX/17 contains:

- A general description of the methods and techniques to be applied in preparing the Draft Programme and Budget for 2012-2013 (36 C/5) in line with 35 C/Resolution 105;
- A technical estimate of the budgetary requirements that would be needed for the 36 C/5 (2012-2013) if the same purchasing power were to be maintained as that of the 35 C/5 (2010-2011) Approved budget. These requirements take into account increases arising from statutory and inflationary factors and technical adjustments.

Action expected of the Executive Board: decision in paragraph 22.

I. BUDGETING TECHNIQUES AND METHODOLOGY

1. The General Conference, in 35 C/Resolution 105, took “note with appreciation of the fact that the budgeting techniques applied in the preparation of document 35 C/5 Rev. Vols. 1 and 2 and Corr.-Corr.3 are in accordance with 34 C/Resolution 92”, and invited “the Director-General to apply the same budgeting techniques in the preparation of document 36 C/5, subject to any modification or improvements that may be recommended by the Executive Board or the Director-General at a future session of the Board”.

2. The aforementioned budgeting techniques applied in preparing the *regular budget* are the following:

- | | | |
|-------|--|---|
| (i) | Constant dollar principle | The budget estimates for 2012-2013 are expressed at the constant dollar rate of US \$1 to €0.869. |
| (ii) | Treatment of currency fluctuations | <p>From a budgetary perspective, income and expenditure incurred in euros against the budget will be recorded in the budget reports at the constant dollar rate of US \$1 to €0.869. However, for the accounts (as per IPSAS), euro-denominated income and expenditure will be recorded using the United Nations Operational Rate of Exchange (UNORE). Differences arising from using two different bases for the budget and accounts will be outlined in reconciliation/comparison reports of the financial statements.</p> <p>Exchange gains or losses incurred on the regular programme (e.g. from the settlement of monetary items or on translating monetary items at rates different from those at which they were translated on initial recognition) will be recognized as surplus or deficit on the General Fund in the period in which they arise.</p> |
| (iii) | Treatment of inflation through: | |
| | <ul style="list-style-type: none"> • Estimate of a new budget base through recosting (Parts I-III) | Cost increases which have already occurred or are likely to come into effect during the current budget period (2010-2011) will be taken into account by the recosting exercise, in order to estimate the new budget base for the following biennium. The methodology is explained in paragraph 4(i) below, and the preliminary estimates are shown in Table 1. |
| | <ul style="list-style-type: none"> • Anticipated cost increases (Part IV) | Projections of statutory and other increases anticipated to occur during 2012-2013 are calculated separately from the budget base and treated as “Anticipated Cost Increases”. The methodology is explained in paragraph 4 (ii) below, and the preliminary estimates are shown in Table 2. |

- | | | |
|------|---|--|
| (iv) | Application of staff cost budget standards | The staff cost budget standards, which correspond to the average biennial costs for each grade of the established posts, are used to estimate the staff cost budget for the 36 C/5 document. In order to take into account the statutory increases in staff costs occurring during 2010-2011, these budget standards are updated based on actual expenditure trends and other latest available data. |
| (v) | Adjustment for staff turnover and recruitment delays | The total costs of posts calculated on the basis of the standard costs are reduced by 3% in order to take into account general staff turnover and recruitment delays (lapse factor). All posts are therefore budgeted at only 97% of the respective standard cost. |

II. METHODS OF ESTABLISHING THE TECHNICAL ESTIMATES

3. **The purpose of this document is to present technical estimates of the additional requirements needed in the 36 C/5 (2012-2013) if the same purchasing power were to be maintained as that of the 35 C/5 Approved.** This estimate, referred to as zero real growth (ZRG) budgeting, implies that the increase in the budget appropriation from one biennium to another only compensates the loss of purchasing power due to statutory, inflationary and other factors, and simply represents the same level of resources (in real terms) as approved in the current biennium to deliver programme activities. **This ZRG budget estimate is used to determine a theoretical budget envelope but does not prejudice the way in which the funds will be structured and utilized within such an envelope.**

4. In conformity with the techniques approved by the General Conference in 35 C/Resolution 105, the following methodology is employed for calculating the cost increases arising from statutory and inflationary factors and technical adjustments:

- (i) To estimate the “Budget base (Parts I-III)” for the 36 C/5 (2012-2013), **statutory and inflationary increases which have or are expected to occur in the present biennium (2010-2011) and technical adjustments which will impact the 36 C/5** are calculated by item of expenditure based on an in-depth analysis of actual expenditure trends and the most recent information available concerning the future evolution of salary indices and consumer prices (see paragraphs 5-12).
- (ii) Using this 36 C/5 “Budget base (Parts I-III)”, **“Anticipated Cost Increases” in 2012-2013** are projected in accordance with the best information available to the Secretariat concerning future salary indices and consumer prices and their likely impact on the various expenditure items contained in the proposed appropriations. These estimates are shown under **Part IV** of the budget, the use of which is subject to the prior approval by the Executive Board (see paragraphs 13-15).

III. CALCULATION OF THE BUDGET BASE (PARTS I-III)

5. The first step of the budget methodology is to estimate the budget base (Parts I-III) for the 36 C/5 (2012-2013). To achieve this, the staff and activity budgets approved in the 35 C/5 (excluding Part IV) are used as the starting point, to which estimates of the statutory and

inflationary cost increases which would occur in 2010-2011 and the technical adjustments were then added.

For staff costs

6. Estimates of statutory increases under the staff costs incorporate the following elements:
- (i) estimate of the average “within-grade step” of staff members, for each grade, foreseen by the end of the present biennium;
 - (ii) the latest scale of base salary (effective January 2010 for the Professional and higher categories, and October 2009 for the General Service category);
 - (iii) post adjustment classifications for Professional staff at Headquarters and field duty stations according to the analysis of the most up-to-date indices up to May 2010;
 - (iv) the latest scale of pensionable remuneration (effective August 2009 for the Professional and higher categories, and October 2009 for the General Service category) for the purpose of estimating the Organization’s contribution to the Pension Fund;
 - (v) the recent trends of the Organization’s contribution to the Medical Benefits Fund;
 - (vi) other allowances (family allowance, education grant, assignment grant, housing subsidy, mobility/hardship allowance, statutory travel, staff-related security costs, etc.) based on the expenditure patterns of recent years for each category of staff;
 - (vii) any other reliable information on the future statutory increases foreseen to come into effect by the end of the present biennium with regard to base salary scales, post adjustment indices, pensionable remuneration scales and other staff entitlements.

Based on these statutory factors, the additional requirement for staff costs is estimated at \$19 million, which corresponds to an overall annual percentage increase of 2.4% for 2010 and 2011.

For goods and services (activity costs)

7. Price increases for goods and services have been estimated on the basis of information obtained from the following sources:
- (i) analysis of the expenditure trends of the previous and current biennia;
 - (ii) economic and statistical indicators published by the National Institute of Statistic and Economic Studies (INSEE France) as at May 2010, and the International Monetary Fund (IMF) “World Economic Outlook” as at April 2010.

In order to estimate the recosting requirements for activity costs which adequately reflect the Organization’s actual expenditure patterns, a composite of different indicators and variables was used. For activity costs implemented from Headquarters, INSEE inflation rates and IMF inflation estimates for France were used. For field activity costs, an analysis was conducted of expenditure trends and inflation rates for each country with a UNESCO field or antenna office.

Based on this composition of elements, the Organization-wide recosting requirements for activity costs is estimated at \$6.8 million and corresponds to an overall annual percentage increase of 1.4% for 2010 and 2011.

In comparison with the IMF inflation estimates as at April 2010 for France (1.2% for 2010 and 1.5% for 2011) and for “emerging and developing economies” (6.2% for 2010 and 4.7% for 2011), the 1.4% average annual increase applied to UNESCO’s activity costs for the same period is rather modest.

Technical adjustments

8. In addition to the aforementioned statutory and inflationary requirements, there are other important elements in the Approved budget which give rise to cost variances that are beyond the Organization’s control. For such elements, the Secretariat analysed invoices received, expenditure trends and other concrete factors to determine the ZRG requirements. For the calculation of the budget base for the 36 C/5, these items are presented as technical adjustments, which is consistent with the approach used in preparing the 35 C/5 Approved budget.

9. The technical adjustments for which increases are proposed in the 36 C/5 ZRG estimates are as follows:

Technical adjustments	Additional requirements (US\$ millions)
▶ Contribution to the Medical Benefits Fund for Associate Participants ¹	1.685
▶ Field Security Costs	2.870
▶ Contributions to the United Nations Department of Safety and Security (UNDSS) and Malicious Act Insurance Policy (MAIP)	(0.528)
▶ Insurance Premiums	0.075
Total	4.102

10. Based on the above calculations, the total additional requirements for the 36 C/5 budget base (staff, activity and technical adjustments combined) amount to \$29.9 million, and correspond to an annual percentage increase of 2.3%. Details of these requirements are outlined in Table 1 below.

Estimated ZRG budget base (Parts I-III) for the 36 C/5

11. The budget base (Parts I-III) for the 2012-2013 biennium can be summarized as follows:

	(in US\$ million)
35 C/5 Approved budget (Parts I-IV)	653.0
Less Part IV	(10.7)
35 C/5 Approved budget (Parts I-III)	642.3
Recosting for Staff Costs	19.0
Recosting for Activity Costs	6.8
Technical Adjustments	4.1
New budget base (Parts I-III) for 2012-2013 at the price level of January 2012	672.3

12. Table 1 below shows the detailed breakdown by items of expenditure of the requirements for this ZRG budget base.

¹ UNESCO’s contribution to the Medical Benefits Fund for Associate Participants included in the regular budget corresponds to the estimated statutory requirement for this item in the 36 C/5 biennium. It does not include provisions for UNESCO’s accrued liability for the After-Service Health Insurance, which will be presented in a separate document as one of the IPSAS-related items.

Table 1: Estimation of the Budget Base (Parts I - III) for the 36 C/5 (2012-2013)

(in thousand US\$)

Item of expenditure	35 C/5 Approved 2010-2011 (price level of 01/01/2010)	Requirements for a Zero Real Growth Budget Base	Proposed Budget Base for 2012-2013 (36 C/5) (price level of 01/01/2012)	Average annual percentage of increase
Parts I - III				
1. Statutory and Inflationary Requirements				
a) Staff salaries and allowances				
Net remuneration	282 495	15 311	297 806	2.7
Contribution to the Pension Funds	60 435	2 551	62 986	2.1
Contribution to the Medical Benefits Fund	9 683	952	10 635	4.8
Other allowances : (family allowance, mobility and hardship allowance, assignment grant, education grant, language allowance, home leave, Field security, etc.)	33 835	200	34 034	0.3
Reserve for reclassifications / merit based promotions	2 000	-	2 000	-
Subtotal 1a, Staff Costs	388 447	19 014	407 461	2.4
b) Goods and services				
Personnel services other than staff	29 718	1 451	31 169	2.4
Official travel	31 952	1 493	33 445	2.3
Contractual services	49 827	1 502	51 328	1.5
General operating expenses	37 325	772	38 097	1.0
Supplies and materials	5 676	323	5 999	2.8
Acquisition of furniture and equipment	7 150	(423)	6 727	(3.0)
Acquisition/Improvement of premises - Belmont Plan Loan repayment	13 784	-	13 784	-
Acquisition/improvement of premises - Other	314	3	317	0.4
Fellowships and contributions	5 920	161	6 081	1.4
Financial allocation to Institutes	27 644	729	28 372	1.3
Contracts with NGOs (framework agreements)	1 450	40	1 489	1.4
Other expenditure	7 969	217	8 186	1.4
Participation Programme	19 050	519	19 569	1.4
Subtotal 1b, Goods and services	237 778	6 787	244 565	1.4
2. Technical Adjustments				
- Contribution to the Medical Benefits Fund for Associate Participants	6 115	1 685	7 800	12.9
- Field Security Costs	5 900	2 870	8 770	21.9
- Contributions to the United Nations Department of Safety and Security (UNDSS) & Malicious Act Insurance Policy (MAIP)	3 235	(528)	2 708	(8.5)
- Insurance Premiums	875	75	950	4.2
Subtotal 2, Technical Adjustments	16 125	4 103	20 228	12.0
TOTAL RECASTING, PARTS I - III	642 350	29 904	672 253	2.3

IV. ANTICIPATED COST INCREASES (PART IV)

13. The estimates of the budget base (Parts I-III) shown above are based on the expected price level as at the beginning of January 2012, calculated through in-depth analyses of the increases that have already occurred and by using the best information available concerning the evolution of salary indices and consumer prices for the remaining period of the present biennium (2010-2011). In line with the approved budgeting techniques, the cost increases due to statutory and other factors anticipated to occur during 2012-2013 have not been included in the budget base estimates for Parts I-III, but are provided separately under Part IV of the budget. The use of the Part IV budget is subject to the prior approval by the Executive Board.

14. To calculate the level of Anticipated Cost Increases for 2012-2013, moderate levels of expected average annual increase rates have been applied: 1.65% per annum for staff costs and 1.25% per annum for activity costs. As a result, **the total Part IV requirements for 2012-2013 are estimated at \$15.1 million**. When combined with the budget base of \$672.3 million, the total ZRG estimate for the 36 C/5 budget (Parts I-IV) for 2012-2013 amounts to \$687.3 million.

15. Table 2 below presents the “Anticipated Cost Increases” (Part IV) and the total ZRG budget estimates by item of expenditure.

Table 2: PART IV (Anticipated Cost Increases)

(in thousand US\$)

Item of expenditure	Proposed Budget Base for 2012-2013 (36 C/5) (Parts I - III) (price level of 01/01/2012)	Anticipated cost increases in 2012-2013 (Part IV)	Total budget 2012-2013 (Parts I - IV)
1. Statutory and Inflationary Requirements			
a) Staff salaries and allowances			
Net remuneration	297,806	7,558	305,364
Contribution to the Pension Funds	62,986	1,455	64,441
Contribution to the Medical Benefits Funds	10,635	270	10,905
Other allowances : (family allowance, mobility and hardship allowance, assignment grant, education grant, language allowance, home leave, Field security, etc.)	34,034	829	34,863
Reserve for reclassifications / merit based promotions	2,000	-	2,000
Subtotal 1a, Staff Costs	407,461	10,112	417,573
b) Goods and services			
Personnel services other than staff	31,169	633	31,802
Official travel	33,445	645	34,089
Contractual services	51,328	963	52,292
General operating expenses	38,097	815	38,912
Supplies and materials	5,999	119	6,118
Acquisition of furniture and equipment	6,727	133	6,860
Acquisition/Improvement of premises - Belmont Plan Loan repayment	13,784	-	13,784
Acquisition/improvement of premises - Other	317	-	317
Fellowships and contributions	6,081	163	6,244
Financial allocations to Institutes	28,372	677	29,049
Contracts with NGOs (framework agreements)	1,489	40	1,529
Other expenditure	8,186	219	8,406
Participation Programme	19,569	-	19,569
Subtotal 1b, Goods and services	244,565	4,406	248,971
2. Technical Adjustments	20,228	541	20,769
GRAND TOTAL	672,253	15,059	687,313

V. SUMMARY OF THE 36 C/5 PRELIMINARY ESTIMATES BASED ON ZERO REAL GROWTH (ZRG) ASSUMPTIONS INCLUDING TECHNICAL ADJUSTMENTS

16. In summary, the ZRG budget estimate including technical adjustments for 2012-2013 (36 C/5) consists of the following:

	(in US\$ million)
35 C/5 Approved budget (Parts I-IV)	653.0
Less Part IV	(10.7)
<hr/>	<hr/>
35 C/5 Approved budget (Parts I-III)	642.3
Recosting of the Budget Base (Parts I-III)	29.9
<hr/>	<hr/>
Total Budget Base for 36 C/5 (Parts I-III)	672.3
Anticipated Cost Increases (Part IV) calculated on the basis of the new Budget Base Parts I-III	15.1
<hr/>	<hr/>
ZRG Budget Estimate for 36 C/5 (Parts I-IV)	687.3
<hr/>	<hr/>

17. When compared with the 35 C/5 Approved budget of \$653 million, the 36 C/5 total budget estimate of \$687.3 million represents **an increase of \$34.3 million**.

VI. BUDGET PROPOSAL FOR THE 2012-2013 BIENNIUM

18. As is customary at this session of the Executive Board, the Director-General presents her preliminary proposal for the budget ceiling for the 36 C/5 (2012-2013). Mindful of the current economic environment, and after careful reflection on the priorities outlined by Member States, the Director-General has decided to propose for the Executive Board's consideration a budget ceiling of \$687.3 million, which corresponds to the ZRG budget estimate. As outlined above, this ZRG estimate is \$34.3 million higher than the 35 C/5 Approved budget (\$653 million), but in "real terms" (i.e. after taking into consideration inflation and statutory increases, etc.) it represents the same level of resources as approved in the current biennium to deliver programme activities. Furthermore, if adopted, this ceiling would only determine the overall budget envelope, and would not prejudice how the funds would be used within such an envelope, as such details would only be determined by new programme priorities based on consultations with the Member States.

19. Mindful of the ongoing global financial situation where economic recovery experienced in some countries is tempered by concerns of unsustainable budget deficits, the Secretariat has made every effort to estimate a realistic ZRG budget level which respects and applies the methodology prescribed in 35 C/Resolution 105.

20. In addition, the Secretariat is also cognizant of the priority areas outlined by Member States, and the numerous calls from the governing bodies for greater efficiency and effectiveness and for additional reforms and austerity measures within the Organization. In this regard, the Director-General has launched a number of initiatives aimed at attaining these objectives. However, achieving a meaningful level of impact in these areas in the 36 C/5 requires adequate funding, and a budget proposal which maintains the purchasing power of the current biennium would appear to be a reasonable approach.

21. It should be further noted that, in accordance with the prescribed methodology, the ZRG requirement neither includes provisions for additional reform initiatives, full Headquarters security and conservation costs, nor the additional funds which were exceptionally made available from the 34 C/5 regular budget for use by the IPSAS project in 2010-2011. For the latter item, the Secretariat will ensure that provisions for ongoing IPSAS and internal control-related costs will be incorporated in the base of the 36 C/5 draft budget, as requested in 182 EX/Decision 45.7. For the

other items, efforts would have to be made to absorb inevitable costs as they may arise within the Approved budget envelope.

VII. ACTION EXPECTED OF THE EXECUTIVE BOARD

22. The Executive Board may wish to adopt a draft decision along the following lines:

The Executive Board,

Having examined document 185 EX/17 Part II,

Notes that the preliminary budgetary estimates for the 36 C/5 have been calculated using Approved budgeting techniques and methodology in accordance with 35 C/Resolution 105 adopted by the General Conference;

Notes that the document provides an estimate of the zero real growth (ZRG) requirements needed for the 36 C/5 to maintain the same purchasing power as that of the present 35 C/5;

Notes that this ZRG envelope of \$687.3 million represents a \$34.3 million increase over the 35 C/5 Approved budget of \$653 million;

Notes that a budget ceiling of \$687.3 million would represent a ZRG approach for the 36 C/5 (2012-2013); and

Invites the Director-General to prepare the Draft Programme and Budget for 2012-2013 (36 C/5) on the basis of this budget ceiling by taking into account the discussions held by the Executive Board during the 185th session, and to submit the draft budget document to the Executive Board at its 186th session.