

## **The Director-General's Regional Consultation with National Commissions for UNESCO in Asia and the Pacific on the Preparation of the Draft Programme and Budget for 2012-2013 (36 C/5)**

Changwon, Republic of Korea, 21-24 May 2010

### **Introduction**

Delegations of National Commissions for UNESCO of the following 42 Member States of Asia and the Pacific participated in the biennial Regional Consultation, along with representatives of Peru, the Russian Federation and Turkey:

Afghanistan, Australia, Bangladesh, Bhutan, Brunei Darussalam, Cambodia, China, Cook Islands, Fiji, India, Indonesia, Iran, Japan, Kazakhstan, Kiribati, Lao PDR, Malaysia, Maldives, Marshall Islands, Micronesia, Mongolia, Nauru, Nepal, New Zealand, Niue, Pakistan, Palau, Papua New Guinea, Philippines, Republic of Korea, Samoa, Singapore, Solomon Islands, Sri Lanka, Tajikistan, Timor-Leste, Tonga, Tuvalu, Uzbekistan, Vanuatu, and Vietnam.

Mr Davidson Hepburn, President of UNESCO's General Conference, was present at the Plenary of the Consultation meeting on 22 May 2010, as was Mr Hans d'Orville, ADG/BSP and DDG a.i. Also present at the meeting were 11 UNESCO HQ representatives, 14 Heads of Field Offices and other UNESCO Field staff, and 5 Observer-Institutions.

### **Opening of the Consultation**

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,
- Mr. Gwang-jo Kim, Director of the UNESCO Bangkok Office (Address on behalf of Ms Irina Bokova, Director-General of UNESCO).

The texts of these speeches are annexed to this report.

The Provisional Rules of Procedure and the Provisional Agenda and Timetable were adopted unanimously after slight editorial amendments to Articles 6 and 19.

The following county-representatives were elected as members of the Bureau:

Chairperson:

Mr. Taeck-soo Chun (Korea)

Vice Chair:

Hon. Toakai Koririntetaake (Kiribati)

Mr. Chau Pham Sanh (Vietnam)

Ms. Preciosa Soliven (Philippines)

Rapporteur-General

Mr. Saqib Aleem (Pakistan)

Co-Rapporteurs

Mr. Takashi Asai (Japan)

Ms. Janet Sipeli-Tasmania (Niue)

### **Overview of the 36 C/5 Planning Process**

Mr. Jean-Yves Le Saux (Director, Programming Division, and Deputy Director of the Bureau of Strategic Planning) provided an overview of the planning process for 36C/5. He noted that the 36 C/5 would be the last programme & budget for the period covered by the current medium-term strategy (34 C/4) and should contribute to the achievement of its six-year goals and of the mission assigned to UNESCO for sustainable development, the eradication of poverty, the promotion of intercultural dialogue and the fostering of a culture of peace.

He also referred to the ongoing external evaluation of UNESCO, a member of the Independent External Evaluation Team being present as an observer.

Upon request, the Secretariat also provided a brief summary of the recently completed Arab Regional Consultation held on 10-13 May in Rabat, Morocco and of its recommendations.

When addressing the meeting, His Excellency Davidson Hepburn stressed that the Regional Consultations are of considerable importance for UNESCO and reflect its attachment to the National Commissions, which he called “the lifeblood of the Organization”.

In addition, the Deputy Director General a.i., Mr Hans d’Orville, stressed the importance which the Director-General attaches to the relevance and visibility of UNESCO’s action, two themes which should usefully guide the debates of this meeting. The UN “Delivering as One” process was also of considerable importance for the future relevance of UNESCO at national level.

### **Preliminary Comments by National Commissions**

Participants agreed to examine 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. In response to a request by the Chairman, the Secretariat reviewed the key points of the Questionnaire in order

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.

A preliminary round of discussion 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.

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 concurred about 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 UN 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.

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.

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.

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 UN reform. Some delegates considered 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 to sit 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).

Several interventions focused on the organisation’s role and comparative advantages within the broader UN system, calling for a more clearly defined role for

the organisation with a view to enhancing its effectiveness, while ensuring greater cooperation between the “UNESCO family” and other UN bodies on issues of common interest and expertise.

### **Cluster Consultations on the 36 C/5**

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)
- West Asia (Tehran)

[N.B.: the reports of these Cluster Consultations are annexed for reference]

### **Recommendations concerning the 36 C/5**

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

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 into national policies and allocate appropriate resources.

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

Participants recommended the following:

- To ensure the global coherence of UNESCO’s action in favor of Africa with the goals of African Union.
- To give priority to poverty reduction through education, science, skill 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)

Additional comments:

- 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).

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

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.

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

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

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 the African NATCOMs.
- Improved Monitoring & Evaluation.
- Assessment of Bilateral assistance and UNESCO to provide technical assistance where possible (Ex: to set up a training institute for education planning)
- Enhancement of teacher's status (with the use of ICTs)
- Distance Learning
- Sharing of best practices and networking

**Q. 4 Fifteen years after the Fourth World Conference on Women, held in Beijing, what would you suggest or consider as strategically most important action(s) in order to progress with the effective implementation of UNESCO's**

### **Priority Gender Equality Action Plan (GEAP) for 2008-2013 and scale up UNESCO's commitment?**

- Mainstreaming gender equality throughout all UNESCO Sectors.
- Give Education (MP I) the priority for gender mainstreaming, through already developed UNESCO programmes/modules;
- Focus on poverty reduction through life skills education and transfer of knowledge for women.
- Continue policy dialogue regarding gender equality and create new opportunities for women empowerment through education, science & technology, and culture.
- Special focus for countries in transition and countries in post-conflict post-disaster situations.
- At the national and sub-regional level , UNESCO to collect data about the situation on gender parity in the Pacific to include such areas as migration, age, gender roles & 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.

Participants noted that « gender quality » should be understood as concerning both genders, and that each country has its own challenges/needs in relations to gender priorities.

### **Q. 5 Do you think that sufficient focus and resources are currently given to Priority Gender Equality in UNESCO's Programme and Budget?**

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.

### **Q. 6 Given the international commitment to attain MDGs 2 and 3 by 2015, what initiatives would you suggest or consider to mobilise all the Organisation's competences in favour of women and girls empowerment ?**

In addition to replies under Q. 4:

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

**Q.7 Which major initiatives and activities should be initiated to strengthen gender equality in Africa, within UNESCO's fields of competence, during the Decade for Women's Empowerment 2010-2020, declared by the African Union at its 12<sup>th</sup> summit?**

Some participants mentioned the following steps:

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

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

Participants felt that for Least Developed Countries (LDC), Small Island Developing States (SIDS), and excluded and disadvantaged groups, including indigenous peoples, these have different needs and one response will not fit all. They also recommend:

- 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).

Participants generally recognized the relevance, efficiency and effectiveness of UNESCO's activities for Post-Conflict Countries and Post-Disaster Countries.

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

This group is considered a priority throughout the region (more than half of population of Central Asia is youth). Participants recommended the following:

- Mainstream youth in all the programmes.
- More resourcing of youth programmes as a priority area for UNESCO.
- Involve youths in ESD programs.
- TVET for youth employment.

- Encourage Participation Programme in youth activities.
- Support countries to develop youth policies .
- More emphasis on and the 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 for 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.

Participants noted that the action in favor 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.

## EDUCATION

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

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 a stronger emphasis to education planning and management, including education finance, both at national and decentralized levels.

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).

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



Participants were unanimous in considering that UNESCO should put a higher priority in 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 UN 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 institute Asia-Pacific Centre of Education for International Understanding (APCEIU). Several participants highlighted the importance of **human rights education** was also recommended to promote just and tolerant societies.

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 to Korea's efforts to organize a conference on the impact of Arts education (Second World Conference on Arts Education, 25-28 May 2010).
- HIV and 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.

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 education sector.

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

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.

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.

It was considered crucial to improve UNESCO's web-site 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).

Other recommendations included:

- Strengthening NATCOMs 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)
- Strengthen national level reporting
- Sharing of best practices at all levels
- Simplification of procedures and enhanced transparency
- Involvement of NGO and Media
- Strengthen in-house communication channels and making best use of events such as launching GMR of EFA, Global EFA Week, Literacy Day, Teacher's Day.
- Promote forward-thinking research and anticipatory studies (Laboratory of Ideas)

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

Participants supported:

- the strengthening of the UNESCO National Education Support Strategy (UNESS), to help UNESCO play a more effective role in mobilising and coordinating partners
- pooling of resources of multi/ 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, UN bodies and NATCOMs
- Strengthening UNESCO's role as the technical advisor in Education
- Communicating and lobbying legislative and policy making bodies such as parliament, high council of education, ministry of education, ministry of planning

## **NATURAL SCIENCES**

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

Participants supported all the activity areas listed, 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 centers in this field).
- Disaster preparedness and mitigation, including floods and ocean-based hazards and related climate science and services (some proposed 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.

One participants supported 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.

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

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 of Category 2 centers.
- Strengthening NATCOMs 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).
- Strengthen national level reporting.
- Sharing of best practices at all levels.
- Involvement of NGO and Media.
- Strengthen in-house communication channels.
- Promote forward-thinking research and anticipatory studies (Laboratory of Ideas).
- Joint research and collaborations.
- Increasing engagement with private sector.

Several participants recommended that the regional flagship programs (COMPETENCE, BREEES, SWITCH, Disaster preparedness) be piloted with relevant ministries in Member States in the clusters and made visible in full coordination with national commissions and other UNESCO field Offices

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

- Enhance partnership with Category 2 centers.
- Replicate the UNNESS model to mobilise 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 programs at national, regional and global levels.
- Increased dissemination of Science activities.

**SOCIAL AND HUMAN SCIENCES**

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

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 MOST (covering also migration) budget be strengthened, as it is considered the most important priority area of SHS programs and currently underfunded.
- 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.

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.

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

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 NGO and Media; strengthening in-house communication channels; strengthening partnership with private sector.

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

Several suggestions were made:

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

**CULTURE**

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

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:

- To promote cultural industries, e.g. promotion and marketing of creativity, traditional and local handicraft, folk music, micro-financing policies to cultural activities.
- To develop and promote culture and heritage tourism policy and more generally support 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.
- Promotion of 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.

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

All priority areas 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; Museums development and protection of cultural objects; Development of cultural and creative industries; Promotion of cultural expressions; Cultural policies and development of cultural data/indicators. However, some participants suggested that these priorities be reformulated and merged.

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

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
- Organize 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 the society, as well as the educational use of UNESCO publications on "Histories..." (for culture of peace)

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

**Q. 23 What concrete initiatives would you suggest 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.

Some participants mentioned the importance of a harmonization of listing within 1972 Convention (Seville recommendation), 2003 Convention (Abu Dhabi recommendation) and "Memory of the World" Programme (Canberra recommendation).

Participants urged support to mobilise 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).

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

Participants recommended many venues for improving visibility and impact (strengthening NATCOMs and Field offices; involving parliamentarians and other elected representatives; regional level dialogue, including cross-border nominations; strengthen national level reporting and replication measures; sharing of best practices at all levels; involvement of NGO and Media; strengthen in-house communication channels; enhance cultural exchange programmes at various levels; promote 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.

**COMMUNICATION AND INFORMATION**

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

Participants recommended to reconfirm all the identified priority areas, but also to focus 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.

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

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

As for other Sectors, participants recommended a strengthened clearing house role for UNESCO, advocacy, strengthening NATCOMs and Field offices, involving parliamentarians and other elected representatives, regional level networking, sharing of best practices at all levels, involvement of NGO and Media, strengthening



in-house communication channels, building capacities of media professionals through media information literacy, initiating recognition programs for institutions/individuals promoting RTI. A participant recommended the holding in 2012 of a regional conference on the development of pluralistic media, to coincide with the 20<sup>th</sup> anniversary of the Almaty “Declarations on Promoting Independent and Pluralistic Media”.

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

Participants stressed in particular: RTI as a pillar in UNDAF; develop a framework of inclusive national CI strategies and supporting its replication

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

Participants were supportive of the Director-General’s new emphasis on the Culture of Peace. They recommended grass-root 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 centers. They stressed art education (possibly as a separate intersectoral platform) and World Heritage Education and the activities of Asia-Pacific Centre of Education for International Understanding (APCEIU). UNESCO should use media and information programme for culture of peace.

### **Intersectoral Platforms**

Participants agreed to maintaining this modality, but with fewer platforms, better focused. Extrabudgetary sources should be attracted (not only regular budget). Networking (partnership programs) and institutionalization (UNESCO Chairs, UNESCO Category 2 centers) should be encouraged for better functioning of platforms. participants called for dedicated resources for these in 36/C5.

Several participants approved of continuing the Coordinating Intersectoral Platform on Small islands Developing States and Support to countries in post-conflict and post disaster situation.

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

These included: Promotion of special training modules by category I and II institutions; Advocacy for curtailing military and nuclear arms expenditure; Promote national policies and action plans on EPSD.

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

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

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

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”.

Those most mentioned were ESD (including climate change and Science education), Contribution to dialogue among civilizations and cultures and to culture of peace, Climate Change and ICT-enhanced learning.

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

Participants stressed the need for more attention to UN Joint programming, better and clearer relevance of UNESCO programmes to national development plans. MOUs between UNESCO and Member State should reflect the partnership with other UN agencies.

Participants agreed that National Commissions are an integral part of UNESCO. UNESCO should make effort 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 more follow up the activities of national commissions. National Commissions also evaluate the activities of regional offices and cluster offices.

Participants recommended as a modality to appoint an UNDAF local consultant where there is no UNESCO office presence, and that the UN Resident coordinator be informed and reminded of the provision of the agreement between UNESCO and UNDP giving the possibility to the Resident Coordinator to invite National commission as observers to the meetings of the UN country teams in particular in

countries where UNESCO does not have an office, and also to pursue the discussion in order for Natcoms to be full members of the UNCT in the future.

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

Many suggestions were made, including in particular: better coordination and interlinks between NatComs and Field Offices; the establishment of an on-line forum for Natcoms for the exchange of views and information on issues of common interest, and the revitalisation of the standing committee of Natcoms. Several participants recommend that National Commissions ensure that they include representatives of all Governments ministries involved in UNESCO, and that they conduct more exchange programs among Natcoms in Asia Pacific, in particular to foster mutual assistance and training.

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

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

Other suggestions included: regular Subregional/cluster level dialogues; promote regional projects; sharing best practices; exchange programs between the NATCOMs; encourage all NATCOMS to have specialists in all areas of UNESCO competence; One participant recommended that evaluation of UNESCO category 2 centers/institute should be implemented by respective NatComs (host countries).

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

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.

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

Participants considered that Category II 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 & 2 centers and field offices should be further strengthened, and that UNESCO should encourage the development of networks of category 1 & 2 centers. Also, UNESCO should make linkage of website between UNESCO and category 2 centers clearly. More evaluation and monitoring was called for. Participants also recommended more linkage, interaction and consultation with Program Sectors particularly through strategic and technical planning processes.

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

Beyond recommendations already made above: media capacities systematically introduced into Field Offices and NatComs, 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 NATCOM's and Category 2 Centres web presence.

### **Optimizing UNESCO's Delivery Mechanisms**

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
- Improving support for Pacific Island states

#### **For UNESCO:**

- Strengthen Field Offices
- Appoint Experienced staff
- Ensure specialist for each sector
- Enhance clearing house functions and sharing of UNESCO models/ modules and publications
- Ensure follow up on missions/training/workshops
- Placements of UNDAF consultant where there is no field office
- Find solutions to staff not performing to expectations

—Motivate staff through career progress