



United Nations
Educational, Scientific and
Cultural Organization

34 C/11

*Recommendations
by the Executive Board
on the Draft
Medium-Term Strategy
for 2008-2013*

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The Executive Board submits to the General Conference the recommendations it formulated at its 176th session (176 EX/Decision 24) concerning the Draft Medium-Term Strategy for 2008-2013 (34 C/4)

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176 EX/DECISION 24

RECOMMENDATIONS BY THE EXECUTIVE BOARD ON THE DRAFT MEDIUM-TERM STRATEGY FOR 2008-2013

I

The Executive Board,

1. Having examined the Draft Medium-Term Strategy for 2008-2013 (34 C/4) prepared by the Director-General,
2. Recalling 33 C/Resolution 1 on preparations for the Medium-Term Strategy for 2008-2013 and 33 C/Resolution 64 on the future role of UNESCO as well as 175 EX/Decision 21 on the preparation of documents 34 C/4 and 34 C/5,
3. Taking into account the report and recommendations of the Committee on the Overall Review for Major Programmes II and III, pursuant to 33 C/Resolution 2, and the Director-General's comments thereon contained in document 176 EX/7, and recalling 176 EX/Decision 7,
4. Conscious that the Medium-Term Strategy for 2008-2013 will need to enable UNESCO to respond better to ongoing and future challenges, including those defined in the 2005 World Summit Outcome document, associated with globalization and arising from United Nations reform,
5. Taking note of the broad-based consultations that were carried out by the Director-General in the process of preparing the Draft Medium-Term Strategy,
6. Expresses its appreciation to the Director-General for the preparation of draft document 34 C/4 which provided a good foundation for deliberations by the Executive Board;
7. Reaffirms the abiding validity and relevance of the Constitution which must guide and inspire all action, programmes and activities by the Organization, especially its mandate to build the defences of peace in the minds of men and women in all its domains,
8. Proposes that the Organization's mission statement be as follows: *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;*
9. Endorses the five functions through which UNESCO will deliver its programme as contained in paragraph 4 of document 34 C/4;
10. Proposes five overarching objectives for the Organization, which express the unique core competencies of UNESCO and its comparative advantages in the multilateral system;
11. Further proposes 14 strategic programme objectives, which translate into thematic terms the intent of the overarching objectives;
12. Underlines that both the overarching and strategic programme objectives must be pursued by the Organization through both sectoral and intersectoral approaches and platforms at the country, regional and global levels;
13. Takes note of the ongoing discussions on United Nations reform, especially the objective of ensuring coherence and high-quality delivery at the country level in response to the national development priorities of Member States, and at their request;
14. Emphasizes the imperative need to preserve the unique mandate of UNESCO within the framework of a reforming United Nations system;
15. Welcomes the progress achieved in introducing a comprehensive and coherent results-based programming, management, monitoring, reporting and evaluation approach applied consistently in documents 34 C/4 and 34 C/5;
16. Stresses the need to continue refining this approach, especially with a view to better identifying expected outcomes, expected results, performance indicators and benchmarks in order to measure progress which also reflects the qualitative dimensions and impact of UNESCO's action;
17. Convinced that emerging challenges and a changing global environment require UNESCO to review periodically its priorities, strategies, approaches and programmes, as well as its structures,
18. Endorses therefore the proposal by the Director-General to conceive document 34 C/4 as a rolling strategy, allowing for a revision every two years by the General Conference so as to reflect developments pertaining to the Organization's fields of competence, and recommends that the General Conference adopt document 34 C/4 as a rolling strategy;
19. Further recommends that the General Conference request the Executive Board:

- (a) to begin reviewing document 34 C/4 at its 180th session;
- (b) to submit any proposed revisions to document 34 C/4 to the General Conference for consideration, beginning with its 35th session;

20. Welcomes the intention of the Director-General to publish an abridged and professionally designed version of document 34 C/4 for a broader audience in order to enhance the public

visibility of the Organization and awareness about UNESCO and its activities;

21. Transmits to the General Conference the Draft Medium-Term Strategy for 2008-2013 (34 C/4), with its proposed changes and amendments in tracked form in document 34 C/11.

UNESCO'S MISSION

1. Sixty years after its adoption, **UNESCO's Constitution is of enduring relevance**, from the perspective of the core responsibilities to be pursued through international cooperation and the growing demand for the Organization's services in its fields of competence—education, natural science, the social and human sciences, culture and communication and information. The goals for which UNESCO was established remain valid, even though the context within which the constitutional mission is being carried out, and consequently the priorities for action continue to evolve. Certain trends that were only emerging at the time of the Organization's creation have since become more marked, while others have undergone a shift. The vision articulated in the preamble of the Constitution to **construct the defences of peace in the minds of men** remains a paramount endeavour of the Organization. In its strategic direction, UNESCO shall remain unstinting in seeking to bring about a **culture of peace** and to develop and deepen **mutual understanding, reconciliation and dialogue**.

2. **Principles and values:** UNESCO provides a platform where global challenges for humanity can be addressed on the basis of equality among Member States. Founded on the **principles** of universality, diversity and dignity, UNESCO's actions continue to be guided and shaped by a set of **commonly shared values** that include justice, solidarity, tolerance, sharing, equity, respect for human rights, including women's rights, and cultural diversity, pluralism and democratic principles.

3. **Mission statement:** In carrying out its mandate, UNESCO will persistently seek to strengthen the mutually supporting pillars of peace, sustainable development and human rights, contributing to poverty eradication and promoting the dialogue among civilizations ~~and~~, cultures ~~and~~ peoples. The following **mission statement** captures this **strategic orientation** of UNESCO:

Box 1

Mission Statement

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

4. **Functions:** In fulfilling its mission, UNESCO will carry out for the international community ~~its~~ **five established functions:** (i) laboratory of ideas, ~~including foresight~~; (ii) standard-setter; (iii) clearing house; (iv) capacity-builder in Member States in UNESCO's fields of competence; (v) catalyst for international cooperation. These core functions and the ways in which they are pursued can and will evolve to respond to changing circumstances, including an increasing resort to South-South cooperation in all domains.

PRIORITIES

5. UNESCO shall accord **priority to Africa** and to **gender equality** in all its fields of competence throughout the duration of the Medium-Term Strategy. Moreover, **specific targeted interventions** will be envisaged for the following priority groups and groups of countries:

- **youth**, in particular addressing youth violence and other issues affecting the welfare of youth around the world, especially the needs of youth in rural areas and marginalized groups as well as of unemployed youth;
- **the least developed countries (LDCs)**, in line with the results of the September 2006 High-Level Meeting on Review of the Brussels Programme of Action; and
- **the small island developing States (SIDS)** in line with the Mauritius Declaration and the Mauritius Strategy, developing a holistic and interdisciplinary approach and bearing in mind the latest report of the Intergovernmental Panel on Climate Change “Climate Change 2007: Impacts, Adaptation and Vulnerability” (13 April 2007).

Inspired by its ethical mandate, the Organization will further respond with priority to the needs of disadvantaged and excluded groups, as well as the most vulnerable segments of society, including indigenous peoples. UNESCO shall concentrate its activities and action, especially at the regional and country levels, on groups that are most in need.

6. Overall, the Organization will pursue in all its fields of competence a **human rights-based approach** to programming.

76. **Priority Africa:** The priority accorded to **Africa** and its development shall be translated into action in all of UNESCO’s fields of competence through a coordinating and monitoring mechanism. It should be presented as a distinct intersectoral platform in the C/5 documents during the medium-term

period, with specific and measurable expected results and performance indicators. The Organization will further respond to the exigencies of regional integration articulated by African countries, the African Union (AU), including through its New Partnership for Africa’s Development (NEPAD) programme, and subregional organizations. UNESCO will also continue to assist Africa in post-conflict and disaster situations, concentrating its efforts to help avoid the recurrence of conflicts, and to ensure recovery and reconstruction.

87. UNESCO intends to give priority and fresh impetus to its support for development efforts in Africa, which remains the main beneficiary of its action. Such action will be aimed principally at meeting the major goals and international commitments, such as Education for All (EFA), the Millennium Development Goals (MDGs) and those of the African Union (AU), including NEPAD, that provide a common framework for concrete international action in support of Africa’s development.

98. Special emphasis will be placed on strengthening the ties between education and culture, as urged by the Heads of State and Government of the African Union (AU), on the mobilization use of science, technology and innovation for a sustainable development programme that accords top priority to poverty eradication, in conformity with the guidelines established by the African Union (AU) Summit in Addis Ababa in January 2007, and on the crucial role of higher education institutions in the revitalization of education systems as well as in Africa’s overall development. Other significant actions will also be taken: support for national strategies to improve water resource management and access to water; the promotion of sustainable management of natural resources and protection of the environment; the use of digital technologies and the sharing building of knowledge societies; and the promotion of peace and security, as an essential conditions for development.

Priority Africa

Contributing to development and regional integration through education, science, culture and communication

Africa's major challenges today are to achieve the eradication of poverty and to accelerate the achievement of the EFA goals. The mid-term review conducted in 2005 demonstrated that, if the present trend were to continue, sub-Saharan Africa would be the only region not to achieve the Millennium Development Goals (MDGs) by 2015, the date set for their achievement. The same applies to the EFA goals. Mindful of this, the international community, in the 2005 World Summit Outcome document, reaffirmed the special needs of Africa and renewed its commitment to bolstering its support for the continent.

The Organization will include special provisions in all the biennial programmes of the next sexennial cycle with a view to implementing the recommendations contained in the World Summit Outcome document, and will found its action on the common priorities and frameworks established by the African leaders in the context of the African Union, in particular the Second Decade of Education for Africa (2006-2015) proclaimed by the Khartoum Summit and the Plan of Action for the Decade, Africa's Science and Technology Consolidated Plan of Action, aimed at compensating for the lack of attention to these sectors, the outcomes of the African Union Summit on Science, Technology and Scientific Research for Development held in Addis Ababa in January 2007 and the major goals for culture identified in the Language Plan of Action for Africa, the Nairobi Action Plan for the Promotion of Cultural Industries for Africa's Development, and the Revised Charter for the Cultural Renaissance of Africa. This shall also comprise support for the management of African heritage sites, including through the African World Heritage Fund, for the Slave Route project, the African Liberation Heritage project and for the culture of maintenance.

The draft Medium-Term Strategy for 2008-2013 presents the specific contribution of UNESCO to the implementation of the AU/NEPAD sectoral action plans and specifies the form of action envisaged for each area of intervention. In order to increase the impact of its activities in the region, special emphasis will be placed on capacity-building, also considered by AU/NEPAD to be an essential function, and on providing assistance in the formulation of policies based on factual data. Policy advice/Advocacy will also be a vital part of UNESCO's function as a catalyst for international cooperation. In all its interventions, the Organization will support networks of excellence; the transfer of experience, knowledge and best practices; cooperation and the free flow of ideas and knowledge; and practical applications of research, systematically ensuring the link between its global standard-setting tasks and its local operational responsibilities. Particular emphasis will be placed on women's empowerment and gender equality. Priority will also be given to addressing the specific needs of youth and populations living in rural areas.

UNESCO will focus its efforts on five complementary lines of action on the following areas, with NEPAD serving as an overall framework:

- pursuing the EFA and Millennium Development Goals;
- strengthening quality education, TVET, higher education and teacher training, curricula development and multilingualism;
- strengthening cooperation with African Member States in follow-up to the Addis Ababa Declaration on Science, Technology and Scientific Research for Development adopted by the Heads of State and Government of the African Union in January 2007;
- supporting strategies to strengthen national, subregional and regional capacities and develop human resources;
- contributing to the regional integration process in the Organization's fields of competence;
- promoting cooperation and partnership with multilateral, bilateral and private stakeholders, and broader participation of civil society representatives and NGOs in existing mechanisms;
- assisting countries in post-conflict or post-disaster reconstruction situations.

109. **Priority gender equality:** As called for by the 2005 World Summit Outcome document, priority will also be given to the pursuit of **gender equality** through action in all of UNESCO's fields of competence supported by a two-pronged approach pursuing both **women's empowerment and gender mainstreaming in Member States and within the Organization.**

110. UNESCO is committed to a series of actions supportive of women's empowerment, women's rights and gender equality in Member States by:

- mainstreaming gender equality issues throughout the programming cycle at all programme levels; preparing a results-based action plan to define the action envisaged by UNESCO in its fields of competence as provided

for in the C/5 documents, and reporting results against specific gender-relevant indicators;

- building commitment, competence and capacity for gender mainstreaming through dedicated capacity development and resources for these purposes;

Internally, UNESCO will:

- supporting equal career opportunities for staff and appropriate working arrangements to balance work and life; and
- progressively increasing the representation of women in decision-making levels within the Secretariat to reach 40/50% by 2015.

Priority gender equality

Of the world's one billion poorest people, three fifths are women and girls.

*Of the 960 million adults in the world who cannot read, two thirds are women.
Fifty-seven per cent of the 77 million children who are out of school are girls.*

*In sub-Saharan Africa, 57% of those living with HIV are women, and young women aged 15-24 are at least three times more likely to be infected than men of the same age.
Women make up only one quarter of the world's researchers.*

The gender divide is one of the most significant inequalities within the digital divide, and it cuts across all social and income groups.

Sustainable development, human rights and peace at the global, regional and local levels can only be realized if women and men enjoy expanded and equal opportunities, choices and capabilities to live in freedom and dignity. Equality between men and women exists when both sexes are able to share equally in the distribution of power and influence; knowledge have equal opportunities, rights and obligations in terms of work or income generation; are given equal access to quality education, capacity-building opportunities throughout life and in all domains, and the possibility to develop their full potential and personal ambitions. Gender equality is a fundamental human right, a commonly shared value and a necessary condition for the achievement of the internationally agreed development objectives, including all Millennium Development Goals (MDGs).

UNESCO's gender mainstreaming strategy ensures that women and men benefit equally from programme and policy support. It is intended to transform development such that equality becomes both a means and an end. It aims at achieving all international development goals, including, but not only, those explicitly seeking to achieve gender equality. Gender mainstreaming means:

- identifying gaps in gender equality through the use of gender analysis and sex-disaggregated data;
- raising awareness about gaps;
- building support for change through advocacy and alliances/partnerships;
- developing strategies and programmes to close existing gaps;
- putting adequate resources and the necessary expertise into place;
- monitoring implementation; and
- holding individuals and institutions accountable for results.

GLOBAL CHALLENGES AND OPPORTUNITIES FOR UNESCO'S ACTION

121. UNESCO's strategic location, its objectives, programme orientations and operational action will be affected by ~~two~~**several main challenges, including:** the complex processes of **globalization**, entailing a growing interaction and interdependence among all the nations and peoples of the world; and **United Nations reform** with its special emphasis on coherence, efficiency and high-quality delivery by the United Nations system at the country level (~~which will be discussed beginning with para. 16~~).
132. **The changing aid environment:** Other developments, such as a change in the overall aid environment, will also affect the implementation of the Medium-Term Strategy and UNESCO's action at the global, regional and especially

at the country levels. The prospect of an increasing volume of official development assistance (ODA), the emergence of new donor countries, the growing role of private foundations and corporations, non-governmental organizations and other non-traditional donors hold considerable promise. UNESCO will ~~seize this opportunity~~ to position itself in an increasingly competitive environment, where at times global and national priorities are difficult to reconcile assert more visibly its contribution to national development priorities. In that regard, UNESCO will build on the global lead responsibilities entrusted to it, on its competencies in global benchmarking and monitoring and on its widely recognized role as custodian and repository of knowledge.

Box 4

Challenges for UNESCO in a globalising world an era of globalization

- Fostering peace and overcoming ignorances by promoting the values of tolerance and mutual understanding through dialogue in all its fields of competence;
- Implementing the stipulations and agreements contained in the 2000 Millennium Declaration and the 2005 World Summit Outcome document;
- Contributing to the attainment of internationally agreed development goals and commitments relevant for UNESCO's mandate, including the Millennium Development Goals (MDGs) by 2015 and especially MDG 1 to halve poverty by 2015;
- Fostering peace and overcoming new ignorances by promoting the values of tolerance and mutual understanding through dialogue in all its domains;
- Upholding and promoting human rights, gender equality and sustainable development, which cut across all human endeavours, as an integral part of all multilateral action;
- Attaining the six Education for All (EFA) goals and overcoming critical challenges in the field of education, such as universal access, gender parity, literacy, adult and non-formal education, teacher training, intercultural understanding, and the promotion of quality schools, methods and curricula education;
- Contributing to the fight against HIV/AIDS and other infectious diseases;
- Harnessing science and technology for sustainable development and peace, and empowering countries to build their knowledge base;
- Building capacities in countries to manage water and other natural resources;
- Addressing emerging social and ethical challenges linked to globalization;
- Promoting cultural diversity as the common heritage of humanity and as a vector of development, linked to ~~through~~ intercultural dialogue and enhanced multilingualism;

- Building knowledge societies based on the principles of freedom of expression, universal access to information and knowledge, promotion of cultural diversity, and equal access to quality education;
- Providing timely and effective assistance to vulnerable and weakened States in planning disaster prevention and mitigation strategies and responding to post-conflict and post-disaster crisis situations, both natural and human-induced, and their aftermath, including natural and anthropogenic disasters, and assisting weak States, especially those emerging from acute and violent conflict through UNESCO's fields of competence.

143. Global lead responsibilities: UNESCO has been entrusted by the international community with a number of **global lead responsibilities**, which will be carried out through all or part of the medium-term period. Success in these lead assignments will attract international recognition and visibility. They fall into three categories: where UNESCO acts as a United Nations lead agency; where UNESCO plays a lead policy role; and where UNESCO acts as a keeper of universal lists.

Box 5

UNESCO'S global lead responsibilities

UNESCO will be responsible for carrying out three distinctly different global lead assignments for the international community:

- UNESCO designated by the United Nations General Assembly as **lead United Nations agency** for ~~the~~ a number of **United Nations decades**: the United Nations Literacy Decade (2003-2012), the United Nations Decade of Education for Sustainable Development (2005-2014) and the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010).
- UNESCO performs a lead role for Education for All (EFA) and its Global Action Plan (GAP), the World Water Assessment Programme and the UN-Water and UN-Oceans inter-agency coordination mechanisms, the Global Agenda for the Dialogue among Civilizations and has, together with the International Telecommunication Union (ITU) and United Nations Development Programme (UNDP), a shared responsibility for the follow-up to the World Summit on the Information Society (WSIS). UNESCO also plays a **key role in assisting countries to build knowledge societies**, by offering a platform for access to and the use, dissemination and sharing of knowledge, including scientific knowledge.
- UNESCO as ~~leader, manager and guardian of universal lists pertaining to global public goods~~ **in its fields of competence**, established by Member States, such as for world heritage, intangible cultural heritage, biosphere reserves or Memory of the World.

154. Global benchmarking and monitoring: In its role as a **global benchmarking and monitoring organization**, UNESCO supports the formulation and implementation of **evidence-based policies** by Member States. The Organization will pursue these efforts through the work of the UNESCO Institute for Statistics (UIS) (which, *inter alia*, serves as global scorekeeper of the education-related MDGs) and through several flagship publications on policy development (~~box 6 provides a sample of such work published during the 31 C/4 period, which will be continuing during 2008-2013.~~ Beyond, UNESCO serves as a **global intellectual clearing-house and a think tank**, seeking to raise the awareness of the general public, academics and decision-makers, as indicated in box 6 – as illustrated by the intersectoral UNESCO World Reports and their recommendations – and to undertake future-oriented studies.

Box 6

Benchmarking and monitoring publications during 2002-2007 (31 C/4) and earlier publications

Throughout the medium-term period 2002-2007 (31 C/4), UNESCO published a number of authoritative landmark publications underlining its role as a global benchmarking and monitoring organization:

- Five EFA Global Monitoring Reports (annually):
 - Education for All – Is the World on Track? (2002);
 - Gender and Education for All – The Leap to Equality (2003/2004);
 - Education for All – The Quality Imperative (2005);
 - Literacy for life (2006);
 - Strong foundations – Early childhood care and education (2007).
- Two United Nations World Water Development Reports (every three years):
 - Water for People – Water for Life (2003);
 - Water – a shared responsibility (2006).

3. ~~Two~~ UNESCO World Reports:
 - (a) Towards Knowledge Societies (2005);
 - (b) ~~Cultural diversity (to be released in 2008)~~.
4. UNESCO Science Report 2005.
5. Other publications:
 - (a) Our Creative Diversity (Perez de Cuellar Report, 1995)
 - (b) Learning: The Treasure Within (Delors Report, 1998)

165. **Custodian and repository of knowledge:** UNESCO - like other specialized agencies of the United Nations system - is a **custodian and depositary of knowledge in its fields of competence**. Over many years, Member States have made a significant investment in building up a wealth of information, experience, technical expertise, monitoring and benchmarking data and information, analytical capacity and networks – which together all lay the foundations for the development of evidence-based policies and approaches, by Member States and the Secretariat alike. Having the broadest and most multifaceted mandate and areas of competence of all the organizations of the United Nations system, UNESCO is called upon to provide a global lead and direction for education, the sciences, culture and communication and information. This variety of sectoral expertise is a major asset at a time when interdisciplinarity is universally acknowledged as an essential tool for grappling with the complexities of the globalizing world as well as mobilizing and capturing pertinent knowledge. But it also poses particular challenges in terms of providing and maintaining leadership with a thin staffing base.

Box 7

Collecting credible information – a foundation for evidence-based policies

UNESCO will help to assist Member States in the formulation of evidence-based policies – nationally, regionally and internationally – based on credible information through the collection and use of data in all its fields of competence, with the UNESCO Institute for Statistics (UIS) as the focal point. This involves four types of action:

- Improvement of the timeliness, coverage and quality of UNESCO's cross-national statistical database;
- Development of new statistical concepts, methodologies, international standards and production of quality statistics and indicators for monitoring progress towards agreed goals;
- Building of national statistical capacity; training of national personnel, and provision of advice and support to in-country statistical activities;
- Strengthening statistical analysis and dissemination of policy-relevant information, focusing on internationally agreed development goals, including the MDGs.

Internally, UNESCO will utilize and promote the use of strategically relevant evaluations in the fine-tuning of policy advice and support for organizational learning and accountability.

176. **United Nations reform:** The ~~far-reaching~~ **reform process**, upon which the United Nations has embarked since the 2005 World Summit, is the other driver affecting UNESCO's action at the ~~global, regional and country~~ **country, regional and global levels**. ~~Indeed, the~~ The relevance and impact of all United Nations system organizations, including UNESCO, will increasingly be judged by Member States as to their results orientation, impact and capacity to deliver. The Organization will ~~fully~~ engage in and contribute to the success of the ~~the success of the~~ United Nations reform process ~~process~~ – especially in the framework of the One UN approach and pilots aimed at “delivering as one” at the country level-, while at the same time ~~asserting~~ while preserving its lead role its thematic leadership in its fields of competence as a specialized agency at all levels, both in normative as well as in operational functions. This commitment permeates the entire range of programme action detailed in part B. II of the draft 34 C/4.

Perspectives of United Nations reform

United Nations Secretary-General Ban Ki-moon:

“We reform not to please others, but because we value what this Organization stands for. We reform because we believe in its future. To revitalize our common endeavour is to renew our faith not only in the UN’s programmes and purposes but also in each other. We should demand more of ourselves as well as of our Organization.” (13 October 2006)

High-level Panel on United Nations System-wide Coherence in the areas of development, humanitarian assistance and the environment – Delivering as one:

«Globalization makes multilateralism indispensable, and the United Nations is the heart of multilateralism. Promoting development, eradicating poverty, protecting the environment for future generations and preventing and assisting in humanitarian crises cannot be undertaken without the UN. Its universal values and representativeness create political legitimacy and authority essential to the actions needed globally, regionally, nationally and locally». (High-level Panel report, para. 4 contained in UN document A/61/583)

United Nations General Assembly resolution 59/250:

“... (T)he purpose of reform is to make the United Nations development system more efficient and effective in its support to developing countries to achieve the internationally agreed development goals, on the basis of their national development strategies (R)eform efforts should enhance organizational efficiency and achieve concrete development results”. (Triennial comprehensive policy review (TCPR) of operational activities for development of the United Nations system 2004, para. 10)

UNESCO Executive Board 171 EX/Decision 20, section I, para. 11 (April 2005):

“Affirms that UNESCO must continue to protect and promote its primary responsibility for its core mandate,.....encourages supportive efforts and cooperation by other organizations of the United Nations system in performing this responsibility, avoiding duplication and strengthening complementarity, and to that end underlines the importance of ensuring that in the activities of United Nations coordination mechanisms, the core mandates of specialized agencies are fully brought into play, on an equal footing with those of United Nations funds and programmes”.

UNESCO Director-General Koichiro Matsuura (9 March 2007):

“We are all committed to making United Nations reform a success, and to ensuring that the specialized agencies are able to bring their unique competencies fully to bear in support of national development.....The diversity of the United Nations system is a source of strength, vitality and relevance. This breadth and depth enables the United Nations to rally expertise to a multitude of complex and intrinsically multidisciplinary issues arising from globalization and other challenges.”

187. In the **2005 World Summit Outcome document**, Heads of State and Government assembled at the United Nations had pledged to “enhance the relevance, effectiveness, efficiency, accountability and credibility of the United Nations system” and called for reform of the United Nations system in order to eliminate overlap and duplication in mandates and ensure stronger system-wide coherence and effectiveness. A primary objective of the United Nations reform is to ensure that all organizations, funds and programmes of the United Nations can make collective, strategic contributions in response to national and international development priorities, in particular internationally agreed development goals, including - but not limited to - the eight MDGs falling due in 2015 and the commitments of the 2005 World Summit Outcome document. In reaffirming their commitment to the *Monterrey Consensus* on Financing for Development, the Heads of State recognized that mobilizing financial resources for development and the effective use of these resources in developing countries and countries with economies in transition are central to a global partnership for development in support of the achievement of these internationally agreed development goals. They further welcomed efforts and initiatives to enhance the quality of aid and its impact, including the *Paris Declaration on Aid Effectiveness* which had laid down a roadmap for all development partners to enhance the quality of development assistance, organized around five key principles, - ownership, alignment, harmonization, managing for results and mutual accountability.

198. **Impact at country level:** The country level will be the principal arena for demonstrating effectiveness of interventions and results, alignment with country priorities and harmonization and coherence of action among United Nations system organizations and other donors. To that end, UNESCO will need to adapt its decentralization strategy, strengthen its field orientation, increase its involvement in United Nations country teams and contribute to United Nations common country programming exercises and reform initiatives at the country level thereby making them more reflective of the full range of sectoral competencies offered by the Organization. These exercises may comprise the “One United Nations” approach – enabling the **United Nations system to “deliver as one”** -, the preparation of Common Country Assessments – CCA, United Nations Development Assistance Frameworks – UNDAF, Poverty Reduction Strategies – PRS, Sector-wide Approaches – SWAps as well as broader joint assistance strategies involving all external donors (Joint Assistance Strategies – JAS, Direct Budget Support – DBS). The One United Nations initiative may encompass, depending on the decision of the country concerned, either all or some of the following: one programme, one budgetary framework, one leader (of the United Nations country team in the person of the resident coordinator) and one office, where appropriate. UNESCO will be proactive, in close cooperation with the other members of United Nations country teams, to ensure greater coherence and improved delivery at the country level.

This includes countries where UNESCO is non-resident, for which special arrangements will need to be made.

19. In that regard, the 2005 *Paris Declaration on Aid Effectiveness* has laid down a roadmap for all development partners to enhance the quality of development assistance. It is organised around five key principles, which UNESCO will follow in its own action:

- Ownership—the leadership for development policies and strategies rests with each country, which will coordinate development actions based on a broad consultative process;
- Alignment—development partners will provide assistance in line with national development strategies, institutions and procedures;
- Harmonization—development actions are harmonized and transparent;
- Managing for results—resources and decision-making must aim at results;
- Mutual accountability—development partners are mutually accountable for development results.

20. **The global results framework:** UNESCO will be challenged to discharge its mandate and prove its comparative value by **promoting international cooperation in its fields of competence and to deliver effectively at the global, regional and country levels**. The internationally agreed development goals, including the MDGs and the six EFA goals, constitute the global results framework against which performance, effectiveness and achievement will be measured. Through focused action in all its fields of competence, **UNESCO must make a discernible contribution to the MDGs**, in particular the universal fight against poverty, to the promotion of sustainable development **and to all other relevant development goals**. This is reflected in the expected outcomes for the overarching objectives and the strategic programme objectives contained in Part B. II of the present document.

21. **Results-based management (RBM), evaluations and monitoring:** Results-based management and findings from evaluations and monitoring constitute key inputs to UNESCO's decision-making processes for the improvement of current and future activities, programmes, strategies and policies. **Strategic evaluations of results** will serve a critical function particularly with a view to providing advice on the formulation and implementation of **evidence-based policies by Member States**. They will also serve to **identify redundant, under-performing or non-priority programmes** and to **develop and apply sunset clauses**. To that end, UNESCO programmes will be evaluated on a mandatory basis every six years, in line with the time-frame of a medium-term strategy, based on a set of meaningful expected results and performance indicators. These evaluations shall also focus on possible exit and transition strategies for all programmes taking into account their alignment with strategic programme objectives, priorities and impact at global, regional and country levels, duly taking into account the impact of the rolling character of document 34 C/4 which shall be subject to periodic review.

22. **UNESCO's internal reform process:** The rapidly changing global environment requires UNESCO to review periodically its priorities, strategies, approaches and programmes and to maintain its commitment to **continuing the present reform process**, which was pursued by the Director-General, with

the strong support of Member States, throughout the period of the Medium-Term Strategy 2002-2007 (31 C/4). This reform has brought about programmatic coherence including with respect to global lead roles assigned to UNESCO, a new policy for the management of extrabudgetary resources, results orientation in line with the RBM approach, a comprehensive decentralization strategy and more effective country-level contributions, new coherent policies for category 1 and 2 institutes and centres as well as for UNESCO Prizes, enhanced managerial effectiveness, accountability and transparency, delivery quality and intersectoral engagement. More recently this process entailed the reform and restructuring of the Education and Culture Sectors as well as the initiation of an overall review of Major Programmes II (Natural sciences) and III (Social and human sciences) by an expert committee, due to be completed later in 2007. The Medium-Term Strategy for 2008-2013 builds on and sharpens these features in moving towards the creation of a **relevant, accountable, transparent, effective and efficient multilateral organization** in line with best practice approaches of the United Nations system and other organizations. These issues are discussed in more detail in Part C. I below.

THE MAIN PROGRAMMATIC FEATURES OF THE MEDIUM-TERM STRATEGY FOR 2008-2013

23. UNESCO has the potential to deliver comprehensive and durable solutions to contemporary challenges by harnessing all assets in its five fields of competence. During 2008-2013, the Organization will apply a programme-based approach integrating both intersectoral and sectoral responses. Programme action will be designed around five overarching objectives denoting areas where UNESCO has a unique profile and competency. Fourteen strategic programme objectives then translate these overarching objectives into programme-relevant and thematic terms. The programme elements of the draft 34 C/4 are then complemented, in Part C, by sections on managing for impact, constituencies-partners-partnerships and on visibility of UNESCO and public information.
24. **Programme-based approach:** Anchored in the Organization's Constitution and mission, the core of the Medium-Term Strategy for 2008-2013 is conceived as a **programme-based approach** underlining the commitment to ensure coherence of the Organization's action involving all its programme sectors. Action will be designed around specific and complex global challenges calling for a mobilization of all the core competencies of the Organization. In that spirit, the draft strategy emphasizes a broadened **intersectoral and interdisciplinary engagement as an integral part of the programming process**. The programme elements of the draft 34 C/4 are complemented by sections focusing on managing for impact, constituencies-partners-partnerships, and visibility and public information.
25. **Rolling strategy:** Document 34 C/4 shall be conceived as a rolling strategy, allowing for a revision every two years by the General Conference so as to reflect developments pertaining to the Organization's fields of competence.
26. **Overarching objectives – UNESCO's unique profile:** In line with 33 C/Resolution 1 of the General Conference, the programme segment of the present document is structured around **five overarching objectives (OO)** of relevance for the entire Organization. These overarching objectives respond to the most important global challenges in UNESCO's fields of competence and delineate areas for which UNESCO has a unique profile and core competency in the United Nations system, indeed areas where internationally the Organization enjoys a comparative advantage.
27. **Strategic programme objectives – thematic orientations:** A limited number of **strategic programme objectives (SPO) – 14 for the entire Programme of UNESCO** – then concretizes the overarching objectives in programme-relevant and thematic terms, that combine both intersectoral and sectoral responses. Each SPO contains a built-in linkage between normative, policy and technical/operational tasks, integrates the entire range of UNESCO's functions at all levels and provides for both upstream and downstream interventions. Specifically, each SPO incorporates, as appropriate, dimensions of evidence-based policy advice, normative and standard-setting activities, research and foresight, policy advice, benchmarking, monitoring and evaluation as well as country-level operational engagement, in particular institutional and human capacity-building.
28. **South-South cooperation and North-South-South triangular cooperation approaches** will be distinct components of each SPO, providing a platform which enables developing countries to share their experiences and to cooperate on issues of common concern. It is part of a broader global partnership for development.
29. **Biennial sectoral programme priorities – linkage to the C/5 documents:** The linkage of draft document 34 C/4 with draft document 34 C/5 and the subsequent two other C/5 documents due during the 2008-2013 period will be established by translating the strategic programme objectives into a limited set of **biennial sectoral programme priorities** determining the programmatic profile for each major programme (MP). For its part, every MP is composed of several main lines of action (MLA).
30. **Results orientation:** The two central programming documents of the Organization, the Medium-Term Strategy and the Programme and Budget, will display and apply throughout a strict results orientation. In the case of document 34 C/4, measurable **expected outcomes** have been formulated for each OO and SPO. These are then linked to measurable **expected results, performance indicators and benchmarks** at the MLA level in document 34 C/5, informed and adjusted by evaluations of results. This framework is intended to allow for a **seamless passage** from document 34 C/4 to the three successive C/5 documents.

THE OVERARCHING OBJECTIVES AND THE STRATEGIC PROGRAMME OBJECTIVES

3129. Chart 1 illustrates the relationship between the Mission Statement, the five Overarching Objectives and the 14 Strategic Programme Objectives. For each overarching objective (OO) and each strategic programme objective (SPO) the relevant substantive and programmatic orientations as well as the expected outcomes are elaborated below. All OOs and SPOs are numbered merely for ease of reference, not to suggest an order of priority.

OVERARCHING OBJECTIVE 1

Attaining quality education for all and lifelong education

320. Education for All (EFA) is at the heart of sustainable human development and is a key means to achieve the MDGs, in particular the overarching goal of halving poverty by 2015 and the objectives of the two education-related MDGs, including the elimination of gender disparity at all levels of education no later than 2015. Development and economic prosperity depend on the ability of countries to educate all members of their societies and offer them lifelong education. An innovative society prepares its people not only to embrace and adapt to change but also to manage and influence it. Education enriches cultures, creates mutual understanding and underpins peaceful societies. UNESCO is guided by upholding education as a human right and as an essential element for the full development of human potential. It focuses particularly on bringing all the benefits of education to the poor, ~~to women and girls~~, to the excluded, to indigenous peoples, to the marginalized and to those with special needs – especially in Africa, ~~and~~ in least developed countries and in small island developing States (SIDS).

331. UNESCO's strategies, approaches and modalities of action are based on the following basic tenets, which are in line with the six goals of the Dakar World Education Forum:

- education is a human right;
- education includes both formal and non-formal systems;
- equality education at all levels is critical;
- education for all refers to all levels of education, i.e. from early childhood to higher education; and
- lifelong education.

342. UNESCO will ensure global leadership and coordination of EFA and assist national leadership to achieve the goals of EFA, including the education-related MDGs. It will pursue vigorously its mandated role in coordinating partners, including the four other EFA convening United Nations agencies – UNDP, UNFPA, UNICEF and the World Bank – as well as other United Nations entities, international organizations, governments and bilateral donors, NGOs and the private sector, in order to maintain their collaborative momentum towards the attainment of these goals. South-South cooperation and North-South-South triangular cooperation will be actively promoted as an important modality to exchange expertise, experiences and best practices among developing countries, including the E-9, facing similar educational challenges. The “Global Action Plan: improving support to countries in achieving the EFA goals” will provide the platform for global collaborative action in support of country efforts to achieve the EFA goals by the 2015 target, linked also to United Nations common country programming exercises.

353. To enable all ~~eligible~~ learners to have access to education throughout life and to ensure that they complete their studies with success, UNESCO will pursue the development of contextually effective strategies and approaches to improve the quality of education and the assessment of learning processes and outcomes. This will also include capacity development, support to national planning processes, monitoring and evaluation.

364. UNESCO will contribute to an enabling environment and opportunities for intellectual ~~and thought~~ leadership aimed at promoting dialogue and exchange of information among all educational stakeholders on issues, themes and factors that have an impact on the quality of education, including the content of curricula and learning materials. UNESCO's International Bureau of Education (IBE) will play a crucial role in developing curricula and learning materials for different regions. ~~UNESCO~~ will promote development and implementation of innovative practices, including the introduction of information and communication technologies (ICTs) and distance learning at all levels of education, in accordance with the World Summit on the Information Society (WSIS) Plan of Action, drawing also on South-South cooperation. ~~They~~ Such practices are to improve, monitor and assess education of quality, document and disseminate such practices and assist in setting standards, norms and guidelines for action.

357. Throughout its action, UNESCO will make full use of the expertise, networks and potential of its specialized education institutes and centres and of its networks, such as UNESCO Chairs, Associated Schools network (ASPnet) and National Commissions as well as UIS and the UNESCO/IHE Institute for Water Education. Its action will also include science and mathematics education, ICT in education, intercultural dialogue for peace and education for sustainable development education for peace, citizenship and democratic values, science and mathematics education, education for sustainable development, promotion of mother tongue as a medium of instruction, TVET and ICT in education, for which it can benefit from the broad-based multi-disciplinary expertise of the Organization. UNESCO will further pursue other critical programmes that are interdisciplinary in nature, such as in the framework of the United Nations Literacy Decade (UNLD) (2003-2012), the United Nations Decade of Education for Sustainable Development (UNDESD) (2005-2014) and the UNESCO-led UNAIDS Global Initiative on Education and HIV and AIDS (EDUCAIDS). With regard to the latter, the integral involvement of all its Sectors is a particular hallmark of UNESCO action unmatched by other agencies.

386. UNESCO will contribute to joint United Nations country level efforts, facilitated by UNESCO National Education Support Strategy (UNESS) documents. UNESS, representing as it does a sector-wide programming approach, will help define the education component of United Nations country programming exercises. It specifies the scope of UNESCO's assistance in education and that of other EFA convening agencies of the United Nations system that can be offered to a particular Member State.

UNESCO will seek to accomplish this overarching objective through two strategic programme objectives:

STRATEGIC PROGRAMME OBJECTIVE 1:

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

397. UNESCO will aim at improved global coordination to achieve quality education for all at the country level through commitment by the EFA convening agencies to commonly agreed priorities and action. The six Dakar EFA goals are interlinked and as such have to be pursued together. Efforts will be made to strengthen the policy impact and effectiveness, especially at the country level, of the work of the Working Group and the High-level Group on EFA. Major trends, challenges and progress in achieving the EFA goals will be analysed, documented and disseminated through the *EFA Global Monitoring Report*.

4038. The Organization will play an active role within the EFA-Fast Track Initiative and other funding initiatives. It will maintain a high profile for EFA in national, regional and international, regional and national policy agendas and support mobilization of increased resources for the implementation of EFA strategies and programmes at the country level.

4139. As lead agency for EFA, the For implementation of the Global Action Plan, together with EFA partners, will be central to UNESCO's activities throughout the medium-term period. It its part, UNESCO will focus on national capacity development, monitoring and evaluation as well as national planning in providing national leadership within the Global Action Plan. Educational reform and innovation at country level will be supported both through the provision of technical assistance and policy advice and through institutional capacity development in policy and planning as well as implementation, monitoring and assessment of achievements.

420. A strong focus on literacy will be a particular feature of UNESCO's efforts. As the lead agency for UNLD (2003-2012), UNDESD (2005-2014) and EDUCAIDS, UNESCO will through the Literacy Initiative for Empowerment (LIFE) programme engage ministries and other stakeholders in fully integrating these issues in national policies, plans and actions conceived to achieve EFA and seek to bring about an increase in literacy levels. Particular focus will be given to the nine most populous developing countries (E-9) in view of the impact of their achievements on global EFA progress.

431. UNESCO will also mobilize national, regional and global initiatives and activities in the context of the UNDESD (2005-2014) and with respect to EDUCAIDS.

44. UNESCO will complement its global leadership by actively supporting existing regional and subregional mechanisms and networks for EFA. This will be of particular importance in the case of Africa, where UNESCO will continue to attach priority to the needs of the continent in all programme areas ranging from educational planning to literacy, education for

Expected outcomes

- ▶ *Countries, especially in Africa and SIDS, supported in achieving progress towards meeting all or several EFA goals.*
- ▶ *Global Action Plan for EFA implemented registering greater progress towards the attainment of six EFA goals and two education-related MDGs in all regions.*
- ▶ *National education policies implemented, especially in Africa, as a result of the UNESS process.*
- ▶ *Most vulnerable and disadvantaged groups as well as indigenous peoples empowered to participate in development processes and knowledge society throughout life in all regions.*
- ▶ *South-South cooperation arrangements successfully implemented.*

sustainable development and HIV and AIDS education. This will be complemented by teacher training and TVET. All interventions will benefit from South-South cooperation approaches. UNESCO is committed to supporting the African Union in implementing the Plan of Action for the Second Decade of Education for Africa (2006-2015), actively responding to the development needs identified by the regional economic communities (RECs), such as ECOWAS, SADC and ECCAS, and collaborating closely with programmes such as NEPAD of the African Union.

- ▶ *Political commitment raised and allocation of financial resources for EFA increased at the global and national levels, particularly in Africa.*
- ▶ *Progress towards EFA goals at the global, regional and country levels regularly monitored and used as input for evidence-based policies by Member States.*
- ▶ *Literacy integrated in national education systems and plans, especially in Africa, as well as in United Nations common country programming exercises in all regions, building on the United Nations Literacy Decade and Plan of Action 2003-2012.*

STRATEGIC PROGRAMME OBJECTIVE 2:

Developing policies, capacities and tools for quality education for all and lifelong education as well as promoting education for sustainable development
Fostering quality education for all – from access to success in pursuit of sustainable development

452. UNESCO will assist Member States, especially in Africa, to contribute to the objective of enabling expand access for all eligible learners achieve success through access to quality education at all levels of the education system, from early childhood to higher education through formal and non-formal approaches and drawing on innovative ICT-based approaches. UNESCO will assist Member States to expand access at all levels, from early childhood to higher education and including formal and non-formal systems. Achieving gender equality in education will be a priority. As standard-setter for the right to education, UNESCO will develop and promote good practices, policies and legislation in this area. In that connection, UNESCO will also draw on the contribution of policy research networks working on obstacles to the implementation of the right to education.
463. The quality of education is key to ensuring the success of learners. UNESCO will provide support to Member States to improve educational quality through its work in areas such as content, curriculum, learning assessments and school

management. Through EDUCAIDS, UNESCO and its partners will support countries in their efforts to implement comprehensive, scaled-up educational programmes on HIV and AIDS by focusing on the above areas. Teachers are also a critical success factor and in that regard UNESCO will give priority to Africa, where the need is most urgent, through the Teacher Training Initiative in sub-Saharan Africa (TTISSA) and enhanced cooperation with the AU and the Forum of African Parliamentarians for Education (FAPED). As a key global strategic framework for the implementation of UNLD, UNESCO will carry on its work to develop the second and third phases of its Literacy Initiative for Empowerment (LIFE). Technical education and vocational training (TVET) in both formal and non-formal settings will be promoted to prepare the young generation for the world of work. UNESCO will also promote education in prisons and correctional facilities. Linkages between the three EFA initiatives – EDUCAIDS, TTISSA and LIFE – will be strengthened to achieve maximum impact and synergy at the country level.

474. Education for peace is a primordial task for UNESCO related to its mission. UNESCO will therefore contribute through education to bring about a culture of peace and promote sustainable development. It will further promote intercultural dialogue with a view to integrating the teaching of global citizenship and democratic values into all levels of formal schooling and non-formal systems. The UNESCO Chairs and UNITWIN networks will be mobilized as think tanks and as arenas for the production and transfer of knowledge, as will be the Associated Schools Project Network (ASPnet) to promote dialogue and to serve as a conduit of best practices for peace education. Arts education will be pursued to introduce a creative segment to educational efforts.
48. Higher education and teacher training will be central for the realization of the EFA goals and MDGs, particularly the goal of gender parity at all educational levels in Africa.
49. Capacity-building and education in the basic and applied sciences (mathematics, physics, chemistry, life sciences, engineering) as well as the social and human sciences will be an essential component of UNESCO's efforts to attain quality education for all. This will include efforts at all educational levels, from the most basic to the tertiary levels. In particular, UNESCO will exploit its multi-sectoral expertise to support Member States in developing national science systems, including strengthened university education in the natural, social and human sciences, addressing in particular the lack of quality science teachers at the university level. To this end, UNESCO will also assist Member States also in improving the quality and relevance of science, technology, engineering and mathematics (STEM) education. Activities will focus on three ICT-related areas: inclusion of all learners through technologies (e-learning), enhancing open access, and exploring the educational value of alternative and new ICT applications. Constructive intercultural dialogue will be promoted with a view to integrating the teaching of global citizenship into all levels of formal schooling and non-formal systems. The UNESCO Chairs and UNITWIN networks will be mobilized as think tanks and as arenas for the production and transfer of knowledge while utilizing the Associated Schools Programme (ASP) Network to promote dialogue and as a conduit of best practices.

- ▶ *Institutional capacities in Member States enhanced through the Global Action Plan to improve access to and quality of education, including in the natural, social and human sciences for learners at all levels.*
- ▶ *Quality education in Member States promoted with a special emphasis on education for peace.*
- ▶ *Higher education and teacher training fully integrated into national education plans and systems, especially in Africa.*
- ▶ *Educational norms and standards to foster the right to education developed, disseminated and monitored at country level.*
- ▶ *Member States in all regions assisted in integrating ICTs in teaching and learning processes at all levels.*
- ▶ *Member States advised on integrating sustainable development into curricula and learning process aimed at achieving the objectives of UNDESD.*
- ▶ *Member States in all regions assisted in developing comprehensive education sector HIV and AIDS responses.*

OVERARCHING OBJECTIVE 2

Mobilizing science knowledge and policy for sustainable development

50.45. Science and technology are essential for attaining peace and achieving poverty eradication ~~reduction~~ and sustainable development. Through its sciences programmes, UNESCO will act as a catalyst to enable Member States to address the multidimensional aspects related to peace and poverty, while promoting a dialogue among different cultures and knowledge systems. UNESCO will promote ~~assist~~ Member States in providing equal opportunity ~~access~~ to scientific and technical knowledge and basic services through appropriate technologies, leading to better living standards, especially for the excluded segments of societies. Guided by internationally agreed development goals, including the MDGs, the Organization will address in particular the needs of Africa

– reflected in the decisions of the January 2007 Addis Ababa eighth African Union Summit – , women, youth, indigenous peoples, the least developed countries (LDCs) and small island developing states (SIDS). UNESCO will also encourage access ~~promote~~ the right for people to benefit from and participate in the production, sharing and application of scientific knowledge and to activate South-South cooperation.

51.46. In fulfilling these vital roles, UNESCO with its science mandate will be the primary advocate within the United Nations system for the transformative power of scientific knowledge in support of peace, poverty reduction ~~eradication~~ and sustainable development by fostering dialogue, cooperation, networking, capacity-building as well as knowledge-sharing with the scientific community, decision-makers, and civil society, globally, regionally and at the country level.

5247. UNESCO will further contribute to collaborative efforts by the United Nations system towards the sustainable management and utilization of natural resources, especially through established cooperative mechanisms of the United Nations system – such as UN-Water, UN-Oceans, UN-Energy and with respect to biodiversity and ecosystems.

5348. ~~Contributing to the One-UN approach at the country level,~~ UNESCO has a vital role in helping to strengthen national science and technology capacities and create an enabling environment, especially in Africa, by

- developing and promoting access to scientific and technological research and innovations, including the understanding of the dynamic interactions between Earth systems and society,
- building human and institutional capacities in science and technology at all educational levels,
- collecting and interpreting data for monitoring and benchmarking,
- advocating the adoption of evidence-based science, engineering and technology policies by Member States, incorporating UNESCO norms and standards,
- identifying and disseminating best practices and cooperative approaches, including South-South and triangular cooperation, and
- encouraging partnerships and alliances catalyzing larger-scale efforts.

5449. All programmes will integrate interdisciplinary approaches drawing on contributions from all of UNESCO's fields of competence. Capacity-building, through the integration of research and education will be a main feature of such a strategic interface. Special attention will be paid to empowering women through access to science and technology information, attracting youth to scientific careers and promoting young researchers. Programmes will reflect and communicate cutting-edge science, including new scientific paradigms, such as socio-ecological resilience and adaptive management of the environment, while also taking into account local and indigenous knowledge.

- ▶ *Science components integrated into at least half of United Nations country programming exercises (e.g. UNDAF, One-Plan, PRS) during 2008-2013.*
- ▶ *Scientific knowledge translated into national science policies supporting sustainable development in all regions.*
- ▶ *Lead roles exercised in United Nations inter-agency efforts pertaining to scientific dimensions of sustainable development.*

UNESCO will seek to accomplish this overarching objective through three strategic programme objectives:

STRATEGIC PROGRAMME OBJECTIVE 3:

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

5550. Understanding changes in the complex and dynamic Earth systems and their societal and environmental impact is at the heart of UNESCO's scientific mandate to foster sustainable development, drawing on its intergovernmental and international scientific programmes and their networks at global, regional and country levels. Specific issues to be considered include climate change, in particular global warming and sea level change, the hydrological cycle, loss of biodiversity, natural hazards as well as global drivers such as population growth, land-use change, migration and urbanization. Together with the World Meteorological Organization (WMO) and the International Council for Science (ICSU), UNESCO sponsors the World Climate Research Programme, the largest climate change research undertaking in the last two decades, and in particular the Climate Variability and Predictability Project (CLIVAR). UNESCO's research and monitoring efforts contribute to a reduction of the scientific uncertainties of climate change and are essential to enable the synthesis work of the Intergovernmental Panel on Climate Change (IPCC). UNESCO will advise governments on the integration of social and cultural aspects and in particular traditional knowledge, heritage, educational dimensions and institutional capacity-building into the management of freshwater, marine and terrestrial eco-systems. Attention will be given to ecologically vulnerable areas such as coastal zones and small islands and the fight against desertification as a vehicle for sustainable development. Particular emphasis will be placed on the collection of relevant scientific data and

syntheses of existing knowledge, as well as on documenting and disseminating good practices and approaches in natural resource management, including its social implications. UNESCO as lead agency, designated by the United Nations General Assembly, for the International Year of Planet Earth 2008 will launch appropriate activities for its observance.

5651. UNESCO will provide advice to governments on scientific issues related to freshwater and the oceans, drawing also on its key lead role in collaborative United Nations system efforts, in particular through the UN-Water and UN-Oceans mechanisms. Further, UNESCO will contribute to research aimed at understanding climate change and its impact on the environment and societies. Specifically, UNESCO will draw on its extensive list of sites, including biosphere reserves, World Heritage sites and Geoparks for global monitoring of climate change, biodiversity loss and sustainable development. The Organization will actively contribute to intergovernmental and inter-agency processes for global monitoring, reporting and assessment of the state of Earth systems, such as the World Water Assessment Programme. UNESCO also plays a central role in the development of the Global Earth Observation System of Systems (GEOSS), as its Intergovernmental Oceanographic Commission (IOC) serves as the Secretariat of one of the three global observing systems, the Global Ocean Observing System (GOOS) – which is the ocean component of the Global Climate Observing System of the United Nations Framework Convention on Climate Change. The development of GEOSS also benefits terrestrial climate observing and disaster monitoring systems associated with UNESCO's space science programmes. Special focus will be accorded to the needs of Africa, LDCs and SIDS.

5752. In all its programmes, especially the large international science programmes, UNESCO will leverage resources, improve coordination and promote cross-cutting and intersectoral activities through strengthened partnerships with other United Nations organizations, other international science and technology organizations, national planning agencies and non-governmental organizations.

- ▶ *UNESCO's leadership for United Nations system activities in the areas of freshwater and the oceans at the global and national levels firmly established, including in United Nations system country programming exercises.*
- ▶ *Global monitoring reports produced periodically for the state of freshwater and the oceans.*
- ▶ *Principles and guidelines for science-based sustainable management of natural resources agreed upon and implemented in all regions through national policies.*

STRATEGIC PROGRAMME OBJECTIVE 4:

Fostering policies and capacity-building in science, technology and innovation, with special emphasis on the basic sciences and energy

58.53. Special importance will be assigned to the basic and engineering sciences, as they create the scientific underpinning for innovations, yield economic benefits, and offer improved opportunities to meet basic human needs. The culture of maintenance calls for equal attention.

59.54. UNESCO will support Member States, notably in Africa, LDCs and SIDS, in developing their national science, technology and innovation policies and building human and institutional capacities in the sciences. This will be achieved by:

- strengthening educational and research institutions,
- providing upstream policy advice,
- benchmarking and monitoring trends in science, technology and innovation systems, in cooperation with UIS,
- fostering regional and subregional cooperation in training and research, and
- communicating scientific results to policy-makers and the public.

60. UNESCO will assist Member States in building the capacity and knowledge base of policy-makers, curriculum planners, teacher trainers and teachers to improve the quality and relevance of science, technology, engineering and mathematics (STEM) education, bringing about the development of a culture of science education. UNESCO will also advocate the incorporation of improved science curricula and scientific content at all levels of education, including through distance education, and types of education in order to stimulate greater interest in these fields among young people.

61. In the field of energy, UNESCO will provide evidence-based policy advice, build capacities and disseminate scientific and technical knowledge with special emphasis on renewable and alternative energies, energy energy management and conservation as an integral part of sustainable development.

62. In the field of hydrology, UNESCO will provide policy advice and support for capacity-building by reinforcing synergies between its different programmes, in particular the International Hydrological Programme (IHP) and other entities, such as category 2 centres, and promote effective strategies for joint purposeful action.

63.55. Dialogue and cooperation through a variety of cross-disciplinary networks and centres of excellence, especially in developing countries, as well as South-South, North-South and triangular cooperative programmes, will be particularly important features of all such efforts. Global, regional and subregional networking, cooperation and knowledge-sharing mechanisms for science policy and basic and engineering sciences will be supported and promoted, especially in Africa. In particular, UNESCO will continue to contribute to the Science and Technology Consolidated Plan for Action 2006-2010 of AU/NEPAD and to its Environmental Action Plan. All activities will be attuned to social, cultural and environmental contexts and have at their core the ethical dimensions of science.

Expected outcomes

- ▶ *Evidence-based national science, technology and innovation policies adopted by Member States in all regions, especially in Africa.*
- ▶ *Global monitoring of science and technology (S&T) capacities and trends carried out.*
- ▶ *Institutional and human capacities in the basic and engineering sciences and energy strengthened at all educational levels, notably in Africa, LDCs and SIDS and benefiting female students.*
- ▶ *Governments assisted in the development of national policies pertaining to renewable and alternative energies and sustainable energy management.*

STRATEGIC PROGRAMME OBJECTIVE 5:

Contributing to disaster preparedness and mitigation

64.56. UNESCO will assist Member States in building capacities to withstand and cope with natural events and human-induced disasters, including those of a technological nature. Natural events, such as earthquakes, floods, tsunamis, landslides, windstorms, volcanic eruptions, droughts and desertification are increasingly resulting in disastrous consequences for humankind. The risk of such disasters is exacerbated by unsustainable socio-economic developments, population growth, and uncontrolled urbanization and coastal development. UNESCO will seek to harness knowledge and technology and promote education for building effective capacities to foster prevention and reduce vulnerability to all kinds of disasters, particularly affecting poor populations. Integrated approaches and synergies between the natural sciences, the social sciences, culture, education and information systems will lay the basis for interdisciplinary platforms to manage disaster risks. In the context of its contribution to the United Nations system-wide implementation of the Hyogo Framework for Action on Disaster Resilience 2005-2015, the Organization will provide intergovernmental coordination, advice to governments and policy support for the establishment and operation of monitoring networks and early warning and risk mitigation systems for natural hazards, with particular emphasis on earthquakes, tsunamis, floods, and landslides. It will also promote joint multi-stakeholder strategies for enhancing disaster education and awareness as an intrinsic element of the United Nations Decade on Education for Sustainable Development (UNDESD) and the International Flood Initiative (IFI), both led by UNESCO, especially in communities at risk located in Africa, LDCs and SIDS.

65.57. In particular, UNESCO will continue to build on its response to the Indian Ocean tsunami, consolidating its work in both the Indian Ocean and the Pacific Ocean, as well as expanding

tsunami early warning systems to Africa, the South Pacific, the Mediterranean Sea, the North-East Atlantic and the Caribbean. UNESCO through its Intergovernmental Oceanographic Commission (IOC) will promote the end-to-end concept for early warning systems, in partnership with the International Strategy for Disaster Reduction (ISDR) and the World Meteorological Organization (WMO).

6658. Building upon the expertise and networks of its international scientific and educational programmes, UNESCO will stimulate regional partnerships and networks devoted to the collection and dissemination of relevant information and knowledge on hazards, vulnerabilities and risk mitigation capacities. Guidelines, good practices and tools for proactive policies to reduce vulnerabilities and to promote integrated assessment and mitigation of disaster risks will be widely disseminated, and promoted and advocated. Attention will be paid to gender-sensitive and socio-culturally relevant approaches and to the promotion of local and indigenous practices for risk reduction, the use of formal and informal channels to mobilize and sensitize community leaders, women, youth and children, and to the dissemination of guidelines for the protection of schools and cultural heritage sites at risk.

6759. To leverage its implementation capacity UNESCO will actively target the Global Facility for Disaster Reduction focusing implementation at the country level while keeping its role of standard-setter and intergovernmental regional coordinator. Action at country level will support joint disaster-related strategies and ISDR national platforms and work for the inclusion of relevant components in United Nations system common country programming efforts.

Expected outcomes

- ▶ *Tsunami early-warning systems established and operational in Africa, the South Pacific, the Mediterranean Sea, the North-East Atlantic and the Caribbean.*
- ▶ *Vulnerable and weakened communities prepared to cope with disasters through access and use of information and knowledge and to mitigate their impact.*
- ▶ *Governments advised and assisted in the design of policies mitigating disaster risks and impact.*
- ▶ *Contributions made to the development of national strategies and multi-agency programmes for natural and human-induced disaster prevention and vulnerability reduction developed and included in United Nations system common country programming efforts.*

OVERARCHING OBJECTIVE

3

Addressing emerging social and ethical challenges

6680. The social and ethical dimensions are central to UNESCO's mission, as it strives to reach out to the most vulnerable segments of society and to contribute to peace, human rights and poverty eradication the enhancement of human rights through a human rights-based approach in all its fields of competence and of values directly relevant to its mandate, in particular in the framework of its mission to foster peace and eradicate poverty. In doing so, UNESCO will contribute to the attainment of the MDGs, in particular MDG 1, and address a series of major interlinked challenges.

6694. The first will be to ensure the monitoring and analysis of the impact of scientific and technological innovations on human rights through the strengthening of its action on the ethics of science and technology. This is of growing concern, as many countries seek to ensure a coherent approach to the complex dynamics of the relations between science and society. It is driven on the one hand by the need to ensure a strengthening of the scientific and technological capacities for equitable economic growth, on the other hand by the need to identify better the responsibilities of scientists, especially in tackling issues related to the impact of biotechnologies and other emerging technologies on societies and individuals. In this area, UNESCO has a distinct comparative advantage, given its pioneering normative action on bioethics, deeply rooted in the human rights perspective. It is buttressed by the activities of the International Bioethics Committee (IBC), the Intergovernmental Bioethics Committee (IGBC) and the United Nations inter-agency committee on bioethics, as well as the pivotal role played by the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) in fostering an international cooperative dialogue and policy orientation on key emerging issues. Activities undertaken under UNESCO's philosophy strategy will also contribute to this action.

70. Philosophical analysis and reflection are closely linked to the building of peace and the development of a culture of peace. Activities undertaken under UNESCO's intersectoral philosophy strategy will also be based contribute to this action, on three pillars: (i) the promotion of dialogue and philosophical analysis of contemporary questions; (ii) the encouragement of the teaching of philosophy; and (iii) the promotion and dissemination of philosophical knowledge. UNESCO will also act as an interface for philosophers to establish their own cooperation frameworks in all regions of the world. A network of women philosophers will promote the empowerment, contribution and integration of female philosophers into the global community of philosophers.

6712. The second challenge will be to enhance UNESCO's contribution to a strengthening of the links between the results of scientific research and the policy needs of national and local authorities on key issues relating to the social pillar of sustainable development, in particular as regards large-scale social transformations arising from the impact of globalization on societies and social actors, including women and youth. Emphasis will be placed on a strengthening of research-policy frameworks relating to poverty eradication, the fight against discriminations, youth violence and the consistent application of the human rights-based approach to UNESCO actions pertaining to social development. In

parallel, capacity-building for the promotion of science policies and the strengthening of national research systems will be fostered through intersectoral and interdisciplinary platforms. These efforts will extend also to the field of sport and physical education which constitutes a major tool for health and physical development as well as the acquisition of values necessary for social interaction and intercultural dialogue. All this will call for enhanced collaboration between the different international and intergovernmental science programmes of UNESCO, cooperation with relevant United Nations organizations, and major international organizations, such as the International Council for Science (ICSU), the International Social Science Research Council (ISSC) and the International Council for Philosophy and Humanistic Studies (ICPHS).

7263. The third challenge will be to enhance the Organization's capacities to identify emerging ethical and societal issues and risks in UNESCO's fields of competence that may require, in the medium- and long-term, the elaboration and implementation of specific issue-driven actions, as has been the case for HIV/AIDS and post-conflict situations. This endeavour will be undertaken in the context of each of UNESCO's fields of competence, mobilizing interdisciplinary and intersectoral cooperation and putting emphasis on those emerging developments and new forms and fields of knowledge that relate directly to the Organization's contribution to peace, poverty eradication, sustainable development and the dialogue among civilizations and, cultures and peoples.

7364. In responding to these challenges, educational and training components will be embedded in various actions, particularly in the fields of ethics of science and technology, human rights, the social and human sciences and philosophy. The fight against doping in sport is a particular ethical challenge to which UNESCO will contribute through the implementation of the International Convention against Doping in Sport.

Expected outcomes

- ▶ *International debate stimulated on issues relating to the ethics of science and technology and pertinent national action launched, including adoption of national policies, laws and mechanisms*
- ▶ *Results of scientific research on the social dimensions of sustainable development, in particular regarding poverty-related issues disseminated and capacity-building support for the establishment of national research systems provided.*
- ▶ *International cooperation in philosophical reflection promoted in the context of building a culture of peace, including through an international network of women philosophers.*
- ▶ *Preventive/corrective actions developed for emerging ethical and social challenges and risks of direct relevance to UNESCO's domains of competence.*

UNESCO will seek to accomplish this overarching objective through three strategic programme objectives:

STRATEGIC PROGRAMME OBJECTIVE 6:

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

7465. In the era of globalization, there is an increasingly acute need to establish and promote common values and benchmarks, as well as to promote ethical principles and standards to guide scientific progress and technological development, especially in developing countries that do not enjoy equal benefits of scientific and technological advances. UNESCO's work on the ethics of science and technology will reflect these concerns and examine scientific progress in light of ethical considerations rooted in the cultural, legal, philosophical and religious heritage of the communities involved.

7566. UNESCO will seek to create a better understanding of the major ethical issues raised by science and technology and support analysis and discussion of those issues internationally, regionally and nationally. Based on its pioneering role and leadership in the field of ethics of science and technology, and building on the work of the IBC, IGBC and COMEST, UNESCO will support the implementation and refinement of existing normative instruments, and the application of practices and tools to facilitate the growth and use of science and technology respecting human dignity and human rights. It will also support the development of new instruments as may be deemed necessary by the governing bodies. UNESCO will also promote (bio)ethical reflections and decision-making, including through international cooperation and the sharing of experience.

7667. The Organization will promote the application of the instruments and guidelines already adopted in this area (the Universal Declaration on the Human Genome and Human Rights, 1997; the International Declaration on Human Genetic Data, 2003; the Universal Declaration on Bioethics and Human Rights, 2005; and the International Convention against Doping in Sport, 2005) and strengthen their impact. Furthermore, the Organization will provide a forum for an interdisciplinary, multicultural and pluralistic reflection on new and emerging global issues in this field, bringing together the intellectual and scientific communities, policy-makers, public and private stakeholders and actors of civil society. In so doing, UNESCO will support the analysis of scientific and technological advances that may give rise to ethical questions for both developed and developing countries. All of these actions will be implemented through enhanced cooperation among the Organization's science programmes.

7768. At regional and national levels, special attention will be given to sharing experience, knowledge and know-how so as to enhance national capacities for regulating, reviewing and addressing ethical issues related to science and technology, in particular in the context of capacity-building action regarding science policies and the development of national research systems. Support will concentrate on the establishment and reinforcement of national bodies

and mechanisms, such as national bioethics committees and COMEST bodies, capable of assessing scientific and technological developments, formulating recommendations and contributing to the elaboration of national policies and guidelines. An essential part of this work will be to foster an active and informed involvement of society at large by raising awareness, undertaking advocacy and stimulating an open democratic debate about the ethical implications of scientific and technological developments and the link between ethics and governance. A particular feature of this action will be ethics education, especially for young scientists, professionals and trainers.

Expected outcomes

- ▶ *Normative instruments pertaining to the ethics of science and technology adopted by UNESCO reflected at national levels through pertinent legislation.*
- ▶ *National bodies/mechanisms dealing with the ethics of science and technology, in particular with issues related to bioethics, supported in all regions.*
- ▶ *Democratic debate at the national and regional levels about ethical implications of advances in science and technology fostered, in particular by ensuring networking and exchange of best practices and experiences.*

STRATEGIC PROGRAMME OBJECTIVE 7:

Enhancing research-policy linkages on social transformations in order to contribute to human well-being and greater equality

78.69. The compounded impact of the globalization processes induces a complex dynamic of societal transformations involving all social actors, in which growing disparities, extreme poverty, exclusion and the denial of basic human rights prevail, often causing internal conflict. To counter these trends, evidence-based and culturally sensitive policies must be put in place both by national and local authorities, as they tackle social challenges of an unprecedented scale and decide the prioritization of policies relating to interlinked issues such as poverty eradication, human rights, migrations and the fight against discrimination against migrants – where such discrimination occurs, urbanization, gender and youth empowerment, sport and physical education as well as the fight against discrimination and xenophobia as well as the development of respect for indigenous peoples.

79.70. Through collaboration with relevant United Nations entities UNESCO will contribute to these efforts by feeding the results of cutting-edge research on key social transformations into policy formulation by national and local authorities, in particular regarding poverty eradication, as called for by the different international, regional and national UNESCO-sponsored forums, in particular the Forums of Ministers

of Social Development on the research-policy nexus held in 2005-2006. UNESCO will also contribute to the consolidation of spaces of dialogue and exchange between researchers and policy-makers, in particular at the subregional and national levels.

80.71. Those actions will be buttressed by the promotion of new collaborative endeavours within the international social science research community leading to issue-driven research programmes. They will further respond, in particular through monitoring, networking, the use of online social research tools and South-South cooperation, to the growing capacity-building needs of developing countries in the elaboration and implementation of holistic science policies and the establishment of national research systems, called upon to play a major role in enabling countries to achieve sustainable development and to attain the MDGs and other internationally agreed development goals.

Expected outcomes

- ▶ *Platforms for dialogue and exchange between social science research and policy-makers consolidated at the international, regional and national levels, in particular regarding poverty eradication.*
- ▶ *Collaborative national and regional social science research programmes created for key issues, involving national and regional capacity-building and South-South cooperation.*
- ▶ *Science policies and establishment of national research systems promoted benefiting from South-South cooperation.*

STRATEGIC PROGRAMME OBJECTIVE 8:

Fostering research on Monitoring critical emerging ethical and socialetal issues

81.72. In all its fields of competence, UNESCO is constantly faced with an array of processes and issues that can hamper the realization of its objectives, undermine results already achieved and imperil the enjoyment of the human rights relevant to its spheres of competence – and that in some cases have already done so. For example, the impact of pandemics, civil strife, the polarization of cultural and religious identities, and new forms of violence and intolerance have often been of considerable concern. They may cause the destruction of educational institutions at all levels, a serious weakening of capacities in science, technology and communications, as well as a weakening of civil society capacities to respond to internal strife, intolerance, discrimination against migrants, xenophobia and racism.

82. These activities will be accompanied, as may be required, by the elaboration of Organization-wide preventive actions in

all fields of competence, thus responding adequately to the complex and multi-faceted challenges that the emergence of new risks may entail, including those deriving from post-conflict situations. In that regard, priority will also be given to mobilizing the contribution of UNESCO's field network and its category 1 and 2 institutes and centres.

83.73. In order to respond promptly to risks and issues of this nature, UNESCO will endeavour to coalesce the wide variety of research networks at its disposal. The purpose is to identify emerging ethical and social issues which, if left unchecked, could have a major impact on the attainment of the Organization's objectives. It will also focus on emerging research trends, including in philosophy, that can provide in-depth new knowledge and perspectives on the issues concerned. To that end, UNESCO will foster an intersectoral approaches concerning combining both the "watch" future-oriented studies and activities function embedded in support in of the activities in all its fields of competence of the Organization, requiring a mobilisation of its human rights, philosophy, anticipation and foresight capacities. A priority will also be given to the contribution of UNESCO's field network and its category I and II institutes and centres.

74. This watch function will be accompanied, as required, by the elaboration of Organization-wide preventive actions affecting all its fields of competence, thus responding adequately to the complex and multi-faceted challenges that the emergence of new risks may entail, including those deriving from post-conflict situations.

Expected outcomes

- ▶ *UNESCO's "watch" function on Organization-wide actions formulated based on future-oriented studies concerning emerging critical ethical and social issues of direct relevance to its UNESCO's fields of competence developed and consolidated.*
- ▶ *Mechanisms developed to anticipate address in a timely manner preventive actions relating to emerging issues and risks in UNESCO's fields of competence.*

OVERARCHING OBJECTIVE

4

Fostering cultural diversity, and intercultural dialogue and a culture of peace

84.75. Cultural diversity has been recognized by the international community as the "common heritage of humanity" (*UNESCO Universal Declaration on Cultural Diversity*, 2001, Article 1). Shortly afterwards, the 2005 World Summit Outcome document acknowledged the importance of respect and understanding for cultural diversity throughout the world as a contribution to the enrichment of humankind. The fostering of cultural diversity and of its corollary, dialogue, thus constitutes one of the most pressing contemporary issues and is central to the Organization's comparative advantage.

85.76. Cultural diversity is a driving force of development, not only in respect of economic growth, but also as a means of leading a more fulfilling intellectual, emotional, moral and spiritual life. This is captured in the seven culture conventions, which provide a solid basis for the promotion of cultural diversity: *Protection and Promotion of the Diversity of Cultural Expressions* (2005), *Safeguarding of the Intangible Cultural Heritage* (2003), *Protection of the Underwater Cultural Heritage* (2001), *Protection of the World Cultural and Natural Heritage* (1972), *Prohibiting and Preventing the Illicit Import, Export and Transfer of Cultural Property* (1970), *Protection of Cultural Property in the Event of Armed Conflict* (1954) and *Universal Copyright Convention* (1952 and 1971). Cultural diversity is thus an asset that is indispensable for poverty reduction-eradication and the achievement of sustainable development.

86.77. At the same time, acceptance and recognition of cultural diversity – in particular through innovative use of media and ICTs – are conducive to dialogue among civilizations and cultures. However, meetings and dialogue can be enriching only if they occur in a climate of respect and mutual understanding. Cultural diversity and dialogue must therefore go hand in hand, for they are mutually reinforcing. Consequently, the promotion of cultural diversity is inseparable from the encouragement of dialogue, if harmonious social interaction is to be facilitated within and among cultures in furtherance of peace locally and internationally.

87.78. UNESCO will therefore reaffirm the intrinsic value of culture, in its rich diversity, both to development on the whole and to social cohesion and peace, contributing to the goals of the 2001-2010 International Decade for a Culture of Peace and Non-Violence for the Children of the World and the related Programme of Action on a Culture of Peace. The overall strategy will be to develop a "roadmap" for advocating the crucial role of culture in international and national development frameworks, including United Nations system common country programming exercises, through a n-integrated-coordinated approach demonstrating the interlinkage between UNESCO's operational action at the country level and the principles enshrined in the global normative framework for the protection and promotion of cultural diversity.

- ▶ *The central role of culture in development and the promotion and protection of cultural diversity* ~~Culture and protection of cultural diversity integrated~~ *included in international development frameworks, national development plans and United Nations common country programming tools.*
- ▶ *An coordinated integrated approach to the various dimensions of heritage protection and safeguarding developed, and recognized by heritage professionals and a wider international audience.*

UNESCO will seek to accomplish this overarching objective through three strategic programme objectives:

STRATEGIC PROGRAMME OBJECTIVE 9:

Strengthening the contribution of culture to sustainable development

88.79. This objective has been pursued by UNESCO for many years, in particular in the context of the World Decade for Cultural Development. Although progress had been achieved, an overarching standard-setting framework and demonstration tools were nevertheless lacking. The framework now exists, in the form of the Universal Declaration on Cultural Diversity (2001) and two recently adopted conventions (the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions), which completed the existing corpus of standard-setting instruments pertaining to the place of culture in development. The development of demonstration ~~tools~~ *Demonstration tools* ~~will~~ *needs to be developed* pursued, through more systematic collection of cultural statistics, inventories, and national and regional “mapping” of cultural resources. ~~This will be the objective pursued in the context of the implementation of the seven UNESCO conventions in the field of culture, and in particular the 2005 Convention, which will aim, inter alia, at exploring the potential of public/private partnerships in this area.~~

89.82. To implement this strategy, UNESCO will place emphasis on its ~~awareness-raising, recommendations and policy advice~~ *advocacy function* with a view to broadening the capacity of decision-makers and local, national and international social stakeholders to integrate the principles of cultural diversity and the values of cultural pluralism into all public policies. ~~This is~~ *first strand of this strategy will support the development of the cultural sector by strongly promoting a favourable environment aiming at integrating culture into national development policies and legislation, in particular those related to education, science, communication,*

health, environment and tourism, on the one hand, and at supporting the development of the cultural sector through creative industries, by creating a favourable environment and by meeting demands in the areas of legislation, training and cultural resource management, on the other.

90.83. ~~Creative Cultural industries (including crafts) and creative industries as a whole, together with cultural tourism, are an offer important vector benefits in terms of for development, and and social cohesion, thereby contributing to poverty alleviation eradication and the promotion of mutual understanding.~~ Special efforts will ~~need to be~~ made to ensure that all cultures and ~~their diverse cultural expressions~~ have access to the development opportunities offered by cultural ~~and creative industries~~ *creative industries*, and to international markets, ~~while acknowledging the special needs of some cultures and groups that are particularly vulnerable, with special emphasis on actions favouring cultural production, cultural resource management and capacity-building.~~ New partnerships and new cooperation mechanisms will be promoted, in particular ~~through in the framework of~~ the Global Alliance for Cultural Diversity, ~~and through South-South cooperation and North-South-South triangular cooperation~~ *which, like North-South cooperation, that can be an effective arena for sharing best practices, expertise and knowledge.*

91.84. ~~Lastly, UNESCO will also contribute to subregional and regional integration processes by focusing on the contribution of culture, in particular, as a follow-up to the African Union Summit in Khartoum (2006) and the SIDS Mauritius Strategy.~~ In regard to Africa, special emphasis will be laid on regional events that are vectors of integration (such as FESPACO, SIAO, FIMA and MASA), the African Union’s Language Plan of Action for Africa, notably through cooperation with the African Academy of Languages (ACALAN), and support for subregional and national capacity-building institutions in all areas of culture.

92.80. ~~As concerns the second strand of the strategy, a~~ major challenge will be to promote respect for cultural diversity in education systems and in educational and training contents. This will entail efforts to ~~ensure access to education at all levels and to integrate the principles of respect for cultural diversity into quality education for all at all levels, by furthering multicultural education, heritage education and linguistic diversity in education, and culturally sensitive HIV/AIDS education.~~ Capacity-building to create, preserve and provide access to diverse cultural contents will make innovative use of ICTs under policies aimed at the preservation of documentary heritage (through the Memory of the World Programme), the strengthening of linguistic diversity and the promotion of freedom of expression.

93.84. The central role of cultural diversity in shaping sustainable environmental practices and disaster reduction measures will also be highlighted. Protecting and managing natural resources is part of the effort to protect and conserve natural heritage for sustainable development. To this end, UNESCO will study the ties between cultural diversity and biodiversity and will disseminate the relevant information to decision-makers. It will also endeavour to contribute to the development of indigenous peoples by encouraging respect for and the preservation and maintenance of their knowledge systems, and by identifying innovations and practices based on traditional lifestyles that may be relevant to the conservation and sustainable use of biological diversity.

- ▶ *Principles of cultural diversity integrated into policies, mechanisms and practices at national and regional levels.*
- ▶ *Cultural development reflected in national development plans and legislation and United Nations common-country programming tools.*
- ▶ *The role of culture in development and principles of cultural diversity reflected in South-South cooperation initiatives.*
- ▶ *Awareness about the cultural contribution of indigenous peoples to sustainable development enhanced.*
- ▶ *New cooperative mechanisms, including public-private partnerships, based on the principles of cultural diversity, developed for cultural creative industries and best practices in this area collected and recognized by UNESCO.*

STRATEGIC PROGRAMME OBJECTIVE 10:

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

- 9485.** UNESCO shall contribute to peace, mutual understanding and social cohesion through the promotion of a dialogue among civilizations and cultures and peoples in accordance with the Global Agenda for Dialogue among Civilizations and its Programme of Action adopted by the United Nations General Assembly in 2001. It will build on the outcomes of activities undertaken in this area over the last six years and draw on relevant recommendations of the report of the Alliance of Civilizations, in particular focusing on the mobilization of youth, women, civil society, the media, educators, education and migration, and education to avoid discrimination against migrants as well as media-guided by the desire to foster mutual understanding and peace respect for cultural diversity in all societal contexts.
- 9586.** UNESCO will pursue its concrete and practical action in the area of the dialogue among civilizations and cultures and peoples, including a specific focus on indigenous peoples and interfaith dialogue, through a specific focus on initiatives at the regional and subregional levels, the articulation of a set of commonly shared values and principles, thematic focus building on its five fields of competence, multi-stakeholder involvement, and dialogue as a vehicle for advancing women's human rights. The link between activities in support of the dialogue and efforts to combat and counteract discourage and dissuade, extremism, and fanaticism and terrorism will also be addressed.

- 96.** UNESCO will also promote the potential of dialogue based on music and the arts as a vector for the strengthening of mutual understanding and interaction as well as for building a culture of peace and respect for cultural diversity. UNESCO will follow-up in an intersectoral manner the Lisbon Roadmap adopted at the 2006 Lisbon Conference on Arts Education and contribute to the 2009 Seoul Conference on Arts Education.
- 9787.** Specifically, UNESCO will address contextual requirements for intercultural dialogue in different regions and subregions (in particular the Arab world, South-East Europe, Central Asia and the Great Lakes Region of Africa). It will collect, disseminate and share good best practices conducive to cultural pluralism at local, national and regional levels.
- 9888.** Intercultural and interfaith dialogue will be strengthened with a view to ensuring that (i) shared values for respect of religious beliefs and tolerance are reflected in school curricula and textbooks, and (ii) and faith issues are addressed in a secular framework the contribution of religious and faith communities and leaders to the objectives of dialogue and its secular agenda.
- 9989.** UNESCO will continue to monitor exercise its watch function on two fronts: (i) gaining a better understanding of and strengthening the factors and processes that foster peaceful coexistence and mutual enrichment; (ii) highlighting the role that can be played by culture in situations of conflict or post-conflict as a "vehicle" for reconciliation through cultural heritage. The pursuit of the intercultural Roads offering common spaces for dialogue and exchange, and reflecting shared values, will thus be pursued conducted.
- 10090.** In order to build sustainable bridges for dialogue, the Organization will promote the creation, dissemination, preservation and utilization of information and knowledge in all its fields of competence. It will address the sharing of common values pertaining to specific scientific disciplines in different cultural settings, including, inter alia, through the LINKS initiative. Efforts will be undertaken to assist free, independent and pluralistic media by working with professional journalist associations to and their role in preventing violent conflict and promoting mutual understanding, notably through the creation of cross-cultural journalist networks, the development of ethical and professional approaches to reporting, as well as training and awareness-raising of media professionals so as to promote an enabling environment for free self-expression. This will also entail support to the Power of Peace Network launched at the Bali Forum. UNESCO will contribute to enhancing the vitality of various forms of cultural expression and educational content by creating opportunities for media and information networks to engage in an informed dialogue within and between societies thereby contributing to the promotion of mutual understanding and tolerance.
- 10191.** A new challenge relates to the indissociable complementarity of the principles underlying UNESCO's commitment to mutual understanding and of respect for all peoples' freedom of expression and the respect for cultural and religious and cultural values and freedom of expression as expressed in symbols pursuant to the adoption by UNESCO's Executive Board of expressed in 174 EX/Decision 46 on respect for freedom of expression and respect for sacred beliefs and values and religious and cultural symbols. Being by their very nature constituent elements of peace, the principles and values of

cultural diversity and dialogue will help sensitize society as a whole, and in particular youth and the media to the need for respecting cultural the diversity, of cultures and the use of religious images-beliefs and religious symbols, while upholding ensuring that the exercise of freedom of expression in a spirit of mutual respect and mutual understanding and beliefs as a basic human right will be respected.

10292. Quality education is a central vehicle for preparing and instilling values for dialogue, in line with the human rights perspective contained in the Dakar EFA Goals. In that regard, UNESCO will support Member States in the revision of the content of textbooks, learning materials and curricula, taking into account formal and non-formal education, and in teacher training. UNESCO will also provide a platform for intellectual leadership aimed at promoting dialogue and exchange of information among all educational stakeholders on issues, themes and factors that have an impact on the quality of education. It will promote development and implementation of innovative practices, raise awareness of fundamental human rights and convey skills to build a culture of peace.

Expected outcomes

- ▶ *Emerging challenges and obstacles to a sustained dialogue among civilizations and cultures* peoples identified.
- ▶ *Methodologies, procedures and networks promoting dialogue among* peoples professionals developed-and-adapted.
- ▶ *Mutual understanding strengthened in several regions and subregions through dialogue-related activities.*
- ▶ *Intercultural dialogue integrated as part of quality education in curricula and learning materials.*
- ▶ *Lisbon Roadmap on Arts Education implemented together with other* partners.

Box 9

Languages and multilingualism

A quintessential element of culture, languages are *more than tools* and more than a means of communication. Through language, people build, understand and express their emotions, intentions, values, notions and practices. Language is thus a determining factor for the identity of individuals and groups; linguistic diversity is a major guarantee for cultural diversity.

However, languages are *also* tools in the service of a number of social practices and as such they constitute a highly interdisciplinary and intersectoral domain. They are strategically important for the attainment of several MDGs and a precondition for the enjoyment of fundamental human rights. Moreover, multilingualism promotes the harmonious coexistence of local, national and international languages and thus is a factor of mutual respect, intercultural dialogue and sustainable development.

Given the pervasiveness of languages as tools of a cultural nature, **UNESCO will, on the one hand, demonstrate the contribution of linguistic diversity and multilingualism to development, and, on the other hand, its value for dialogue, social cohesion and peace.** A particular challenge for UNESCO's challenge will be to develop *integrated strategies to be applied to country level programming processes.*

Globally, UNESCO will advocate the principles contained in, or deriving from, the Organization's normative instruments related to languages and multilingualism² and other pertinent United Nations normative frameworks.³ This will imply (i) analysis, monitoring and benchmarking activities, and (ii) internal and external communication to build and convey a shared vision and guidance towards good practices and normative-operational linkages. At the **country and regional levels**, UNESCO will focus on policy-advice and capacity-building through multi-stakeholder partnerships to support the elaboration of coherent regional and national language policies in all domains of societal life.

The promotion of cultural diversity and dialogue will be pursued through the safeguarding of linguistic diversity, notably through the intellectual, literary and poetic heritage of humanity; the formulation of national language policies focusing in particular on the introduction of mother language education in formal and non-formal systems; the promotion of languages as vehicles for the transmission of local and indigenous knowledge; and the inclusion of multiple languages and the dissemination of local content in cyberspace.

2. Convention against Discrimination in Education (1960), UNESCO Universal Declaration on Cultural Diversity and its Action Plan (2001), Convention for the Safeguarding of the Intangible Cultural Heritage (2003), Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003), Convention for the Protection and Promotion of the Diversity of Cultural Expressions (2005).

3. United Nations International Covenant on Civil and Political Rights (1966) and United Nations Declaration on the Rights of Persons belonging to National or Ethnic, Religious and Linguistic Minorities (1992).

STRATEGIC PROGRAMME

OBJECTIVE 11:

Sustainably protecting and enhancing cultural heritage

103.93. This objective is an example of the specific application of UNESCO's overall strategy on cultural diversity and its corollary, dialogue.

104.94. Now that the "field" of the heritage is perceived in its more clearly as one of diversity – (natural and cultural, movable and immovable, tangible and intangible) – and seems to be "covered/treated" by instruments designed to protect it in its entirety, there is a need to develop an coordinated/integrated approach to the heritage in all its various forms and its triple role, having regard to its various forms and its dual role – as a foundation of identity and a vector for development and as a tool/locus for reconciliation – must be recognized. UNESCO will endeavour to promote participatory and inclusive policies and measures that concomitantly address the requirements of conservation and development and foster social cohesion, innovation and peace by raising awareness of a shared heritage and a common past. It is expected that, by the end of the period covered by the Medium-Term Strategy, a new Charter, setting out the new integrated vision of the heritage, will have superseded the Venice Charter.

105.95. In regard to the immovable heritage (monuments and sites), UNESCO will above all endeavour to coordinate action by local and international stakeholders and will act as a meeting platform and honest broker, in particular, to promote new partnerships. This is the setting in which it will continue to administer the 1972 Convention and the other cultural conventions. In this regard it will also, paying special attention to heritage conservation and capacity-building in Africa, in close cooperation with the African World Heritage Fund, to continued support to the Slave Route project, and to the African Liberation Heritage project. It will also attend to new global threats that may affect the natural and cultural heritage and ensuring that the conservation of sites contributes to social cohesion as loci of reconciliation and sustainable development.

106.96. UNESCO will also aim to complement efforts to protect the heritage, with special emphasis on less "popular" diverse fields such as intangible cultural heritage, movable cultural property and action to combat trafficking in such property, and the underwater cultural heritage and the building of national capacities in this field. UNESCO's specific role will be twofold. It will aim to build decision-makers' and the general public's awareness of the importance of the heritage, especially the intangible heritage, to development and to the establishment of a pluralist society inclusive of marginalized communities and groups in particular, and capable of being open to their social practices, rituals and festive events. Moreover, it will aim UNESCO's other role will be to instil understanding of the continuity between cultural objects and that which has made it possible to produce and to continue producing them, namely the values, talents and skills that belong to the creators of the heritage and that are protected by the 2003 convention on the intangible heritage. UNESCO's other role will be to foster the protection of movable Movable-cultural objects and to develop the museums in which they are preserved,

In this context, actions to combat illicit trafficking and to promote the return of cultural objects to their countries of origin will be strengthened in line with the Convention on Prohibiting and Preventing the Illicit Import, Export and Transfer of Cultural Property (1970). contribute to an integrated approach and understanding of the cultural heritage while maintaining continuous links between creation and heritage. Museums are also gateways to knowledge about cultures and centres of formal and non-formal education, enabling their visitors to return to their own roots and to come to terms with other people's cultures. Accordingly, they Museums are also important factors in processes aimed at mutual understanding and social cohesion, on the one hand, and economic and human development, on the other. The development of museums as gateways to knowledge societies will therefore be strengthened, in particular in the developing countries. Implementation of the conventions relating to the protection of cultural property (1970 and 2001) and the convention on the intangible heritage (2003) will be pursued in that context.

Expected outcomes

- ▶ *The preservation of cultural heritage and its effects on development, social cohesion and peace integrated into national and local policies.*
- ▶ *National conservation policies and processes revised to take account of global trends such as climate change, urbanization and migration.*
- ▶ *New forms of international cooperation developed to strengthen the application of the 1970 Convention. deal with issues relating to return and to illicit traffic of cultural properties.*
- ▶ *Role of museums as gateways to knowledge societies recognized by decision-makers as part of formal and non-formal education programmes.*

OVERARCHING OBJECTIVE 5

Building inclusive knowledge societies through information and communication

107.97. Rooted in the Organization's mandate to promote the free flow of ideas by word and image and to maintain, increase and diffuse knowledge, UNESCO will consolidate and put in practice its concept of knowledge societies that are inclusive, pluralistic, equitable, open and participatory, as validated by the World Summit on the Information Society (WSIS) and the 2005 World Summit Outcome document. Knowledge societies are not simply driven by technological forces but also by societal choices informed by democratic debate and

consultation with all stakeholders, as outlined in the 2005 UNESCO World Report “Towards Knowledge Societies”.

10898. The Organization will address the challenges and opportunities offered by advances in communication and information, with special attention being paid to the and the new paradigms of knowledge creation, access, preservation and sharing of information and knowledge. These transformations have a significant potential for contributing to the attainment of MDGs, in particular poverty ~~reduction~~ eradication and sustainable development, as well as creating mutual understanding among peoples and societies.

10999. The strategic and effective use of appropriate media and information and communication technologies (ICTs) in education is essential to reach the six Dakar EFA goals and MDG 2. Media and ICTs are also key vehicles for ensuring a broader access to scientific and technical knowledge, including the popularization of scientific innovations, and its wider dissemination, especially in the developing world. Moreover, media and ICTs today constitute an important element in defining peoples’ cultural identity and self-expression and they also facilitate effective South-South cooperation.

110400. The Organization will provide a global platform to reflect on the ethical and societal aspects of building knowledge societies based on universal principles among which universal access and freedom of expression are pivotal. In that regard, UNESCO will promote at the global and national levels policies for freedom of expression and the right to information. Access to information as a ~~fundamental human right~~ will be promoted through awareness-raising at various levels.

111401. Media and ICTs are particularly effective tools in the outreach to marginalized communities – particularly in Africa and small island developing States (SIDS). They can further encourage the participation of youth and disadvantaged groups, promote gender equality and women’s empowerment, both in terms of access to and participation in the development of ICT content and applications, and bolster cultural diversity and multilingualism.

112402. Information will play an increasingly important role in building knowledge societies. This includes the creation, preservation and sharing of information as well as access. It also ~~Building knowledge societies increasingly involves~~ a range of actors from both governmental and non-governmental sources, operating at all levels – international, regional, national and local. UNESCO will continue to use the two intergovernmental programmes - the International Programme for the Development of Communication (IPDC) and the Information for All Programme (IFAP) – with their specific yet interrelated frameworks for contributing to the building of knowledge societies. The collaboration forged with civil society groups, the private sector, non-governmental organizations, professional organizations and major institutions working in the communication and information field will be a key element of the Organization’s strategy. This multi-stakeholder approach is also at the heart of UNESCO’s role as a facilitator of the implementation of several Action Lines of the WSIS Action Plan, including those on “access to information and knowledge”, “media”, and the “ethical dimensions of the information society”.

Expected outcomes

- ▶ *Key parameters of an enabling environment for knowledge creation, preservation, access and sharing identified, monitored and made available to governments.*
- ▶ *Policies and frameworks pertaining to access to information and knowledge in all of UNESCO’s fields of competence integrated into United Nations common country level programming exercises.*
- ▶ *Multi-stakeholder partnerships to foster access to and the free flow of information and knowledge established, in line with WSIS outcomes*

UNESCO will seek to accomplish this overarching objective through two strategic programme objectives:

STRATEGIC PROGRAMME OBJECTIVE 12:

Enhancing universal access to information and knowledge

11133. Providing equitable, appropriate and affordable access to communication and information for all is a fundamental requirement for building knowledge societies. Universal access – and knowledge creation and dissemination - depend on an environment that facilitates inclusive communication and information processes involving engagement at all levels, from global, regional, and national entities to local communities and individuals.

11404. In the pursuit of this strategic objective at the global and national levels, UNESCO will promote and advocate policies bolstering freedom of expression and the right to information. Strong support will be given to initiatives creating in Member States the conditions for media and information networks – including the Internet and new media - to function in a democratic setting and to exercise freedom of expression rights.

115405. UNESCO will also support institutional efforts to build in various countries the capacities of information and communication professionals to create, disseminate and preserve information and knowledge while upholding high ethical and professional standards. Attention will also be paid to promoting the use of multi-platform technologies in order to improve the processing, creation, presentation and dissemination of content. UNESCO will also enhance the capacities of users to access, analyse and determine the relevance and quality of information beneficial to their needs. Particular emphasis will be placed on integrating women in these processes on an equal basis and building the capacities

of young people. UNESCO will promote the development of information-literate communities.

116+06. The Organization will continue to provide policy advice policies and promote mechanisms that increase opportunities for marginalized and disadvantaged groups to exercise their right to benefit from inclusive information and communication processes, drawing on the work of IPDC and IFAP. At the country level, community access facilities, including community media that play a pivotal role in harnessing the inclusive and transformative power of converging technologies will bring together all relevant stakeholders.

117+07. Diversity of information sources in all languages, contributing to multilingualism in cyberspace, is a corollary of universal access. By creating opportunities for media and information networks, UNESCO will contribute to the vitality of various forms of cultural expressions and educational content, their preservation and dissemination.

118+08. In this context, strong support will be given to the development of open courseware as well as free and open source software for extending and disseminating knowledge in different educational settings.

Expected outcomes

- ▶ *Conditions for freedom of expression and universal access to information and knowledge enhanced in all regions.*
- ▶ *Capacities and competencies of media and information professionals enhanced.*
- ▶ *Linguistic diversity in media and information networks enhanced.*
- ▶ *Marginalized populations and populations with special needs ~~populations~~ empowered to participate in development processes by providing access to community media, in particular community media.*

STRATEGIC PROGRAMME OBJECTIVE 13:

Fostering pluralistic, free and independent media and infostructures

119+09. Inspired by the WSIS Declaration of Principles, UNESCO will pursue its efforts to create and consolidate an enabling environment in which sustainable, pluralistic and professional media and infostructures can flourish. Free, independent and pluralistic media and infostructures are important for poverty eradication ~~reduction~~ as they are essential for ensuring transparency, accountability and participation – all fundamental elements of good governance. To that end, UNESCO – with a unique mandate in the United Nations system – will assist Member States to elaborate and implement national policy and legal frameworks, with special attention to freedom of expression and freedom of information.

120+10. Plurality of information is one of the essential preconditions for inclusive knowledge societies. Efforts will continue aimed at the development of a variety of media and infostructures that sustain the production and dissemination of diverse media and ICT content, including indigenous knowledge. Emphasis will be placed on public service broadcasting, including the transformation of state broadcasters into editorially independent entities accountable to the public.

121+11. UNESCO will undertake advocacy for press freedom and the free flow of information, openness, inclusiveness, ethical and professional standards of all media, including Internet media and communication in cyberspace. Special attention will be paid to the protection of press freedom and the rights and safety of media and information professionals, especially within the framework of alert monitoring networks for the protection of freedom of expression.

122+12. In conflict and post-conflict areas as well as post-disaster situations, the Organization will support the development of free media and information systems thus contributing to conflict prevention and peace-building. The Organization will further help create media and information systems to respond to and mitigate the impact of disaster situations. Efforts will be made to integrate both aspects into joint United Nations inter-agency interventions.

123+13. As media and ICTs play an important role in creating mutual understanding and tolerance among peoples and societies, they can help shed misconceptions, dispel stereotypes and generate confidence and trust as well as contribute to reconciliation. Effective media and ICT policies can make a significant contribution to enhance diverse content in line with the UNESCO Universal Declaration on Cultural Diversity (2001). This will help bring about a better understanding of key issues such as human rights, and gender equality, poverty and social development as well as to engage media and ICTs in an informed dialogue within and between societies as an integral part of the dialogue among peoples civilizations and cultures. Particular attention will be given to addressing the needs of Africa and SIDS.

124+14. UNESCO will enhance its emphasis on establishing infostructures, including the promotion of library and information services, with a focus on building digital libraries and the role of archives and records management services. Such mechanisms contribute to democratic practices,

accountability and good governance, providing citizens with access to official information. The development and use of open, interoperable, non-discriminatory standards for information handling and access is an important element in the development of effective infostructures.

- ▶ *Integrated communication and information policies conforming with the principles of press freedom, independent and pluralistic media and contributing to the development of infostructures adopted by Member States.*
- ▶ *Communication and information components integrated in United Nations interagency strategies for conflict prevention, peace-building and good governance.*
- ▶ *Assistance provided to Member States, especially in Africa and SIDS, on pluralistic media and infostructures supportive of democratic practices, accountability and good governance.*

In addition, UNESCO will pursue the following strategic programme objective which relates to several overarching objectives in an entirely intersectoral manner:

STRATEGIC PROGRAMME OBJECTIVE 14:

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

125445. Assistance to post-conflict and disaster transitions is vital for the pursuit of peace, governance, human rights and poverty eradication. Indeed, the human and financial cost of conflicts and natural disasters is a major impediment to the realization of international development goals, including the MDGs. UNESCO will reinforce its assistance to conflict and disaster-affected countries by contributing to early recovery and reconstruction, reconciliation and dialogue, while giving special attention to the prevention of the recurrence of conflict.

126446. Globally, UNESCO will advocate for the respect and protection of international standards in its fields of competence, during crisis as well as in post-conflict and disaster situations. At the country level, UNESCO operational assistance will be part of the overall United Nations integrated response to humanitarian emergencies and post-crisis transitions through participation in the United Nations Office for the Coordination of Humanitarian

Affairs (OCHA) consolidated appeals and flash appeals, common United Nations needs assessments, programming and funding mechanisms. Strengthened cooperation with regional intergovernmental organizations involved in peace-building efforts will also be sought.

127447. A key lever to prompt recovery and reconstruction is national ownership and leadership of post-conflict/disaster efforts. UNESCO operational assistance will primarily concentrate on upstream policy advice and capacity-building to restore access to quality services. National planning and management capacities will be reactivated and improved to cope with the challenges of post-conflict/disaster transitions. Complementary to reconstruction efforts, UNESCO will support dialogue and reconciliation by alleviating conflict and disaster related-trauma, building the defences of peace in the minds of men and thus preventing a possible relapse into conflict. Empowering local communities, including marginalized and vulnerable groups, to participate in peace processes and responding to their needs for access to critical information, such as peace agreements or reconciliation initiatives, will be a major task. Tightening links with and developing support for professional communities such as journalists, cultural professions, teachers and academia represents UNESCO's added-value. UNESCO assistance will be informed by research especially on root causes and social impact of conflicts, as well as on culturally sensitive forms of conflict management and resolution.

128448. UNESCO will specifically pursue the following action:

- (a) The "building back better" of whole education systems with the ultimate goal of realizing Education for All. Assistance will be deployed at different levels: maintaining basic educational services during crises; ~~advice~~ ~~advice~~ and support for universal access to quality education; sector-wide needs assessment; support to education system planning and management, including early childhood education, primary education, secondary education, technical and vocational education, higher education, teacher education, non-formal education, adult education, education for literacy, open and distance learning, as well as curriculum development and textbook quality improvement with a particular focus on human rights education, HIV/AIDS prevention and disaster preparedness. This assistance will be provided in accordance with the *INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction*.
- (b) The promotion of cultural diversity, including the protection of ~~damaged~~ cultural and natural heritage at risk. As a contribution to reconciliation and social cohesion efforts, UNESCO will encourage inclusive approaches to cultural heritage protection in all its forms, as well as the revival of cultural expressions and industries. This will include: focus on cultural diversity as a tool for dialogue and reconciliation and as an entry-point for restoring mutual understanding and enabling dialogue and reconciliation among divided strife-torn communities; formal and non-formal heritage education conducive to an enhanced knowledge of the plurality of cultural heritage and its importance for memory and identity, in particular for younger generations; conflict/disaster cultural impact assessments; emergency consolidation/rehabilitation of damaged cultural heritage sites, in particular World Heritage sites; the reactivation of cultural institutions and organizations, including museums, libraries and archives;

and the protection of movable cultural heritage against looting and illicit trafficking.

- (c) Reconstruction and promotion of independent and pluralistic media. UNESCO will promote freedom of expression and improved access to information for affected populations, including marginalized and vulnerable groups, as an essential pillar of peace and democratization processes. Technical advice on legal and policy reform will aim at ensuring respect for freedom of expression. Capacity-building will serve to restore and reform media services, in particular public broadcasting observing professional and ethical standards, and improve the technical and managerial skills of the media profession. Training of media professionals in fair, unbiased and conflict-sensitive reporting will add to mutual understanding and reconciliation. Where journalists and media professionals are under threat, special attention will be given to protecting their safety.
- (d) Through science, science-based tools and scientific information systems UNESCO will contribute to the equitable management and use of natural resources, in particular water resources as well as to biodiversity conservation. UNESCO will facilitate negotiation processes, especially by providing advice and expertise in conflict resolution applied to natural resource management. UNESCO has also a critical role to play in advocating and operationalizing the systematic integration of disaster prevention, in particular early warning systems, into post-conflict and disaster responses, both for natural and human-induced, including technological disasters.
- (e) Facilitating and supporting policy formulation, implementation and monitoring in the various fields of social and human sciences, by supporting the revitalization of in-country research capacities. UNESCO will provide local and national policy-makers with evidence-based research and analysis as well as with a platform for policy debate and dialogue to discuss reconstruction and reconciliation options and to reinforce national ownership.

Expected outcomes

- ▶ *Planning capacities of authorities in affected countries enhanced in UNESCO's fields of competence to address humanitarian, recovery, reconstruction and reconciliation priorities.*
- ▶ *Timely and targeted assistance provided to affected populations and institutions within UNESCO's fields of competence as part of the United Nations humanitarian, early recovery and reconstruction response.*
- ▶ *UNESCO's input integrated in United Nations common needs assessments, OCHA consolidated appeals, and strategic, programmatic and funding frameworks.*
- ▶ *International standards and instruments in the fields of education, culture, science and media applicable in post-conflict and post-disaster situations implemented.*
- ▶ *Safety and security of ~~social protection-strengthened~~ of educational, scientific, cultural and media professionals affected by conflicts ~~strengthened~~ and ~~natural disasters.~~*
- ▶ *Capacities of regional organizations active in UNESCO's fields of competence in conflict prevention and peace-building efforts enhanced.*

MANAGING FOR IMPACT

129+19. In a rapidly changing environment, UNESCO will strive to operate as a dynamic organization that understands clearly who is accountable for what, spends its resources wisely and manages for impact and expected outcomes and results. An integrated approach to managing the Organization's resources will draw on best practices, including those of the United Nations system, with a view to **improving the quality of programme delivery, efficiency, effectiveness, accountability and transparency**. It will also contribute to improving the coherence of the United Nations system as a whole, especially and strengthening the "delivery as one" at the country level.

13020. The focus will be on three distinct areas: **managing for results, managing human resources people, managing financial resources.**

13121. **Results-based programming, budgeting, management, monitoring, reporting and evaluation (RBM and RBB):** RBM and RBB are essential for a culture of accountability expressed in terms of expected results, outcomes and impact. Chart 2 shows UNESCO's established results chain cascading from the C/4 document over the C/5 programme and budget to the work plans, as it is applied for regular and extrabudgetary resources alike. It also puts in perspective the relation to the pursuit of national development plans through United Nations common country programming tools. The effective implementation of this results chain requires a constant honing of staff skills and capabilities in RBM and in monitoring and evaluation techniques, complemented by performance agreements within the Organization allowing managers and staff to be held accountable for the attainment of agreed results. **Evaluations are a critical tool for accountable, transparent and effective management** – and so their findings will be built into the results chain in order to benefit from lessons learned. Using both quantitative and qualitative techniques, evaluations are an essential source of data and information for the assessment of organizational performance in managing for and achieving results. In building a culture of evaluation that takes into account the qualitative dimensions and impact of UNESCO's action, UNESCO – the Organization will particularly encourage evaluations which contribute to organizational learning and support accountability. RBM will rely on IT-based management tools, which require continuous upgrading and adjustment. In the spirit of the Paris Declaration on Aid Effectiveness and in order to partake fully in the One UN approach at the country level, UNESCO will contribute to inter-agency reviews of its RBM and evaluation approaches,

the compatibility of its IT tools (SISTER and FABS) with those of other agencies and, to the extent possible, common evaluation approaches.

132+22. ~~Staff competence and integrity:~~ The greatest asset of UNESCO ~~is will be~~ a **motivated, dedicated staff of the highest competence and integrity**, representing equitable worldwide geographical distribution and a progressively improved gender balance, empowered to achieve the Organization's mission and strategic objectives through a commitment to managing for results. This will be facilitated by improvements in the environment and security of the work place. Staff commitment will be nurtured and promoted towards the core values which UNESCO promotes.

123. ~~Core values:~~ Organizations that have explicitly stated behavioral values for staff, trained and encouraged their staff to internalize these values and aligned them with their strategies and policies have delivered superior results. During the medium-term period, UNESCO will nurture a culture to uphold core values of the Organization., including accountability and transparency, facilitated by an ethical working environment, including the implementation of an Ethics Programme.

124. ~~Renovation plan:~~ A paramount aim will be to attract, retain and train the best talent, also by investing in staff, while continuing to improve the physical safe and secure work environment including through the completion of the Fontenoy site Renovation Plan (Plan Belmont) by May 2009 and the subsequent elaboration of a renovation plan for the Miollis/Bonvin site.

133+25. ~~Human resource policies:~~ UNESCO will give due consideration to mandatory rotation for all international Professional staff between Headquarters and duty stations in the field in order to best serve the needs of Member States at the country level. UNESCO will also pay special attention to the need for achieving a wider geographical distribution in the hiring of consultants given the same level of competence among consultants and individual contractors. Furthermore, UNESCO's human resources policies will be adapted for better integration into a common United Nations framework of business practices, facilitating a "One UN" delivery at the country level and ensuring the pooling of resources in support of United Nations common services, where cost-effective. The implementation of a human resources integrated management information system

called “System to Enhance Personnel Services” (STEPS) at Headquarters and in the field will contribute to all these objectives.

134-126. Resources: UNESCO will continue to face the dual challenge of obtaining approval by its governing bodies of an adequate level of resources for its Regular Budget and mobilizing a substantial level of complementary-extrabudgetary funds that will allow a broadening, deepening and scaling of the Organization’s activities, especially at the country level while continuing to obtain an adequate level of resources for its regular budget. UNESCO will aim to increase these extrabudgetary contributions by strengthening cooperation with multilateral and bilateral donors, improving funds mobilization techniques as well as implementation and execution rates.

135-127. New Organization-wide **policies for the management of extrabudgetary resources** and a corresponding Table of Delegation of Authority and Accountability (ToAA) – buttressed by training of staff and National Commissions – are intended to ensure that these funds are programmed and implemented in full coherence and alignment with the priorities set by the governing bodies for the regular programme and budget. This will be complemented by effective monitoring and reporting to governing bodies. Nevertheless, a degree of flexibility will need to be preserved to allow a timely UNESCO response, through extrabudgetary

activities, to unforeseen situations and emerging needs of Member States.

136-128. The emphasis on country level delivery and the implications of United Nations reform in a growing number of countries will also necessitate a **simplification and harmonization of cooperation procedures** and recourse to a diversified funding base, including emerging funding sources such as South-South and triangular cooperation, aid modalities such as debt swaps, the sector-wide approaches (SWAs) to country programming, direct budget support and joint assistance strategies. Ultimately, all these modalities are bound to impinge on the prospects and ability of UNESCO to attract extrabudgetary funds for activities outside the common United Nations country programming framework.

137-129. **Transparency and accountability:** In managing the resources entrusted to it, UNESCO will continue to improve overall coordination and consistency as well as transparency and accountability at all levels of planning and decision-making. It will also work for a more effective implementation and monitoring of approved programme and project activities. The adoption and implementation by 2010 of the **International Public Sector Accounting Standards (IPSAS)** will impact on financial regulations, policies, procedures and systems. The changes involved will go beyond the immediate area of accounting and will further improve the management culture of the Organization.

Box 10

International Public Sector Accounting Standards (IPSAS)

In July 2006, the United Nations General Assembly took the decision to adopt IPSAS for accounting periods beginning 1 January 2010. The goal is to produce harmonized financial reporting within the United Nations system in line with recognized best practice and international standards. UNESCO must therefore take the necessary steps to ensure a smooth transition through 2008-2009 and a timely adoption of IPSAS on 1 January 2010. A complete assessment of the implications of IPSAS on the Organization will be contingent on the central United Nations system team view on certain issues as well as the analysis of the numerous IPSAS statements and their implications. The implementation of IPSAS will have to be managed with clear deliverables and time lines and with a provision of adequate financial resources.

The following list gives some indication of the areas which need to be examined and which could give rise to changes in the way financial resources are managed, recorded and reported:

- Annual audited financial statements as opposed to biennial accounts
- Use of constant US dollar
- Application of the “delivery principle”
- Provide for staff related liabilities, such as after-service health benefits
- Fixed assets and depreciation
- Timing of recognition of income
- Accrual accounting in the context of the budget
- Reserves versus provisions
- Scope and content of financial statements

Accordingly, a thorough review of the current Financial Regulations and related rules and procedures will have to be undertaken and necessary changes introduced to make sure that there is consistency between the underlying principles of IPSAS and the rules and regulations of the Organization.

UNESCO currently uses an Enterprise Resource Planning (ERP) system based on SAP as its Financial and Budget System (FABS). This configuration will have to be assessed in line with the requirements of IPSAS and changes made where appropriate.

138.130. Risk management: Throughout the medium-term period, diverse risks may threaten the achievement of programme objectives. **Recognizing and managing risks** must therefore be key parameters for a deliberate **risk-based approach to management**, including the development of risk management policies. Special attention will be given to procurement which is an area particularly susceptible to risks, especially in the context of decentralization. In general, **effective knowledge management** will also help reduce risks and spawn synergies and innovations.

Expected outcomes

- ▶ *RBM skills, tools and mechanisms further developed and applied in all of UNESCO's activities, integrating quantitative, qualitative and impact dimensions.*
- ▶ *Policies and tools pertaining to the management of human resources fully implemented.*
- ▶ *Resource management procedures simplified and harmonized with United Nations standards/requirements and leading to significant improvement in transparency and accountability.*
- ▶ *Policies and tools for effective knowledge management established.*

CONSTITUENCIES, PARTNERS AND PARTNERSHIPS

~~139~~**131.** An efficient liaison between the Secretariat and its principal constituency — the Member States, Associate Members, observers and territories — will remain essential crucial for successful work by the Organization. Equally vital will be joint efforts with the United Nations, its specialized agencies, programmes, funds and organs — especially in the current environment of reform affecting the entire United Nations system — and with other international, intergovernmental and non-governmental agencies and organizations.

~~140~~**132.** UNESCO cannot achieve its ambitious objectives alone.

It is fortunate to have a vast and unparalleled **range of constituencies, partners and networks** that are eager to be involved in its work: governmental and non-governmental, public and private partners, which combine their competencies and resources around a single goal owing to the presence and approval of UNESCO. This is a considerable asset which has ensured the success of world summits convened by UNESCO, at which governments and civil society have found the means for conducting constructive dialogue. For some time now, UNESCO has been able to expand its cooperation beyond the network of its traditional intermediaries — what may be called the “UNESCO family”: National Commissions, UNESCO Chairs, category 2 centres, clubs and associations, national committees of intergovernmental programmes and specialized networks, such as the Associated Schools Project Network. It is now being expanded to new stakeholders and new partners, including the private sector. Such a variety of partners and forms of partnership adds considerably to the Organization’s flexibility. For that reason, under the decentralization policies, the Secretariat will endeavour to develop the other components of the “UNESCO family” much more broadly so that “alternative arrangements” to its network of decentralized bureaux and units can be supplemented by the great contributions that these numerous partners can make in practically every country. UNESCO will thus expand its capacities and effectiveness to carry out in-country activities, promote its outreach, impact and visibility at all levels, broaden its support base and mobilize resources, and create synergies among all these communities.

~~141~~**133.** ~~National Commissions for UNESCO:~~ The **network of National Commissions for UNESCO** — a constituent element of UNESCO and unique in the United Nations system — has the capacity to facilitate contact and promote interface between Member States and the intellectual and professional communities in each country in order to forge broader alliances as well as to extend the outreach of UNESCO in each Member State. National Commissions

contribute significantly to the pursuit of the Organization’s objectives and the conceptualization, implementation and delivery of its programmes at the regional, subregional and national levels. UNESCO will continue to strengthen build the operational capacities and competencies of the National Commissions and to use them in programme delivery, communication, partnering and fund-raising mobilization and management of extrabudgetary resources, and enhance the networking and cooperation among them to empower their activities. Efforts will also be made to draw on their expertise in United Nations common country level programming exercises.

~~142~~**134.** ~~Category 2 institutes and centres:~~ Cooperation will also be strengthened with **category 2 institutes and centres** which are defined in 33 C/Resolution 90 as entities that are not legally part of the Organization, but which are associated with it through formal arrangements by the General Conference. At present, UNESCO has designated 30 centres and institutes under its auspices. These centres have the capacity to provide a tangible contribution towards the realization of UNESCO’s programme objectives and priorities, thereby expanding and strengthening the Organization’s global outreach and impact. Efforts will be made to bring about greater synergies between these centres and Headquarters, field offices, and National Commissions. Information regarding the competencies, scope of expertise as well as training opportunities that these centres may offer will be disseminated and also introduced into the context of North-South, South-South and triangular cooperation. Specific approaches and mechanisms will be developed to harness the full potential of the category 2 institutes and centres, also with a view to achieving more impact at the regional and country levels.

~~143~~**135.** ~~Civil society:~~ Strengthening UNESCO’s interaction with **civil society**, particularly non-governmental organizations and relevant non-state actors, which adhere to the values promoted by UNESCO, is an objective common to all programme activities. In line with the Cardoso Report on United Nations–Civil Society Relations, UNESCO will promote a genuine “culture of partnerships” and encourage tri-partite partnerships among civil society, National Commissions and field offices to attain its goals and objectives. UNESCO will further develop and mobilize networks of parliamentarians, Clubs for UNESCO as well as cities and local authorities to support and promote UNESCO’s ideals and priorities at the national and local levels.

144136. Private sector: UNESCO will also enhance its collaboration with the **private sector** which has considerable potential to contribute to UNESCO's strategic objectives and the pursuit of expected outcomes and results through management and organizational support as well as by providing access to technology and innovation.

Expected outcomes

- ▶ Capacities of National Commissions strengthened.
- ▶ Programme delivered with direct involvement of National Commissions.
- ▶ Expertise of National Commissions integrated in United Nations common country programming exercises.
- ▶ Partners and partnerships mobilized to contribute to the strategic programme objectives of UNESCO

VISIBILITY OF UNESCO AND PUBLIC INFORMATION

~~145137.~~ Public information is of strategic importance to the Organization. It provides a springboard ~~for making for the achievement of UNESCO's mission and overarching and strategic~~ programme objectives ~~known to a wider audience and by making the objectives known~~ and mobilizing partners to attain them. These public and private partners are, in turn, vital in projecting UNESCO's image and publicizing its action.

~~146138. Programme content is the lifeblood of communication:~~ The Organization's potential visibility depends primarily on its action and on its ability to translate such action into realistic projects and activities. Programme content is the lifeblood of communication. Public information activities must henceforth be linked directly to programme priorities. An integrated communication plan must set out the priorities, the information objectives, the timetable and the resources required to ensure proper programming and the effective implementation of information activities.

~~147139. Instruments for the production and dissemination of information:~~ If this potential is effectively to become visibility, the Organization must have efficient instruments for the production and dissemination of information. Whether in the form of publications or media materials (the print and broadcast media) or relating to the organization of events, these products must comply with technical standards and have high quality content. The Organization's very credibility is at stake. The Internet portal unesco.org is the most important instrument today in view of the amount of information disseminated and its constantly rising number of users. It therefore requires special attention. By integrating

and enhancing other, more common, information media (publications, video productions and so forth), the UNESCO Internet portal is developing into a kind of multimedia work tool and a platform on which knowledge produced by the Organization in its fields of competence can be organized and made available to the public.

~~148140. Multilingualism of information products:~~ It is vital to reach the public in the Member States. The multilingualism of information products (press releases, Web portal, publications and audiovisual productions) must therefore be strengthened. All partners, in particular the National Commissions and the various regional and national networks, must take part in this effort. Such mobilization and outreach must be extended increasingly to the larger "UNESCO family" as well. The public information and outreach programmes will also support the work of UNESCO in all countries engaged in United Nations common country programming exercises. Therefore, increased efforts will be directed to these countries at showcasing UNESCO's capacities and programme delivery, in partnership with the United Nations country teams.

~~149141. Qualitative and quantitative indicators:~~ Public information must ~~positively~~ raise UNESCO's visibility (in particular through the media), the impact of which can be measured by the appropriate qualitative and quantitative indicators. ~~In an increasingly critical media and donor environment, it is paramount for UNESCO to demonstrate its comparative advantage, in terms of efficiency, impact and relevance, using all available public information tools to highlight its achievement.~~

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 education

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 education 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

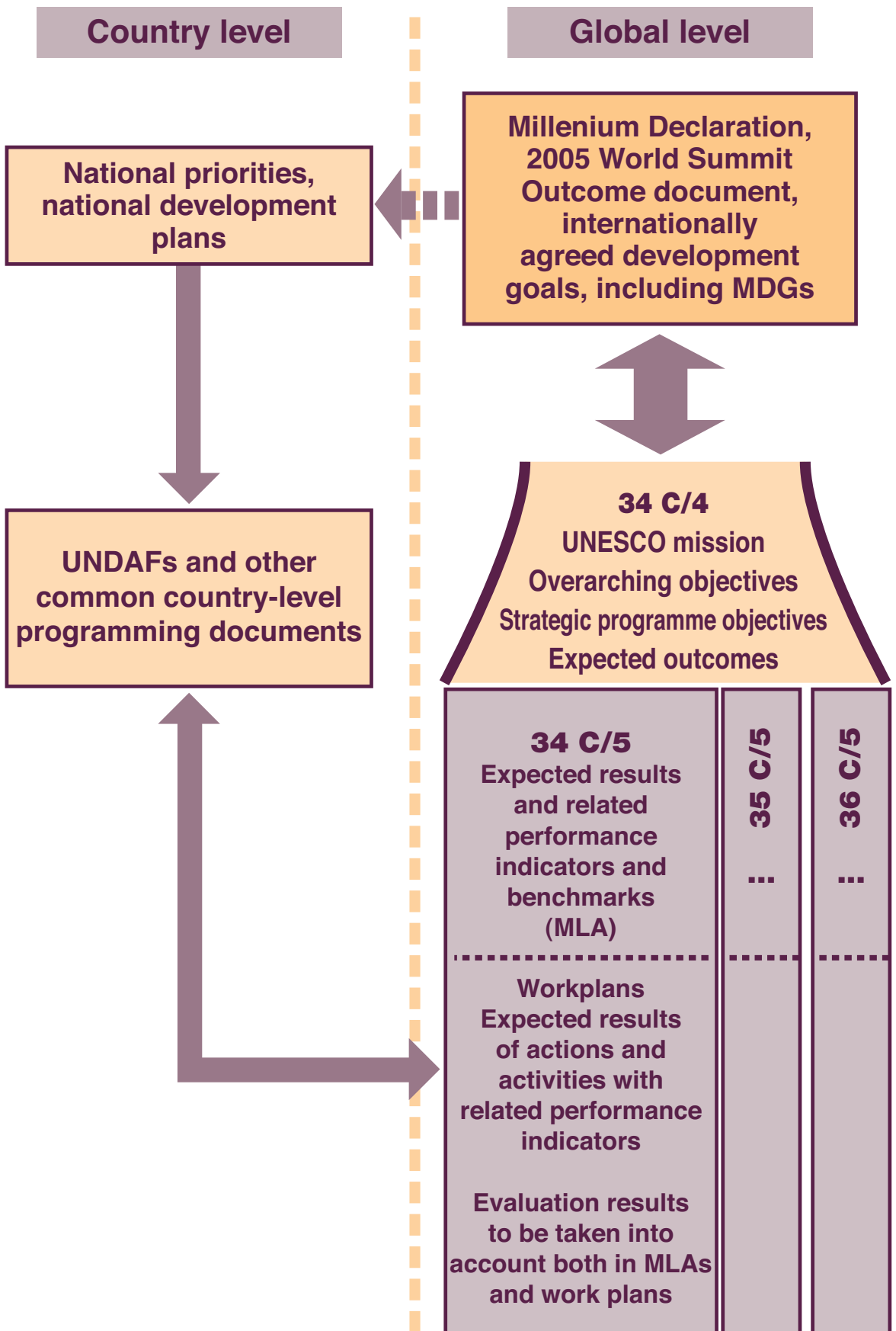
- Strengthening the contribution of culture to sustainable development
- Demonstrating the importance of exchange and dialogue among cultures to social cohesion and reconciliation in order to develop a culture of peace
- Sustainably protecting and enhancing cultural heritage

- Enhancing universal access to information and knowledge
- Fostering pluralistic, free and independent media and infrastructures

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

Strategic Programme Objectives

* As revised by the Executive board



* As revised by the Executive board

II

The Executive Board,

1. Recalling that at its 176th session a Drafting Group was established by the Executive Board in order to prepare a consolidated draft decision for consideration by the Executive Board, containing recommendations pertaining to draft documents 34 C/4 and 34 C/5, to be forwarded to the General Conference,
2. Noting that the Drafting Group held 12 meetings,
3. Considering that the Drafting Group has been able to complete, in a harmonious and consensual atmosphere, a full reading of draft document 34 C/4, resulting in a comprehensive set of recommendations and amendments pertaining to the document submitted by the Director-General,
4. Recognizes the need to bring draft document 34 C/5 into line with the provisions of draft document 34 C/4, as amended, in order to ensure coherence between both documents;
5. Having considered the report of the Drafting Group, which indicated that it was not possible to complete a review and reading of draft document 34 C/5 within the limited time available at the 176th session,
6. Noting that pursuant to Rule 11, paragraph 2, of the Rules of Procedure of the General Conference, “Member States and Associate Members shall receive the draft programme and budget estimates, prepared by the Director-General and submitted to the General Conference by the Executive Board, at least three months before the opening of the session. Member States and Associate Members shall also receive, at least three months before the opening of the session, the recommendations that the Executive Board may have deemed it desirable to make concerning the draft programme and the corresponding budget estimates”,
7. Decides that its recommendations pertaining to draft documents 34 C/4 and 34 C/5 adopted at its 176th session shall be transmitted to Member States and Associate Members at least three months before the opening of the 34th session of the General Conference, in conformity with Rule 11 of the Rules of Procedure of the General Conference;
8. Authorizes, exceptionally, the Drafting Group in its present composition, under the co-chairmanship of the Ambassadors of India and Nigeria, to reconvene as soon as possible, and prior to the 177th session of the Executive Board, in order to enable it to complete its work concerning document 34 C/5, and to report to the Executive Board at its 177th session.