



United Nations  
Educational, Scientific and  
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Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
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Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

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للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

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Conseil exécutif  
执行局

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Исполнительный совет  
المجلس التنفيذي

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Summary records

Comptes rendus analytiques

Actas resumidas

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المحاضر المختصرة

简要记录

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and other members of the Secretariat.



## ORDRE DU JOUR

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- 2 Intervention de la Directrice générale suivie d'une session de questions et réponses
- 3 Présentation de BSP sur le processus de préparation du projet de programme et de budget pour 2018-2021 (39 C/5)
- 4 Présentation de la Directrice de l'Institut de statistique de l'UNESCO (ISU) sur les données statistiques pour le suivi et la mise en oeuvre du Programme de développement durable à l'horizon 2030 dans les domaines de l'UNESCO
- 5 Présentation de la Directrice du service IOS : Rapport annuel du Service d'évaluation et d'audit (IOS) et révision du mandat du Comité consultatif de surveillance

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## PREMIÈRE SÉANCE

Vendredi 3 juin 2016 à 10 h 10

Président: S.E. M. Worbs

### Item 1: Adoption of the provisional agenda (3 INX/1 Prov.)

1.1 **The Chairperson** (Mr Worbs – Chairperson of the Executive Board) welcomed the Members of the Executive Board, as well as Member States non-Member of the Executive Board as observers with enhanced participation status to the third intersessional meeting. The meeting was being broadcast live by audiocast and seating was available in Room XII, where it was being transmitted.

1.2 During the sixth plenary meeting of the Executive Board's 199th session, a proposal to hold the intersessional meeting in the form of a retreat had been discussed. The idea had been well received and several Member States had requested further information on the format, participation and potential costs of such a gathering. In order to allow more time to gather that information, which would be provided in due course, it had been considered preferable to postpone the proposed retreat to a later date, most probably after the summer break.

1.3 He moved on to the first item of the agenda and said that if he heard no objections, he would take it that the representatives of the Member States wished to adopt the provisional agenda as contained in document 3 INX/1 Prov.

2. *The provisional agenda was adopted.*

### Item 2: Statement by the Director-General followed by a question and answer session

3. **The Chairperson** invited the Director-General to take the floor for her statement, during which she would answer the questions submitted in advance by the electoral groups through their Vice-Chairpersons. There would then be a question and answer session.

#### 4.1 **La Directrice générale** *in extenso* :

Mesdames, Messieurs les membres du Conseil exécutif, depuis la dernière réunion du Conseil, plusieurs initiatives/événements ont marqué le travail de l'UNESCO. Au Sommet humanitaire mondial d'Istanbul, l'UNESCO a contribué à renforcer le plaidoyer en faveur, d'une part, de l'éducation dans les situations de crise, avec le lancement d'un nouveau Fonds pour l'éducation dans les situations d'urgence humanitaire, et, d'autre part, en faveur de la sécurité des journalistes. Avec le Président afghan Ashraf Ghani, nous avons également lancé un nouveau Fonds pour la culture en vue de développer l'emploi et le sentiment d'appartenance nationale. En outre, j'ai rencontré des femmes afghanes qui participent à notre plus grand programme d'alphabetisation.

4.2 L'UNESCO organise également en ce moment même à Berlin la Réunion d'experts internationaux pour la sauvegarde du patrimoine syrien, qui réunit plus de 230 spécialistes syriens et du monde entier. Leur présence est déjà source d'espoir et montre le pouvoir de la culture, qui rassemble par-delà les différences. Je rends hommage à l'Allemagne, au Ministère fédéral des affaires étrangères et, personnellement, à Mme Maria Böhmer, Secrétaire d'État aux affaires étrangères et ancienne Présidente du Comité du patrimoine mondial, pour la tenue de cette

conférence. J'ai le sentiment que cette réunion incarne l'esprit dans lequel nous travaillons avec tous les acteurs concernés, sur la base des décisions de l'ensemble des États membres, avec prudence, avec responsabilité, mais aussi avec détermination, car c'est le peuple syrien qui est aujourd'hui en première ligne pour sauver ce patrimoine, au péril de sa vie parfois, et en son nom nous devons refuser que la culture soit instrumentalisée par qui que ce soit. Dans ce même esprit, en nous concentrant sur notre mandat et notre expertise technique, nous avons envoyé une mission d'experts à Palmyre le 25 avril suite à la décision du Conseil exécutif, et nous demeurerons aux côtés du peuple syrien, dans un pays où le conflit fait rage.

4.3 Mesdames, Messieurs, au Népal également j'ai vu l'importance du travail de l'UNESCO et le rôle de la culture dans la résilience des sociétés au lendemain du tremblement de terre. En outre, j'ai lancé le nouveau Programme « L'autonomisation des adolescentes et des jeunes femmes par l'éducation », en collaboration avec ONU-Femmes et le Fonds des Nations Unies pour la population, avec l'appui de la République de Corée. Le Forum mondial des femmes chefs d'entreprise, à Sofia (Bulgarie), a montré combien il était important d'encourager le *leadership* des filles et des femmes, et je remercie S. E. Mme Sheikh Hasina, Première ministre du Bangladesh, pour sa participation à cette manifestation, au côté du Président de la Bulgarie, M. Rossen Plevneliev.

4.4 D'autres événements témoignent de notre travail et de notre engagement. Il s'agit des journées internationales. La Journée mondiale de la liberté de la presse a été célébrée cette année à Helsinki. Je félicite la Finlande pour le 250<sup>e</sup> anniversaire de l'adoption du premier acte sur le libre accès à l'information, qui a également été l'occasion de fêter la liberté d'expression et d'organiser une rencontre extrêmement importante sur la sécurité des journalistes. La célébration de la Journée internationale du jazz, en présence du Président Barack Obama et de la Première Dame, a été un moment très fort à la Maison Blanche et a permis de faire passer nos messages sur le dialogue interculturel, le respect de la diversité et les droits humains dans des sociétés de plus en plus cosmopolites.

4.5 J'ai porté notre message sur l'importance de l'éducation pour les droits humains et la prévention de l'extrémisme devant les grandes universités Comenius (Slovaquie) et Charles (République tchèque). Celle-ci célébrait le 700<sup>e</sup> anniversaire de la naissance de l'Empereur et Roi Charles IV. J'ai également livré ce message lors de la première Conférence internationale sur la diplomatie préventive, organisée à Alicante (Espagne) par le Ministre des affaires étrangères, S.E.M. José García-Margallo y Marfil. J'ai entendu l'appel très fort lancé au Japon par les pays membres du G7, dont les ministres de l'éducation se sont réunis pour la première fois depuis dix ans. C'est le signe d'une évolution majeure dans laquelle l'UNESCO a toute sa part.

4.6 Je me réjouis, Monsieur le Président, Mesdames, Messieurs les Ambassadeurs, de cette nouvelle occasion de débattre avec vous des moyens de renforcer les outils et leviers de notre action. L'ordre du jour de la session d'aujourd'hui – préparation du prochain Programme et budget, rôle des données statistiques dans le suivi et la mise en œuvre du Programme de développement durable à l'horizon 2030, Rapport annuel du Service d'évaluation et d'audit – y invite tout particulièrement. J'évoquerai très

brèvement chacun de ces thèmes et répondrai ainsi directement à certaines de vos questions, notamment celles des groupes I et III.

4.7 Plusieurs étapes ont été franchies pour la préparation du prochain Programme et budget. À sa 38<sup>e</sup> session, la Conférence générale a adopté les orientations générales. Le Rapport stratégique sur les résultats (document 199 EX/4 Partie I (B)) vous a été soumis, assorti d'une évaluation stratégique des résultats et de nombreuses propositions. Le questionnaire y afférent a été adressé le 18 avril 2016 aux États membres, aux membres associés et à l'ensemble de nos partenaires. Cent-vingt d'entre eux y ont déjà répondu. C'est le taux de réponse le plus élevé obtenu à ce jour par cet exercice. Parallèlement, j'ai lancé le cycle des consultations régionales, programmées du 30 mai au 24 juin. Le Secrétariat a spécialement mis en place une plate-forme Internet à cette fin. Plus d'une centaine de représentants se sont déjà enregistrés. Nous solliciterons les commissions nationales lors de la réunion interrégionale organisée du 13 au 15 juin à Shanghai.

4.8 Je tiens à souligner également que le Projet de 39 C/5 sera présenté sur la base d'un cadre budgétaire intégré afin de faciliter le dialogue structuré sur le financement. Un des axes majeurs du nouveau Programme et budget est la mise en œuvre du Programme de développement durable à l'horizon 2030, et l'UNESCO capitalise activement sur son approche multidisciplinaire – son atout majeur. J'ai décidé de créer une Équipe spéciale de l'UNESCO pour le Programme de développement durable à l'horizon 2030, afin de rendre nos documents programmatiques conformes à ce document, de renforcer la coordination intersectorielle, d'approfondir l'échange d'informations et de répondre aux besoins des États membres. Nous avons créé le Comité directeur ODD 4 – Éducation 2030 pour lancer le travail de façon coordonnée avec l'ensemble des partenaires. Sa première réunion s'est tenue au siège les 25 et 26 mai derniers.

4.9 Un autre exemple est la revue sectorielle de l'UNESCO sur les progrès des pays les moins avancés dans le cadre du Programme d'action d'Istanbul. Cette analyse a contribué à l'examen de la mise en œuvre du Programme d'action d'Istanbul réalisé à Antalya du 27 au 29 mai. Par ailleurs, nous soutenons activement les États membres par le biais du Forum politique de haut niveau pour le développement durable, tant au niveau de la contribution aux rapports qui viendront animer les débats entre les États membres qu'au niveau de l'organisation de réunions parallèles. La mise en œuvre du Programme à l'horizon 2030 demande une cohérence accrue dans tout le système des Nations Unies. L'UNESCO participe pleinement au dialogue de l'ECOSOC sur le positionnement à long terme du système dans le contexte du Programme à l'horizon 2030. Ce dialogue entre dans sa seconde phase et présentera des options concrètes en vue du renforcement du système. L'UNESCO soutient également le groupe de haut niveau des États membres sur les objectifs de développement durable, qui tiendra sa première réunion le 5 juillet au Siège, à l'initiative de la Suède. Enfin, dans le cadre de l'initiative « Investir pour l'exécution efficace du programme » l'UNESCO lancera un cycle de formation pour les équipes de la gestion financière, afin de renforcer notre participation à la programmation commune des Nations Unies.

4.10 Mesdames, Messieurs, c'est dans cet esprit de renforcement des capacités de suivi, de contrôle et de partage des résultats que nous développons les activités

de l'Institut de statistique de l'UNESCO. Cet institut est à la pointe de la révolution des données et son rôle est essentiel pour construire et coordonner des indicateurs robustes dans le cadre du Programme à l'horizon 2030 – c'est une réelle nécessité. Vous vous apprêtez à mener un dialogue beaucoup plus concret sur cette question mais permettez-moi d'indiquer que les États membres doivent adopter plus de 200 indicateurs de suivi, dont 10% seront fournis par l'UNESCO. Les indicateurs élaborés doivent être de qualité et permettre d'assurer le suivi des progrès de tous les groupes de population, y compris les plus vulnérables et les plus marginalisés. De nouvelles méthodes, de nouveaux moyens seront donc nécessaires. Ces indicateurs devraient permettre en outre de renforcer notre réseau de partenaires et de mieux articuler statistiques, partage de l'information et contrôle de l'efficacité.

4.11 Ce dernier thème rejoint le travail du Service d'évaluation et d'audit, également à l'ordre du jour de cette session. Sachez que l'UNESCO a mis en place, ces dernières années, des structures de contrôle robustes sur les plans interne et externe. Nous avons progressivement amélioré la cohérence et l'efficacité de nos systèmes et le dialogue est plus efficace, comme l'a reconnu le Comité consultatif de surveillance. La prochaine étape, et c'est notre priorité, consiste à accélérer la mise en œuvre des recommandations de ce comité. J'ai ainsi tenu à ce que le suivi de la mise en œuvre de ses recommandations soit examiné au niveau de l'Équipe de direction et qu'un objectif de 3% du prochain budget soit consacré à l'évaluation. Je consulterai aussi ce comité sur la façon de renforcer les ressources pour y parvenir. C'est dans cet esprit que j'écouterai avec attention le débat des États membres sur les thèmes abordés par le Comité. Mesdames, Messieurs les membres du Conseil, Mesdames, Messieurs les Ambassadeurs, dans quelques instants vous entendrez le compte rendu détaillé de nos directeurs sur ces différents points mais, dans l'immédiat, et ayant répondu aux questions posées par les groupes I et III, je souhaite répondre aux questions posées par les autres groupes.

*(La Directrice générale poursuit en anglais)*

4.12 Allow me now to turn to the question from electoral group II on extrabudgetary funding: "Even though one of the major problems plaguing the Organization is acknowledged to be the lack of resources and the heavy dependency (as high as 75%) of UNESCO's programme activities on the extrabudgetary funds, the lack of smooth, flexible and transparent way of absorption of the extrabudgetary funding, according to some recent feedback from the donors, seems to be persisting. What is, in your opinion, a major reason for these obstacles to arise and what further urgent steps need to be taken to help facilitate the extrabudgetary funding procedures?" Let me say, first, that extrabudgetary expenditure rates have stabilized at around 62% of funds attributed for work plans annually – as you know, resources mobilized and expenditure rates are reported to the Executive Board regularly, and the transparency portal provides a detailed picture of activities by country and donor. This is an increase of nearly eight percentage points from 2011 (55%). In difficult financial circumstances, I wish to thank all donors for their support – this is a sign of rising trust in the processes and delivery of UNESCO. Kuwait, Norway, Peru, the Republic of Korea, Sweden and Switzerland have all recently stepped up extrabudgetary engagements, and significant new commitments are under discussion with China, Japan, Italy, Saudi Arabia and

Spain. Malaysia organized a special side event at the last General Conference session to showcase its South-South cooperation programme with UNESCO. From the private sector, let me highlight the examples of Procter & Gamble, CJ Corporation and the Global Partnership for Education (GPE), which have all recently expressed their satisfaction with the management of extrabudgetary funds. As a result, CJ Corporation has increased funding and is working with GPE on considerable future contributions to our joint programme.

4.13 The average size of UNESCO projects has grown since 2012: one in every five projects is over \$1 million. Today, just over half of UNESCO's expenditure is funded from extrabudgetary sources, and more than half of extrabudgetary funds are mobilized and implemented in field offices. I am determined to take this further. Over the past four years, we have taken strides in addressing some of these issues through such initiatives as: increased delegation of authority to sectors and field offices; simplification of planning and implementation procedures; implementation of standardized templates and tools for budgeting, project agreements, project management and donor reporting; and staff training on financial management and resource mobilization. I am very happy that we have resumed staff training because, owing to the financial crisis, for the past five years we have not been able to afford staff training on project implementation. These efforts have streamlined the administrative process, decreased delays and increased transparency. It is evident, however, that financial constraints over the past few years have had an impact on UNESCO. Taking all this forward will require additional support, especially with regard to capacity at Headquarters and in the field. I believe this must be given consideration in discussions on field sustainability and budgets; investment is required in both staff and systems. Proposals approved within the Invest for Efficient Delivery Fund will be important in bridging some of the gaps. At its next session, the Executive Board will consider structured financing dialogue and integrated budgeting. I am confident these mechanisms will provide a smooth, flexible and transparent way of resourcing programmes and improving the absorption of extrabudgetary funding.

4.14 Turning now to the question from electoral group IV about actions to address youth extremism and radicalization: following the June 2015 international conference on "Youth and the Internet: Fighting Radicalization and Extremism", UNESCO has been acting across the board to strengthen measures to prevent youth radicalization. Our position is clear: violent extremists are not born, they are made and fuelled. Disarming this process starts on the benches of schools, through education, through media and information literacy, through new opportunities for youth engagement and through cultural competencies. This was my message to the Leaders' Summit on Countering ISIL and Violent Extremism last September, invited by the United States President Barack Obama. This is also UNESCO's contribution to the Secretary-General's new Plan of Action to Prevent Extremism.

4.15 We have just launched a Teacher's Guide on the Prevention of Violent Extremism as a follow-up to the first High-Level Conference on Countering Violent Extremism through Education held last November, on the sidelines of the UNESCO General Conference, jointly with the United States. We are now drafting a technical guide for education policymakers, to integrate this focus across education systems, in curricula and teacher training. All

this is part of UNESCO's leadership in advancing global citizenship education to promote peace and human rights education, education for Holocaust remembrance and genocide prevention. The key is inclusion, because exclusion breeds hatred and violence. This goal guides UNESCO's Networks of Mediterranean Youth (NET-MED Youth) project, supported by the European Union, in 10 countries across the Mediterranean, to nurture youth civic engagement. This is also the importance of UNESCO's support to the education of youth affected by the Syrian crisis, in Jordan, Iraq, Lebanon and the Syrian Arab Republic. We are focusing on secondary, technical and vocational and higher education, because this is where youth are falling out of the system, where they are most vulnerable to violence. I would like to thank Kuwait, because just before coming to this room, we signed, with the Ambassador, Permanent Delegate of Kuwait to UNESCO, new financing for our project of youth engagement for refugees in Lebanon. I would like also to thank all the other donors that are contributing to our engagement in such circumstances. When I recently attended the World Humanitarian Summit in Istanbul, I visited a refugee camp in Gaziantep, accompanied by the Mayor of Gaziantep and representatives of the Turkish National Commission for UNESCO, and saw how important our engagement is in terms of quality education, social inclusion and competency building for young people, thus supporting the whole community.

4.16 We are working to bolster media and information literacy skills for young people, to deepen critical thinking and make the most of the Internet for peace. This goal underpins the #unite4heritage campaign I launched in Baghdad last year, to counter hate propaganda, to engage young women and men in protecting humanity's heritage. On 12 February, Mr Philippe Couillard, Premier of Quebec, announced support to an international conference to be held on 31 October and 1 November 2016, under the aegis of UNESCO, to address radicalization leading to violence and extremism through the Internet – I am deeply grateful for this support. In February, we opened a call for research proposals on social media and youth radicalization in the digital age, to provide a global mapping in all regions. Bringing together the #unite4heritage campaign with education and young people is vital for bringing closer heritage, knowledge about history and cultural diversity during several other meetings and conferences, such as at the #unite4heritage conference in Vienna, supported by the Austrian Ministry of Culture and the Austrian National Commission for UNESCO, which is so important in the European context and beyond. We will also be holding a conference in conjunction with the International Organisation of La Francophonie on the fight against terrorism and prevention of violent radicalization – towards an integral francophone approach, which will take place from 6 to 8 June this year.

4.17 I turn now to the question raised by electoral group V(a) on Global Priority Africa. Let me start with statistics and data collection: the UNESCO Institute for Statistics (UIS) is supporting African Member States, notably on teacher quality and research, including six experts based in sub-Saharan Africa, enhancing standard-setting, concept definition and measurement; stimulating the institutionalization of data production, enhancing reporting and improving the information base on teachers and education quality. The Institute works closely with the New Partnership for Africa's Development (NEPAD), the African Union's planning and coordinating agency, in the framework of the African Science, Technology and Innovation Indicators Initiative (ASTII).

4.18 Regarding teachers, UNESCO's biennial teacher approach, articulated with the International Task Force on Teachers for Education for All, focuses specifically on the implementation of the teacher target in the Education 2030 Framework for Action. UNESCO is supporting the African Union Commission (AUC) in articulating its Continental Education Strategy for Africa, with teacher development as a priority. UNESCO is developing regional qualifications frameworks for teachers, to facilitate the translation of requirements into teacher training strategies, career development, and resource allocation. I see the 50th anniversary of the ILO/UNESCO 1966 Recommendation concerning the Status of Teachers as an opportunity to further promote the provisions in the Recommendation. UNESCO is sharpening its focus on building capacity, through guidelines and tools, the implementation and monitoring of gender-sensitive, evidence-based, comprehensive teacher policies. Let me underline the importance of opportunities for exchange of knowledge created through the International Task Force on Teachers for Education for All annual policy dialogue fora, as well as through South-South cooperation initiatives.

4.19 UNESCO is deeply engaged in bolstering scientific research in Africa. We are a strategic partner of the African Union Commission (AUC), the African Development Bank (ADB) and the African Observatory of Science, Technology and Innovation (AOSTI), to take forward the priorities in the Science, Technology and Innovation Strategy for Africa 2024 and the African Union's Agenda 2063 Vision and Priorities. UNESCO has reviewed 20 science, technology and innovation (STI) national policies and plans across the continent. We are encouraging governments to set up instruments to promote research, through UNESCO's Global Observatory on Science, Technology and Innovation Policy Instruments (GO-SPIN), which has formulated 10 STI policy instruments in African countries. UNESCO is supporting the improvement of the quality of science, technology, engineering and mathematics (STEM) education, in Benin, Cote d'Ivoire, Ghana, Nigeria and Togo.

4.20 In March, UNESCO backed the first Next Einstein Forum (NEF) in Dakar, to create an enabling environment for research and stem the brain drain. Since 1970, more than 16,000 African scientists have participated in the International Centre for Theoretical Physics (ICTP) programmes in Trieste. ICTP has collaborated with the new UNESCO category 2 centre, the East Africa Institute for Fundamental Research in Kigali, Rwanda, and will launch Rwanda's first Master's Degree programme in Physics in 2017. Through the new African Network of Earth Science Institutions (ANESI), UNESCO is supporting research in the Earth sciences. Fifteen years ago, the Programme on Man and the Biosphere (MAB) established the Regional Post-Graduate Training School on Integrated Management of Tropical Forests and Lands, which recently became a category 2 centre under the auspices of UNESCO – five African researchers received their PhD here in May. Through the International Hydrological Programme (IHP), UNESCO is strengthening water sciences in Africa, supported by eight category 2 centres and seven UNESCO Chairs, bolstering partnerships with water sciences institutions, including the New Partnership for Africa's Development (NEPAD) Southern African Network of Water Centres of Excellence (SANWATCE).

4.21 Last but not least, I would like to express once again deep gratitude to the Republic of Korea. Last week I

met Mr Joon Sik Lee, Deputy Prime Minister and Minister of Education, to sign a new agreement to continue our extremely fruitful Better Education for Africa's Rise (BEAR) project. Building on the achievements of the first phase, this adds five new African countries to the list of those receiving support for technical and vocational education and training (TVET). Through such partnerships, we are supporting human resources development in Africa in order to achieve the goals that the African Union has set in its African rights programme Agenda 2063.

*(The Director-General continued in French)*

4.22 Mesdames, Messieurs, je passe à présent à la question du Groupe V(b) relative à la culture, à laquelle le Programme à l'horizon 2030 se réfère en tant que catalyseur du développement durable dans plus de la moitié des objectifs de développement durable et à laquelle il dédie des cibles spécifiques en matière de protection et de sauvegarde du patrimoine culturel et naturel, ainsi que de restitution des biens volés. Le lien est désormais pleinement établi entre culture et éducation de qualité, urbanisation durable, environnement, croissance économique et société inclusive. Le Programme à l'horizon 2030 fournit donc une feuille de route claire en vue de l'élaboration du 39 C/5. L'Organisation sera appelée à renforcer son rôle de coordination internationale afin d'allier son expertise à celle d'autres organisations internationales des Nations Unies, de la Banque mondiale, des réseaux de partenaires non gouvernementaux publics et privés, y compris au niveau local.

4.23 Comme cela a été rappelé dans l'évaluation d'IOS, les cibles relatives à la culture du Programme à l'horizon 2030 doivent être soutenues par l'ensemble des programmes de l'Organisation. Plusieurs projets clés, comme le Programme UNESCO d'éducation des jeunes au patrimoine mondial ou l'Initiative sur la culture et le développement urbain durable, démontrent que les secteurs de programme travaillent déjà ensemble autour de projets concrets. L'Organisation devra poursuivre son plaidoyer afin que la culture soit dûment reflétée dans les stratégies de développement sur le terrain et qu'elle figure pleinement dans les mécanismes d'examen de la mise en œuvre du nouveau programme.

4.24 Notre réponse aux conflits doit reposer sur notre socle normatif. C'est, je crois, ce qui ressort du questionnaire qui vous a été adressé. Nous devons intensifier la ratification des conventions culturelles – je pense aux conventions de 1954 et de 1970. Nous devons renforcer les relations entre les conventions et leurs organes directeurs. À cet égard, la prochaine réunion conjointe des présidents des comités intergouvernementaux se tiendra ici, au Siège, en septembre. Nous devons redoubler d'efforts pour opérationnaliser les dispositions des conventions les plus à même de répondre aux conflits et apporter à cette fin aux États parties l'appui technique dont ils ont besoin. Ceci m'amène à un sujet fréquemment évoqué. Le coût des réunions statutaires et les mécanismes d'inscription ne laissent que très peu de marge de manœuvre. Or, la plupart des financements extrabudgétaires ont jusqu'ici été consacrés à des programmes spécifiques qui ne sont pas liés à nos réponses en matière de conflits. À cet égard, la lutte contre le trafic illicite des biens culturels, dans laquelle nous avons une responsabilité en vertu de la résolution 2199 du Conseil de sécurité sur le financement de l'extrémisme, n'a pas bénéficié du soutien financier qu'elle requiert. Toutes ces pistes, Mesdames, Messieurs, doivent être prises en compte dans l'élaboration du 39 C/5. Il sera nécessaire de définir des



objectifs spécifiques en ce qui concerne la mise en œuvre de notre stratégie sur les conflits et de garantir les ressources financières et humaines adaptées, y compris dans les bureaux hors Siège. Je suis convaincue que la consultation des États membres au sujet du plan d'action pour la mise en œuvre de la stratégie permettra de nourrir cette réflexion. Monsieur le Président, Mesdames, Messieurs, je termine ici ma réponse aux questions qui ont été posées par les différents groupes et l'Équipe de direction et moi-même nous tenons à la disposition des États membres pour répondre à leurs demandes de précisions. Merci, Monsieur le Président.

5. **The Chairperson** thanked the Director-General for her detailed statement and opened the floor to further questions.

6.1 The representative of **Sweden** (Vice-Chairperson for Group I) thanked the Director-General for her comprehensive answers to questions, and in particular for mentioning the initiative taken by Sweden together Germany, Liberia, East Timor, Tunisia, Brazil, Colombia, the United Republic of Tanzania and South Africa, to hold a workshop on the implementation of the 2030 Agenda for Sustainable Development. More information on the workshop would follow shortly.

6.2 On behalf of Sweden, Kenya, Mauritius, Monaco, Morocco, Palau, Saint Kitts and Nevis, the Seychelles and Spain, she asked the Director-General a question concerning Sustainable Development Goal (SDG) 14. The celebration of World Oceans Day on June 8 would be the first since the adoption of the 2030 Agenda for Sustainable Development and the Paris Agreement on climate change and there was a clear momentum with a stand-alone goal on oceans, SDG 14, to achieve better, healthier and cleaner oceans. SDG 14 was closely linked to other sustainable development issues such as clean water, sustainable industries, energy and cities, responsible consumption and production and climate change. The complexity of that intertwined agenda should be kept in mind in international cooperation and coordination in the United Nations system. She asked the Director-General how the two milestone agreements had effected UNESCO's work on ocean issues, in connection with the formulation of document 39 C/5, for example, and how they had affected UNESCO's cooperation with other international actors.

7. La représentante de **l'Italie** s'associe aux remerciements déjà adressés à la Directrice générale pour son introduction, qui témoigne du travail important récemment accompli par l'UNESCO sur des thèmes cruciaux, d'importance mondiale, qui favorisent la visibilité de l'Organisation au niveau des gouvernements et de l'opinion publique. Cependant, elle constate avec regret que la culture n'a toujours pas trouvé la place qui lui revient dans les grandes rencontres internationales au plus haut niveau et que la lecture de la presse internationale donne à penser que les efforts de l'UNESCO sont peu concluants. Il semble que la culture de la culture ne se soit pas installée dans les programmes des gouvernements. Aussi l'oratrice demande-t-elle comment l'Organisation pourrait améliorer, et repenser si nécessaire, sa stratégie de communication, afin que la culture soit dûment prise en considération dans toutes les politiques nationales et internationales et qu'elle figure au programme de tous les sommets internationaux.

8. Le représentant du **Togo** demande quelles manifestations sont prévues dans le cadre de la commémoration du 50<sup>e</sup> anniversaire de la très importante

Recommandation concernant la condition du personnel enseignant. Il félicite la Directrice générale pour les deux notes ivoires récemment parues concernant, d'une part, l'Équipe spéciale pour l'examen de la viabilité du dispositif hors Siège de l'UNESCO et, d'autre part, les bureaux de liaison. S'agissant de ces derniers, il demande cependant si le personnel adéquat est disponible compte tenu de l'importance de leur mandat.

9.1 **La Directrice générale** salue l'excellente initiative de la Suède tendant à organiser une table ronde sur la mise en œuvre du Programme à l'horizon 2030 en vue d'échanger des expériences. L'Équipe spéciale de l'UNESCO pour le Programme de développement durable à l'horizon 2030 qu'elle a récemment créée donnera à l'Organisation l'opportunité de mettre l'accent sur les domaines où celle-ci pense pouvoir renforcer davantage les capacités.

9.2 Continuing in English, the Director-General said in reply to the representative of Sweden that SDG 14 recognized the critical role of the Intergovernmental Oceanographic Commission (IOC), and she was determined to strengthen UNESCO's contribution as the United Nations mechanism for global cooperation on ocean science. IOC had been identified as "custodian agency" for SDG 14 targets on marine pollution, ocean acidification and marine science capacity, and it would continue reporting through such regional programmes and global initiatives as the Transboundary Waters Assessment Programme (TWAP) funded by the Global Environment Facility (GEF), with the United Nations Environment Programme (UNEP), and the Global Ocean Science Report (GOSR).

9.3 Beyond SDG 14, many goals were related to the ocean, such as SDG 2 on food security, SDG 13 on climate change, SDG 4 on lifelong learning, SDG 8 on economic growth and productive employment, and SDG 11 on resilient and sustainable cities. UNESCO was supporting Member States, especially small island developing States (SIDS) and least developed countries (LDCs), in developing capacities, brokering innovation and learning, facilitating the transfer of marine technology and providing science-based policy advice. IOC would continue to participate actively in United Nations inter-agency coordination mechanisms and processes; in the context of UN-Oceans, it would work with partners to develop 'SDG enabling activities'. In that respect, IOC was supporting Fiji and Sweden as co-hosts of the United Nations Conference on SDG 14 implementation, to be held in Fiji in June 2017. IOC would also work for a global ocean capacity development partnership, to spearhead progress, especially for SIDS and LDCs, through regional training and marine technology facilitation mechanisms.

9.4 The Paris Agreement created new opportunities for UNESCO to mobilize governments, the scientific community and civil society on the links between ocean and climate. The decision of the Intergovernmental Panel on Climate Change (IPCC) to launch a report on the climate and the ocean was an opening for IOC to contribute key data and information. UNESCO's cooperation with the World Meteorological Organization (WMO) and co-sponsorship of the World Climate Research Programme (WCRP) were essential. WMO Secretary-General, Mr Petteri Taalas, would address the IOC Executive Council and participate in World Oceans Day at Headquarters on 8 June 2016. At the next session of the IOC Executive Council (7-10 June), IOC Member States would seek to sharpen the Commission's strategic role in the next quadrennium, in order to maximize its

contribution to advancing the 2030 Agenda on Sustainable Development and the Paris Agreement.

9.5 La Directrice générale, répondant en français à la question de la représentante de l'Italie, confirme qu'il convient de renforcer la visibilité de l'action de l'UNESCO afin que la culture figure sur l'agenda politique. Elle estime que la Campagne #UnisPourLePatrimoine menée par l'Organisation sur les réseaux sociaux a été essentielle pour encourager les décideurs en ce sens et mobiliser la société civile. De même, les décisions et résolutions adoptées par les États membres au Conseil exécutif et à la Conférence générale, la résolution 2199 du Conseil de sécurité de l'ONU ou la déclaration sur le terrorisme et les biens culturels adoptée par les chefs d'État et de gouvernement le 26 mai dernier lors du sommet du G-7 au Japon ont des effets importants sur la visibilité de ces questions. Cette prise de conscience publique et politique ne doit pas être sous-estimée, et il convient de la traduire en actions concrètes à tous les niveaux. Les accords conclus par l'UNESCO avec l'Italie et l'Allemagne sur la protection du patrimoine témoignent des avancées réalisées. Des partenariats plus structurés devront être noués dans ce domaine au service de la visibilité. La connaissance des liens qui unissent la culture et le patrimoine à la politique, à l'inclusion sociale, à la paix et à la réconciliation a progressé. Les attaques contre le patrimoine ne restent plus impunies, comme l'atteste le fait qu'un suspect a été déféré devant la Cour pénale internationale dans le cas des destructions du patrimoine au Mali. Tous ces exemples encouragent l'UNESCO à poursuivre son action en matière de protection du patrimoine, notamment en collaboration avec l'Union européenne en vue d'harmoniser les règles de l'Union relatives au trafic illicite – une étude de faisabilité a d'ailleurs déjà été lancée et une conférence sur la protection du patrimoine et le trafic illicite des biens culturels aura lieu à Bruxelles le 9 juin prochain.

9.6 Pour répondre aux questions du représentant du Togo, la Directrice générale indique tout d'abord que l'UNESCO a renforcé sa coopération avec l'Internationale de l'éducation et qu'elle profitera de la Journée mondiale des enseignants en octobre pour augmenter la visibilité de cette thématique. Elle estime qu'en effet il est essentiel de renforcer le statut des enseignants dans les pays, au service de la qualité de l'éducation et de la mise en œuvre de l'Agenda Éducation 2030. Elle invite tous les États membres à célébrer cet anniversaire au niveau national. Ensuite, concernant les bureaux de liaison, elle considère que, compte tenu de leur vaste mandat de coordination, il importe qu'ils soient en rapport direct avec la Direction générale. Elle entend renforcer ces bureaux – le 39 C/5 sera l'occasion d'étudier les soutiens à leur apporter – et précise que le recrutement du Directeur du Bureau d'Addis-Abeba est en cours.

10. The representative of the **Netherlands** thanked the Director-General for her comprehensive overview of activities and important meetings. However, she had not made reference to the international ministerial meeting on "Education Sector Responses to Violence based on Sexual Orientation and Gender Identity", which had been held at Headquarters on 17-18 May 2016. At the end of the meeting, there had been a call for action to end homophobic and transphobic violence in education, signed by almost 30 Member States to date. He welcomed that encouraging signal and invited more Member States to join the call for action. He wished to know how the Secretariat intended to contribute towards the follow up to the meeting.

11. La représentante du **Maroc** sollicite davantage d'informations sur le Fonds multidonateurs lancé lors du récent Sommet humanitaire mondial d'Istanbul, visant à financer l'éducation dans les situations d'urgence humanitaire. Elle demande si ce fonds a été doté et comment il le sera, comment il sera géré et par qui, et quel sera le rôle de l'UNESCO.

12. El representante de **México** observa que, en su respuesta a la pregunta del Grupo III relativa a los desafíos que ha afrontado en el ejercicio de su mandato, la Directora General se ha referido en particular al enfoque pluridisciplinario de la UNESCO y a la transversalidad de los retos, en el contexto de una estructura orgánica y de personal rígida y una situación financiera desfavorable. A su juicio, es importante que esos dos elementos se integren en el proceso de consulta sobre la preparación del Proyecto de Programa y Presupuesto (39 C/5) para que los Estados Miembros los tengan en cuenta en ese proceso y en la racionalización del orden del día y la profundización de sus debates. Estima que las reuniones intermedias ofrecen la oportunidad de examinar la ejecución del programa de forma innovadora y agradece al Presidente su apoyo a la preparación de la reunión de retiro para considerar el futuro de la UNESCO. Tras señalar la gran dificultad que supone avanzar en el cumplimiento del ambicioso mandato de la Organización con los escasos recursos disponibles, pregunta a la Directora General si, en el contexto actual, recomendaría a los Estados Miembros que siguieran priorizando sus objetivos o que plantearan una estructura orgánica más ágil y dinámica, que posibilite un programa de trabajo más vinculado con las necesidades de desarrollo en materia de educación, cultura, comunicación y promoción de la libertad de expresión.

(12) Le représentant du **Mexique** fait observer que, dans sa réponse à la question du Groupe III relative aux défis qu'elle a affrontés dans l'exercice de son mandat, la Directrice générale a évoqué en particulier le mandat pluridisciplinaire de l'UNESCO et la transversalité des enjeux, dans le contexte d'une structure organique et des ressources humaines rigide et d'une situation financière défavorable. Il estime important que ces deux éléments soient intégrés dans le processus de consultation sur la préparation du Projet de programme et budget (39 C/5) afin que les États membres en tiennent compte dans ce processus ainsi que dans la rationalisation de l'ordre du jour et l'approfondissement de leurs débats. Il estime également que les réunions intersession offrent la possibilité d'examiner l'exécution du programme de manière novatrice et remercie le Président de son appui à la préparation de la retraite destinée à se pencher sur l'avenir de l'UNESCO. Après avoir rappelé combien il était difficile de progresser dans la réalisation de l'ambitieux mandat de l'Organisation compte tenu du manque de ressources disponibles, il demande à la Directrice générale si, dans le contexte actuel, elle recommanderait aux États membres de continuer de hiérarchiser leurs objectifs ou d'établir une structure organique plus souple et dynamique, qui permettrait un programme de travail davantage lié aux besoins de développement en matière d'éducation, de culture, de communication et de promotion de la liberté d'expression.

13. **The Director-General** extended her apologies for the oversight concerning the #OutInTheOpen international

ministerial meeting mentioned by the representative of the Netherlands. She said that she greatly appreciated the contribution made by the Netherlands to the meeting, attended by 20 ministers from many regions, which had boosted UNESCO's commitment towards education sector responses to violence based on sexual orientation and gender identity. She reiterated the call of action for Member States to commit to strengthening and scaling up their education sector responses to the issue. Schools must be safe places for children and young people to learn without feeling threatened. She had also raised that issue during the G7 Kurashiki Education Ministers' Meeting held in Japan on the initiative of Mr Hase, Japan's Minister of Education, to whom she extended thanks. She then invited the representative of UNESCO's Education Sector to reply to the question raised by Morocco.

14. **Mr Osttveit** (Director of the Executive Office – Education Sector), in reply to the representative of Morocco said that there had been much discussion about where the multi-stakeholder fund launched at the World Humanitarian Summit would be placed and how it would be managed. It had been agreed that UNICEF would host it on an intermediary basis and that UNESCO would hold a key role, with the Director-General as a member of the steering committee, to ensure that funding would be spent in alignment with Sustainable Development Goal (SDG) 4 and its various targets. UNESCO was emphasizing that assistance to refugees should not be restricted to primary education but that secondary education, technical and vocational education and training (TVET) and higher education were equally as important. There had been considerable interest and commitment to the fund during the World Humanitarian Summit in Istanbul, amounting to around \$50,000 so far, with significant support from the private sector. UNESCO would do everything in its power to ensure that the fund was well managed and spent according to the needs of the affected countries.

15. **The Director-General**, in response to the representative of Mexico, said that she shared concerns expressed over the future delivery of the programme owing to the financial crisis, which had diminished UNESCO's capacity to deliver, while the Organization had not given up on any part of its mandate. UNESCO's responsibilities had further increased under the 2030 Agenda for Sustainable Development, which invited the Organization to strengthen its normative action and policy advice. UNESCO had worked hard to develop an integrated mandate, which it now had to deliver. Expectations were high but resources were scarce, so the quality of UNESCO's delivery was already diminishing. The matter should continue to be discussed in the context of the structured financing dialogue and the preparation of document 39 C/5, in which the debate on priorities was crucial in determining where resources should be focused.

16. **Mr Le Saux** (Deputy Director of the Bureau of Strategic Planning – BSP) said that crosscutting action was key, as stated by the representative of Mexico. UNESCO was responding to complex, emerging challenges and in that respect, the 121 responses from Member States to the questionnaire UNESCO had circulated provided resounding support to reinforcing action in crosscutting and intersectoral areas. The main issues that had received the greatest support were peace and intercultural dialogue, global citizenship education and climate change issues. UNESCO's sectors were currently reflecting on how best to take that forward in the elaboration of contributions to preliminary proposals on document 39 C/5.

17. **The Chairperson** read out the remaining names on the speakers list before closing the list in view of the time constraints.

18. The representative of **India** said that he was heartened to hear that oceans were not restricted to Sustainable Development Goal (SDG) 14 but were also essential to other SDGs and linked to such matters as climate change. He looked forward to discussions on how to bring the Intergovernmental Oceanographic Commission (IOC) closer to the 2030 Agenda for Sustainable Development. The array of UNESCO activities planned through IOC required that national and regional capacities be strengthened in order to engage in the SDGs. He noted that the Director-General was constrained in her ability to state the finances available for IOC. He voiced appreciation for the extrabudgetary funds provided for IOC by the Governments of Fiji and Sweden, among others. One of the commitments that UNESCO had made was to give functional autonomy and financial provision to IOC. He thus requested, through the Director-General, that Member States provide IOC with sufficient financial resources for that commitment to be fulfilled.

19. La representante de la **República Dominicana** pide a la Directora General que aporte más precisiones sobre la segunda parte de la pregunta del Grupo III, relativa al mecanismo que podría emplearse para mejorar las sinergias de trabajo y la cooperación entre la UNESCO y las Naciones Unidas a fin de avanzar en el reposicionamiento de la Organización dentro del sistema en el marco de la aplicación de la Agenda 2030. En cuanto a la reunión sobre la diplomacia preventiva celebrada en Alicante, su país desea saber cuáles fueron los aspectos tratados, los objetivos, las decisiones adoptadas y la función de la Organización en relación con las orientaciones dimanantes de dicho encuentro.

(19) La représentante de la **République dominicaine** demande à la Directrice générale d'apporter davantage de précisions sur la deuxième partie de la question du Groupe III, relative au mécanisme qui pourrait être utilisé pour améliorer les synergies d'action et la coopération entre l'UNESCO et les Nations Unies afin de progresser dans le repositionnement de l'Organisation dans le système, dans le cadre de l'application du Programme 2030. Quant à la réunion sur la diplomatie préventive organisée à Alicante, son pays souhaite connaître les points traités, les objectifs, les décisions adoptées et la fonction de l'Organisation en ce qui concerne les orientations découlant de cette rencontre.

20. Le représentant de la **France**, en qualité de nouvel Ambassadeur et Délégué permanent de son pays auprès de l'UNESCO, est honoré d'être amené à travailler sous la conduite du Président et félicite la Directrice générale pour son action dans un contexte difficile pour le système des Nations Unies en général et pour l'UNESCO en particulier. Pour sa délégation, les priorités d'ici la prochaine session de la Conférence générale sont au nombre de trois. La première concerne le patrimoine mondial en danger face aux actes de guerre et de terrorisme. Lors du Sommet du G-7 au Japon, la France, en la personne de M. Hollande, a annoncé qu'en partenariat avec les Émirats arabes unis, elle réunirait une conférence sur ce sujet en décembre, lors de l'inauguration du Louvre Abou Dhabi. La deuxième priorité a trait à l'éducation et vise à bien s'insérer dans la mise en œuvre de l'ODD 4. Enfin, la troisième priorité concerne la préparation du prochain budget et la réflexion générale sur les priorités et, surtout, les moyens financiers et humains

de l'Organisation, qu'il appartient au Conseil exécutif d'orienter. En outre, l'orateur salue l'initiative de la présidence allemande tendant à organiser dans un cadre informel une « retraite » du Conseil en vue de créer un esprit de cohésion entre ses membres et dit que la Délégation française est disposée à lui apporter sa contribution pour mener à bien cette manifestation avant la prochaine Conférence générale.

21. **Le Président** remercie l'Ambassadeur de la France de son soutien et lui souhaite un mandat couronné de succès. L'UNESCO, qui se trouve dans une situation difficile, a besoin de l'appui de son pays hôte.

22.1 **The Director-General** endorsed the comments by the representative of India, encouraging Member States to discuss such matters at the forthcoming session of the Executive Council of the Intergovernmental Oceanographic Commission (IOC) and to support IOC with extrabudgetary funds.

22.2 Prosiguiendo en español, la Directora General, en relación con la pregunta de la representante de la República Dominicana, se refiere al importante debate que está teniendo lugar, en el marco del Consejo Económico y Social (ECOSOC), sobre la reforma del sistema de desarrollo de las Naciones Unidas en general y sobre el modo de coordinar los mandatos de sus diferentes organismos. Señala que cada cuatro años se realiza una evaluación del sistema de desarrollo, en la que no participan los organismos especializados, como la UNESCO. Ello plantea un problema, pues convendría que la UNESCO interviniera en ese proceso. En cuanto a la pregunta sobre los medios que podrían utilizarse para intensificar la cooperación entre la UNESCO y las Naciones Unidas, dice que no existe un mecanismo único y que se requiere cierta flexibilidad, ya que los 17 Objetivos de Desarrollo Sostenible plantean desafíos diferentes. Por ejemplo, la UNESCO ha sido la primera organización en establecer un mecanismo de coordinación en la esfera de la educación dentro del sistema de las Naciones Unidas y con otros asociados. Es importante preservar los logros, evitar las duplicaciones, favorecer la complementariedad y, ante todo, fomentar el sentimiento de identificación en el plano nacional.

22.3 En la conferencia sobre la diplomacia preventiva celebrada en Alicante, que fue muy importante y pertinente para la UNESCO, dado que la prevención es una de sus responsabilidades, se trataron temas como los derechos humanos, la prevención de los conflictos, la igualdad de género, la violencia contra la mujer y la prevención del extremismo a través de la educación.

(22.2) Poursuivant en espagnol, la Directrice générale, en ce qui concerne la question de la représentante de la République dominicaine, évoque le débat important qui a lieu actuellement dans le cadre du Conseil économique et social (ECOSOC) sur la réforme du système de développement des Nations Unies en général et sur le mode de coordination des mandats de ses différents organismes. Elle signale que, tous les quatre ans, une évaluation du système de développement est menée et que les institutions spécialisées comme l'UNESCO n'y participent pas, ce qui pose problème. Aussi conviendrait-il que l'UNESCO intervienne dans ce processus. S'agissant de la question sur les moyens qui pourraient être utilisés pour intensifier la coopération entre l'UNESCO et les Nations Unies, elle dit qu'il n'existe pas de mécanisme unique et qu'une certaine souplesse est nécessaire, étant donné que

les 17 objectifs de développement durable soulèvent des défis différents. Par exemple, l'UNESCO est la première organisation à avoir établi un mécanisme de coordination dans le domaine de l'éducation au sein du système des Nations Unies et avec d'autres partenaires. Il importe de préserver les succès, d'éviter les doublons, de favoriser la complémentarité et, surtout, de susciter un sentiment d'identification sur le plan national.

(22.3) Lors de la conférence sur la diplomatie préventive organisée à Alicante, qui a été très importante et pertinente pour l'UNESCO, puisque la prévention fait partie de ses responsabilités, des thèmes comme les droits de l'homme, la prévention des conflits, l'égalité entre les sexes, les violences faites aux femmes ou la prévention de l'extrémisme par l'éducation ont été abordés.

22.4 Poursuivant en français, la Directrice générale souhaite la bienvenue à l'Ambassadeur de la France. Saluant l'initiative de M. Hollande, elle souligne que ce n'est pas la première fois que le Président de la République française s'engage aux côtés de l'UNESCO puisque, dans le discours qu'il a prononcé lors de la dernière Conférence générale, il a émis des idées très concrètes sur la protection du patrimoine en danger et dans les situations de conflit, et ajoute que l'UNESCO est prête à contribuer au succès de la conférence programmée. Enfin, elle dit que l'Organisation est disposée à aider les États membres à organiser une retraite ou tout autre cadre de discussion.

23. La représentante de la **Argentine**, refiriéndose al Sector de Ciencias Sociales y Humanas y, en particular, al Programa "Gestión de las Transformaciones Sociales", observa que a pesar de la gran importancia que reviste para la región de América Latina y el Caribe y los Estados Miembros en general, ese programa dispone de un presupuesto muy reducido que, a su juicio, debería aumentarse, habida cuenta de la estrategia aprobada recientemente y del ambicioso plan de acción que su región está elaborando y que tal vez no pueda llevarse a cabo debido a la falta de presupuesto. Desea saber si se ha previsto elaborar una estrategia de comunicación para este programa, que considera necesaria, principalmente para recabar recursos extrapresupuestarios de donantes privados.

(23) La représentante de l'**Argentine**, évoquant le Secteur des sciences sociales et humaines et, en particulier, le Programme Gestion des transformations sociales, fait observer que malgré la grande importance qu'il revêt pour la région de l'Amérique latine et des Caraïbes et les États membres en général, ce programme dispose d'un budget très réduit qui, à son avis, devrait être accru, compte tenu de la stratégie approuvée récemment et de l'ambitieux plan d'action que sa région élabore actuellement et qui ne pourra peut-être pas être mené à bien du fait du budget restreint. Elle souhaite savoir s'il est prévu qu'une stratégie de communication soit élaborée pour ce programme, qu'elle juge nécessaire, principalement pour obtenir des ressources extrabudgétaires de donateurs privés.

24. Le représentant du **Portugal** revient sur la participation de la Directrice générale au Sommet d'Istanbul pour souligner combien le rôle de l'UNESCO est important en matière d'enseignement supérieur dans les situations d'urgence et de conflit. Cette thématique fait l'objet d'un suivi rigoureux au Portugal, non seulement par

l'Administration mais aussi par la société civile et les ONG. Dans le contexte du Rapport du Secrétaire général de l'ONU intitulé « La dignité pour tous d'ici à 2030 » et d'une nouvelle vision humanitaire, l'objectif est de relever le défi de l'efficacité des réponses apportées en matière d'enseignement supérieur dans les situations d'urgence et de conflit. Aussi l'orateur encourage-t-il la Directrice générale à poursuivre son action en matière d'éducation en général et d'enseignement supérieur en particulier.

25. The representative of **Grenada** thanked the Director-General for her comprehensive presentation and replies to questions. Referring to her reply to the question from electoral group IV concerning Major Programme V, she noted that the Communication and Information (CI) Sector had the advantage of being transversal, with significant links to the other major programmes. Electoral group IV had expressed its full satisfaction with the conference on "Youth and the Internet: Fighting Radicalization and Extremism" in June 2015, initiated by the Information for All Programme (IFAP) and organized in cooperation with the International Programme for the Development of Communication (IPDC) and all major programme sectors. It had been recognized at the highest level when United Nations Secretary-General Mr Ban Ki-moon had congratulated the Director-General on it during the United Nations General Assembly High-Level Forum on a Culture of Peace. As a follow-up activity, IFAP and the Knowledge Societies Division were preparing a conference to be held in Quebec, Canada, for which the Quebec Government had pledged CA \$500,000, and all sectors had been associated in the preparation of the concept note. UNESCO's work in that field should be collective and intersectoral, and yet not all concerned sectors were always in receipt of the relevant information. On behalf of Grenada and as Chairperson of the IFAP Intergovernmental Council she thus called for more intensive cooperation between all sectors.

26.1 **The Director-General** commended the representative of Grenada for her commitment to the Information for All Programme (IFAP) and the initiatives she had been driving as Chairperson of its Intergovernmental Council. It was a challenge to work with an intersectoral approach but the sectors were endeavouring to do so. She took note of the concerns expressed on behalf of the CI Sector and said that she would consult its Assistant Director-General to find out more.

26.2 In reply to the question concerning the Management of Social Transformations (MOST) Programme, she expressed gratitude to Argentina for its lead and thanked the many Member States for their enthusiasm for the programme. She said that the results of the Social and Human Sciences (SHS) Sector audit would be published soon. The SHS Sector needed to be strengthened and adapted to current realities and she looked forward to a robust discussion on the audit's recommendations at the following intersessional meeting. The Sector lacked extrabudgetary resources and she welcomed greater support from Member States. Prioritization was also paramount, because although she agreed that the MOST Programme, the Intergovernmental Oceanographic Commission (IOC), Global Priority Africa and the capacities of UNESCO liaison offices all needed strengthening, resources were scarce, so funds might need to be shifted from lower priorities to higher ones. The MOST Programme was undoubtedly a high priority and she gave it her full support.

26.3 In response to the statement by the

representative of Portugal she said that UNESCO was the only entity during the first International Humanitarian Pledging Conference for Syria to raise the issue of higher education in humanitarian crises. The project had support from Kuwait and other donors and UNESCO would pursue the initiative wholeheartedly.

٢٧ أشاد ممثل الكويت بالجهود المتواصلة التي تبذلها اليونسكو من أجل حماية التراث الثقافي في جميع أرجاء العالم. وتحدت عن الدمار الهائل الذي يتعرض له التراث الثقافي، ولا سيما في منطقة الدول العربية حيث يتعمد أصحاب الفكر المتطرف العنيف تدمير التراث الثقافي من أجل عزل الأجيال الصاعدة عن هويتها وتاريخها وثقافتها ومعتقداتها. واعتبر التطرف العنيف وتدمير التراث الثقافي ظاهرتين مترابطتين يمكن أن تدوم عواقبهما مدة طويلة، منهياً بمساعي اليونسكو الرامية إلى مواجهة هاتين الظاهرتين. ودعا مع ذلك إلى الشروع في عمل عالمي شامل للتصدي لهما عن طريق تدشين حملة عالمية، أو إعلان عقد دولي، أو وضع استراتيجية أممية، لحشد وتعبئة المجتمع الدولي والمجتمع المدني والرأي العام من أجل ذلك.

(27) Le représentant du **Koweït** salue les efforts que l'UNESCO ne cesse de déployer pour protéger le patrimoine culturel à travers le monde et appelle l'attention sur les effroyables destructions subies par le patrimoine culturel, notamment dans la région arabe, où les tenants d'une pensée extrémiste violente détruisent délibérément le patrimoine culturel afin de couper les nouvelles générations de leur identité, de leur histoire, de leur culture et de leurs convictions. L'extrémisme violent et la destruction du patrimoine culturel sont deux phénomènes étroitement liés dont les effets peuvent perdurer, et il faut se féliciter des efforts déployés par l'UNESCO pour y faire face. Afin de contrer ces phénomènes, il convient d'engager une action globale sur le plan international en lançant une campagne mondiale, en proclamant une décennie internationale ou en élaborant une stratégie au niveau du système des Nations Unies en vue de mobiliser la communauté internationale, la société civile et l'opinion publique autour de cette question.

28. The representative of **Pakistan** said that during the recent Sustainable Development Goals (SDGs) steering committee meeting he had gathered that the UNESCO Institute for Statistics (UIS) was representing UNESCO in bodies such as the technical coordination group and other fora in New York. He wished to know whether a formal coordination mechanism was required so that information from such fora would be shared with Member States.

29. **The Chairperson** proposed that the question from Pakistan should be answered when topic was discussed under item 4.

30. **The Director-General**, concurring with the representative of Kuwait, said that UNESCO needed to find appropriate ways in which to protect heritage, particularly in situations of conflict.

### **Item 3: Presentation by the Bureau of Strategic Planning (BSP) on the preparation process of the Draft Programme and Budget for 2018-2021 (39 C/5)**

31.1 **The Chairperson** said that Mr Tang, Officer-in-Charge of the Bureau for Strategic Planning (BSP), was unable to join them owing to a change in his mission schedule. Mr Le Saux, Deputy Director of BSP would therefore give the presentation on the preparation process of the Draft Programme and Budget for 2018-2021 (39 C/5), followed by a brief question and answer session.

31.2 One of the most important tasks of the Board was to examine the proposed draft programme and budget presented by the Director-General, with a view to preparing the Executive Board's recommendations that would accompany the Director-General's proposal, for approval by the General Conference. Mindful of the need to ensure that UNESCO integrated the Sustainable Development Goals (SDGs), as outlined in the 2030 Sustainable Development Agenda, that were relevant to UNESCO's fields of competence, as well as the pressing need to remain aware of the budgetary constraints on the Organization, it was important for all Board Members to understand the whole process involved in the preparation of the draft programme and budget. Moreover, it was the first time the C/5 document would be prepared following the decision taken at the 199th session of the Executive Board regarding the structured financing dialogue and the incremental changes that it would entail to the overall preparation process.

32.1 **Mr Le Saux** (Deputy Director of the Bureau of Strategic Planning – BSP) thanked the Member States for questions concerning the preparation process of the Draft Programme and Budget for 2018-2021 (39 C/5). The process had currently reached the mid-point of the roadmap for the consultations on document 39 C/5 adopted by the General Conference at its 38th session. The Executive Board had examined the strategic results report at its 199th session and had made recommendations on the implementation of sunset clauses. Member States and Associate Members, United Nations agencies, inter-governmental organizations and non-governmental organizations had been sent an online questionnaire. Regional consultations of Member States and Associate Members, and subregional consultations with National Commissions were under way, leading to the Director-General's preliminary proposals on the draft 39 C/5 document, which would be examined by the Executive Board at its 200th session. The Secretariat would then prepare the full-fledged draft document 39 C/5 in accordance with 38 C/Resolution 104 and the Executive Board decisions. In 2017, the Executive Board would examine that document and make recommendations to the General Conference thereon, leading to debate and adoption of the Programme and Budget for 2018-2021 by the General Conference at its 39th session.

32.2 The questionnaire, sent by circular letter on 18 April 2016, was designed to seek views on future programme orientations, building on the Organization's achievements and taking in to account recent developments at the global level, in particular the 2030 Agenda for Sustainable Development, with the added dimension of the structured financing dialogue. In all, 121 replies to the questionnaire from 117 Member States and four Associate Members had been received, compared to 109 replies for the questionnaire on document 37 C/5. The replies and the analysis conducted by BSP were currently available on the BSP webpage.

32.3 The regional consultations, which were introduced in 2014 following a decision taken by the Executive Board at its 187th session, were supposed to be held every four years. Given the budget situation, a new mechanism had been introduced at the 38th session of the General Conference, with fewer face-to-face meetings and more reliance on e-discussions, although the exact modalities remained undecided. The Secretariat had thus sent an invitation to the chairpersons of the regional groups to organize online meetings between 30 May to 24 June 2016, with the support of UNESCO, to which 100

representatives had signed up. It was a new process, posing both technical and logistical challenges for many. In some instances where the regions might feel that face-to-face meetings were necessary, UNESCO was ready to consider supporting them.

32.4 The subregional consultations were also new and were supposed to take place in the form of online discussions, but that too posed some technical and logistical challenges. Following consultation with colleagues in the field, it was considered best to use the platform of the interregional meeting of the National Commissions to be held in Shanghai from 13 to 15 June 2016. He would attend the meeting along with several field office directors and heads in order to assist the National Commissions in their deliberations.

32.5 A number of milestones had been reached in the preparation process, including: the initial mapping on UNESCO's contribution to supporting Member States in implementing the Sustainable Development Goals (SDGs) (document 38 C/7) for the 38th session of the General Conference; alignment of document 38 C/5 to show direct and indirect links to several SDGs; and fruitful discussion on the strategic results report, published in April 2016.

32.6 The Secretariat had been asked to introduce the structured financing dialogue as a step-by-step approach and a mutual learning process between the Member States and the Secretariat, taking into account UNESCO's specificity. Preparatory work was being undertaken in informal consultations with Member States with the development of a transitional integrated budget framework presentation. The Secretariat was developing a simulation of typical budget tables for the preliminary proposals on draft document 39 C/5 – based on the figures in document 38 C/5 – which should be ready ahead of time, as requested by the Executive Board. There were a number of questions at the current stage, concerning such matters as which resources (assessed and voluntary) to integrate and how to categorize them in the budget framework (earmarked and flexible) as well as areas of activity that were integrated in the framework but should possibly be left outside the future dialogue, for fundraising (emergency events).

32.7 A number of adjustments would be required in the Secretariat in terms of budgeting techniques and accounting, programming, human resources, reflection on the presentation of document 39 C/5 and the transparency portal. A full summary on those adjustments would be provided to the Executive Board at its 200th session as part of the preliminary proposals for draft document 39 C/5. The Secretariat would also engage in informal discussions with Member States beforehand on the approaches to structured financing dialogue.

33. **The Chairperson** thanked the Deputy Director of the Bureau of Strategic Planning for his presentation and opened the floor to questions.

34. Le représentant de l'**Allemagne** déplore le manque de pertinence des questions du questionnaire relatif au 39 C/5 et aux ODD. À son sens, il ne convenait pas de demander aux États membres leur avis sur la priorité générale des ODD mais il fallait plutôt les interroger sur les ODD qu'ils jugeaient prioritaires pour eux-mêmes, dans leur propre situation, ce qui aurait permis de mieux définir les vrais besoins et priorités des États membres dans le cadre des activités et du programme de l'UNESCO. Comme l'a déclaré la Directrice générale, tout ne peut pas être prioritaire.

35. The representative of **Japan** requested the Secretariat to present to the Executive Board, at its 200th session, a cost increase estimate, as accurate as possible, including all technical data and basis for calculation, to enable objective and informed decision-making. He considered that the Board should engage in more substantive discussions on the priorities for the next biennium so as to agree on how to shift regular budget resources to some of the most important priorities, such as the World Heritage Convention, for example, to ensure its credibility. He also requested the Secretariat to include in the preliminary proposals on draft document 39 C/5 an estimate of extrabudgetary resource mobilization for the next biennium in line with discussions on structured financing dialogue and integrated budgeting.

36. La representante de **Cuba** expresa su preocupación por el proceso de consulta sobre la preparación del documento 39 C/5, en particular respecto del primer cuestionario enviado, que es muy general y se limita esencialmente a las prioridades fijadas en la Agenda 2030 para el Desarrollo Sostenible, dejando de lado una serie de prioridades presupuestarias definidas por el Consejo Ejecutivo y ratificadas por la Conferencia General. Señala que las consultas regionales constituyen otro motivo de preocupación, dado que las consultas en línea están planteando dificultades a algunos países, por lo que recomienda que se vuelva a utilizar el sistema de las consultas regionales, que permiten un intercambio fluido entre las delegaciones permanentes y las comisiones nacionales y sirven para sintetizar todas las observaciones de una región. Por último, desea saber cómo se está enfocando el proceso de consulta de cara a la tercera reunión interregional de las comisiones nacionales para la UNESCO que se celebrará en Shanghái en junio de 2016.

(36) La représentante de **Cuba** se dit préoccupée par le processus de consultation sur la préparation du document 39 C/5, en particulier en ce qui concerne le premier questionnaire envoyé, qui est très général et se limite essentiellement aux priorités fixées dans le Programme de développement durable à l'horizon 2030, laissant de côté une série de priorités budgétaires définies par le Conseil exécutif et ratifiées par la Conférence générale. Elle ajoute que les consultations régionales constituent un autre motif de préoccupation, étant donné que les consultations en ligne posent des difficultés à certains pays. Elle recommande donc de revenir au système des consultations régionales, qui permettent des échanges fluides entre les délégations permanentes et les commissions nationales et servent à synthétiser toutes les observations d'une région. Enfin, elle souhaite savoir comment le processus de consultation s'articule avec la troisième réunion interrégionale des commissions nationales pour l'UNESCO qui aura lieu à Shanghai en juin 2016.

37.1 **M. Le Saux** (Directeur du Bureau de la planification stratégique – DIR/BSP) comprend que la première question du questionnaire ait pu poser des difficultés aux États membres, qui pouvaient y répondre d'un point de vue national et international. Cependant, il souligne qu'il y a, pour chaque secteur, deux tableaux : l'un pour l'identification des besoins et priorités, l'autre pour l'identification des avantages comparatifs de l'UNESCO pour chacun des résultats attendus. Ainsi, pour chaque résultat attendu, il y a au moins deux tableaux comparatifs donnant les niveaux relatifs d'intérêt des États membres pour chacun des domaines programmatiques.

Selon l'orateur, cet outil devrait constituer une contribution importante à la discussion sur les priorités évoquées par le Japon et l'Allemagne. En tout état de cause, il prend note des difficultés concrètes rencontrées au cours des consultations régionales et annonce que BSP mènera une réflexion à ce sujet.

37.2 Concernant le rôle des commissions nationales, il rappelle que la réunion de Shanghai constitue un élément très important du travail de l'UNESCO et un lien privilégié pour l'ensemble des partenaires de l'Organisation au niveau national. Il souligne que deux tiers des cent points focaux désignés par les délégations permanentes en vue de la discussion régionale sont secrétaire général d'une des commissions nationales, lesquelles sont donc bien représentées dans cet exercice.

37.3 Continuing in English, in reply to Japan, Mr Le Saux said that the Secretariat was committed to providing the Executive Board with targets of extrabudgetary resource mobilization by major programme and by each expected result. He requested that the Member States ensure that such targets were not aspirational but realistic. He took note of Japan's request for a detailed and accurate cost increase estimate, which the Secretariat would indeed provide.

38.1 The representative of **Sweden** said that it was good that UNESCO had a year and a half to prepare for the next programme and budget. Many questions would arise along the way to shape document 39 C/5 according to the new demands from the 2030 Agenda for Sustainable Development. There needed to be a change of mindset, which implied working on the basis of intended results not planned activities, setting more cross-sectoral targets, and making use of the new indicators in the C/5 document derived from the relevant indicator frameworks in the 2030 Agenda for Sustainable Development. The new integrated budgetary framework would contain targets for all resources, both regular budget and extrabudgetary. She recognized that it implied more work for the Secretariat and Member States, including changes in working routines as well as rules and procedures. The quadrennial comprehensive policy review (QCPR) also required UNESCO to develop "robust results frameworks" that demonstrated "complete results chains" – a challenge that, by working together, UNESCO would be able to put in place. Goals could be formulated more accurately and resource setting could be more transparent to enable UNESCO to deliver even more on its mandate. Closer collaboration was required in the preparation of document 39 C/5 in order for all those changes to succeed.

38.2 She requested the Secretariat to explain how it planned to conduct the informal cooperative consultations with Member States for the development of the transitional integrated budget framework. Sweden would be happy to facilitate consultations on one of the adjustments to the preparations of the transitional integrated budget framework and she encouraged other Member States to do the same for consultations on other adjustments. Lastly, she reiterated that Sweden would contribute voluntary funding of 1.5 million Swedish krona for further development of the transparency portal.

39. The representative of the **United Kingdom of Great Britain and Northern Ireland** stressed that the consultation process for document 39 C/5 must ensure that priorities could be set, unlike the process for document 38 C/5, whereby priorities had had to be retrofitted. The Board had taken a number of decisions to ensure that priorities could be set, and he was concerned

that they were not being fully implemented – in particular, Member States should have been given a satisfaction survey. The Board had also decided that there should be a pilot of the questionnaire for the C/5 document, but having looked at the questions he doubted that had been done either. He had the same concerns as the representative of Germany over the questionnaire itself. It made no sense to ask Member States to prioritize the conventions they had signed, which was tantamount to saying that one law was more important than another. The questionnaire also allowed Member States to set all priorities as high, defeating the purpose of a process that should lead to the elaboration of priorities, which was essential to the resource-constrained environment in which UNESCO worked. He therefore urged the Secretariat to revisit the discussions on how to prepare document 39 C/5 and the key principles of that process. He reiterated Japan's request that the Secretariat provide to the Executive Board, at its 200th session, a cost increase estimate and a clear picture of the financial pressures that the Organization would face, so that priority choices could be based on informed decision-taking. A realistic forecast of resources and assessment of the ability and willingness of Member States to pay more were essential for the success of the consultation process.

40. La représentante du **Maroc**, revenant sur le processus de consultation, dit que les départements nationaux compétents ont eu le plus grand mal à remplir le questionnaire. Elle insiste pour qu'à l'avenir le Secrétariat tienne compte de ces difficultés et s'efforce d'élaborer des questionnaires ou formulaires plus détaillés, qui définissent clairement ce qui est attendu des États membres.

41.1 **Mr Le Saux** (Deputy Director of the Bureau of Strategic Planning – BSP) thanked Sweden in particular, as well as other Member States such as Mexico, Kenya and Brazil, for their role in the structured financing dialogue. Their leadership in facilitating the process would be much appreciated as it was a complex mutual learning exercise. The Secretariat was committed to carrying out informal consultations and relied on Member States to collectively prepare the discussion and decision on the matter. He again emphasized the importance of developing the transparency portal, which would be a key element.

41.2 In reply to the representative of the United Kingdom of Great Britain and Northern Ireland regarding the setting of priorities, he said that the Secretariat had taken note of his concerns. He reminded the Board that the strategic results report (SRR) had already defined a way forward in which the different sectors had identified challenges and some Member States had responded to those issues in the questionnaire. Such substantive comments enabled the Secretariat to better understand the priorities and concerns of the Member States. He said that the high, medium and low priorities merged with the Member States' commitments with regard to the different expected results, but that the Secretariat would endeavour to make the questionnaire clearer for the future.

42. **The Chairperson** thanked the Deputy Director of the Bureau of Strategic Planning for his responses to Member States' questions and said that the debate would continue that afternoon.

*The meeting rose at 1 p.m.*



## DEUXIÈME SEANCE

Vendredi 3 juin 2016 à 15 h 10

Président: S.E. M. Worbs

### Item 3: Presentation by BSP on the preparation process of the Draft Programme and Budget for 2018-2021 (39 C/5) (continued)

1. **The Chairperson** (Mr Worbs – Chairperson of the Executive Board) welcomed participants and gave the floor to speakers with the remaining questions concerning item 3.

2. Le représentant de la **Suisse**, s'exprimant en tant que Président du Groupe électoral I, revient sur la procédure des consultations régionales présentée par M. Le Saux et précise que les six groupes électoraux fonctionnent de manière très différente – il indique à ce propos que les groupes préparent actuellement un fascicule pour expliquer leur fonctionnement. Il dit que le Groupe I se concentre essentiellement sur des questions d'élection et de nomination pour les comités et commissions et n'a pas pour mission ou habitude de gérer des problèmes thématiques spécifiques. Il indique avoir reçu la lettre de M. Tang du 20 mai qui sollicite le soutien du Groupe à l'égard de cette procédure de consultation – demande qui a fait l'objet d'une discussion au sein du Groupe – et qui prie également le Groupe de se coordonner avec le Groupe II, ce qui complique encore les choses. L'orateur estime donc important d'avoir des précisions quant à la procédure et au fonctionnement des consultations régionales, notamment à la désignation des rapporteurs et modérateurs, afin que le Groupe I puisse soumettre un système satisfaisant, ce que, pour l'heure, il n'est pas en mesure de faire.

3. **Le Président** se rappelle qu'effectivement, dans les années 1990, le Groupe I se concentrait exclusivement sur les questions électorales et non sur le contenu. Aujourd'hui, pense-t-il, les choses ont un peu changé. Il assure le représentant de la Suisse qu'il a bien été pris note de sa remarque.

4. The representative of **Nigeria** said that it had been an extremely difficult task to produce a questionnaire that was considered acceptable to all participants. He thanked the Secretariat and all participants in the process, which was helping Member States to learn and understand what it involved. In particular, he thanked the representative of Sweden for the clarity of her statement, the infectiousness of her commitment to the issue and her wisdom. He called for a new cooperative effort between all Member States, the Secretariat and the Director-General and cohesion in their action. For the purpose of consultation on document 39 C/5, it seemed that two entities were being created, with Member States on one side and National Commissions on the other, which he considered slightly dangerous. If the matter was not addressed immediately, the process would not fully serve its purpose.

5. **The Chairperson** said that the representative of Nigeria's comment on National Commissions was pertinent and that UNESO should take into account the fact that in different countries National Commissions had different natures: sometimes they formed part of government ministries and sometimes they were more independent.

6. Le représentant du **Brésil** assure M. Le Saux qu'il peut compter sur son pays pour la préparation du C/5. Cependant, s'il considère que le questionnaire relève d'une initiative très importante, il dit que sa délégation et son Gouvernement ont rencontré des difficultés pour le remplir. Sur le plan méthodologique, il se demande comment les réponses à ce questionnaire peuvent être utilisées pour préparer le C/5 et sollicite des explications du Secrétariat à cet égard. En outre, il relève des difficultés liées au manque de précision du questionnaire et au fait que celui-ci a, dans une large mesure, été élaboré sur le modèle du C/5 actuel, qui ne prend pas en considération les ressources extrabudgétaires et ne correspond donc pas au C/5 que l'on s'efforce d'élaborer. Le Brésil a eu toutes les peines du monde à se reconnaître dans le questionnaire, puisqu'au Brésil l'État national n'est pas seul à prendre part aux programmes extrabudgétaires de l'UNESCO et le délai de réponse au questionnaire était trop court pour permettre la consultation de toutes les parties intéressées. Les réponses qui y ont été apportées par le Brésil reflètent donc une vision essentiellement nationale. En outre, compte tenu de la diversité des acteurs concernés, l'orateur déplore qu'un seul questionnaire ait été soumis aux délégations. En conclusion, il regrette que le Brésil n'ait pas eu la possibilité de participer au projet pilote, car cette participation aurait sans doute permis d'épargner au questionnaire un grand nombre de critiques.

7. **The Chairperson** asked speakers to limit their statements because time was short.

8. **Mr Le Saux** (Deputy Director of the Bureau of Strategic Planning - BSP) said that he could not provide a very precise reply to the representative of Switzerland on the exact procedure for the designation of moderators and rapporteurs, as no rules had been set yet. In the past, meetings of National Commissions would elect a bureau and the bureau would elect a rapporteur and a chairperson or moderator for the session. In the interest of diversity, sometimes the regional groups nominated two rapporteurs in different languages, although that was not always necessary. The Secretariat was ready to fully support the process and to examine the best way to proceed. It was a learning process which could not rely on precedent and past experience, but it was a unique opportunity. Although there was not substantive expertise among the delegates to UNESCO, there was sufficient knowledge to discuss and limit the priorities. If online consultation was inoperable owing to logistical, technical or substantive issues, the Secretariat could assist with the organization of a face-to-face meeting at Headquarters. He thanked Brazil for its commitment to supporting the Secretariat in that collective process. He had taken note of all the comments made. He agreed that questions should be piloted in the future, although that was not an easy exercise. In the interest of efficiency, the number of questions had been limited and the focus was on the 2030 Agenda for Sustainable Development. A balance had been sought between normative commitment and operational engagement. The Secretariat had also conducted a survey on beneficiaries of UNESCO programmes in the areas of education, science and culture in recent years, but lack of time and resources had prevented a full beneficiary survey from being conducted. In reply to Brazil concerning the internal process of using the questionnaire, he said that the questionnaire along with all the feedback, including the strategic results report (SRR), was one of the key background documents for the sectors in preparation of their contribution to the preliminary proposals. The Secretariat would take into

account all the concerns expressed and was committed to finding the right level of analysis.

9. Le représentant de la **France** réaffirme l'intérêt de son pays pour le processus de consultation des États membres et assure M. Le Saux du plein engagement et de la pleine disponibilité de sa délégation dans ce cadre. Cependant, il appuie les réserves exprimées par d'autres délégations au sujet des modalités de consultation par voie de questionnaire et fait part de ses interrogations sur l'exploitation de ce type de réponses et, partant, sur la précision des résultats obtenus. Aussi la France indiquera-t-elle ses positions sur les différents sujets, avant la réunion interrégionale des commissions nationales de Shanghai, par voie de note thématique et non par le biais de ce questionnaire.

10. **Le Président** précise qu'en effet, la discussion en cours a trait au processus de consultation et non au contenu de celle-ci.

11. El representante de **México** señala a la atención del Consejo dos características del proceso de preparación del Proyecto de Programa y Presupuesto. La primera característica es la falta de flexibilidad del presupuesto: habida cuenta de que los gastos de personal representan alrededor del 65% del presupuesto de la Organización, es muy difícil introducir cambios en relación con los programas sin racionalizar antes la estructura orgánica y de personal. Por tanto, considera que la determinación de prioridades se ve limitada por la falta de flexibilidad y la necesaria continuidad de los programas de la Organización. La otra característica es la integralidad del presupuesto: si bien el presupuesto está constituido por los egresos y los ingresos, el cuestionario enviado se refiere únicamente a los egresos relacionados con los programas sustantivos de la Organización, sin mencionar la posibilidad de reducir los gastos administrativos, como habría deseado su país. En este sentido, con el fin de perfeccionar el proceso y orientar a la Secretaría, sugiere que en futuros ejercicios se incluyan preguntas sobre la posición de los países respecto de cuestiones como la reevaluación de la base del presupuesto, la distribución de los costos entre la Sede y el dispositivo fuera de la Sede, el tratamiento de las obligaciones relativas al personal a largo plazo, los incrementos de los costos, la obligatoriedad de los gastos estatutarios y los gastos no reducibles.

(11) The representative of **Mexico** drew attention to two characteristics of the preparation process of the Draft Programme and Budget. The first was the lack of flexibility of the budget. Given that staff costs comprised some 65% of the budget of the Organization, it was very difficult to introduce changes in relation to the programmes without first rationalizing the organizational and staff structures. Therefore, he considered that priority-setting was limited by the lack of flexibility and the need for continuity in the Organization's programmes. The other characteristic was the composition of the budget. Although the budget consisted of revenue and expenditure, the questionnaire that had been sent referred only to expenditure for the substantive programmes of the Organization. It did not mention the possibility of reducing administrative costs, as his country wished. Thus, in order to improve the process and better guide the Secretariat, he suggested that future exercises include questions regarding the position of countries on different matters, such as reassessing the budget base, distributing costs between Headquarters and

the field network, addressing obligations relating to long-term staff, rising costs, the compulsory nature of statutory costs and irreducible costs.

12. La representante de la **República Dominicana** valora que el proceso de preparación del Proyecto de Programa y Presupuesto haya sido mucho más inclusivo que en otras ocasiones, pese a que aún puede mejorarse. En relación con la reunión interregional de las comisiones nacionales para la UNESCO que tendrá lugar en Shanghái, desea obtener más precisiones sobre la metodología de trabajo que se utilizará, en particular si habrá reuniones separadas por regiones o si se plantearán preguntas distintas a las de la consulta realizada por Internet.

(12) The representative of the **Dominican Republic** said that she appreciated the fact that the preparation process of the Draft Programme and Budget had been far more inclusive than on previous occasions, although there was still room for improvement. She requested further information on the work methodology that would be used during the interregional meeting of National Commissions for UNESCO that was to take place in Shanghai, and in particular whether there would be separate meetings by region and whether the questions asked would be different to those in the online consultation.

13. **Mr Le Saux** (Deputy Director of the Bureau of Strategic Planning – BSP), in reply to the Dominican Republic, said that the agenda for the meeting in Shanghai was still being prepared, so he did not have the final results. During the three days of the international meeting of the National Commissions, the day of 15 June 2016 would be dedicated to an exchange and, pursuant to the resolution of the General Conference, it was recommended that the exchange should be at the cluster level. For each region, two field office directors had been invited, mainly from regional offices, to discuss the future challenges of the 2030 Agenda for Sustainable Development and reflect on the future of the Organization.

14. La representante de **El Salvador** apoya las intervenciones del Brasil, Cuba y el Reino Unido de Gran Bretaña e Irlanda del Norte. En cuanto al proceso de consulta por Internet sobre la preparación del documento 39 C/5, pide que se aclare la función del relator y del moderador de cada grupo regional. Hace hincapié en la importancia de preparar el próximo C/5 definiendo las prioridades de manera realista y cuidadosa, habida cuenta de que se plantearán serios problemas presupuestarios, a saber: un déficit de aproximadamente 14 millones de dólares estadounidenses al no poder disponer del Fondo de Emergencia, a diferencia del bienio pasado; un aumento de 15 millones de dólares debido a la inflación; y la necesidad de obtener al menos 10 millones de dólares procedentes de recursos extrapresupuestarios para la iniciativa "Unidos para el patrimonio" y varios millones de dólares, ya sea con cargo al programa ordinario o a recursos extrapresupuestarios, para la ejecución inicial del programa de educación para la prevención del extremismo violento. Por consiguiente, pide al Sr. Le Saux que explique cómo se van a tener en cuenta esos aspectos en la preparación del 39 C/5.

(14) The representative of **El Salvador** supported the remarks of Brazil, Cuba and the United Kingdom of Great Britain and Northern Ireland. Regarding the online consultation process for the preparation of document 39 C/5, he requested clarification on the roles of rapporteur and moderator for each regional

group. He emphasized the importance of identifying priorities realistically and carefully when preparing the next C/5 document, considering the serious budgetary problems ahead, such as: the deficit of approximately \$14 million, since the Emergency Fund could not be used, unlike in the previous biennium; an increase of \$15 million owing to inflation; and the need to raise at least \$10 million in extrabudgetary resources for the #Unite4Heritage initiative and several million dollars – either under the regular programme or from extrabudgetary sources – for the initial implementation of the education programme to prevent violent extremism. He therefore asked Mr Le Saux to explain how those concerns would be taken into consideration during the preparation of the 39 C/5.

15. Le représentant de l'Iran soutient le processus de consultation, bien que la commission nationale de son pays ait elle aussi rencontré des difficultés à cet égard. Certaines des questions de sa délégation ayant déjà obtenu réponse, il demande des informations supplémentaires concernant la réunion de Shanghai à venir.

16. The representative of **Saint Vincent and the Grenadines** fully supported the remarks made by Brazil, Mexico, Germany, Cuba, Morocco and the United Kingdom of Great Britain and Northern Ireland about the consultation process, among other details. She considered that the questionnaire could be improved and clarified. For example, it had been very difficult for National Commissions to answer the question about ranking priorities for target groups, such as less developed countries (LDCs) and small island developing States (SIDS), and conventions. She thanked the Secretariat for the clear and interesting section on intersectorality. Sunset clauses should not apply only for priorities but could also concern specific programmes or micro-activities that did not fall within the priority areas. In the questionnaire, it was asked whether UNESCO should prioritize its regular budget resource allocation to support normative and upstream work and complement its resources with extrabudgetary funds to finance operational work. The Saint Vincent and the Grenadines National Commission for UNESCO wished to know whether the Organization intended to link its operational work to the priorities of donor countries. The important structured financing dialogue process was under way, but would take some time. She requested clarification on the meaning of "upstream" in that context.

17.1 **Mr Le Saux** (Deputy Director of the Bureau of Strategic Planning – BSP), in reply to the representative of El Salvador, said that BSP was conscious of the budget challenges facing the Organization. The exercise had not focused on budget issues, but was an exchange concerning the Organization's priorities from a substantive viewpoint. If the intention in the future were to put more emphasis on budget discussions earlier on in the budget cycle, that was possible, but the questionnaire would have to be adapted accordingly.

17.2 As to the online discussions, he said that there were guidelines, though not detailed ones – including the general conduct for the e-consultations, specifying the role of the moderator – which had been circulated to the delegations. The process was very new, however, and the Secretariat was ready to assist the countries in that process.

17.3 With regard to the question as to whether the Organization would continue to function with the feedback

loop between the normative and the operational, between upstream and downstream, the idea was that the experience of the field operations was intended to feed the normative, upstream advocacy functions, and the formulation of new programmes and approaches. The question was designed to find the right balance between the two, but the responses to the question were very different with, in particular, the Latin American region giving the opposite results to those in the other regions. The Secretariat would have to reflect on that divided response.

١٨ أبدى ممثل اليمن استياءه من أسلوب إعداد مشروع البرنامج والميزانية للفترة ٢٠١٨-٢٠٢١ (٥/م٣٩)، إذ يرى أن هذا الأسلوب لا يتيح معرفة أولويات معظم المناطق والبلدان، ولا سيّما البلدان النامية وأقل البلدان نمواً والدول الجزرية الصغيرة النامية. وقال إنّه يفضل أن تقوم كل منطقة بتحديد أولوياتها وفقاً لاحتياجاتها، وإنّ هذا الأمر يتطلب إجراء مشاورات إقليمية ودون إقليمية لتمكين اللجان الوطنية لليونسكو من الاضطلاع بدور رئيسي في تحديد الأولويات. واعتبر وجود لجان وطنية لليونسكو في مختلف دول العالم أمراً تمييز به اليونسكو عن سائر المنظمات. وأقرّ بالمشاكل المالية التي تواجهها المنظمة، وقال مع ذلك إنّها لا تحول دون أخذ آراء مختلف المناطق والدول بعين الاعتبار، بل يجوز دون ذلك عدم وجود رؤية تتيح تحديد أولويات عملية وواقعية بطريقة علمية. ودعا إلى التعاون مع المنظمات الإقليمية من أجل تحديد الأولويات بالتنسيق مع اللجان الوطنية. واعتبر تهميش دور اللجان الوطنية تهميشاً لدور الدول الأعضاء. وأبدى سروره بتأكيد المديرية العامة عزمها على إعادة ذكر اللجان الوطنية في الهيكل التنظيمي لأمانة اليونسكو، ضمن بنية قطاع العلاقات الخارجية وإعلام الجمهور، استجابة لتوصية قدمتها مجموعة البلدان السبعة والسبعين ومجموعة الدول الأفريقية ومجموعة الدول العربية. وقال إنّ هذا الأمر لم يحدث بعد مؤكداً أن تهميش اللجان الوطنية يعني تهميش العلاقات مع الدول الأعضاء، وراجياً التوصل إلى الحلول المناسبة والرؤية اللازمة ووضع برنامج يتوافق مع أولويات مختلف المناطق والبلدان، ولا سيّما البلدان النامية والبلدان الأقل نمواً. وقال في الختام إنه يفضل التأني من أجل إعداد وثيقة تتوافق مع أولويات معظم المناطق والبلدان وإن تأخر إعدادها بعض الوقت، بدلاً من التسرع ووضع أولويات لا تتوافق إلا مع رؤية الأمانة ورؤية قلة قليلة من الدول الأعضاء.

(18) The representative of **Yemen** expressed his displeasure with the way in which the Draft Programme and Budget for 2018-2021 (39 C/5) was being prepared, since in his opinion the method did not enable the priorities of most regions and countries, and in particular of developing countries, least developed countries and small island developing States, to be known. He would prefer each region to identify its own priorities based on its needs, and that required regional and subregional consultations to enable National Commissions for UNESCO to play a key role in setting priorities. The presence of the National Commissions for UNESCO in the different States of the world distinguished UNESCO from all other organizations. He acknowledged the financial problems faced by the Organization but they did not preclude the taking into account of the views of various regions and States – what did that was the lack of vision that enabled prioritization in a pragmatic, scientific way. He called for cooperation with regional organizations to set priorities in coordination with the National Commissions. The marginalization of the role of the National Commissions was tantamount to marginalizing the role of the Member States. He welcomed the Director-General's intention to include the National Commissions in the organizational chart of the UNESCO Secretariat within the Sector for External Relations and Public Information in response to a recommendation by the Group of Seventy-Seven, Africa group and Arab States group. It had not been

done though, and he emphasized that marginalizing National Commissions meant undermining relations with Member States, and hoped that the appropriate solution would be found together with the vision necessary and a programme in line with the priorities of the various regions and countries, in particular developing and least developed countries. Finally, he would prefer acting slowly and carefully to prepare a document in agreement with the priorities of most regions and countries, even if it was delayed for some time, to proceeding in haste and setting priorities that were compatible only with the vision of the Secretariat and of a few Member States.

19. The representative of **Malaysia** noted with interest the process proposed by the Secretariat on the consultations with national and regional bodies on the structure, content and finances of document 39 C/5. The holding of the interregional meeting of the National Commissions for UNESCO in Shanghai would provide valuable input and was a step in the right direction. He welcomed the proposals made by the representatives of Mexico and France. As former Secretary-General of the Malaysian National Commission for UNESCO, he said that when he had completed the questionnaire, he had consulted many ministries and agencies that had their own cooperation programmes with UNESCO sectors and regional and subregional offices. Some prioritization was required and all major programmes deserved a fair share.

20. Le représentant du **Togo** remercie BSP et M. Le Saux pour les informations transmises au Conseil concernant la préparation, complexe et délicate, du C/5. Il sait pouvoir compter sur le professionnalisme de cette équipe pour que l'Organisation se dote d'une proposition préliminaire qui réponde aux attentes de l'ensemble des États membres. Cependant, il s'interroge sur la pertinence de la voie électronique pour mener à bien la consultation. Il demande si cette modalité de consultation a permis au plus grand nombre de s'exprimer, s'inquiétant de savoir si les États qui n'ont pas répondu en ont été empêchés parce qu'ils sont défavorisés du point de vue des moyens électroniques, ce qui irait à l'encontre du principe d'inclusivité. Aussi demande-t-il si le taux de réponse à ce questionnaire est comparable à celui du précédent C/5 et si des solutions sont prévues pour que les pays concernés puissent s'exprimer.

21. The representative of **Saint Kitts and Nevis** commended the Secretariat for sustaining the opportunities for consultations between the National Commissions to feed into document 39 C/5 under very difficult financial circumstances. He reiterated the importance of the pivotal role of the National Commissions and said that in his view, if properly mandated by their sovereign governments, they could provide a very constructive input to the priorities of the Organization and facilitate the implementation of UNESCO activities on the ground. In small island developing States (SIDS) such as Saint Kitts and Nevis, the National Commissions were probably better placed than the permanent delegations in identifying the priorities and understanding the institutional capacity limitations on the ground. In light of the date of the Shanghai consultation of 13 June 2016, he was surprised that, just ten days prior to that important meeting, some of the documents were still in the elaboration process. He called for efforts to streamline the documentation process, suggesting clearer and more succinct summaries instead of volumes of prose. Lastly, he endorsed the comment by El Salvador concerning the

\$14 million deficit that the Organization was still struggling with, five years after the financial crisis. As a former financier with exposure to both public and private sector financing, he was very nervous about deficits, particularly when they were persistent. It was necessary to find ways to deal with the deficit and put an end to it. He wondered what percentage of the deficit was accounted for by the unpaid dues of Member States and what percentage by other factors. Member States needed to be encouraged to pay their dues.

22.1 **Mr Le Saux** (Deputy Director of the Bureau of Strategic Planning – BSP) reiterated that in terms of national dialogue between permanent delegates and their government authorities and National Commissions, the Secretariat had observed that when Member States had been requested to designate participants in the regional online consultations, two-thirds of those nominated were members of the National Commissions, testifying to their substantive contribution.

22.2 Poursuivant en français, M. Le Saux remercie le représentant du Togo de sa confiance. S'il ne dispose pas de la liste précise des pays ayant répondu au questionnaire, l'orateur a établi lui-même, au cours du débat, la liste des pays y ayant répondu et ayant fourni des commentaires substantiels écrits en plus du questionnaire. Au total, en ce qui concerne l'Afrique, une vingtaine de pays y ont répondu, ce qui lui permet de conclure que les PMA sont bien représentés dans cet exercice.

23. **The Chairperson** thanked all participants for their active participation in the debate, and invited the Director-General to take the floor.

24. **The Director-General** apologized for missing the beginning of the afternoon meeting, owing to prior commitments. She reassured Member States that the Secretariat had followed the discussions closely and had taken good note of their comments. She regretted that the number of face-to-face in-depth discussions and consultations had been cut owing to the Organization's financial constraints. The meetings of the National Commissions, in Kazakhstan in 2015 and in Shanghai in 2016, had been made possible thanks to donors. She emphasized the importance of regional partnerships and approaches and encouraged Member States to take initiatives and come up with ideas for the 2030 Agenda for Sustainable Development. The Secretariat would take stock of the discussions and consultations to find a suitable methodology up to the Member States' expectations. The structured financing dialogue would also give a fresh perspective. With the new responsibilities entrusted to it under the 2030 Agenda for Sustainable Development, the Organization needed to receive political guidance from the Member States on the priorities, so Member States needed to hold political discussions on the matter, just as they had done for the expenditure plan during the financial crisis. She encouraged the new Chairperson of the Finance and Administrative (FA) Commission and the Chairperson of the Executive Board to hold such consultations.

25. **The Chairperson**, thanking the Director-General, said that he had taken due note of her comments and would follow up on the matter. A good venue for such discussion could be the proposed retreat, during which Member States would be encouraged to discuss the future of the Organization.

**Item 4: Presentation by the Director of the UNESCO Institute for Statistics (UIS) on statistical data to monitor and implement the 2030 Agenda for Sustainable Development within UNESCO's fields of competence**

26. **The Chairperson** welcomed Ms Silvia Montoya, Director of the UNESCO Institute for Statistics (UIS), who had come from Montreal to make a presentation on statistical data to help monitor and implement the 2030 Agenda for Sustainable Development within UNESCO's fields of competence. More importantly, her presentation would help Member States to better understand the different stages of the negotiation process currently under way for the defining and framing of the corresponding indicators of each of the 17 Sustainable Development Goals (SDGs). Her presentation would inform the Board of the strategic role UIS was playing on behalf of UNESCO within the United Nations system, ensuring that it continued to play a vital role in the implementation of the 2030 Agenda for Sustainable Development within the Organization's fields of competence in each of the eight SDGs relevant to UNESCO's work.

27.1 **Ms Montoya** (Director, UNESCO Institute for Statistics – UIS) introduced her presentation, entitled "Data for sustainable development". She highlighted the roles that UNESCO would play for the 2030 Agenda for Sustainable Development, which had a strong focus on poverty, inequality and global citizenship, with 17 development goals, 169 associated targets and more than 200 indicators. It aimed to be universal and inclusive and required sustainable data. The role of UIS was to collect data on behalf of the countries and to retrieve, combine and process it along with data from the countries' authorities as well as civil society and private partners. The data would then be used to help the countries to achieve the Sustainable Development Goals (SDGs).

27.2 There had been a paradigm shift in the way the goals had been negotiated and the way in which they would be implemented – the Member States had been responsible for defining the goals and targets and the national authorities were in charge of implementing the agenda. The role of international organizations had been changed with regard to what they were expected to provide to Member States. One of the focuses of the agenda was to transform data into knowledge – national agencies needed to provide data to the users (such as policymakers, schools, media and parents), who could then use it for policymaking. UNESCO had always held an important role in the global monitoring of education for all (EFA) and the Millennium Development Goals (MDGs) and now had a leading role in many of the SDGs.

27.3 There were four proposed levels of monitoring the SDGs: at the national level, where countries defined their needs; at the regional level monitoring issues common to several countries; at the thematic level covering the range of sectoral priorities (43 indicators for SDG 4 concerning education, for example); and at the global level, with a focused set of comparable indicators based on clear criteria (11 indicators for SDG 4). The global SDG indicators had been identified by an Inter-Agency and Expert Group on Sustainable Development Goal Indicators (IAEG-SDGs) comprising 28 regionally representative United Nations Member States and observers from international and regional organizations and agencies (including UNESCO), civil society, NGOs and academia. There had been a succession of meetings in the consultation process leading up to the IAEG-SDGs

proposal of a final list of indicators, which had been submitted to the United Nations Statistical Commission (UNSC) in December 2015, then to the Economic and Social Council (ECOSOC) in March 2016. ECOSOC was meeting from 1 to 3 June 2016 to consider the report from UNSC, pursuant to which the United Nations General Assembly would adopt the proposed indicators in June or September 2016.

27.4 UIS had several roles in the SDG global indicator framework: coordinating the UNESCO contributions to the development of the global indicator framework; representing UNESCO in the IAEG-SDGs and UNSC; submitting data and storylines for the United Nations Secretary-General's SDG Progress Report and the United Nations Statistics Division's SDG database; and producing global indicators for all countries for selected targets in SDGs 4, 9, 11, 12, 13, 14 and 16.

27.5 In order to implement the global indicator framework, the IAEG-SDGs had developed a 'tier' system for classifying indicators by level of development and data availability. The first tier of indicators had a conceptual definition and good coverage, the second tier had a conceptual definition but poor coverage and the third tier still required an operative definition and methodological development. Working groups had been established on data disaggregation (by gender, location, ethnicity, socio-economic status, etc.), interlinkages across goals, geo-spatial information and Statistical Data and Metadata Exchange (SDMX). It would set up a procedure for the review and revision of global indicators following formal adoption.

27.6 A list of global indicators on education (SDG 4) had been submitted by the technical advisory group. As five of the ten targets related to learning outcomes, indicators included measuring the percentages of: children achieving proficiency in reading and mathematics; children under five who were developmentally on track; youth and adults participating in education and training; youth and adults achieving proficiency in literacy and numeracy; and youth and adults with ICT skills. Other targets related to measuring parity indices (gender, location, wealth, etc.), mainstreaming of global citizenship education and education for sustainable development, schools' access to basic services and facilities, overseas development assistance spending on scholarships and the percentage of trained teachers. There were also indicators relating to interlinkages with other SDGs, such as the level of government spending on education, health and social protection (SDG 1), the number of countries with laws guaranteeing women access to sexual and reproductive health care, information and education (SDG 5), the percentage of youth not in education, training or employment (SDG 8) and the number of countries that had integrated climate change education into school curricula (SDG 13).

27.7 A list of global indicators on science, technology and innovation (STI) had also been established, because while there was no specific SDG for STI, innovation was part of SDGs 8 and 9 and STI appeared in a number of targets. UIS was already collecting data on STI indicators through its global survey on innovation and investment in research.

27.8 Culture was also an area without a dedicated SDG, but references were made to culture in various SDGs, particularly SDG 11.4, "Strengthen efforts to protect and safeguard the world's cultural and natural heritage", but also 2.5, 4.7, 8.3, 8.9, 12B and 16.4. UIS

was already collecting data on SGD 11.4 in its global set of indicators.

27.9 The second proposed level of monitoring was through a thematic indicator framework, which provided a wider view on a range of sectoral priorities than through the global indicator framework, including a larger number of indicators to provide a greater alignment between the targets and national priorities and contexts, and maintaining the internationally comparable basis. UNESCO clearly had strong leadership in thematic monitoring, particularly in the area of education (SDG 4). The technical advisory group, working with representatives from the OECD, UNICEF and civil society, along with the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (IAEG-SDGs), had developed thematic indicator sets for internationally comparable sectoral reviews. Countries could therefore choose to use thematic sets of indicators in order to provide more information in addition to the global indicators. Thus far, UIS had led the development of 43 indicators for education and 35 indicators for ICTs for development. It was currently developing thematic indicator sets for science and innovation, and heritage. UIS had a convening role in establishing various groups of experts, countries and agencies such as the Global Alliance to Monitor Learning (GAML), the Education 2030 Technical Cooperation Group and the Inter-Agency Group (IAG) on Education Inequality Indicators, working with the World Bank, UNICEF and other agencies. UIS was also part of the management team for the household survey at the United Nations to monitor household spending on education. UIS had conducted a rapid appraisal on data availability for indicators on education (SDG 4) and was developing new products to inform countries, policy makers, data users and the general public about the SDG indicators and tools to assist in their monitoring. Findings would be published in mid-July on how the countries had prepared and how they felt about their strengths and weaknesses in relation to implementing the 2030 Agenda for Sustainable Development. In accordance with its mandate, the UIS was working with partners to build indicators with the strong technical support of the standards and procedures of the United Nations Statistical Commission (UNSC) in an inclusive and transparent manner.

27.10 UIS served as a knowledge forum, ensuring that data was available on its website and providing a range of tools to help people find, use and share the data in different formats. The Institute mapped the assessment efforts through its Learning Assessment Capacity Index (LACI). While governments had the primary responsibility to take ownership of the 2030 Agenda for Sustainable Development, UNESCO, in partnership with other convening agencies, regional and intergovernmental organizations, was there to provide technical support and help them with standards and capacity building. Collaborative action was necessary to improve results.

28. **The Chairperson**, thanking the Director of the UNESCO Institute for Statistics for her informative presentation, said that the statistical trends would prove most useful in the implementation of UNESCO's programme and budget (39 C/5) with a view to contributing to the attainment of the 2030 Agenda for Sustainable Development. The presentations made during the meeting would be sent to participants electronically and posted on the Executive Board's website.

29. La representante del **Ecuador** agradece a la Sra.

Montoya que haya resaltado la importancia de que los Estados Miembros se identifiquen con la Agenda 2030 para el Desarrollo Sostenible. Teniendo en cuenta que en el Marco de Acción Educación 2030 se establecen unos indicadores claros y se otorga a la UNESCO la función de liderazgo en materia de educación, desea saber si esos indicadores se van a mantener o se van a modificar en el proceso que está actualmente en curso en el ECOSOC y que culminará en la Asamblea General de las Naciones Unidas y si ese Marco de Acción será la hoja de ruta para los países durante los próximos 15 años.

(29) The representative of **Ecuador** thanked Ms Montoya for highlighting the importance of ownership of the 2030 Agenda for Sustainable Development by Member States. Considering that the Education 2030 Framework for Action established clear indicators, and that UNESCO had been entrusted with leadership in education, she wished to know whether those indicators would be upheld or would evolve during the process that was currently underway in ECOSOC, leading to the United Nations General Assembly. She also asked whether the Framework for Action would become a roadmap for countries to follow during the next 15 years.

30. The representative of **Pakistan** remarked that while devising indicators, considerable emphasis had been placed on quality, which to his country was secondary, in view of the millions children out-of-school and not receiving any education. He thus requested a coordination mechanism between the education community and those implementing the policies.

31. The representative of **Malaysia** said that while he was aware that UIS was monitoring key targets in science, technology and innovation (STI), in view of the need to support youth development and employment, he wished to know whether the Institute could upgrade its activities in that field.

32.1 La **Sra. Montoya** (Directora del Instituto de Estadística de la UNESCO (IEU)) destaca que el ODS 4 es el único que cuenta con un grupo de trabajo activo en el que se ha incluido a los países para que participen en la definición de los indicadores. Hasta que la lista de indicadores no sea aprobada por la Asamblea General de las Naciones Unidas, estos podrían modificarse. Se han celebrado amplias consultas y, por tanto, es poco probable que los cambios que se produzcan sean de gran calado. El Marco de Acción Educación 2030 seguirá siendo la hoja de ruta y lo único que está pendiente es la definición de los indicadores mundiales.

(32.1) **Ms Montoya** (Director of the UNESCO Institute for Statistics (UIS)) stressed that SDG 4 was the only SDG with an active work group, involving countries so that they could participate in defining indicators. Until the list of indicators was adopted by the United Nations General Assembly, they could still change. However, owing to the extensive consultations that had taken place, it was unlikely that any potential changes would be major. The Education 2030 Framework for Action would continue to be a roadmap. The only pending question was the definition of global indicators.

32.2 Continuing in English, Ms Montoya said that the 28 countries representing the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (IAEG-SDGs) had been chosen by the regions that they represented. The global indicators had thus been decided

by the countries themselves, while the role of UIS was simply to provide technical advice and support. The process was one of open consultation and the list of indicators was the result of negotiations among the regional groups. The list was not yet closed and was therefore subject to change. Any changes to the list of global indicators should be made through the regional representative, not UIS, but she was happy to inform the IAEG-SDGs of remarks by UNESCO Member States. Moreover, she agreed with the representative of Malaysia that science, technology and innovation (STI) was an area that should be advanced by the IAEG-SDGs and UIS was currently working on related thematic indicators.

33. The representative of **Germany** noted that the fifth meeting of the High-Level Group for Partnership, Coordination and Capacity-Building for Statistics for the 2030 Agenda for Sustainable Development had been held at the end of May in Budapest. He wished to know what link there was between both that body and the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (IAEG-SDGs), and the UNESCO Institute for Statistics (UIS), and whether there was cooperation or the risk of duplication with the work of UIS.

34. The representative of **Kenya** thanked the Director of the UNESCO Institute for Statistics (UIS) for her detailed presentation and good work. She was glad to hear that capacity building was one of the focus areas of UIS. She recalled that for African countries, progress in education, particularly qualitative progress, had been a key challenge for the education for all (EFA) agenda. In that regard, capacity building, monitoring and evaluation were key priorities for many countries, notably in Africa, in the implementation of the Education 2030 Agenda, particularly in view of its complexity. She wished to know how UIS could collaborate with African countries in the developmental capacity-building programme focusing on African countries in monitoring and evaluation for the Education 2030 Agenda, since effective monitoring and evaluation directly contributed to the development and review of the relevant policies for education.

35. Le représentant de l'**Ukraine** demande à la Directrice de l'ISU si le questionnaire reflète, à son avis, pleinement sa vocation première, à savoir contribuer à recenser les lacunes potentielles dans les indicateurs relatifs à l'accès aux données de suivi en matière d'éducation.

36.1 **Ms Montoya** (Director, UNESCO Institute for Statistics – UIS), in reply to the representative of Pakistan, said that the issue out-of-school children and access fell under the thematic set of indicators. UIS would be publishing data on out-of-school children the following month.

36.2 In reply to the representative of Germany, she said that UIS had been careful to coordinate with other agencies, including EUROSTAT, OECD, the World Bank, the United States Agency for International Development (USAID) and UNICEF in order to ensure there was no duplication. UIS was in consultation with the United Nations Inter-Agency and Expert Group on Sustainable Development Goal Indicators (IAEG-SDGs), providing technical advice, information on indicators and metadata. The High-Level Group for Partnership, Coordination and Capacity-Building for statistics for the 2030 Agenda for Sustainable Development was new, and had initially overlapped with the work of the 2030 Agenda for Sustainable Development steering committee, but was building initiatives and providing technical guidelines.

UNESCO had a key role in capacity building in the area of national statistical development strategies so that countries could improve data collection on education, science, technology and culture. UIS had developed new tools to help identify contributors in each country and how to use regional and local knowledge to coordinate capacity building.

36.3 In reply to the Ukraine, she said that UIS was reviewing the questionnaires in terms of the Sustainable Development Goals (SDGs). Disaggregated data was one of the challenges of the new agenda. In some countries, for example, data collection needed to be strengthened in certain areas, such as disability, because without equity it was impossible to achieve learning for all.

37. The representative of **Nepal** said that he wished to know how the Member States could collaborate with UNESCO and UIS in terms of statistical capacity development at the national level in relation to the programme and budget (39 C/5).

38. La représentante de la **Côte d'Ivoire** remercie l'ISU de l'appui qu'il apporte aux pays en leur fournissant des indicateurs. Cependant, elle déplore qu'un document très important pour les États, le Rapport sur la science, qui est un outil d'aide à la décision pour la recherche, n'existe qu'en anglais – seul un résumé est disponible en français. C'est pourquoi elle demande s'il est prévu qu'une version française de ce rapport soit publiée.

39. La representante del **Uruguay** pregunta si la información que ha recabado el IEU para la definición de los indicadores procede, además de los gobiernos, de otras fuentes como la sociedad civil, las ONG, el sector privado o el mundo académico y, en ese caso, desea saber cuáles son esas fuentes.

(39) The representative of **Uruguay** asked whether the UNESCO Institute for Statistics (UIS) used different sources of information to define indicators, in addition to government sources, such as civil society, NGOs, the private sector or academia. If so, she wished to know what those sources were.

40. La **Sra. Montoya** (Directora del Instituto de Estadística de la UNESCO (IEU)) señala que el IEU recopila datos de los gobiernos nacionales mediante cuestionarios. Antes de su publicación, los datos y los indicadores elaborados se envían a los gobiernos para que den su visto bueno. Por tanto, las estadísticas son oficiales porque los datos proceden de los gobiernos o de fuentes vinculadas al sistema de las Naciones Unidas, en el caso de los datos secundarios. El IEU también utiliza datos procedentes de fuentes privadas y de la sociedad civil, pero en este caso se deben respetar una serie de reglas y procedimientos establecidos por la Comisión de Estadística de las Naciones Unidas. La lista de indicadores se ha preparado con la aprobación de los países y el Instituto ha ejercido una función de coordinación. Por otra parte, en relación con la Agenda 2030 para el Desarrollo Sostenible, destaca la importancia del desarrollo de capacidades y la necesidad de que los países se identifiquen con la Agenda.

(40) **Ms Montoya** (Director of the UNESCO Institute for Statistics (UIS)) clarified that UIS collected data from national governments through questionnaires, after which the data and indicators prepared by the Institute were sent to governments for approval before publication. The statistics were thus official, since the data came from governments or, in the case of secondary data, from sources linked to the

United Nations system. UIS also used data from private sources and civil society, but only if they complied with a series of rules and procedures established by the United Nations Statistical Commission. The list of indicators had been prepared with the approval of governments, with the Institute serving as coordinator. Additionally, regarding the 2030 Agenda for Sustainable Development, she underlined the importance of capacity development and the need for countries to take ownership of the Agenda.

41. **The Chairperson** thanked the Director of the UNESCO Institute for Statistics (UIS) for participating in the meeting during which she had provided very pertinent and useful information.

**Point 5 : Présentation de la Directrice du service IOS : Rapport annuel du Service d'évaluation et d'audit (IOS) et révision du mandat du Comité consultatif de surveillance**

42. **Le Président** invite Mme Frueh à présenter le Rapport annuel du Service d'évaluation et d'audit sur ses activités, ainsi que la révision du mandat du Comité consultatif de surveillance à la suite de la résolution 38 C/102 de la Conférence générale. Il rappelle que ce point figurera à l'ordre du jour de la 200<sup>e</sup> session du Conseil à l'automne. Il dit qu'il sera intéressant d'entendre Mme Frueh sur le fonctionnement des organes similaires à IOS au sein du système des Nations Unies.

43.1 **Ms Frueh** (Director of the Internal Oversight Service – IOS) said that her presentation would inform the Executive Board on three issues relevant to its forthcoming 200th session: the terms of reference of the Oversight Advisory Committee (OAC); the IOS evaluation strategy; and an update on ongoing IOS work.

43.2 She recalled that a General Conference resolution had invited the Director-General to revise and complete the terms of reference of OAC, taking into account the forthcoming Joint Inspection Unit (JIU) conclusions, and to bring them into line with those of the United Nations Independent Audit Advisory Committee (IAAC). The JIU report was not yet available, but should be so by the autumn. In the meantime, to further the discussion and inform Member States, IOS had undertaken a review of audit committees in the United Nations system, including a special comparison between OAC and IAAC, which she would send to them forthwith.

43.3 Audit or oversight committees had originated in the private sector and all major companies had one. Internationally, audit committees assisted their boards of directors to perform corporate governance and oversee responsibilities in relation to their entities' financial reporting, internal control systems, risk management, and internal and external audit functions.

43.4 In the United Nations system, audit committees were a relatively new phenomenon, OAC being the second oldest, according to a JIU report from 2010. There were currently 18 such audit or oversight committees, which she grouped into their different forms. The first group included nine agencies (UNDP, UNFPA, UNHCR, UNICEF, UNOPS, UNRWA, WFP, FAO and UNESCO) with an oversight advisory committee that reported only to the executive head. The second group (ITU and WHO) had a mixed model, reporting to the executive head and the governing body. In the third group, the audit committee reported only to the governing body, which was the case

for the United Nations' IAAC and some smaller specialized agencies (ICAO, WIPO, ILO, WMO, OPCW and UPU). A group of five agencies (IAEA, UNIDO, IMO, UNWTO and CTBTO) had decided not to institute an audit committee for various reasons - for example, the International Atomic Energy Agency (IAEA) considered that the sensitive nature of its work meant that it would be difficult to share privileged information with an audit committee.

43.5 Most of the audit committees shared many of the same features: they were small, with five or less technical experts serving in a private capacity, and had very similar mandates (financial statements, internal control framework, risk management and internal oversight). There were some differences in terms of reporting and the role of external audit functions. Committees reporting directly to the board normally had a mandate over the external auditor, but not always. Committees reporting to their executive head normally did not have an external audit mandate, although some of the newer terms of reference of such committees, in the United Nations Population Fund (UNFPA) and the United Nations Development Programme (UNDP) for example, did include external audit functions. In most of the nine committees that reported to executive heads there was a clear shift towards a greater engagement with the governing boards, no matter the terms of reference. All reports went to the governing boards, so there was transparency, a direct reporting line to the boards, and committees engaged more with the boards. The most recent terms of reference at UNESCO had aligned its practices with the emerging trends in other organizations, so that, for example, the Chairperson of OAC now attended board meetings at the invitation of the Chairperson of the Executive Board.

43.6 Ms Frueh then made a direct comparison between OAC and IAAC. The mandates were similar, the exceptions being the specific mandate of IAAC on accounting and social practices, as well as the review of the Office of Internal Oversight Services (OIOS) budget prior to its submission in order to provide an opinion on whether or not the budget was adequate and sufficient. IAAC had only an advisory function on reports by the external auditor because there were other committees in the United Nations covering that function, such as the Fifth Committee (Administrative and Budgetary Committee), which received all audits from the external auditor. There were also differences in expertise: OAC required a broader skillset, whereas IAAC was a more classical audit committee that required a background in auditing and finance. The IAAC mandate was three years, while that of OAC was two years. There was also a difference in the budget as IAAC had a larger operation.

43.7 She presented the current IOS programme as reflected in Annex 2 of the annual IOS report. In 2016, Member States had endorsed the new evaluation policy of the Director-General and IOS had developed a strategy to help implement that policy, focusing on the corporate and decentralized level, aiming to improve decision-making, organizational learning, programme improvement, and accountability for the use of evaluations and recommendations. She highlighted two key aspects: the commitment to ensure sustained funding by setting a 3% target for all evaluations, whether corporate or decentralized, and the aim to strengthen decentralized evaluations, which needed overall improvement before they could be used more systematically for corporate results reporting. IOS had conducted a synthetic review of all decentralized evaluations since 2009, and had found



significant variations and gaps in evaluation coverage. One of the strategies was to strengthen decentralized evaluation through a focal point network on evaluation, and funding for the “invest for efficient delivery plan” would enable IOS to develop tools and training packages to help strengthen decentralized evaluation.

43.8 Four key risks had been identified: (1) unpredictable and inadequate financial resources; (2) insufficient organization leadership, ownership, and support; (3) limited quality of monitoring data; and (4) low and high external or unpredictable demand for evaluation. The risks were theoretical and IOS had thus far managed them successfully. With regard to financial resources, the Director-General had given clear instructions for the next C/5 document to ensure that evaluation funding met the 3% target. IOS would also need to engage in proactive fundraising on certain evaluations because while the budget had not been increased yet, there were gaps. IOS had been working with the sectors, and the response had been quite positive, so she anticipated that there was sufficient funding at least for the planned evaluations in Annex 2. Concerning insufficient leadership, evaluation and audit recommendations were a standing item on the Senior Management Team (SMT) agenda, enabling IOS to report on the status of key oversight work and the implementation of recommendations. She anticipated that implementation rates would improve over time. IOS was working with various partners to improve data collection, and the UNESCO Institute for Statistics (UIS) was an important partner because it had significant capacity on statistics. The last point concerned how to ensure that the work being done was known, because the IOS produced several reports per year.

43.9 Lastly, she gave a status update on some of the key reports in order to help Member States decide whether they required more reflection and discussion. In the past, IOS had found that when several long reports were submitted to the Executive Board in the autumn, there was not enough time to discuss them in depth. She suggested as a solution that people request more information or that IOS organize information sessions.

43.10 The first report, on the evaluation of UNESCO's role in education, emergencies and protracted crises was timely, as it had followed the Humanitarian Summit in Istanbul, where education was high on the agenda. IOS had used four case studies, in South Sudan, Afghanistan, Nepal and the Syrian Arab Republic, to evaluate UNESCO's contributions in emergency situations. IOS had found that while UNESCO's work was relevant, it was difficult to position the Organization with partners as an actor in emergency situations. It was clear that UNESCO was not a frontline actor, but it was the only one able to provide services such as education sector planning and secondary education for refugee children. The right operational mechanisms were not in place, however, so a parallel audit was currently evaluating those mechanisms to see whether it would be possible to fast-track deployment of staff and procurement and jumpstart some activities. IOS was thus identifying bottlenecks and ways to address them.

43.11 The second report, on the evaluation of UNESCO's standard-setting work related to regional higher education conventions, confirmed that sustaining momentum over time was one of the key factors to achieving progress, but that the current reality of financial constraints called for different solutions and ways of working, and a holistic approach.

43.12 Third, the evaluation of the Associated Schools Project Network (ASPnet) recognized that the network was a relevant and effective mechanism for improving the quality of education. It was functioning as a cost-efficient programme through decentralized structures and components, but UNESCO must maintain minimal critical mass in order to operate the network. There was also a need to increase the awareness about ASPnet at the policy level, so more outreach was necessary to show its relevance and potential.

43.13 The last report, on the evaluation of the Education for All (EFA) Global and Regional Coordination Mechanisms confirmed the steady commitment of UNESCO for the past 15 years, although clarity was needed regarding the role of each partner and convening agency.

43.14 IOS was looking systematically at existing evaluations by the World Bank, UNICEF and UNESCO on teacher policy, which unsurprisingly confirmed that the insufficient supply of teachers was one of the most serious challenges for achieving the Sustainable Development Goals (SDGs) and that the quality of teachers was key to improving the quality of education. The findings had also included a gender dimension: having female teachers as role models was important, so having more female teachers was seen as a positive signal.

43.15 Lastly, Ms Frueh explained that IOS was currently reviewing 115 category 2 institutes and centres to assess their operational status and had found that many were not yet operating according to UNESCO's strategies. IOS had sent a survey to category 2 institutes and centres, which had generated a response rate of 70%. She thanked the Member States who had helped with the survey. IOS hoped to have a draft audit report on the category 2 institutes and centres ready for the summer of 2016.

44. **The Chairperson** thanked the Director of the Internal Oversight Service (IOS) for her informative presentation, which would be sent electronically and made available on the Executive Board webpage. He opened the floor to questions and remarks.

45. The representative of the **United Kingdom of Great Britain and Northern Ireland** agreed that there were inadequate discussions of IOS evaluations and suggested addressing the issue by placing evaluations under separate items on the agenda of the Executive Board, rather than grouping them under one item, so as to pay adequate attention to the lessons in each evaluation. He also encouraged IOS to hold information meetings about such evaluations, so that delegations could understand the IOS findings in more detail. He also extended thanks to IOS for its work with the Oversight Advisory Committee (OAC) on the revision of its terms of reference. For the United Kingdom, OAC was a key part of the assurance of the assurers and it was helpful as a member of a governing body to have an independent opinion about programmes, resource levels and risk management in order to make informed decisions. Lastly, he was surprised that the Director of IOS had not mentioned the audit of the Social and Human Sciences Sector (SHS) that was currently on the IOS webpage, which contained a number of interesting conclusions that should be discussed at the autumn session of the Executive Board. When a report by the internal auditor stated that the staff of a sector were not necessarily being deployed in a way that matched expected results, that activities did not necessarily lead to those expected results, and that the system of internal control was found

to be deficient, it was important that those serious issues be addressed by the Executive Board. Moreover, he considered that the executive summary of that report did not adequately reflect the content of the full report and he requested IOS to address that issue, as some Board Members might not have time to read the full version and would therefore be unaware of certain major issues.

46. La representante de la **República Dominicana** pregunta cómo se realiza la selección de los miembros del Comité Consultivo de Supervisión Interna, en particular si los designa únicamente la Directora General o si intervienen otras instancias. En relación con la propuesta de revisión del mandato del Comité, desea saber si los miembros del Comité participaron en su elaboración. Por último, pregunta a la Directora del IOS si considera suficiente el porcentaje de recursos destinados a la evaluación, que es del 3%, o si le parece que sigue siendo limitado.

(46) The representative of the **Dominican Republican** asked how members of the Oversight Advisory Committee (OAC) were chosen and, specifically, whether the Director-General was the sole designator for new members or whether other agencies were involved. Regarding the proposal for a revision of the terms of reference of the Committee, she wished to know whether members of the Committee had taken part in its preparation. Lastly, she asked the Director of the Internal Oversight Service (IOS) whether, at 3%, she considered the level of resources earmarked for evaluation to be sufficient or still limited.

47.1 **Ms Frueh** (Director of the Internal Oversight Service – IOS), in reply to the representative of the United Kingdom of Great Britain and Northern Ireland, agreed that tabling the evaluations separately on the Executive Board's agenda would provide more discussion and visibility. However, when there was an agenda item on a policy issue with an associated IOS evaluation, it made sense to table them together. Furthermore, in the context of the evaluation of the technical and vocational education and training (TVET), for example, two "friends of TVET" meetings had been held, in which the IOS team had engaged directly with a group of Member States. During many other evaluations, IOS had consulted Member States and their National Commissions. The audit of the Social and Human Sciences Sector (SHS) had been mentioned by the Director-General in her statement that morning. Audits aimed to improve the Organization by highlighting problems of alignment between activities and expected results. The Assistant Director-General for Social and Human Sciences Sector (ADG/SHS) had embraced the audit and was already working on how to address the issues raised. IOS would monitor the situation closely to ensure that its recommendations were fully implemented. Moreover, she would examine the executive summary of the audit report on the SHS Sector, which was

a summary of the short report and therefore inevitably very short. She encouraged Member States to read the reports in their entirety.

47.2 Turning to the point made by the representative of the Dominican Republic, she said that the Committee was selected on a competitive basis. It currently comprised four members, but there would soon be an opening for a fifth, preferably an expert in ICT or risk management. A letter announcing the vacancy would be sent to all delegations and an advertisement would be taken out in an international publication such as the Economist. There would be a competitive selection process whereby applicants would be screened for their competencies and a senior management committee would be established to interview the shortlist of candidates, the results of which would be presented to the Director-General for the final selection. Although the selection took into account geographical distribution and gender equality, the choice was ultimately based on skills. With the current round of interviews, a roster should be established so that there would be a number of potential candidates when the next position opened up.

47.3 With regard to the revision of the terms of reference of the Oversight Advisory Committee (OAC), she said that the Committee's proposals had been embraced because they made good sense, bringing the Committee to the next level. The Committee would meet again in late June in Paris and IOS would send invitations to Member States to an open meeting to discuss the final revision, which should be ready by the autumn. It was unfortunate that the Joint Inspection Unit (JIU) had not yet published its report, which could have provided information on the advantages and disadvantages of the various types of committees.

47.4 With regard to the question on resources earmarked for evaluation, she said that the level of 3% was a target that had not yet been met and IOS would have to evaluate whether that was sufficient once it had been met. IOS would report on the matter to Member States annually. The current constrained environment was difficult to work in and evaluations were being done on a shoestring. Capacity was insufficient in IOS because the Service was increasingly helping the field offices and sectors in undertaking evaluations, thus taking time away from other tasks.

48. **The Chairperson** said that the information provided by the Director-General and the presentations made by UNESCO colleagues had proven to be of great use. The intersessional meeting had been fruitful and the utility of the meetings would be reviewed in December. The next intersessional meeting would be held on 9 September 2016.

*The meeting rose at 5.50 p.m.*