



United Nations  
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Organisation  
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Organización  
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Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

Executive Board

Conseil exécutif

执行局

Consejo Ejecutivo

Исполнительный совет

المجلس التنفيذي

EX

6th intersessional meeting / 6<sup>e</sup> réunion d'intersession / 6<sup>a</sup> reunión intermedia /

6-я межсессионное совещание / الاجتماع السادس بين الدورتين / 第六次闭会期间会议

Paris, 6 December 2016

Париж, 6 декабря 2016 г.

Paris, 6 decembre 2016

باريس، ٦ كانون الأول/ديسمبر ٢٠١٦

Paris, 6 de diciembre de 2016

巴黎, 2016 年 12 月 6 日

6 INX/SR.1-2

PARIS, le 6 mars 2017

Summary records

Comptes rendus analytiques

Actas resumidas

Краткие отчеты

المحاضر المختصرة

简要记录

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Mr Jacques RAO (Director of the Governing Bodies Secretariat (GBS), Secretary of the Executive Board and of the General Conference)

and other members of the Secretariat.

## **AGENDA**

### *Item*

Adoption of the provisional agenda (6 INX/1 Prov.)

Statement by the Director-General and answers to written questions posed by the Member States

Question and answer session with the Director-General

Presentation on the preparation of draft document 39 C/5 for Major Programme I – Education, followed by questions and answers

Presentation on the preparation of draft document 39 C/5 for Major Programme IV – Culture, followed by questions and answers

**TABLE OF CONTENTS**

<i>Item</i>	<i>Page</i>
<b>First meeting – Tuesday 6 December 2016 at 10.10 a.m.</b>	1
<b>OPENING OF THE 6TH INTERSESSIONAL MEETING</b> .....	1
Adoption of the provisional agenda (6 INX/1 Prov.) .....	1
Statement by the Director-General and answers to written questions posed by the Member States.....	1
Question and answer session with the Director-General .....	4
<b>Second meeting – Friday 6 December 2016 at 3.10 p.m.</b>	11
Presentation on the preparation of draft document 39 C/5 for Major Programme I – Education, followed by questions and answers.....	11
Draft Presentation on the preparation of draft document 39 C/5 for Major Programme IV – Culture, followed by questions and answers document.....	18

## FIRST MEETING

Tuesday 6 December 2016 at 10.10 a.m.

Chairperson: Mr Worbs (Germany)

### OPENING OF THE 6TH INTERSESSIONAL MEETING

#### Adoption of the provisional agenda

1.1 **The Chairperson** welcomed the Members of the Executive Board to the sixth intersessional meeting, together with the Member States non-Members of the Board as observers with enhanced participation status, the President of the General Conference and the Director-General.

1.2 He recalled that the original calendar for the intersessional meetings in 2016 had scheduled for December an evaluation of the utility and effectiveness of the intersessional meetings, as initially foreseen in 197 EX/Decision 28 and 44. However, at its 200th session, by means of 200 EX/Decision 13.1, the Executive Board had decided to continue interactive consultations on the preparation of draft document 39 C/5 until the end of 2016. The process of evaluation of the intersessional meetings would therefore begin at the first such meeting of 2017.

1.3 In November, during the strategic financing dialogue discussions, Members had heard from the Secretariat about the current financial situation and how it related to the implementation of document 38 C/5. The Secretariat had compiled all relevant and up-to-date financial data to provide a snapshot of the funds available. Those meetings had also been an opportunity to gain greater insight into the tools available in the future for UNESCO's financing from a regular programme perspective, as well as from the broad spectrum of extra budgetary funding sources.

1.4 He invited Members to take the opportunity to share their expectations with the Secretariat with a view to crafting a programme that would address the overarching objectives and global priorities outlined in the Medium-Term Strategy for 2014-2021 (37 C/4) and take into account any new priorities in view of changes in the international development agenda since 2013. In preparation of the intersessional meeting, he had held consultations with each of the programme sector Assistant Directors-General (ADGs), the Director of the Bureau of Strategic Planning (DIR/BSP) and the Chief Financial Officer (CFO), who would present their preliminary proposals for draft document 39 C/5, sharing their priorities and any challenges to be faced in the coming quadrennium, and answering any questions. He encouraged Members to formulate questions relative to the elaboration of draft document 39 C/5, focusing on the Education, Culture, and Communication and Information Sectors, bearing in mind the outcomes of the previous intersessional meetings in September and the information provided during the three sectoral information meetings on the structured financing dialogue for draft document 39 C/5 in November.

1.5 If there were no objections, he would take it that Members agreed to proceed with the agenda as outlined in his email of 30 November 2016.

2. The representative of **Nigeria** wished to know whether the agenda had been revised since 30 November and if so, whether it had been circulated in the room.

3. **The Secretary** said that there was no formal agenda and that the Chairperson's email of 30 November 2016, and the reminder sent on 5 December, had reiterated the way in which the intersessional meetings in December 2016 would take place. The agenda consisted in a statement by the Director-General, followed by a question-and-answer session, after which the Assistant Directors-General for the Education, Culture, and Communication and Information Sectors would give presentations and answer questions.

4. *The provisional agenda, as stipulated above, was adopted.*

#### Statement by the Director-General and answers to written questions posed by the Member States

##### 5.1 **The Director-General** *in extenso*:

Mr Chairperson of the Executive Board, Excellencies, ladies and gentlemen, thank you for the opportunity to address this intersessional meeting of the Executive Board. The eleventh session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage was held in Addis Ababa, Ethiopia, from 28 November to 2 December. I would like to thank the Government of Ethiopia for the hospitality provided to the Committee. This meeting saw the inscription of forms of expression from across the world, testifying to humanity's cultural diversity. I would like to reiterate the importance of the protection and preservation of tangible and intangible heritage. This is a new reminder of our mandate. In the same light, I just returned from Abu Dhabi, where I was honoured to attend the International Conference for the Safeguarding of Cultural Heritage in Conflict Areas, held under UNESCO patronage, led by President Francois Hollande and His Highness Crown Prince Sheikh Mohammed bin Zayed Al Nahyan. At a time when culture is under attack, this international conference saw new high-level commitments, from heads of States and governments, ministers, experts and the international community, to UNESCO's action to safeguard and preserve humanity's cultural heritage from the destructive results of armed conflicts, with the creation of a new International Fund for the Protection of Heritage.

5.2 From another angle, I am pleased to inform you that, on 1 December, I was awarded, as UNESCO Director-General, the World Wide Fund for Nature (WWF) 2016 Duke of Edinburgh Conservation Award. The award ceremony took place at Buckingham Palace, and the presentation was by His Royal Highness the Duke of Edinburgh, in recognition of the unparalleled role UNESCO plays in conservation through its global network of internationally designated areas. These include 203 natural world heritage sites, 35 mixed world heritage natural and cultural sites, and 98 world heritage cultural landscapes, along with 669 biosphere reserves, and 120 global geoparks. These sites cover every major ecosystem and they include hundreds of millions of local and indigenous peoples. Total UNESCO protected areas reach some 9.7 million km<sup>2</sup>, which is larger than China. I see this as a new map of the world – the map of a living planet, a UNESCO map of humanity and nature seeking to live in harmony, highlighting UNESCO's unique contribution to advancing sustainable development.

5.3 In the same spirit, UNESCO brought all its strengths to the 2016 United Nations Climate Change Conference (COP 22) in Marrakesh – I thank once again the Government of Morocco for its leadership. This was a key moment to take forward the historic Paris Agreement

on Climate Change, with a focus on African countries and small island developing States. UNESCO contributed across the board to the success of COP 22 – this included participation in the Women Leaders and the Global Transformation Summit, organized under the patronage of His Majesty King Mohamed VI and in the presence of the President of the Marshall Islands and the Moroccan Minister of Foreign Affairs, Mr Salaheddine Mezouar. On 11 November, UNESCO led a full day of events dedicated to social and human sciences and climate change and on 14 November advocated the central role of education for sustainable development – linking climate change action with the 2030 Agenda, through a high-level conference in the presence of Her Royal Highness Princess Lalla Hasna, President of the Mohammed VI Foundation for Environmental Protection, Rachid Benmokhtar Benabdellah, Minister of National Education and Vocational Training of Morocco, Patricia Espinosa, Executive Secretary of the United Nations Framework Convention on Climate Change (UNFCCC), and a number of education ministers from across the world.

5.4 On another crucial angle, in Athens, on 22 November, UNESCO organized the major conference “Welcoming Cities for Refugees”, with His Excellency Mr Prokópis Pavlóopoulos, President of the Hellenic Republic, Ms Odeta Nishani, First Lady of the Republic of Albania, Ms Andri Anastasiadis, First Lady of the Republic of Cyprus, and Ms Marianna V. Vardinoyannis, founder of the Marianna V. Vardinoyannis Foundation and UNESCO Goodwill Ambassador. It was an important conference, because cities are the true test for living together and sustainable development in a world of change. Infrastructure, water and energy – these are the “hardware” for more “inclusive, safe, resilient and sustainable cities”, as expressed in Sustainable Development Goal (SDG) 11. They need the right ‘software’ to work, in the form of sharper policies, for education, social inclusion, culture and stronger cooperation – this is UNESCO’s commitment, which brought also the United Nations Conference on Housing and Sustainable Urban Development, in Quito, Ecuador, where we launched the report “Culture: Urban Future”, which has been acknowledged by the participants as one of the strongest contributions to the Conference.

5.5 On 30 October and 1 November, I opened the Quebec-UNESCO Conference on Internet and the Radicalization of Youth: Preventing, Acting and Living Together, in Quebec, Canada, with Premier Philippe Couillard and Ms Christine St-Pierre, Minister of International Relations and la Francophonie. Organized in the framework of the Information for All Programme (IFAP), as a follow-up to the first conference in June 2015, it brought together the Premier of Quebec and seven ministers, with four high-level United Nations officials, five mayors, and 500 experts from 70 countries across the world. I would like to express my gratitude to Ms Chafica Haddad, Chairperson of the IFAP Bureau, for her invaluable contribution to the organization and realization of this programme. I also thank the Government of Quebec and the Government of Canada for their leadership, and I wish particularly to draw the attention of all Member States to the importance of the outcome document adopted, entitled “Call of Quebec”. I see all this as an illustration of UNESCO at the cutting-edge, and testimony to the trust of Member States in our delivery. In this respect, just yesterday, I signed a new agreement with the Government of Finland, to the amount of \$1 million, to support UNESCO’s flagship Capacity Development for Education 2030 programme (CapED) – I thank Finland for

this crucial support.

5.6 Ladies and gentlemen, these are just a few spotlights on UNESCO’s recent work to deliver solutions for sustainable development and peace today. This is action across our mandate: providing policy support, building capacity, crafting standards and norms, shaping networks for innovation. In this respect, allow me to mention the Multilateral Development Review, published by the United Kingdom’s Department for International Development (DFID) on 1 December. I have shared the first response by UNESCO with Member States. We are working now on a full and comprehensive response, point by point, and I hope that after its publication we will engage in a substantial and full-fledged dialogue with DFID and all departments of the Government of the United Kingdom that are relevant to our work, in order to strengthen cooperation across the board. In this dialogue, I would invite DFID to examine similar such reviews by the European Union and other major donors that have assessed positively the Organization’s relevance, reform and capacity to deliver.

5.7 If you would allow me, Mr Chairperson, I would like to respond to questions raised by Member States. A first question has been raised by Member States of Group I, regarding the feasibility of funding the full \$11 million gap from the Special Account for Management Costs, or the Funds-in-Trust Overhead Costs Account (FITOCA). This is indeed a possibility, it can be done and it has been considered. I would nevertheless like to draw the attention of the Board to the fact that should such a decision be taken, it would not be in line with the Financial Regulations adopted at the 200th session of the Executive Board for the Special Account for Management Costs and would therefore have to be amended at the 201st session of the Executive Board. Funding of the full \$11 million gap from FITOCA is likely to reduce the reserve below the agreed limit in the Financial Regulations. For this reason, the use of FITOCA reserves for the Draft Programme and Budget for 2018-2021 (39 C/5) can only be considered as a temporary measure and such a measure is, for the future, unsustainable.

*(The Director-General continues in French)*

5.8 Mesdames, Messieurs, le Groupe II souhaite connaître les mécanismes prévus pour orienter l’exercice de priorisation et faire en sorte que le Programme 2030 ne se traduise pas en priorités nouvelles. Je rappelle que les consultations ont commencé officiellement à la 38<sup>e</sup> session du Conseil, en novembre 2015. Les États membres ont longuement discuté du rôle et de la contribution de l’Organisation dans la mise en œuvre du Programme 2030, afin d’assurer une cohérence maximale entre les deux. L’UNESCO s’est fortement impliquée dans la définition du Programme 2030, pour veiller, précisément, à la cohérence des différents programmes ; ultérieurement, des consultations ont été engagées, en particulier par le biais du questionnaire sur le projet de document C/5. J’ai tenu compte de tous ces éléments dans mes propositions préliminaires.

5.9 Le GRULAC (Groupe III) souhaite savoir quelles sont les principales difficultés rencontrées dans la présentation d’un budget intégré, la prévisibilité des fonds extrabudgétaires et la flexibilité des transferts de fonds d’un programme à l’autre. La préparation du budget intégré se déroule sans difficultés majeures. Les réunions de dialogue structuré sur le financement ont été constructives et le Secrétariat travaille activement, étape par étape, pour que la transition vers ce nouveau format

soit la plus claire et la plus fluide possible. D'une manière générale, la prévisibilité des fonds est assez élevée. Mais nous devons poursuivre notre plaidoyer en faveur d'accords stratégiques à long terme. La budgétisation axée sur les résultats – autre exemple de la réforme forte en cours à l'UNESCO – sera un outil très utile à cet égard. Le principal défi en termes de prévisibilité est de pouvoir s'adapter aux nouveaux besoins, en particulier ceux liés aux situations de crise et de transition, par définition imprévues. Quant à la flexibilité, nous en avons beaucoup discuté et nous sommes entre les mains des États membres. Je ferai des propositions sur les transferts et mon approche sera prudente. J'entends les inquiétudes de plusieurs États membres et il est clair qu'il ne faut pas renverser les équilibres structurels fixés par la Conférence générale. Je crois cependant que nous pouvons conserver ces équilibres tout en améliorant la souplesse. Les niveaux actuels de transfert sont extrêmement limités en raison de l'adoption du budget au niveau de chaque axe d'action. Pour le 39 C/5, je recommanderai l'adoption de budgets au niveau des grands programmes. Il est également crucial de développer les fonds extrabudgétaires sans affectation préalable (ils ne représentent aujourd'hui que 20% des fonds). Le Directeur de BSP pourra mentionner certains outils spécifiques prometteurs à cet égard, comme le Fonds d'urgence multidonateurs spécial.

5.10 Le Groupe ASPAC souhaite connaître les stratégies du Secteur de la culture pour diversifier la base des donateurs et assurer la mise en œuvre de toutes les conventions. La diversification de la base des donateurs est, en effet, un défi important ; nous avons obtenus des résultats positifs à cet égard puisque nous bénéficions de l'appui de nouveaux donateurs, y compris du secteur privé - de la Chine, par exemple. En outre, certains partenaires traditionnels s'engagent dans de nouveaux domaines, comme l'Union européenne dans les conflits ou la Banque mondiale dans la culture et le développement. Comme je l'ai déjà souligné, la priorité est de développer les partenariats à long terme afin de maximiser l'efficacité et de rentabiliser l'investissement en temps de personnel. Les ressources mobilisées sont très inégalement réparties entre les conventions. Celles de 1954 et de 1970 – en dépit de leur importance pour notre réponse aux conflits – reçoivent très peu d'appui, malgré la très forte priorité qui leur est accordée par les États membres. Nous continuerons de faire de notre mieux pour relever ces défis, dans le cadre du dialogue structuré sur le financement. J'ajouterai que des initiatives comme les « Partenariats pour la conservation » du patrimoine mondial ont permis d'amasser 11 millions de dollars des États-Unis depuis 2005. La stratégie de levée de fonds du Fonds international pour la diversité culturelle a également donné des résultats intéressants, tout comme la Campagne #UnisPourLePatrimoine. Nous continuerons de nous appuyer sur ces exemples positifs mais je tiens à préciser aussi qu'en dépit de toutes les stratégies, de tous les plaidoyers et de toutes les intentions, la levée de fonds demande des équipes, des moyens, du temps ; elle suppose de construire des relations de confiance, d'expliquer, de rassurer, et cela ne se fait pas sans ressources conséquentes dédiées.

5.11 Le Groupe Afrique (Va) souhaite connaître les résultats les plus significatifs enregistrés dans la mise en œuvre des programmes phares de la Priorité Afrique. Je laisserai l'ADG/Afrique répondre à cette question dans le détail pour me concentrer sur un domaine qui me tient à cœur, celui de la liberté d'expression et de la sécurité des journalistes. Cette année, plus de 20 pays africains ont

organisé des activités nationales à l'occasion de la Journée mondiale de la liberté de la presse. Des politiques favorables à la liberté d'expression ont été renforcées dans sept pays africains. Les systèmes de responsabilisation des médias fondés sur l'autorégulation ont été renforcés dans six pays africains. Le Plan d'action des Nations Unies sur la sécurité des journalistes a été mis en œuvre dans quatre pays africains, et huit pays africains ont promu des lignes directrices et organisé des formations sur la sécurité des journalistes. Ces résultats, Mesdames, Messieurs, montrent que nos efforts de sensibilisation portent leurs fruits en Afrique. Ils contribuent non seulement au Programme 2030, mais aussi à l'Agenda 2063 de l'Union africaine. Vous me permettrez, Monsieur le Président, de demander ultérieurement au Sous-Directeur général pour le Département Afrique de compléter ces réflexions.

5.12 Le Groupe arabe (Vb) évoque l'éventualité d'allouer une partie du budget à la lutte contre le terrorisme et l'extrémisme violent. Vous savez, Mesdames, Messieurs, combien je me suis personnellement investie à ce sujet, pour positionner l'UNESCO au cœur de la prévention de l'extrémisme violent et du terrorisme. Je voudrais ici indiquer que, d'une certaine manière, la quasi-totalité du programme de l'UNESCO est une réponse à ce défi, pour « construire la paix dans l'esprit des jeunes et construire les défenses contre l'extrémisme violent ». C'est évidemment le cas de notre travail en faveur de la prévention de l'extrémisme violent, qui offre un cadre intégré à l'ensemble des actions de l'UNESCO dans le domaine de l'éducation, des sciences sociales et humaines, de la culture, de la communication et de l'information. La prévention de la violence et de l'extrémisme est déjà une priorité du Secteur CI. Nous venons d'organiser l'importante Conférence de Québec, dont j'ai déjà parlé, qui en est un exemple. Nous renforçons les capacités des jeunes dans le cadre du programme en faveur de la téléphonie mobile ; nous avons renforcé le rôle des journalistes et des médias, promu des politiques de diversité culturelle dans les médias et renforcé les capacités de mobilisation des jeunes grâce à un projet comme NET-MED Jeunesse. La valorisation du patrimoine, culturel, matériel, immatériel et documentaire, est au centre de cette stratégie de lutte contre l'extrémisme et de promotion d'un discours de tolérance. J'étais justement à Abou Dhabi la semaine dernière pour participer à la Conférence, que j'ai déjà mentionnée, initiée et organisée par la France et les Émirats arabes unis, à laquelle ont participé plus de 40 États membres et qui visait à répondre à un grand défi contemporain : prévenir et lutter contre l'extrémisme violent, et ai assisté à la création d'un nouveau Fonds international pour la protection du patrimoine victime des conflits et du terrorisme, dont l'objectif est de collecter 100 millions de dollars. Dans le cadre de la préparation du Projet de 39 C/5, je proposerai des actions intersectorielles fortes dans ce domaine. Il n'y a pas de meilleure preuve de l'importance et de la pertinence du mandat de l'UNESCO que cette réponse à l'extrémisme violent : la stratégie de terreur et de propagande des extrémistes nous montre à quel point les questions d'éducation, de culture et d'information sont liées et ne peuvent être séparées. C'est précisément pour répondre à des enjeux de ce type, au croisement des différentes disciplines de l'esprit, que l'UNESCO a été créée, et notre responsabilité est de construire une organisation capable de s'adapter et de s'acquitter de son mandat dans le monde d'aujourd'hui. Tel est aussi l'enjeu du prochain Programme et budget : définir des priorités claires pour

l'UNESCO et assurer ainsi sa pertinence dans le monde d'aujourd'hui. Je vous remercie de votre attention.

6.1 **M. Matoko** (Sous-Directeur général pour le Département Afrique – ADG/AFR) rappelle brièvement certains des résultats concrets obtenus grâce à la mise en œuvre des programmes phares dans le cadre de la Stratégie opérationnelle de l'UNESCO pour la priorité Afrique (2014-2021). Depuis l'adoption de ces programmes phares, quatre ans plus tôt, un grand travail a été réalisé et a conduit à la mise en œuvre de programmes de formation par le Secteur ED, avec le financement des pays donateurs, ou par l'Institut international de l'UNESCO pour le renforcement des capacités en Afrique (IIRCA). En collaboration avec les bureaux hors Siège, le Secteur ED a préparé les pays africains à mettre en œuvre l'ODD 4 du Programme 2030. Il a également obtenu des résultats très significatifs en matière d'EFTP et dans le cadre du Programme de renforcement des capacités en faveur de l'EPT (CapEPT). Grâce à l'appui de l'UNESCO, la plupart des pays africains sont prêts à se lancer dans la mise en œuvre du Programme 2030. Enfin, un projet d'un montant de 6 millions de dollars en trois ans en faveur de nouvelles approches de l'utilisation des TIC en matière d'éducation a été lancé.

6.2 Dans le domaine de la culture, l'orateur rappelle le travail normatif et de renforcement des capacités qui a été réalisé. Les capacités des fonctionnaires nationaux ont par exemple été renforcées en ce qui concerne la maîtrise des différentes conventions et la préparation des dossiers. La récente Conférence d'Addis-Abeba, à laquelle un grand nombre de pays africains ont participé, a rencontré un franc succès. Le Secteur s'est efforcé de mobiliser les jeunes en faveur de la protection et de la promotion du patrimoine culturel, à travers des camps, des programmes de volontariat, des voyages et des expositions concernant le patrimoine africain. La coopération de l'UNESCO avec l'Union africaine est en passe d'être renforcée grâce au mécanisme de coordination régionale ; un nouveau plan de coopération sera mis en place. Évoquant le programme phare relatif à la culture de la paix, très important pour l'Afrique compte tenu de la persistance des conflits, l'orateur dit que le Secteur continue de travailler en collaboration avec le Gouvernement de la Côte d'Ivoire, l'Union africaine et plusieurs institutions africaines en vue d'établir une école de la paix. Il annonce à ce propos que l'étude de faisabilité est terminée et que le Secteur espère la présenter au Conseil exécutif avant la fin de l'année. De plus, deux réseaux très actifs ont été mis en place : le Réseau « Jeunesse et culture de la paix » et le Réseau de fondations et institutions de recherche pour la promotion d'une culture de la paix en Afrique qui se réuniront en Angola les 12 et 13 décembre pour finaliser leurs statuts et adopter leur plan de travail pour les prochaines années, avec l'appui de l'Angola et d'autres pays du continent. Enfin, le Secteur a présenté au dernier Conseil exécutif une note d'information sur l'alignement des programmes phares avec le Programme 2030 et l'Agenda 2063 de l'Union africaine et procédera à une revue de ces programmes phares, afin de les présenter d'une manière plus systématique et axée sur les résultats dans le prochain 39 C/5.

#### **Question and answer session with the Director-General**

7.1 The representative of the **Republic of Korea** said that UNESCO needed to deploy further efforts to diversify its funding resources from government and non-

government partners in order to attain the targets of the 2030 Agenda for Sustainable Development. It was essential that potential donors be fully aware of and recognize UNESCO's unique role and mandate as a specialized United Nations agency. It was of prime importance that UNESCO gain confidence and recognition from potential partners across the world as an indispensable organization for international peace and development through its fields of competence. The several ongoing reforms of UNESCO in the areas of financial management, field office reform, adoption of results-based budgeting (RBB) and results-based programming, management, monitoring and reporting (RBM) had contributed to restoring trust among Member States. Nevertheless, a number of Member States continued to voice their critical assessment of UNESCO's performance and called for more efficiency. He also underlined the role of Member States in improving UNESCO's brand image: so long as representatives of Member States continued to have negative views of an organization, it would be hard for them to persuade their parliament and budget department to provide funding support. The same went for mobilizing funds from the private sector. It was important to have a structural financing dialogue in place, but it was more important for the Member States and the Secretariat to work together to enhance the Organization's performance.

7.2 Korea had been one of the beneficiaries of UNESCO's school text book programmes after the Korean War, and the school text book of United Nations Secretary-General Ban Ki moon was on display on the ground floor of UNESCO's Headquarters building as testimony to how UNESCO's work could affect and shape the future, transforming the world through education, especially for children in post-conflict, peace-building and post-disaster areas. It was primordial to identify the areas in which UNESCO had comparative advantages and develop flagship or signature programmes and promote success stories in order to rebuild the Organization's credibility and reputation and entice participation from Member States and the private sector. Member States and the Secretariat should work together to enhance the recognition of UNESCO's achievements in areas such as technical and vocational education and training (TVET), ICT-based education and global citizenship education (GCED) so that UNESCO could take its rightful place and obtain a good rating at the next assessment by the Development Assistance Committee (DAC) of the Organisation for Economic Co-operation and Development (OECD).

8. **The Chairperson** agreed that the success and reputation of the Organization depended not only on the work and efficiency of the Secretariat, but also on the active participation of Member States in the formulation of its programmes.

9. The representative of **Oman** said that she understood the Director-General's reservations concerning the methodology of the United Kingdom's Multilateral Development Review 2016 and its failure to grasp the normative nature of UNESCO. However, such a report could be turned into an opportunity to improve. She wished to know what transparency-enhancing measures could be implemented, beside the existing UNESCO Transparency Portal, to counter the critics. She encouraged the Organization to collaborate with the United Kingdom and wished to know whether any aspects targeted by the Department for International Development (DFID) could be adapted by UNESCO and used to the

advantage of the Organization. She agreed with the representative of the Republic of Korea that improvement was not the sole responsibility of the Secretariat but required a collective effort from Member States and an active and committed Executive Board.

10. The representative of the **United States of America** said that other international organizations, such as UNICEF, had much larger marketing, branding and private sector outreach departments than UNESCO. The Organization had recognized the need to develop multi-stakeholder partnerships but should perhaps rethink its staffing allocation in order to focus more on outreach to the private sector and governments for fund mobilization.

11.1 **The Director-General** agreed that it was important to spread the word about UNESCO's success stories to maintain the Organization's good name. The speeches made by the high-level speakers and experts at the International Conference for the Safeguarding of Cultural Heritage in Conflict Areas in Abu Dhabi had used UNESCO language, heralding the importance of the protection of heritage for peace and reconciliation. UNESCO had ensured that the destruction of heritage was recognized alongside humanitarian disasters on the global political agenda. UNESCO thus had a good image worldwide but it could do better through a collaborative approach between Member States and the Secretariat to build trust.

11.2 UNESCO would naturally continue with the reforms to deliver better and achieve more efficiency in a programmatic approach in order to meet the expectations of Member States. With regard to the Multilateral Development Review by the United Kingdom's Department for International Development (DFID), she had been surprised that the positive assessment of UNESCO provided in the full body of the text had not been reflected in the conclusions. She expressed the wish to engage in a dialogue with all UNESCO's partners in the United Kingdom.

11.3 The reform and the cut in budget had given a sharp blow to the services that dealt with advocacy and fundraising – the Sector for External Relations and Public Information (ERI), for example, had been slashed in half, and staffing allocation under the regular budget for marketing, branding and private sector outreach would be very difficult. The staff in the Division of Cooperation with Extrabudgetary Funding Sources (BSP/CFS), which dealt with the private sector, were on Funds-in-Trust Overhead Costs Account (FITOCA) posts. She invited Member States to accompany UNESCO by launching fundraising initiatives, which had been successful in the past. The positive image of UNESCO was necessary to attract donors. It should be noted, nevertheless, that one of the largest donors was the European Commission, which had financed more than \$100 million of projects over the past five and a half years, showing that UNESCO had passed the rigorous tests imposed by the European Commission in terms of accountability, transparency, risk and financial management.

١٢ أشار ممثل اليمن إلى المؤتمر الدولي لصون التراث الثقافي في مناطق النزاع، الذي عُقد في أبو ظبي في مطلع شهر كانون الأول/ديسمبر من عام ٢٠١٦، وكذلك إلى النتائج التي تمخض عنها هذا المؤتمر وأبرزها الاتفاق على إنشاء صندوق وملاذات آمنة لحماية التراث الثقافي في المناطق التي تشهد نزاعات مسلحة. وطرح في هذا الصدد السؤالين التاليين: هل سيكون الصندوق تابعاً لليونسكو أو مستقلاً عنها؟ وهل ستكون الملاذات الآمنة تحت

إشراف اليونسكو؟ وأشار أيضاً إلى ما قالته ممثلة عُمان بشأن تقرير وزارة التنمية الدولية البريطانية "Raising the standard: the Multilateral Development Review 2016"، ودعا الأمانة والمجلس التنفيذي وجميع الدول الأعضاء إلى دراسة هذا التقرير والنظر فيه كما ينبغي.

(12) The representative of **Yemen** referred to the International Conference for the Safeguarding of Cultural Heritage in conflict areas, held in Abu Dhabi in early December 2016, and to the outcome of the conference, and in particular the agreement to establish a fund and safe havens to protect the cultural heritage in areas that were experiencing armed conflict. In that respect, he raised the following questions: would the Fund be under UNESCO or independent? Would the safe havens be under the supervision of UNESCO? He also referred to the statement by the representative of Oman concerning the report of the United Kingdom Department for International Development *Raising the standard: the Multilateral Development Review 2016*, and called upon the Secretariat, the Executive Board and all Member States to study the report and look into it as appropriate.

13. Le représentant de l'**Allemagne** dit que l'approche secteur par secteur adoptée pour étudier les questions budgétaires et le budget intégré est indispensable mais estime que des questions se posent aussi de manière générale pour tous les secteurs. Il demande ainsi comment l'UNESCO compte réunir des fonds extrabudgétaires non réservés et quelle nouvelle approche devra être adoptée pour tous les secteurs. La Directrice générale ayant beaucoup insisté sur le secteur privé, il demande s'il existe d'autres partenaires potentiels en dehors du secteur privé. Il demande également comment l'Organisation peut transférer davantage de fonds extrabudgétaires non réservés entre les secteurs, sachant que c'est essentiel pour financer les programmes et projets sous-financés. Si la nouvelle approche induite par le dialogue structuré sur le financement et le cadre budgétaire intégré a pour avantage d'accroître la flexibilité (comme ce fut le cas pour l'OMS), l'orateur rappelle néanmoins que cette organisation fonctionne avec un seul secteur (celui de la santé) quand l'UNESCO en compte cinq. Il estime qu'il est donc plus difficile pour cette dernière d'accroître la flexibilité. Aussi demande-t-il comment introduire cette flexibilité entre les cinq secteurs de l'UNESCO et quelles dispositions juridiques en vigueur devront éventuellement être modifiées.

14. **Le Président**, remerciant le représentant de l'Allemagne pour ses questions, dit que la dernière d'entre elles soulève un point crucial pour le succès du dialogue structuré sur le financement.

15. Le représentant du **Togo** félicite la Directrice générale pour le prix sur la protection du patrimoine décerné à travers elle à l'UNESCO par le Duc d'Édimbourg. Il estime que cela montre que le rapport dont le Conseil discute doit être relativisé sur un certain nombre de points. Il souhaite saluer une fois de plus le Programme 2030, en particulier l'ODD 4, et rappeler l'approche holistique adoptée en faveur de l'éducation dans cet ODD. Il demeure cependant préoccupé par le sort qui sera réservé à l'enseignement supérieur dans le prochain C/5 et demande à la Directrice générale quelles initiatives ont été prises pour renforcer l'action de l'UNESCO dans ce domaine, très important pour le développement des pays.



16.1 **The Director-General** said that the issues raised by the representative of Yemen were very important and she invited the representatives of France and the United Arab Emirates to provide clarifications concerning their initiative. UNESCO was the guardian of the conventions and the criteria for world heritage, but various countries had adopted different heritage protection initiatives. She invited the representatives of the Bureau of Strategic Planning (BSP) and the Bureau of Financial Management (BFM) to respond to the question raised by the representative of Germany. There were a number of legal issues linked to the donations of some Member States and the situation at the World Health Organization (WHO) differed somewhat from that at UNESCO.

16.2 Poursuivant en français, la Directrice générale remercie le représentant du Togo de ses félicitations concernant le prix décerné à l'UNESCO, qui récompense l'excellence de l'action de l'Organisation en matière de protection de l'environnement, de patrimoine naturel, de réserves de biosphère, de géoparcs. Elle salue le fait que le représentant du WWF et le Duc d'Édimbourg ont, dans leur discours, insisté sur l'« intégration » des programmes de l'Organisation, sur l'intersectorialité de son action, qui constitue son atout.

16.3 En ce qui concerne l'enseignement supérieur, elle dit qu'il est essentiel à une éducation de qualité et que l'Organisation ne doit pas l'ignorer si elle entend mettre l'accent sur la science et la recherche. Elle ajoute que l'ADG/ED donnera plus de précisions à ce sujet ultérieurement.

17. **M. Djelid** (Directeur adjoint du Bureau de la planification stratégique – BSP) convient que la question soulevée par l'Allemagne est fondamentale et qu'elle appelle davantage d'échanges. Il dit que jusqu'alors l'UNESCO parvenait à mobiliser un niveau de ressources équivalent au budget ordinaire mais que, compte tenu de l'augmentation des besoins, il convient d'en mobiliser davantage. Or, on observe des inégalités en la matière, que ce soit par secteur ou par région, et ce déséquilibre pourrait être compensé grâce aux fonds non alloués. Compte tenu de la flexibilité limitée du budget ordinaire, fondé sur la Résolution portant ouverture de crédits, certains secteurs risquent d'être pénalisés et, dans le cadre des ressources extrabudgétaires, tous les fonds étant alloués, il n'est pas possible de les transférer d'un secteur, d'une activité ou d'un pays à un(e) autre. Les mécanismes multidonateurs envisagés devraient permettre d'encourager les bailleurs à verser des fonds non alloués. En outre, des efforts seront déployés pour développer les partenariats avec le secteur privé.

18. **Ms Wozencroft** (Chief Financial Officer – CFO) confirmed what had been said by the Director of the Bureau of Strategic Planning (BSP), that under extrabudgetary resources, the project agreement set the legal framework and defined the flexibility of fund transfers. Another category was that of the Special Accounts, for which standard Financial Regulations had been adopted at the last Executive Board. There again, the flexibility and authority to make transfers was defined within the individual Financial Regulations of such Special Accounts. For the regular programme, the budget appropriation resolution set the legal framework, as defined in the Financial Regulations. Furthermore, if the budget ceiling did not match the assessed contributions, it would be necessary to make an amendment to the Financial Regulations, but that issue could be considered at the next General Conference.

19.1 Le représentant de la **France** dit que les discussions en cours montrent l'utilité des réunions intersessions, qui servent à la fois à faire avancer les travaux des sessions ordinaires du Conseil et à échanger avec la Directrice générale sur les sujets d'actualité. Il annonce que la Conférence d'Abou Dhabi a été couronnée de succès et a atteint son but, à savoir donner davantage de visibilité à la question extrêmement importante de la protection du patrimoine en cas de conflit armé, le patrimoine en danger étant un sujet dont les opinions publiques s'inquiètent. Il rappelle que le patrimoine mondial de l'humanité est constitué du patrimoine de tous les pays et pas seulement de celui de quelques-uns, et que sa protection relève d'une responsabilité collective. Le règlement politique et militaire de la situation dans certains pays d'Afrique subsaharienne ou du Moyen-Orient ne doit pas faire oublier la dimension patrimoniale, ce qui exige de réunir davantage de ressources. C'est donc pour collecter les contributions d'États, mais aussi de grandes entreprises, que la Conférence a donné lieu à la création d'un Fonds, et de grandes institutions comme le Louvre ont également un rôle à jouer en apportant leur expertise. Ce Fonds vise en effet à rassembler toutes les bonnes volontés étatiques et non étatiques ayant un lien privilégié avec l'UNESCO. L'Organisation, lieu universel de référence, d'expertise, de compétence, doit conseiller et utiliser le Fonds et nouer avec lui un accord de partenariat privilégié dans les semaines à venir. Quant à la difficile question des refuges et aux inquiétudes qu'elle suscite, l'orateur dit que si certains pays, comme la Suisse, sont en avance, certaines interrogations demeurent et appellent des réponses de l'UNESCO.

19.2 Évoquant le rapport britannique très critique sur la gouvernance et la gestion, il avoue que la délégation française en a été surprise. Il estime qu'il faut certes rassurer le Royaume-Uni, répondre sans dramatiser aux questions posées et maintenir le dialogue avec ce grand pays, mais qu'il faut aussi mettre le doigt sur les erreurs ou mauvaises interprétations commises et s'appuyer sur ceux qui ont naturellement confiance en l'UNESCO. Il assure le Conseil que la Cour des comptes française, chargée des audits de l'Organisation, n'est habituellement pas coupable de faiblesse, et affirme que l'UNESCO a une grande capacité de résistance, malgré les difficultés financières et le fait que certains pays ne paient pas ou paient tardivement leurs contributions obligatoires.

20.1 The representative of **Serbia** said that she was very grateful to the Ambassador of France for providing further information concerning the International Conference for the Safeguarding of Cultural Heritage in Conflict Areas in Abu Dhabi, an event that had marked a new phase in the willingness of a group of participating countries to fight the trafficking of cultural property and strive for a stronger safeguarding of heritage in conflict zones.

20.2 Raising funds for UNESCO was a challenging process. In that context, she wished to know whether the existence of the new International Fund for the Protection of Heritage established in Abu Dhabi could affect the future of the UNESCO funds dedicated to those objectives. She also wished to know what role UNESCO would have with regard to that fund.

21. La representante de **España** agradece las presentaciones de la Directora General y de cada sector, que a su juicio contribuyen a aumentar la transparencia y mejorar la asignación de los recursos en los distintos sectores que, como ha señalado el representante de la

República de Corea, es un trabajo conjunto entre los Estados Miembros y la Secretaría. Refiriéndose a la cuestión de la ampliación de la base de donantes planteada por varios oradores, dice que, ante la crítica situación financiera de la Organización, los recursos extrapresupuestarios adquieren aún mayor relevancia y, a este respecto, menciona la sugerencia de la Directora General de ampliar esa base mediante la cooperación delegada, ya sea a través de los Estados de la Unión Europea, el Banco Mundial o el PNUD, sin olvidar a los donantes privados o iniciativas como la de Abu Dhabi. Coincide con la representante de los Estados Unidos en que es importante reforzar el personal dedicado a la movilización de fondos y observa que se han realizado muchos esfuerzos en este sentido pero de manera dispersa, por lo que convendría disponer de una estrategia más sistematizada para incrementar las aportaciones financieras que recibe la UNESCO por esta vía. Por último, reitera su preocupación acerca de los fondos asignados al Sector de Cultura, en particular por los desequilibrios existentes en la distribución de los recursos entre las distintas convenciones, algunas de las cuales guardan relación con el tema de la conferencia de Abu Dhabi y, en este sentido, desea saber cómo se reforzará ese vínculo con el Fondo recién creado.

(21) The representative of **Spain** welcomed the presentations of the Director-General and each sector, which she considered contributed to increased transparency and the improved allocation of resources in the various sectors which, as the representative of the Republic of Korea had said, involved the Member States and the Secretariat working together. Referring to the question of broadening the donor base raised by various speakers, she said that, given the critical financial state of the Organization, extrabudgetary resources were even more relevant and, in that respect, mentioned the suggestion of the Director-General to broaden the base by means of delegated cooperation, be that through the States of the European Union, the World Bank or UNDP, without forgetting private donors and initiatives like that of Abu Dhabi. She agreed with the representative of the United States that it was important to strengthen the staff assigned to fundraising, and said that much had been done to that end but in a fragmented way, and therefore a more systematic synergy was needed to increase the financial contributions UNESCO received in that way. Finally, she reiterated her concern regarding the funds allocated to the Culture Sector, in particular the existing imbalances in the distribution of resources among the various conventions, some of which were related to the theme of the Abu Dhabi Conference and, in that respect, asked how the link with the recently established Fund would be strengthened.

22. **The Chairperson** said that Spain was a good example of how private companies could support UNESCO programmes, such as the Abertis Foundation that supported the only privately financed category 2 centre.

23.1 **The Director-General** said that the Organization's future involvement in the International Fund for the Protection of Heritage set up on the initiative of France and the United Arab Emirates depended on the Executive Board's decision in that respect during its next session. It was too early to say what the future of the fund would be with regard to UNESCO.

23.2 Turning to questions raised concerning

extrabudgetary resources and fund mobilization, she said that a strategy had been adopted by the General Conference regarding the different sources of financing. The traditional Funds-in-Trust established by governments had different levels of flexibility. UNESCO was trying to establish new donors, some of which had provided funds beyond what had been agreed, such as the development agency of the Republic of Korea, for example, which had pledged extra funds for UNESCO's joint initiative with the United Nations Population Fund (UNFPA) and UN Women for the education of adolescent girls. The first such project for adolescent girls' education had thus been launched in Nepal.

23.3 UNESCO was also inviting donors to be strategic, by providing long-term and predictable sources of funding as Sweden had done, focusing on the Organization's core priorities. Other sources included self-benefiting funds, particularly in Latin America, following the example of Brazil. In the context of the 2030 Agenda, she encouraged middle-income countries in particular to commit to self-benefiting funds, which had proved very successful in various projects in Peru, Mexico, India and Nigeria. By giving money to such projects, the governments had shown their trust in UNESCO's ability to deliver and in the Organization's accountability and transparency.

23.4 UNESCO was also working with regional banks and other entities, such as the African Development Bank and the Asian Development Bank in subregional cooperation projects, for instance the implementation of new technologies for higher education in West Africa. Another major source of funding linked to the 2030 Agenda was the use of joint United Nations funds in cooperation with other United Nations agencies for the implementation of development projects. Presence in the field was essential to receiving such funding for local projects.

23.5 Finally, the private sector was a largely untapped source of funding. A number of UNESCO projects were financed with private funding, totaling more than \$60 million, but the Organization needed to be more strategic in that area and work in synergy with the United Nations system. Private funding included both North-South and South-South cooperation; two private Moroccan companies, for example, were funding UNESCO core programmes. As access to the private sector was difficult, National Commissions could act as an important interface with private donors.

24. **The Chairperson** agreed that the National Commissions had an important role, mentioning that the German Commission for UNESCO had recently organized meetings in Berlin with the private sector in order to promote UNESCO's programmes and seek private companies' support.

25. La représentante de l'**Italie** insiste sur certains objectifs clés du prochain C/5, comme la lutte contre le terrorisme et l'extrémisme violent ou le pluralisme culturel, qui sont des priorités intersectorielles, dans le contexte plus large du Programme 2030. Elle dit que ces objectifs font partie intégrante de la Stratégie sur le renforcement de l'action de l'UNESCO en matière de patrimoine culturel matériel et immatériel dans les zones de crise et de conflit, ainsi que du Plan d'action qui dérive de cette stratégie. Comme le représentant de la République de Corée, elle pense que la crédibilité de l'UNESCO se joue dans ses domaines de compétence, l'Organisation étant la seule institution des Nations Unies responsable de la protection du patrimoine culturel matériel et immatériel. Elle estime

qu'il faut inscrire sur l'agenda mondial le binôme crise humanitaire/destruction du patrimoine. Elle ajoute qu'il appartient aux États membres de choisir entre les contributions extrabudgétaires et les contributions ordinaires, en tenant compte des véritables priorités de l'UNESCO, faisant observer que la priorité accordée à la culture semble être un peu oubliée dans le contexte général.

26. The representative of **Sudan** endorsed the question raised by the Africa Group concerning UNESCO's expected results in the field of culture. He considered that UNESCO could play a very important role in preventing conflicts by raising awareness and disseminating a culture of peace. He recommended that the Assistant Director-General for the Africa Department utilize the knowledge and dynamics of the Director-General to actively participate in the dissemination of a culture of peace during her visits to African countries. Such beneficial action would reach the minds of ordinary people in Africa, where most of the countries were post-conflict countries.

27. La representante de **El Salvador**, refiriéndose al examen de la ayuda multilateral realizado por el Departamento de Desarrollo Internacional del Reino Unido (DFID) sobre la gestión y la gobernanza de la UNESCO, sugiere analizar sus resultados de manera holística a fin de dar una respuesta coherente. Estima que ese examen debería considerarse un instrumento constructivo que ofrece posibilidades para mejorar la gestión de la UNESCO, puesto que en la versión larga del documento se citan como pruebas de las conclusiones las auditorías del Tribunal de Cuentas, los informes del IOS, las decisiones del Consejo Ejecutivo, los informes resumidos del bienio 2014-2015, las respuestas de la Secretaría a las auditorías y las auditorías del dispositivo fuera de la Sede. A su juicio, convendría buscar un acercamiento con los autores del examen y elaborar una respuesta serena y objetiva a sus críticas.

(27) The representative of **El Salvador**, referring to the Multilateral Development Review of the United Kingdom Department for International Development (DFID) on the management and governance of UNESCO, suggested analysing its results in a holistic way so as to come up with a coherent response. She considered that the Review should be seen as a constructive instrument that afforded opportunities to improve UNESCO's management, since in the full version of the document, evidence in support of the findings included audits of the Cour des Comptes, IOS reports, Executive Board decisions, summary records of the 2014-2015 biennium, the Secretariat's replies to audits and audits of the field network. In her opinion, a rapprochement should be sought with the authors of the Review and a serene and objective response to their criticisms elaborated.

28. The representative of the **Islamic Republic of Iran** highlighted a comment made by the Director-General that the role of UNESCO's governance was not only to make changes to the Financial Regulations, but also to suggest changes in the Organization's programmatic approach. Most of the discussion had focused on funding and budgets, which were indeed important, but he insisted that the programmatic approach should not be forgotten. The private sector did not only represent money, it included civil society, private minds and non-governmental centres of excellence. UNESCO was supposed to be a laboratory of ideas, and should not only discuss fundraising, figures and money. Two weeks previously, he

had participated in the meeting of the group of friends of the #Unite4Heritage campaign, where he had seen a presentation by young people from the Netherlands who had been to Mali to save heritage during the conflict by raising private forces in civil society. He considered that to be a good example of how UNESCO's ideas could be effectively used by connecting with civil society.

29.1 The representative of **Nigeria** drew attention to the Dakar International Forum on Peace and Security in Africa, currently being held in Senegal, bringing together heads of State to examine the security challenges and perspectives for effective solutions. She wished to know whether UNESCO was participating in the Forum, and if so, how it intended to take into consideration the concerns of those heads of State in draft document 39 C/5. In many African countries, issues such as terrorism, drugs, climate change and human trafficking were serious problems. Without peace and security, sustainable development was impossible.

29.2 She thanked the Member States for raising the matter of funding and the Director-General for her clarifications. She wished to know the Director-General's opinion concerning her delegation's proposal to examine a reduction in the lapse factor from 5% to 3% as another way of increasing the funding of the Organization in the next biennium.

29.3 Lastly, with regard to the International Conference for the Safeguarding of Cultural Heritage in Conflict Areas in Abu Dhabi, she wished to know what strategies were being used to encourage more Member States to ratify the 1954 Hague Convention and its Second Protocol.

30. La representante de la **República Dominicana** da las gracias a la Directora General por su presentación, así como a la Secretaría y al Presidente por la gran calidad del debate mantenido después de la 200ª reunión del Consejo Ejecutivo acerca del 39 C/5, ya que se han tratado cuestiones importantes para el futuro de la Organización. Reitera el apoyo de su país al trabajo de la UNESCO y destaca como temas sustantivos para el futuro de todos los países la diversidad cultural, las dimensiones éticas de la sociedad de la información, el problema de la violencia, los jóvenes y la construcción de la paz. En el marco de la situación presupuestaria actual, pregunta cómo afectará el retraso en el pago de las contribuciones para el presupuesto ordinario y la escasa flexibilidad de los fondos extrapresupuestarios a la labor relativa a la enseñanza y formación técnica y profesional, que es esencial para abordar el problema de la empleabilidad en los países de su región, así como a la ejecución de las actividades relativas a las dimensiones éticas de la sociedad de la información y al Programa Memoria del Mundo del Sector de Comunicación e Información.

(30) The representative of the **Dominican Republic** thanked the Director-General for her presentation, and the Secretariat and the Chairperson for the high quality of the debate on document 39 C/5 since the 200th session of the Executive Board, addressing questions of importance for the future of the Organization. She reiterated her country's support for UNESCO's work and highlighted as crucial for the future of all countries such themes as cultural diversity, the ethical dimensions of the information society, the problem of violence, young people and peacebuilding. In the context of the present budget situation, she asked how the delay in the payment of contributions to the regular budget and the limited

flexibility in extrabudgetary funds would affect work on technical and vocational education and training, which was essential in addressing the problem of employability in the countries of her region, as well as how it would impact the execution of activities on the ethical dimensions of the information society and the Communication and Information Sector's Memory of the World Programme.

31.1 **The Director-General** thanked the representative of the Islamic Republic of Iran for appreciating her strong insistence upon a programmatic approach. In response to the comments made by the representative of Sudan, she said that in August 2016, she had spent two weeks in Africa, when she had visited Senegal, Chad, Mali, Niger, Nigeria and Kenya. In Nairobi, she had attended the Sixth Tokyo International Conference on African Development (TICAD-VI). In response to the questions raised by the representative of Nigeria, she said that UNESCO was indeed involved in the Dakar International Forum on Peace and Security in Africa but she had been unable to attend owing to its coincidence with the present intersessional meeting of the Executive Board. Mr Gwang-Chol Chang, interim Director of the UNESCO Office in Dakar, Senior Programme Specialist and Chief of Education Section was representing the Organization's mandate, with an emphasis on education for a culture of peace, conflict prevention and gender equality. UNESCO cooperated closely with the African Union in such matters and she looked forward to the outcome of the conference as UNESCO's contribution to peace and security in Africa was critical.

31.2 With regard to the matter of additional funding, the Senior Management Team had been discussing the lapse factor and she had taken due note of Member States' wishes, some of which wished to reduce it and others to maintain it. She stressed that it was not only a question of financial technique but was also a programmatic issue, affecting UNESCO's ability to deliver. On average, the Organization was trying to move towards a lapse factor of 3%. Owing to the nature of their work, some sectors wished to have a lower post vacancy rate and the challenge was to see whether a differentiated approach between sectors was possible.

31.3 Finally, one of UNESCO's objectives at the International Conference for the Safeguarding of Cultural Heritage in Conflict Areas in Abu Dhabi was indeed to encourage Member States to ratify the 1954 Hague Convention and its additional protocols. UNESCO used all bilateral meetings and international conferences to advocate for the ratification of its conventions. A number of major players had told her that they were moving toward ratification and she had invited Member States to seek assistance from UNESCO to deal with any legal or other matters that could present obstacles to ratification.

32. La representante de **Cuba**, refiriéndose al examen de la ayuda multilateral del Departamento de Desarrollo Internacional del Reino Unido (DFID) mencionado, dice que en cualquier análisis de la situación financiera de la UNESCO se debe tener en cuenta el impago de importantes contribuciones que se adeudan a la Organización. A su juicio, ese impago por parte de los principales contribuyentes es la razón fundamental de la crisis financiera de la UNESCO, que no se puede justificar por cuestiones relativas a la gestión, el personal o la gobernanza. Observa que en el contexto de esta compleja crisis financiera se han llevado a cabo procesos de rendición de cuentas serios y profundos y se ha incrementado el número de auditorías. Esa situación de

impago desalienta en gran medida a otros Estados Miembros y a otros donantes, por lo que cualquier alianza con la sociedad civil y con el sector privado es bienvenida. Si bien considera positiva toda reflexión que pueda contribuir a mejorar la gobernanza y la gestión, convendría usar los cauces previstos para ello, por ejemplo, el grupo de trabajo sobre la gobernanza, de carácter intergubernamental.

(32) The representative of **Cuba**, referring to the Multilateral Development Review by the United Kingdom's Department for International Development (DFID), said that any analysis of UNESCO's financial situation should take into account the non-payment of substantial contributions owed to the Organization. She was of the opinion that non-payment by major contributors was the main reason for UNESCO's financial crisis, which could not be explained by matters relating to management, staff or governance. In the context of that complex financial crisis, serious and far-reaching accountability processes had been implemented and the number of audits had increased. The non-payment situation largely disheartened other Member States and other donors, and therefore any alliance with civil society and the private sector was welcome. Although she considered any reflection that might go towards improving governance and management to be positive, it should use the channels provided for that purpose, such as the working group on governance, which was intergovernmental.

33. The representative of **Norway** noted that in recent biennia, efforts had been made to have fewer and more precisely formulated expected results in the C/5 documents. With the new integrated budget framework there would be even more focus on results-based programming, management, monitoring and reporting (RBM). In that regard, it was necessary to make a distinction between outcomes and specific tools and structures, such as the intergovernmental programmes. Those programmes had an important function both as support vehicles and in giving strategic input to the work within the regular programme, contributing to several expected results. Taking the Communication and Information Sector (CI) as an example, she wished to know how the expected results in Major Programme V would be formulated, taking into account the contribution of both the International Programme for the Development of Communication (IPDC) and the Information for All Programme (IFAP) in the attainment of all the expected results and the two respective main lines of action.

34. La representante del **Paraguay** reafirma su apoyo a la UNESCO, por estimar que ejerce un liderazgo y un papel fundamental dentro del sistema de las Naciones Unidas debido al carácter singular de sus esferas de competencia. Ante la grave crisis que atraviesa la Organización, aboga por que el documento 39 C/5 se prepare de manera realista, estableciendo un orden de prioridades y centrándose en la labor que solo la UNESCO puede llevar a cabo. A este respecto, reitera su preocupación por los resultados del cuestionario en línea, que podrían reflejar esferas o prioridades en él contenidas que exceden el mandato de la Organización y no son fundamentales para los Estados Miembros, olvidando la esencia de la UNESCO, e insta a proseguir el diálogo con transparencia y espíritu constructivo.

(34) The representative of **Paraguay** confirmed her support for UNESCO as it exercised leadership and had a key role in the United Nations system

owing to the unique nature of its fields of competence. In light of the serious crisis the Organization was experiencing, she said that document 39 C/5 should be prepared in a realistic way, setting an order of priorities and focusing on work that only UNESCO could do. In that respect, she reiterated her concern regarding the results of the online questionnaire, which might reflect areas or priorities in content that went beyond the Organization's mandate and were not essential to Member States, overlooking the essence of UNESCO, and she insisted on continuing the dialogue transparently and constructively.

35. **The Director-General** said that the preparation process for document 39 C/5 was unprecedented, both from the standpoint of the financial crisis, with a substantial reduction in the budget of the past five years of almost \$500 million, and with regard to the increased level of dialogue with Member States. In comparison to other international organizations, UNESCO's budget was very limited. Notwithstanding, UNESCO had not lost any of its leadership in its fields of competence with regard to the 2030 Agenda, fighting extremism and the trafficking or destruction of heritage. Moreover, never had there been such a dynamic and transparent dialogue with Member States, in intersessional meetings as well as sectoral meetings, regional groups and information meetings. That dialogue was vital for the Secretariat and the best way forward in terms of the budgetary framework and programmatic focus, building trust in very challenging circumstances. She appreciated the recognition by Member States of the dedication of UNESCO's staff, who were working under pressure in very difficult circumstances to deliver the programme. The representative of the Bureau of Strategic Planning could respond to the technical question raised by the representative of Norway.

36. **Mr Djelid** (Deputy Director of the Bureau of Strategic Planning – BSP) said that the Organization used results-based programming, management, monitoring and reporting (RBM) to define the expected results in the C/5 document. He had taken due note of the comments made by the representative of Norway, especially regarding the intergovernmental programmes. He confirmed that the Secretariat was working on formulating specific, measurable, achievable, relevant and time-bound (SMART) expected results. Member States would be able to see from the presentations given by the different sectors during the intersessional meeting that each sector had its specificity, but that the expected results were overarching for the Organization.

37. **The Chairperson** thanked all participants in the morning's rich discussion. He then invited the representative of the Dominican Republic to make a statement on behalf of the Latin America and Caribbean Group (GRULAC).

38. La representante de la **República Dominicana**, tomando la palabra en nombre del GRULAC, dice que considera pertinente que los debates que se llevan a cabo en el marco del diálogo estructurado sobre financiación se concentren en definir las prioridades establecidas por cada una de las regiones en función de los intereses de los Estados Miembros y no sobre la base de proyectos muchas veces desconocidos por los países, ni atendiendo a necesidades meramente geográficas. Además, subraya la necesidad de integrar a los países de ingresos medios y evitar su exclusión de los proyectos y programas. Asimismo, el GRULAC desea saber si la Secretaría dispone de un plan en el que se definan las prioridades de gastos de la Organización a fin de mejorar los resultados y la ejecución de los programas. Por último, para el GRULAC es importante que la Secretaría defina unos indicadores de resultados claros y con contenido, que permitan evaluar los efectos de cada una de las actividades del programa.

(38) The representative of the **Dominican Republic**, speaking on behalf of GRULAC, said that it was appropriate for the debates that took place in the framework of the structured financing dialogue to concentrate on defining the priorities set by each of the regions according to the interests of the Member States, and not on the basis of projects of which countries were often unaware, or to meet merely geographical needs. Furthermore, she underscored the need to include middle-income countries and avoid excluding them from projects and programmes. Likewise, GRULAC wished to know whether the Secretariat had a plan that set the Organization's cost priorities so as to improve programme delivery and results. Finally, for GRULAC, it was important that the Secretariat define clear and meaningful results indicators that would enable the impact of each programme activity to be evaluated.

39. **The Chairperson** said that owing to time constraints, he was obliged to adjourn the meeting and the Assistant Director-General for Education would give his presentation at 3 p.m.

*The meeting rose at 1 p.m.*

## SECOND MEETING

Tuesday 6 December 2016 at 3.10 p.m.

Chairperson: H.E. Mr Worbs (Germany)

### **Presentation on the preparation of draft document 39 C/5 for Major Programme I – Education, followed by questions and answers**

1. **The Chairperson** opened the meeting and invited the Assistant Director-General for Education to take the floor.

2.1 **Mr Tang** (Assistant Director-General for Education) said that his presentation comprised three parts: the first introduced the programme aspect of Major Programme I – Education; the second discussed the new integrated budget framework; and the third examined the challenges faced by the Education Sector. He recalled that during consultations, Member States had requested that the Education Sector's programme be closely aligned with Sustainable Development Goal (SDG) 4. Therefore, the ten thematic areas of the Education Sector's proposal for draft document 39 C/5 were aligned with nine out of the ten targets of SDG 4, and the two main lines of action (MLAs) reflected UNESCO's functions of supporting Member States in the implementation of SDG 4 and leading its global and regional coordination and monitoring.

2.2 In comparison to documents 37 C/5 and 38 C/5, the number of expected results proposed for Major Programme I in draft document 39 C/5 had been reduced from 13 to 10, and the main lines of action (MLAs) from three to two. Under MLA 1, all levels of education were reflected in expected results 1-4, including early childhood care and education (ECCE), primary and secondary education, technical and vocational education and training (TVET), literacy and adult learning, and higher education. The expected results for ECCE and primary and secondary education would mainly be attained through sector-wide policy planning. Vocational schools development was a priority, efforts would be focused on the "unfinished business" of literacy and there would be a holistic approach to higher education. Expected results 5-8 tackled the issues of teachers, education for sustainable development (ESD) and global citizenship education (GCED), gender equality, and inclusion, with particular emphasis on education in emergency situations. The two expected results under MLA 2 reflected UNESCO's coordination and monitoring of SDG 4 implementation. The two global priorities of Africa and gender equality were tied into the expected results.

2.3 The financial resources in document 39 C/5 were aligned with the priorities of Major Programme I, as specified by the Member States in consultations with the Secretariat. The priorities of sector-wide planning, literacy, TVET and teachers had considerable allotments of extrabudgetary funds and regular programme funds. He noted that the regular programme funds only represented 25% of the Sector's total resources, the remaining 75% being extrabudgetary. Total staff costs under the regular programme represented only 18% of the Sector's total resources (regular programme and extrabudgetary resources combined).

2.4 In accordance with requests by Member States, he presented the new integrated budget approach in draft document 39 C/5. The programme outlined in document 39 C/5 was a four-year cycle (2018-2021), while the

budget was separated into two biennia (2018-19 and 2020-21). The integrated budget comprised assessed contributions, which made up the regular budget, and voluntary contributions, comprising committed extrabudgetary funds and extrabudgetary funds to be mobilized; a target would be set for the latter for the biennium. The gap between committed funds and funds to be mobilized should gradually diminish over the two years as the target was met.

2.5 Member States had requested information on what they would actually be approving when approving the new integrated budget for Major Programme I. He said that by approving draft document 39 C/5 the General Conference would be approving Major Programme I – Education (four-year programme), the Member States' assessed contributions for Major Programme I, which was legally binding, and the entire budget for Major Programme I (including both regular and extrabudgetary funds). As an example, he broke down the figures from document 38 C/5 to show what the budget for Major Programme I comprised in terms of regular programme funds and extrabudgetary funds for expenditure on staff and activities at Headquarters and field offices as well as the seven category 1 education institutes. Each institute would have a separate resolution requiring Member States' approval.

2.6 The global needs for SDG 4 were enormous, as there was a \$39 billion gap in funding for education worldwide. In order for UNESCO to assist Member States with implementation of SDG 4, the budget targets had to be ambitious, but also realistic, based on past trends in extrabudgetary funding and projections of on-going projects in 2018-2019, consultations at Headquarters, field offices and the institutes and strategic choices for underfunded priorities, for example higher education and the right to education, while focusing on the comparative advantages of UNESCO. The proposed target for extrabudgetary funding for Major Programme I in draft document 39 C/5 was a 12% increase on the amount committed in document 38 C/5 for Headquarters and field office activities and a 6% increase for institutes, totalling some \$289 million. The addition of that target amount to the regular programme budget for the Education Sector resulted in an integrated budget of \$372 million for Major Programme I in the proposal for draft document 39 C/5. The Education Sector would report to the Executive Board every six months on the progress made towards meeting its target for extrabudgetary funding in order to see where the funds were allotted and whether adjustments to the expected results were necessary. As it was the first time such an exercise had been undertaken, it was difficult to make projections for the future and the Member States should allow the Secretariat a degree of flexibility and leeway for error.

2.7 The Education Sector faced both programmatic and budgetary challenges with regard to its programme for 2018-2021. First, in the coordination of SDG 4, UNESCO had a global steering committee and a regional and country-level coordination mechanism, but there were several parallel mechanisms, including the Global Partnership for Education (GPE), and the recently launched International Commission on Financing Global Education Opportunity, which were not necessarily well coordinated. Second, the Education Sector faced competition from other partners working in the field of education, some of which had more funding than UNESCO. Third was the dichotomy of Member States requesting the Sector to be more focused while continuing

to make extensive demands. As to budgetary challenges, the regular programme funds would be very limited. Even under the \$518 million budget scenario, the Education Sector would have no more than \$83 million. After staffing costs, around \$17 million would remain for activities, which would be limited to global and regional coordination and some seed money at country level. Activities at country level would therefore have to rely mainly on extrabudgetary resources. Under document 38 C/5, extrabudgetary funds were currently benefiting 65 Member States directly, half of which were African States. The structured financing dialogue would not necessarily mean that there would automatically be more funding for education. It aimed to give a clearer idea of the priorities and to build mutual commitment between the Organization and the Member States.

2.8 Three weeks previously, he had been to Africa, where he had launched the national consultations for SDG 4 in Togo and Benin. He had also launched the Global Education Monitoring Report (GEM) and a new Chinese Funds-in-Trust programme for teachers' development. In Togo, he had met with five ministers responsible for education and social development, and in Benin, he had met with four ministers and had discussed how to align the countries' national education strategies with the SDGs. He had also had the honour of meeting the Prime Minister of Togo and the President of Benin, who had expressed their satisfaction with UNESCO's work, which showed that UNESCO continued to be considered by Member States as useful and relevant. The Education Sector would endeavour to contribute to global efforts to provide all children with education and to ensure that no one was left behind.

3. **The Chairperson** thanked the Assistant Director-General for Education for his presentation on the preparation of draft document 39 C/5 for Major Programme I, including information on the challenges faced and the positive and encouraging feedback received during his visit to Africa. He opened the floor for discussion and questions.

4. La représentante d'**Haïti** souhaite attirer l'attention du Secrétariat et du Conseil sur le fait que le concept d'urgence qui a dominé les débats de la matinée met l'accent sur les conflits armés, ce qui peut se comprendre car ils sont extrêmement ravageurs, en particulier pour les jeunes et le patrimoine bâti. Cependant, elle tient à ce que, dans le Programme, ce concept soit précisé, et élargi à des champs, autres que les conflits armés, qui menacent autant le patrimoine bâti que les structures de l'éducation (par exemple, les catastrophes naturelles).

5. The representative of **Sweden** welcomed the idea that the Education Sector would report to the Executive Board every six months on the progress of extrabudgetary funding under the new integrated budgetary framework. Sweden was pleased with the proposal for "Major Programme I – Education", which was clearly aligned with Sustainable Development Goal (SDG) 4, and was particularly satisfied that technical and vocational education and training (TVET), adult education, and education for sustainable development (ESD) were clearly expressed in the thematic areas. Since education was both a goal in itself and a means to achieving several of the other SDGs of the 2030 Agenda, cross-sectoral collaboration within UNESCO and cooperation with other relevant United Nations agencies had to be strengthened. For example, media and information literacy could be an

area in which the Education Sector and the Communication and Information Sector could strengthen each other. In order to enhance UNESCO's decisive work on education for better health and wellbeing, including comprehensive sex education, she supported the proposal to incorporate that key topic in thematic area 6, developing knowledge values and skills to promote sustainable development. She was concerned that gender was sometimes treated as something "on the side" of the activities or programmes and not as a fully integrated part of the main lines of action and expected results. In order to follow the Organization's work on gender, it was of utmost importance that robust and high quality performance indicators be developed in all sectors, in accordance with the decision of the 200th session of the Executive Board. In Major Programme I, Sweden wished to see gender equality well integrated in all thematic areas and not separated in a different stream. In the proposal and the description of the thematic areas, neither thematic area 3, "skills for youth and adults", nor 4, "quality higher education", mentioned the gender perspective. She wished to know how the Education Sector would be able, in four years' time, to measure whether UNESCO had managed to accomplish a transformative gender perspective in Major Programme I.

6. The representative of **Kenya** welcomed the proposals from the Education Sector for the two main lines of action (MLA) and corresponding thematic areas for draft document 39 C/5, which were aligned on Sustainable Development Goal (SDG) 4 and responded to the Goal and its targets. For the effective implementation of SDG 4, there was need for contextualization of the 2030 Agenda at the national level and its integration into current national education sector plans and policies. That objective could be achieved through direct collaboration with the Education Ministry and other relevant ministries in policy planning and capacity building in monitoring and evaluation. Those areas were key in the new Education 2030 Agenda, given the complexity and unavailability of required indicators. He nonetheless expressed concern, because the important tasks of policy planning and capacity building in monitoring and evaluation were not clearly stated in the proposal for draft document 39 C/5. He therefore wished to know how UNESCO's important task in system-wide policy development and planning, which was key to the implementation of SDG 4 at the national level, would be taken into consideration in that document.

7. The representative of **Germany** wished to know how the Assistant Director-General planned to convince Member States to increase the flexibility of extrabudgetary funds, by either not earmarking or lightly earmarking those resources, in order to address priorities and urgencies.

8. The representative of **Oman** reassured the Assistant Director-General for Education that her country did not doubt the importance and relevance of UNESCO and hoped to see it continue. She requested more specific information on the challenges of the structured financing dialogue, and wished to know from all of the sectors how they intended to ensure a more focused UNESCO and avoid duplication with other agencies. She enquired which thematic areas in each sector had the most comparative advantages.

9.1 **Mr Tang** (Assistant Director-General for Education), replying to the question raised by the representative of Haiti, said that education in emergency situations included natural disasters as well as conflict and

post-conflict situations.

9.2 With regard to the matter of gender equality raised by the representative of Sweden, he said that in document 38 C/5, the Education Sector had mainstreamed gender equality in all its activities and there had been no specific gender-related expected result. For document 39 C/5, the Sector had fully aligned its expected results with Sustainable Development Goal (SDG) 4, which had a separate target on gender equality. In document 38 C/5, while each of the Education Sector's projects had a gender-related component, 38 extrabudgetary projects specifically focused on gender equality and a further 18 projects had a strong gender-related component, representing a total of 20% of the Sector's extrabudgetary funds. Although there was a separate expected result on gender equality in document 39 C/5, the mainstreaming of gender equality would continue.

9.3 In reply to the question raised by the representative of Kenya, he said that sector-wide policy planning had been one of the priorities over the last few years. However, it was not a target, but a means of achieving the education goal and was one of the Sector's comparative advantages. In reply to the question raised by the representative of Germany, he said that to date, all of the Sector's extrabudgetary funds had been earmarked. There were some "softly" earmarked funds, as was the case with a donation from China, which had earmarked \$8 million for education in Africa that had been allocated to teacher training. With the new budgetary approach, the Sector would be able to detect the funding gaps and appeal to donors to fill them.

9.4 Finally, in response to the question raised by the representative of Oman, he said that with the new integrated budget approach, the structured financing dialogue could be used as a tool to convince donors, including Member States, to provide more extrabudgetary funding in order to meet the target set in the overall budget, which they had committed to doing through their approval of document 39 C/5.

10.1 Le représentant du **Cameroun** formule deux observations. Il signale d'abord que pour les États jeunes comme le Cameroun (qui connaît une démographie galopante et dont les effectifs scolaires doublent tous les cinq ans), la problématique des structures et celle de la qualité des enseignants doivent être prises en compte. Au niveau national, les États s'efforcent de faire en sorte que les structures suivent le rythme de la démographie très jeune. L'UNESCO intervient quant à elle dans le domaine de la qualité des enseignants, et la délégation camerounaise se réjouit de constater que le Secteur de l'éducation accorde une priorité à la qualité de leur formation. Cependant, cette dernière dépend d'une autre variable de moins en moins prise en compte : la situation des enseignants. L'orateur déplore en effet que les enseignants formés se tournent vers d'autres secteurs d'activité, faute de bénéficier de conditions de travail adéquates, ce qui oblige à former d'autres enseignants de qualité.

10.2 Ensuite, il attire l'attention sur la place accordée à l'éducation à la paix et aux droits de l'homme, estimant que si l'on dépense des sommes astronomiques et si l'on consacre des forces herculéennes pour la gestion et la protection du patrimoine, c'est parce que l'éducation à la paix et aux droits de l'homme, en amont, a échoué. Il juge donc nécessaire d'accorder à ce thème une place plus importante dans le grand programme I, afin qu'il n'en soit

pas le parent pauvre.

11. **中国**代表感谢教育部门助理总干事就 39 C/5 教育领域重大计划以及预算框架所作的介绍。中国注意到 39 C/5 教育领域重大计划的制定与 SDG4（可持续发展目标 4）密切相关，其中的早期教育、扫盲、职业技术教育与培训、高等教育以及信息通讯技术在教育中的应用等项目，都充分反映了会员国和国际社会的主要关切。中国也感谢秘书处为推动整合预算框架工作所作出的努力和与会员国开展的非常有效的对话。中国希望预算框架的工作能够循序渐进地进行，进一步地提高本组织的工作效率和透明度。面对诸多挑战，中国认为最有效的方式就是加强会员国和秘书处的互信与合作，来提升本组织的可信度和可視度。

(11) La représentante de la **Chine** remercie le Sous-Directeur général pour l'éducation pour sa présentation sur le grand programme I - Éducation du 39 C/5 et le cadre budgétaire intégré. La Chine a noté que les projets prévus au titre du grand programme I - Éducation dans le 39 C/5 sont étroitement liés à l'ODD 4, dans des domaines tels que l'éducation de la petite enfance, l'alphabétisation, l'enseignement et la formation techniques et professionnels (EFTP), l'enseignement supérieure et l'utilisation des technologies de l'information et de la communication (TIC) dans l'éducation, ce qui fait écho aux préoccupations majeures des États membres et de la communauté internationale. La Chine remercie également le Secrétariat pour les efforts accomplis dans le processus d'intégration du cadre budgétaire et pour les dialogues engagés d'une manière efficace avec les États membres. La Chine souhaite que la mise en place du cadre budgétaire intégré soit faite selon une approche par étapes, en vue d'une amélioration accrue de l'efficacité et de la transparence de l'Organisation. Selon la Chine, le moyen le plus efficace de faire face aux nombreux défis, c'est de renforcer la confiance mutuelle et la coopération entre les États membres et le Secrétariat afin d'accroître la crédibilité et la visibilité de l'Organisation.

12. La représentante de la **Côte d'Ivoire** demande par quel mécanisme le soutien de l'UNESCO à l'éducation en Afrique interviendra, puisque les besoins en Afrique apparaissent dans tous les domaines thématiques (primaire, technique, alphabétisation, etc.), et comment la Priorité Afrique est prise en compte.

13.1 Le représentant du **Togo**, d'accord avec la structure à deux axes d'action présentée par l'ADG/ED, tient cependant à rappeler que le plus important reste l'éducation, qui est un préalable à la mise en œuvre du Programme 2030 et est importante non seulement pour l'UNESCO mais aussi pour l'ensemble du système des Nations Unies. Il dit que ses préoccupations concernant la place de l'enseignement supérieur et de la recherche n'ont pas été totalement dissipées et espère que le financement intégré renforcera un peu la place qui leur est pour l'instant réservée.

13.2 L'orateur est également préoccupé par l'enseignement secondaire. En effet, alors que le Programme 2030 prévoit qu'à cette date tous les enfants soient scolarisés dans le secondaire, dans la plupart des pays en développement le taux de scolarisation dans le secondaire n'est que de 15% environ. Il demande donc comment faire pour parvenir à un taux de 100%.

13.3 En outre, il rappelle l'importance de la



coopération entre les secteurs (SC et SHS notamment) pour la lutte contre le changement climatique, la paix, les droits de l'homme ou l'économie verte. Cette dernière apparaît comme une priorité mais les pays en développement ne sont pas encore tout à fait armés pour la mettre en œuvre. La collaboration entre les sciences et l'éducation devra être utile. Enfin, il rappelle la nécessité de prendre en compte la priorité Afrique, notamment le programme phare n° 2, ainsi que la question de la coordination de l'action en matière d'éducation en Afrique dans le cadre du dispositif Hors Siège actuel, et il demande ce que le Secteur prévoit pour assurer cette coordination.

14. The representative of **Brazil** fully supported the overall purpose of alignment between Major Programme I and Sustainable Development Goal (SDG) 4 in its targets as well as the guidelines established by the Education 2030 Framework for Action. However, she did not support prioritization of the 2030 Agenda to the detriment of UNESCO activities and projects approved by its governing bodies. She called for the reinforcement of UNESCO's field network, which was expected to provide support to Member States in the implementation of the Education 2030 Agenda. In that regard, she underscored the importance of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) in Caracas (Bolivarian Republic of Venezuela), and the UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC) in Santiago (Chile), and the major role they played regarding cooperation among Member States and UNESCO for the implementation of SDG 4.

15.1 **Mr Tang** (Assistant Director-General for Education) agreed with the comments made by the representative of Cameroon about the importance of high quality teachers and improvement of their working conditions, as well as the need for human rights education. In reply to the question raised by the representative of Côte d'Ivoire, he said that in line with global priority Africa, the Education Sector allocated the highest percentage of its resources to projects in Africa, including 34% of regular programme funds and 27% of extrabudgetary funds. Under the Capacity Building for Education For All programme (CapEFA – renamed Capacity Development for Education 2030, or CapED), since 2003, some \$85 million had been mobilized, 60% of which had been allocated to African countries. In 2016, out of the total \$9.8 million for CapED, some \$5.8 million had been allotted to Africa. Lastly, the staff and funding of the UNESCO International Institute for Capacity-Building in Africa (IICBA) located in Addis Ababa had been increased and the Ethiopian Government was building new premises for the Institute, which should be completed in 2017.

15.2 In response to the remarks made by the representative of Togo, he said that in the important area of higher education, the Sector was focusing on quality assurance, also through the creation and implementation of regional and global conventions on the recognition of higher education degrees. He agreed that the target of ensuring primary and secondary education for all girls and boys by 2030, representing 12 years' schooling, was ambitious, which was why UNESCO had originally suggested a target of 10 years. The United Nations, however, had preferred to be ambitious and had opted for a target of 12 years' schooling for all in its 2030 Agenda for Sustainable Development.

15.3 Finally, he said that the two field offices

mentioned by the representative of Brazil played a very important role in the implementation of UNESCO's regional education programme and their capacity would continue to be strengthened.

16. The representative of **Nigeria** said that in the framework of the integrated budget, taking into consideration the multiplicity of donors and national and international development agencies at the country level, she wondered how UNESCO would ensure greater coherence to support Member States. Even though UNESCO was the lead agency for Sustainable Development Goal (SDG) 4, other players such as UNICEF and the World Bank, for instance, would still intervene, especially in areas of emergency, as mentioned by the representative of Haiti. Furthermore, the structured financing dialogue seemed to be based considerably on the faith and hope that Member States and other donors would fill in the funding gap, but hope was not a strategy. She wished to know how UNESCO would cope if the projected money was not forthcoming.

17. La representante de **El Salvador** coincide con la representante de Nigeria en que convendría disponer de un plan alternativo para el supuesto de que no se obtengan los fondos previstos. Por otra parte, considera que en la esfera de la educación las prioridades para el GRULAC no deberían centrarse solamente en la calidad de la educación, sino también en los docentes, y observa que la cuestión de la inclusión solo se destaca en un ámbito temático, cuando, a su juicio, debería tratarse con una visión integral, de acuerdo con el Objetivo de Desarrollo Sostenible 4 (ODS 4), puesto que la inclusión no abarca solo el acceso a la educación, sino también el modo en que las políticas educativas permiten a todos los niños y niñas cursar y concluir todos los niveles educativos. Además, expresa su preocupación por el hecho de que El Salvador, como país de ingresos medios, pueda quedar excluido del proceso de ejecución del programa, por lo que desearía conocer qué mecanismos utilizará la Secretaría para que los países de ingresos medios sean integrados y reconocidos en las actividades que se lleven a cabo en el marco del presupuesto integrado y se beneficien de ellas. Por último, pregunta cómo se incorporará en el presupuesto integrado la cooperación Sur-Sur, dado que es el mecanismo de ejecución de la mayoría de las actividades del programa de la UNESCO en su región, especialmente en lo relativo a la educación.

(17) La représentante d'**El Salvador** partage le point de vue de la représentante du Nigéria selon lequel il conviendrait de disposer d'un plan alternatif dans l'hypothèse où les fonds prévus ne pourraient être obtenus. D'autre part, elle considère que les priorités du GRULAC dans le domaine de l'éducation ne devraient pas se concentrer uniquement sur la qualité, mais aussi sur les enseignants, et observe que la question de l'inclusion n'est abordée que sous un angle thématique, alors que, selon elle, elle devrait être traitée avec une vision intégrale, conformément à l'Objectif de développement durable 4 (ODD 4). En effet, l'inclusion ne couvre pas seulement l'accès à l'éducation, mais également la façon dont les politiques éducatives permettent à tous les enfants, filles et garçons, de suivre et d'achever tous les niveaux d'éducation. En outre, elle se dit préoccupée par le fait qu'El Salvador, un pays à revenu intermédiaire, puisse rester exclu du processus d'exécution du programme. Elle souhaiterait ainsi savoir à quels mécanismes le Secrétariat aura

recours pour faire en sorte que les pays à revenu intermédiaire soient intégrés et reconnus dans les activités menées dans le cadre du budget intégré, et qu'ils puissent en tirer profit. Enfin, elle se demande comment la coopération Sud-Sud sera prise en compte dans le budget intégré, étant donné qu'il s'agit du mécanisme d'exécution de la majorité des activités du programme de l'UNESCO dans sa région, en particulier en ce qui concerne l'éducation.

18. The representative of **South Africa** wished to know, with regard to duplication and parallel efforts by other agencies competing with UNESCO in the field, how UNESCO could use its comparative strength and pool all of the agencies' resources together to work as one, instead of seeing them as a challenge. He welcomed the mainstreaming of global priority gender equality into the programme and emphasized that the same should be true for global priority Africa. He voiced concern over the diminishing number of field offices in Africa, which would be vital to the implementation of the 2030 Agenda for Sustainable Development. The budget did not show how the field offices would be strengthened or reopened in Africa.

19. **The Chairperson** said that he was not aware that field offices in Africa were diminishing.

٢٠ أشار ممثل الكويت إلى الموارد الخارجة عن الميزانية والمشاريع الممولة منها، كذلك إلى تقليص الموارد البشرية بسبب العجز المالي الذي تعاني منه المنظمة، وسأل عن رؤية الأمانة فيما يخص سُبل الحيلولة دون أن يؤدي نقص الموارد البشرية في قطاع التربية، ولا سيّما في المكاتب الميدانية، إلى تعذر الاستفادة القطع من أكبر قدر ممكن من الموارد الخارجة عن الميزانية من أجل إنجاز مشاريع اليونسكو في أفريقيا على وجه الخصوص.

(20) Le représentant du **Koweït**, évoquant les fonds extrabudgétaires et les projets financés par ce type de ressources ainsi que la contraction des effectifs due aux difficultés financières de l'Organisation, demande comment le Secrétariat compte s'y prendre afin que la baisse des ressources humaines dans le Secteur de l'éducation, y compris dans les bureaux hors Siège, n'empêche pas ce Secteur d'utiliser le maximum de ressources extrabudgétaires pour l'exécution de projets de l'UNESCO, notamment en Afrique.

21. La représentante du **Maroc** demande si les pourparlers avec les bailleurs au sujet des « ressources à mobiliser » ont commencé et, à l'instar du Nigéria, si le Secrétariat a prévu un « plan B » au cas où ces ressources ne seraient pas réunies, au risque que la Conférence générale ait à approuver un budget inexistant.

22.1 **Mr Tang** (Assistant Director-General for Education), in reply to the question raised by the representative of Nigeria, said that at the country level the United Nations resident coordinators helped to coordinate the different approaches of the different agencies. The situation had improved considerably in recent years in order to avoid duplication. During his recent visit to Benin, he had been invited to the monthly meeting of the heads and deputy heads of the country's 14 United Nations agencies, where he had presented UNESCO's work and the global situation of Sustainable Development Goal (SDG) 4. As UNESCO had no office in Benin, a representative from the UNESCO Office in Abuja generally attended those monthly meetings. With regard to her question on extrabudgetary funds, he said that each year,

there had been a six per cent increase, but that was not considered ambitious enough. UNESCO would have to work with Member States to try to double that increase.

22.2 In response to the representative of El Salvador, he agreed that integration and inclusion were important, which was reflected in expected result 8 concerning education for people in vulnerable situations, including all disadvantaged groups and crisis-affected populations. The most important focus in middle-income countries in Latin America was on improving the quality of education and teachers. He assured her that South-South cooperation would continue and he would adjust his proposal to reflect that.

22.3 In reply to the question posed by the representative of South Africa on how UNESCO would use its comparative strength to get other agencies to work together, he said that a steering committee had been set up by UNESCO, with 34 members representing Member States, United Nations agencies, teachers, the business world and civil society, to coordinate work at a global level. There were challenges owing to parallel mechanisms and some strong agencies did not necessarily wish to be coordinated. UNESCO's platform had three functions: advocacy, using the champion countries of the Education First initiative; monitoring, through the Global Education Monitoring (GEM) Report; and following up the implementation of SDG 4 in cooperation with the International Commission on Financing Global Education Opportunity, which was invited to the steering committee meeting on 8 and 9 December in Paris, to discuss how UNESCO could work alongside the Education Commission.

22.4 He reassured the representative of South Africa that Global Priority Africa was mainstreamed into the Sector's projects and was reflected in its programme and budget. While the number of field offices in Africa had been reduced owing to budgetary constraints, the number of field office posts for the Education Sector had been maintained in Africa and was the highest in comparison with the other regions.

22.5 In reply to the question raised by the representative of Kuwait, he said that with the Sector's extrabudgetary resources, temporary posts had been established to help field offices to implement the Education Sector's programme in the field. In response to the comments made by the representative of Morocco, he said that discussions with donors were ongoing, advocated by Member States such as Sweden, to mobilize resources.

23. **The Chairperson** said that while UNESCO held the coordinating function for education within the international system, it was in competition with organizations that had bigger budgets for education than UNESCO, which posed a challenge.

24. The representative of **Pakistan** endorsed the statements made by the representative of El Salvador on behalf of the Latin America and Caribbean Group (GRULAC) and the remarks made by the representatives of China, Nigeria and Brazil. He expressed appreciation for the work done by UNESCO so far, particularly by the Education Sector, and said that preparations for document 39 C/5 should proceed stage by stage. As the unfinished business of the Millennium Development Goals (MDGs) and education for all (EFA), illiteracy and primary education should not only retain their priority but should also have a separate main line of action (MLA), given the

780 million illiterates in the world. Higher education was also important – Pakistan had allocated more than \$800 million to its own domestic higher education budget. He also endorsed the remark made by Brazil that there should be no diversion from existing areas, which were already under-resourced, and any new priority areas should be backed by adequate financing from whoever brought that agenda forward. UNESCO field offices needed to provide Member States with technical assistance for the additional reporting and new and ambitious targets and indicators as well as capacity building to run and monitor the programmes in the field. He stressed the need for results-based programming, management, monitoring and reporting (RBM) to be practised and he was confident that UNESCO and the Assistant Director-General for Education were up to the task.

25. La representante de **Cuba** da las gracias al Subdirector General de Educación por la información presentada y agradece también el gran trabajo realizado por el Sector de Educación para que el programa de la UNESCO sea coherente con la Agenda 2030 para el Desarrollo Sostenible. Sin embargo, observa con preocupación la formulación incompleta de los ejes de acción del Gran Programa I, que no refleja todos los aspectos de la labor de la UNESCO destinada a contribuir a que los Estados Miembros cumplan la Agenda 2030, como el desarrollo de capacidades y la prestación de apoyo. No se trata de reproducir el contenido de la Agenda 2030, sino de precisar qué actividades va a llevar a cabo la Organización para ayudar a los Estados Miembros a cumplir las metas de dicha agenda. Tras expresar su apoyo a la declaración del GRULAC sobre la educación, pregunta qué mecanismo podrá utilizarse para modificar la formulación de los ejes de acción. A este respecto, aboga por que en los ejes de acción del Gran Programa I se tengan en cuenta, además de la labor normativa, que ya se refleja adecuadamente, otras misiones fundamentales de la UNESCO como su función de laboratorio de ideas y la cooperación con los Estados Miembros.

(25) La representante de **Cuba** remercie le Sous-Directeur général pour l'éducation pour les informations présentées et salue également le très bon travail accompli par le Secteur de l'éducation pour assurer la cohérence du programme de l'UNESCO avec le Programme de développement durable à l'horizon 2030. Cependant, elle constate avec préoccupation la formulation incomplète des axes d'action du grand programme I, qui ne reflète pas la totalité des aspects du travail de l'UNESCO visant à aider les États membres à réaliser le Programme 2030, comme le renforcement des capacités et la fourniture d'assistance. Il ne s'agit pas de reproduire le contenu du Programme 2030, mais de préciser les activités qui seront menées par l'Organisation pour aider les États membres à atteindre les cibles de ce programme. Exprimant son soutien à la déclaration du GRULAC sur l'éducation, elle se demande quel mécanisme pourrait être utilisé afin de modifier la formulation des axes d'action. À cet égard, elle plaide pour que soient prises en compte dans les axes d'action du grand programme I, outre le travail normatif, qui est déjà reflété de manière adéquate, les autres missions fondamentales de l'UNESCO, notamment son rôle de laboratoire d'idées et la coopération avec les États membres.

26. La representante de la **República Dominicana** se refiere a la dificultad de coordinar y articular el

liderazgo de la UNESCO en el contexto de la diversidad de organismos que contribuyen al ODS 4, en particular el Banco Mundial y el UNICEF. Tras recordar que en el retiro del Consejo Ejecutivo se presentó un análisis en el que se ponía de manifiesto la reducción constante del presupuesto de la UNESCO destinado a la educación y el aumento progresivo del presupuesto del UNICEF dedicado a ese fin, pregunta cuáles son los motivos de esa situación y cómo se podría remediar a fin de mantener el liderazgo de la UNESCO en la materia. Por otro lado, habida cuenta de que el cumplimiento de la Agenda 2030 para el Desarrollo Sostenible y la agenda Educación 2030 incumbe a los Estados Miembros, desea saber cómo se está replanteando la UNESCO su relación con los Estados Miembros para brindarles orientación y asesoramiento sobre la formulación de las políticas nacionales a fin de contribuir a la ejecución de esas agendas, aprovechando así la ventaja comparativa de la Organización, que goza de un gran reconocimiento especialmente en la esfera de la educación. Por último, reitera la importancia del dispositivo fuera de la Sede para la consecución del ODS 4 y estima necesario encontrar un mecanismo para garantizar la persistencia de ese dispositivo pese a las dificultades financieras de la Organización.

(26) La représentante de la **République dominicaine** fait référence à la difficulté de coordonner et d'articuler le leadership de l'UNESCO dans le cadre des divers organismes qui contribuent à l'ODD 4, en particulier la Banque mondiale et l'UNICEF. Rappelant que durant la retraite du Conseil exécutif avait été présentée une analyse qui mettait en évidence la réduction constante du budget de l'UNESCO dédié à l'éducation et l'augmentation progressive du budget de l'UNICEF affecté à cette fin, elle se demande quelles sont les raisons de cette situation et quels seraient les moyens d'y remédier afin de maintenir le rôle de chef de file de l'UNESCO dans ce domaine. D'un autre côté, étant donné que la réalisation du Programme de développement durable à l'horizon 2030 et de l'agenda Éducation 2030 incombe aux États membres, elle souhaite savoir comment l'UNESCO entend redéfinir sa relation avec les États membres pour les orienter et les conseiller sur la formulation des politiques nationales afin de contribuer à l'exécution de ces agendas, et ainsi tirer parti de l'avantage comparatif de l'Organisation, qui jouit d'une grande réputation en particulier dans le domaine de l'éducation. Enfin, elle rappelle l'importance du dispositif hors Siège pour atteindre l'ODD 4 et juge nécessaire de trouver un mécanisme afin d'assurer le maintien de ce dispositif en dépit des difficultés financières de l'UNESCO.

27. The representative of **Saint Vincent and the Grenadines** reiterated the question raised by the representative of Morocco concerning the budget. The General Conference would be voting on an appropriation resolution that included assessed contributions, committed extrabudgetary funds and funds to be mobilized. She wondered whether Member States could really vote on a firm budget that included a non-existent amount. She did not understand how the Secretariat could deal with the work plans when the funds to be mobilized did not really exist. Second, she remarked that expected result 7 was specifically about gender equality, which was a global priority and should be included in all UNESCO projects. Third, within the structured financing dialogue, she wondered if there were any plans to ensure a balanced distribution of the committed extrabudgetary funds

between the priorities, the expected results and the regions, taking into account the middle-income countries.

28.1 Представитель **Российской Федерации** благодарит г-на Танга за блестяще подготовленный доклад и четкую увязку приоритетов, предложенных в проекте документа 39 C/5, с задачами ЦУР 4. Со своей стороны, Российская Федерация поддерживает следующие приоритетные направления деятельности: воспитание и подготовка детей младшего возраста, вопросы высшего образования, образование в интересах устойчивого развития.

28.2 По мнению Российской Федерации, на всех ступенях образования следует уделять большее внимание использованию возможностей ИКТ. Серьезное внимание следует уделять также теме борьбы с экстремизмом средствами образования. В связи с этим оратор сообщает о планируемом проведении в апреле 2017 г. в Москве в рамках «Салона образования» совещания на уровне министров, посвященного обсуждению этой актуальной проблемы.

28.3 Наряду с вышеупомянутыми к числу приоритетных направлений Российская Федерация относит ТПОП, в связи с чем, по мнению оратора, следует укреплять связи между учреждениями технического и профессионального образования в целях обмена успешным опытом и практическими наработками, в частности, в вопросах налаживания взаимодействия с работодателями и рынком труда. С учетом того, что в 2018 г. российскому сетевому проекту «Ассоциированные школы ЮНЕСКО» исполняется 65 лет, по мнению представителя Российской Федерации, имело бы смысл разработать для входящих в эту сеть учреждений ТПОП специальную программу или проекты, которые поощряли бы их взаимодействие и учитывали отличия, существующие между учреждениями ТПОП, детскими садами и общеобразовательными школами, которые также входят в эту сеть. В связи с этим, а также в свете подготовки проекта новой программы оратора интересует, как ЮНЕСКО и ее структуры намерены максимально эффективно использовать потенциал образовательных сетей, таких как ассоциированные школы и кафедры ЮНЕСКО, охватывающих практически все направления деятельности ЮНЕСКО и представляющих собой великолепную базу экспертных знаний.

(28.1) Le représentant de la **Fédération de Russie** remercie M. Tang pour son brillant rapport et son articulation claire des priorités proposées dans le projet de 39 C/5 avec les cibles de l'ODD 4. Pour sa part, la Fédération de Russie soutient les priorités d'action suivantes : l'éducation et la protection de la petite enfance, l'enseignement supérieur et l'éducation au service du développement durable.

(28.2) Pour la Fédération de Russie, il convient d'accorder une grande attention à l'utilisation des TIC à tous les niveaux de l'éducation. Il faut également se pencher sérieusement sur le thème de la lutte contre l'extrémisme par le biais de l'éducation. À cet égard, l'orateur explique qu'une réunion ministérielle consacrée à cette question d'actualité se tiendra en avril 2017 à Moscou dans le cadre du « Salon de l'éducation ».

(28.3) Outre les domaines cités ci-dessus, la Fédération de Russie accorde la priorité à l'EFTP,

pour lequel, selon l'orateur, il convient de resserrer les liens entre les établissements d'enseignement technique et professionnel, dans le but d'échanger les expériences fructueuses et les bonnes pratiques, s'agissant en particulier de créer des synergies avec les employeurs et le marché du travail. Étant donné qu'en 2018 le projet de réseau russe des « Écoles associées de l'UNESCO » fêtera ses 65 ans, le représentant de la Fédération de Russie juge qu'il serait opportun d'élaborer pour les établissements d'EFTP entrant dans ce réseau un programme spécial ou des projets, qui encourageraient les échanges entre eux et prendraient en compte les différences qui existent entre les établissements d'EFTP, les écoles maternelles et les établissements d'enseignement général qui font partie du réseau. Pour ce faire, et afin également d'élaborer un projet de nouveau programme, l'orateur demande comment l'UNESCO et ses structures ont l'intention d'utiliser avec le maximum d'efficacité le potentiel des réseaux éducatifs, tels que le réSEAU et les Chaires UNESCO, qui recouvrent pratiquement tous les domaines de compétence de l'Organisation et qui constituent une excellente base de connaissances spécialisées.

29. The representative of **Egypt** suggested that rather than adopting one programme that corresponded to three different categories of budget, the programme could be subdivided into the three different budgets, so that when looking back two or three years hence and assessing the Organization, it would be clearer to see how the money had been spent.

30.1 **Mr Tang** (Assistant Director-General for Education), in reply to the representative of Egypt, said that his suggestion would entail going back to the old system. The beauty of the new approach was to combine the regular budget and extrabudgetary funds, target the priorities and make efforts to mobilize resources from donors in order to meet those targets. With the old system, it had been easier to draw up work plans as there was no need to make projections, which would admittedly be challenging, but the Secretariat would find a way.

30.2 In response to the representative of the Russian Federation, he expressed appreciation for the Russian Government's commitment to hosting a meeting in Moscow, in March 2017, on education for the prevention of violent extremism. He agreed that the UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC) and UNESCO Chair networks could be used for technical and vocational education and training (TVET).

30.3 In reply to the representative of Saint Vincent and the Grenadines, he reiterated that gender equality would be mainstreamed throughout Major Programme I, but that it had its own expected result in line with the separate target on gender equality in Sustainable Development Goal (SDG) 4. He went on to say that ensuring the equal distribution of extrabudgetary funds would be difficult because it depended on the earmarking of funds by the donors.

30.4 In reply to the question raised by the representative of the Dominican Republic, he said that UNESCO would maintain its leadership and coordination role by assisting Member States to implement SDG 4 through capacity building and technical assistance, but ultimately, the responsibility for implementation was on the Member States.

30.5 In response to the remarks made by the representative of Pakistan, he said that he was pleased to see that Pakistan planned to establish a category 2 centre to deal with illiteracy through new technologies and mobile devices in order to finish that unfinished business.

31. **The Chairperson** thanked the Assistant Director-General for Education for his presentation on the preparation of draft document 39 C/5 for Major Programme I and his clear answers to questions. He informed the Board that the slideshow presentation would be available for consultation on the Executive Board's website the following day.

**Presentation on the preparation of draft document 39 C/5 for Major Programme IV – Culture, followed by questions and answers**

32. **The Chairperson** invited the Assistant Director-General ad interim for Culture to take the floor.

33.1 **Mr Bandarin** (Assistant Director-General ad interim for Culture) said that he would present the proposals for draft document 39 C/5 for the Major Programme IV – Culture, highlighting the challenges that had been identified and some budgetary elements, though not in as much detail as during the discussion on the structured financing dialogue held on 21 November 2016. The Sector would continue its efforts to protect, promote and transmit heritage and to foster creativity and the diversity of cultural expressions through the implementation of the six culture conventions. The framework for draft document 39 C/5 was very similar to that of document 38 C/5, working along two main lines of action (MLAs), one dealing largely with tangible heritage and the second with creativity. There were nonetheless changes owing to new elements that had emerged through consultations with Member States, the 2030 Agenda, the African Union's Agenda 2063, the New Urban Agenda adopted at the United Nations Conference on Housing and Sustainable Urban Development (Habitat III) in October 2016, the Samoa Pathway and the Sendai Framework.

33.2 The Culture Sector proposed to continue the current practice of having one expected result per convention and related recommendation or thematic programme in order to allow for clear planning, monitoring and reporting, with the addition of two new crosscutting expected results. Under MLA 1, there were five expected results, four of which corresponded to the culture conventions of 1954, 1970, 1972 and 2001 concerning tangible heritage, and the fifth on UNESCO's action to protect culture in emergency situations following natural disasters and conflicts, which was new in comparison with document 38 C/5 and cut across all of the culture conventions. Under MLA 2, there were three expected results, two of which corresponded to the 2003 and 2005 conventions relating to creativity, and the third on monitoring culture in the implementation of Agenda 2030, which was also new and crosscutting. The expected results were also linked to the Sustainable Development Goals (SDGs). Although there was no specific SDG on culture, it was reflected in a number of SDGs and was considered as a transversal element for development, particularly in areas such as education, gender equality, employment, cities, climate, water, peacekeeping and partnerships.

33.3 The proposal to focus on the conventions and their reinforcement responded to a clear wish expressed by Member States in recent years. Nonetheless, the

conventions absorbed a considerable amount of resources owing to their complex machinery, and posed problems in terms of the Culture Sector's ability to decentralize funds to the field offices. The evaluations and audits of UNESCO's standard-setting work in culture undertaken by IOS and the External Auditor had been very clear: there was a need to shift attention from international recognition systems, which entailed listing heritage, to other areas of work such as development processes and implementation through policy support and capacity building. Standard setting was one of the key functions of the Organization and necessary to maintain credibility. Another of the Culture Sector's priorities was a strong push for the universal ratification of all the conventions, particularly the 1954 and 1970 conventions, which had been ratified by only two thirds of Member States.

33.4 To deepen UNESCO's support and engagement at country level, two new crosscutting expected results aimed to enrich the implementation of the conventions. First, protecting heritage and promoting cultural pluralism in response to complex emergencies resulting from natural disasters or conflicts had become an imperative and demanded considerable financial and technical resources. Second, integrating culture into policies and measures at the national and local levels by Member States for their effective implementation of the 2030 Agenda for Sustainable Development proposed to deepen research and to develop and implement new methods, analytical and statistical tools, indicators and guidance to support national efforts for culture-engaged implementation of the 2030 Agenda. Culture and the culture conventions could be very useful tools for the development strategies of Member States throughout the world. Under the current budgetary situation, activities under the two crosscutting thematic areas would be financed largely through extrabudgetary resources.

33.5 The focus in global priority Africa would continue to be on supporting African countries in strengthening their institutional and legal frameworks. The proposal was aligned with the African Union's (AU) Agenda 2063. He had recently discussed the matter in Addis Ababa with Mr Kaloko, AU Commissioner for Social Affairs, and cooperation in that regard would begin with the Conference of African Ministers of Finance, Planning and Economic Development to be held in March 2017 in Dakar, Senegal. With regard to global priority gender equality, the Culture Sector's activities were aligned with the UNESCO Priority Gender Equality Action Plan for 2014-2021. The Sector planned to better integrate gender in the periodic reporting of all the conventions, particularly the 1972, 2003 and 2005 conventions, and enhance its place in capacity-building programmes, thus implementing recommendations outlined in the report that the Sector had published two years ago.

33.6 Finally, he touched upon the challenges facing the Culture Sector. The Sector's normative focus dominated both the structure and the budget, a fact that had been accentuated by the cash flow shortfall and the consequent cutting of established posts. The high fixed costs of the statutory machinery, which included more than 20 meetings per year, meant that the vast majority of the budget for activities remained at Headquarters. In the past four years, some of the conventions had been reinforced, particularly the 1970 Convention, thus increasing its resources, including four international Professional category staff, while the 1954 Convention had two Professional category staff and the 2001 Convention had just one. Another challenge was the

strong imbalance in the distribution of extrabudgetary funds. Some conventions, such as the World Heritage Convention, were well financed, while others had next to nothing. It was important to find out why it was so difficult to convince donors to give money to the 1954, 1970 and 2001 conventions. It was not possible to transfer funds from one convention to another, so donors should be made aware that all the culture conventions were part of a system made available to the Member States to address all the policy issues in the field of culture. Support was also provided through secondments and loans, but predictability and long-term sustainability there were low, as was the case for extrabudgetary funds. There was a real need for long-term commitment to bear the costs of statutory activities, better alignment of extrabudgetary resources and predictable human resources support.

33.7 As mentioned by the Assistant Director-General for Education, by approving draft document 39 C/5, the Member States would be approving the entire Programme (2018-2021) and Budget (2018-2019) by major programme, which included the regular budget, made up of assessed contributions that were legally binding, and committed extrabudgetary funds as well as extrabudgetary funds to be mobilized. Both of the scenarios for the regular budget were disappointing: under the \$518 million scenario there would be \$43 million for the Culture Sector, of which only \$2 million could be decentralized to the field offices, while under the \$507 million scenario there would be a mere \$400,000 for the field offices. While there were extrabudgetary funds that could be decentralized, they were mainly earmarked. The occasional example of extrabudgetary funding initiatives with a proportion of non-earmarked funds included the World Heritage PACT, which had raised \$11 million, one quarter of which was not earmarked. Those funds could be used to adjust imbalances and direct funding towards priorities. It was necessary, therefore, to either readjust UNESCO's strategy or convince donors that it was in their interest to donate non-earmarked funds.

34. The representative of **Sweden** welcomed the fact that the normative mandate of the Culture Sector was clearly underlined through the culture conventions in the preliminary proposal for draft document 39 C/5. UNESCO could, however, further broaden its normative work outside the conventions and strengthen its work on artistic freedom and freedom of expression for artists. Gender equality should be well integrated in all thematic areas of culture as well as in the Sector's programmatic action. She requested further detail on the role of UNESCO in monitoring and measuring the impact of culture in the implementation of the 2030 Agenda for Sustainable Development and more specifically of Sustainable Development Goal (SDG) 16. Moreover, she wished to know how the Culture Sector planned to develop its normative work on artistic freedom and freedom of expression for artists in document 39 C/5.

35. The representative of **South Africa** said that Africa was known as the region with the lowest number of listed cultural heritage properties even though it was also known as the birthplace of civilization. In light of that, he wished to know if there was any form of consultation between African historians in particular and members of the International Scientific Committee for the General History of Africa and world heritage site evaluators to ensure that the evaluators fully took into account scientific analysis of African heritage.

36. El representante del **Ecuador**, tras agradecer la

presentación realizada por el Subdirector General interino de Cultura, hace dos reflexiones. La primera de ellas concierne a todos los sectores y tiene que ver con la necesidad de establecer un vínculo entre las contribuciones extrapresupuestarias y la ejecución del programa ordinario, que constituye el mandato central de la Organización, a fin de evitar que la UNESCO ejecute programas o proyectos por el mero hecho de que se disponga de recursos para ello, aunque no entren dentro del mandato del programa ordinario. Con ese fin, sugiere dos posibilidades: tener en cuenta las prioridades de cada sector al recibir o utilizar contribuciones extrapresupuestarias o destinar a la ejecución del programa un porcentaje mínimo de cada contribución (que podría ser de un 1%), en el marco de la recuperación de los costos, como ya se hizo en el pasado. La segunda reflexión se refiere a la asignación de fondos del presupuesto ordinario a las convenciones relativas a la cultura, que no concuerda con el orden de prioridad que establecieron los Estados Miembros en 2013 para estas convenciones. Opina que se deben asignar más fondos del presupuesto ordinario a las convenciones que menos recursos reciben actualmente y que corresponde a la Secretaría, y no a los Estados Miembros, proponer la reasignación de fondos entre las distintas convenciones, puesto que conoce mejor la situación de cada una de ellas. Teniendo en cuenta el contexto actual, debería prestarse una atención especial a las convenciones de 1954 y 1970, que reciben asignaciones insuficientes y no atraen contribuciones extrapresupuestarias.

(36) Le représentant de l'**Équateur**, après avoir remercié le Sous-Directeur général par intérim pour la culture suite à sa présentation, souhaite faire deux remarques. La première concerne tous les secteurs et a trait à la nécessité d'établir un lien entre les contributions extrabudgétaires et l'exécution du programme ordinaire, qui constitue le mandat central de l'Organisation, afin d'éviter que l'UNESCO n'exécute des programmes et des projets au seul motif qu'elle dispose de ressources à leur consacrer, même s'ils ne relèvent pas du mandat du programme ordinaire. À cette fin, il suggère deux possibilités : tenir compte des priorités de chaque secteur dans l'attribution ou l'utilisation des contributions extrabudgétaires ou affecter à l'exécution du programme un pourcentage minimal de chaque contribution (éventuellement 1 %), dans le cadre du recouvrement des coûts, comme par le passé. La deuxième remarque concerne l'affectation des fonds du budget ordinaire aux conventions relatives à la culture, qui ne correspond pas à l'ordre de priorité que les États membres ont établi en 2013 pour ces conventions. Il considère que davantage de crédits du budget ordinaire devraient être consacrés aux conventions qui reçoivent le moins de ressources à l'heure actuelle, et qu'il incombe au Secrétariat, et non aux États membres, de proposer la réaffectation de fonds entre les différentes conventions, dans la mesure où il connaît mieux la situation de chacune d'elles. Compte tenu du contexte actuel, une attention particulière devrait être accordée aux conventions de 1954 et 1970, qui reçoivent des allocations insuffisantes et qui n'attirent pas de contributions extrabudgétaires.

37. La representante de l'**Italie** félicite le Sous-Directeur général d'avoir insisté sur la nécessité d'une approche transversale des conventions. Elle rappelle que la Stratégie approuvée porte sur un montant de ressources nécessaires de 25 millions de dollars dans le

cadre du budget ordinaire et extrabudgétaire, et demande comment réunir les « ressources à mobiliser ». Elle estime très important de spécifier les ressources qui seront nécessaires dans le cadre du programme ordinaire pour la période 2018-2021. Sachant qu'il existe des coûts incompressibles, elle dit qu'il convient de trouver une approche partagée sur les autres moyens à disposition.

38.1 **Représentant de la Fédération de Russie** remercie le Sous-Directeur général par intérim pour la culture, M. Francesco Bandarin, pour sa présentation et rappelle que la Fédération de Russie soutient de longue date les conventions du Secteur de la culture et en particulier la Convention de 1972. Il note deux nouveautés dans le document présenté et notamment la référence à la culture dans le Programme 2030, ce qui selon lui mérite d'être soutenu et apporte la preuve de l'approche novatrice et la contribution créative de l'UNESCO à l'élaboration de ce programme à l'échelle des Nations Unies.

38.2 **Le représentant de la Fédération de Russie** remercie le Sous-Directeur général par intérim pour la culture, M. Francesco Bandarin, pour sa présentation et rappelle que la Fédération de Russie soutient de longue date les conventions du Secteur de la culture et en particulier la Convention de 1972. Il note deux nouveautés dans le document présenté et notamment la référence à la culture dans le Programme 2030, ce qui selon lui mérite d'être soutenu et apporte la preuve de l'approche novatrice et la contribution créative de l'UNESCO à l'élaboration de ce programme à l'échelle des Nations Unies.

(38.1) Le représentant de la **Fédération de Russie** remercie le Sous-Directeur général par intérim pour la culture, M. Francesco Bandarin, pour sa présentation et rappelle que la Fédération de Russie soutient de longue date les conventions du Secteur de la culture et en particulier la Convention de 1972. Il note deux nouveautés dans le document présenté et notamment la référence à la culture dans le Programme 2030, ce qui selon lui mérite d'être soutenu et apporte la preuve de l'approche novatrice et la contribution créative de l'UNESCO à l'élaboration de ce programme à l'échelle des Nations Unies.

(38.2) La défense du patrimoine culturel en situation de catastrophe est, selon l'orateur, le deuxième point le plus important pour la Fédération de Russie. Il se félicite que ce thème fasse l'objet d'une section distincte et souligne que la Fédération de Russie a soutenu sans réserve la stratégie et le plan d'action associé sur la défense de la culture en période de conflit armé comme un instrument souple et efficace. À cet égard, la Fédération de Russie souhaiterait que cet aspect soit obligatoirement inscrit dans le

document 39 C/5. Selon l'orateur, beaucoup reste à faire dans ce domaine, et la Fédération de Russie entend participer activement à ces efforts. Ainsi, une liste d'experts russes prêts à participer aux travaux de restauration des monuments du patrimoine culturel syrien a déjà été présentée. En outre, la Fédération de Russie projette de conclure avec l'UNESCO un mémorandum d'accord sur la question de la protection du patrimoine culturel syrien. L'ébauche de ce document est actuellement en cours d'examen par le Secrétariat de l'UNESCO. Tout cela témoigne de la vive attention que la Fédération de Russie accorde aux questions de protection du patrimoine culturel.

39.1 **Mr Bandarin** (Assistant Director-General ad interim for Culture), replying to the general question raised by the representative of Oman, said that the comparative advantage of the Culture Sector was absolute. While there were other United Nations agencies that implemented culture programmes or projects in the field, such as the World Bank and the United Nations Development Programme (UNDP), none of them had leadership or normative roles in culture. UNESCO would naturally work to maintain its primacy in that field.

39.2 In reply to the questions raised by Sweden, he said that in recent years, the Culture Sector had advanced considerably in the areas of artistic freedom and gender equality. Artistic freedom was linked to two statutory functions of UNESCO, the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions and the 1980 Recommendation concerning the Status of the Artist, the latter of which had been revived recently, thanks to the generous \$2.5 million grant awarded by Sweden. The Sector had thus been able to produce the 2005 Convention Global Report "Re/shaping Cultural Policies" and to develop capacity building in 12 countries. In May 2016, a parallel session on artistic freedom had been held during the celebration of World Press Freedom Day; Deeyah Khan had been nominated as the first ever United Nations Goodwill Ambassador for Artistic Freedom and Creativity; and there would be three seminars held in Indonesia in 2017 on artistic freedom, which had become a very important and visible area of UNESCO's work. The same could be said about gender equality, which had been mainstreamed in all the culture conventions, particularly the 2005 Convention, at the forefront with development indicators and data collection on the role of women as creators and producers of cultural goods, as well as policy monitoring and reporting. Gender equality had also been included as a criterion to obtain financial assistance for capacity building and had been mainstreamed in the safeguarding policies relating to the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage as well as in the programmes and capacity-building materials.

39.3 With the advent of the 2030 Agenda, the Culture Sector intended to strengthen its capacity to measure the impact of culture on development. It was a difficult task because there were few Member States that reported statistics on culture. It was fundamental to invest in that area and to establish a set of tools. The UNESCO Institute for Statistics was assisting the Culture Sector in the task of developing indicators to measure the implementation of the SDGs, and collaboration with other research centres and statistics offices would be necessary to create such tools for the Member States to use. SDG 16 on peace, justice and strong institutions related directly to UNESCO's Constitution and mandate, but it was not easy to measure peace, although the Culture Sector would

endeavour to indicate where results had been achieved in that area.

39.4 Responding to the comments made by the representative of South Africa, he pointed out that the General History of Africa had been transferred from the Culture Sector to the Social and Human Sciences Sector. The evaluation of world heritage was not carried out by UNESCO but by advisory bodies, through the system of scientific committees comprising specialists who undoubtedly examined the history of Africa and the elements that were relevant for the evaluation of cultural heritage sites in Africa. He also mentioned that the Culture Sector had developed a programme called Human Evolution: Adaptations, Dispersals and Social Developments (HEADS), in which Africa, as the cradle of humanity, had been targeted as an area of research.

39.5 In reply to the question raised by the representative of Ecuador, he said that the nature of extrabudgetary resources was the critical issue. The Secretariat had done much to realign the Organization's strategy to meet the expectations of Member States. The system in the Culture Sector was very complex and country-specific. Cost recovery was improving and those funds were fed back into the regular programme. The Culture Sector had made substantial efforts to boost the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property and it was now up to Member States to do more to ratify and support it financially. The same applied to the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict. Both conventions were strategically important for UNESCO's mission but were not ratified at the level that they should be. The Secretariat had steadily campaigned and canvassed Member States for their support of those conventions, and it was perhaps time for the Executive Board to address the issue.

39.6 Replying to the remarks made by the representative of Italy, he said that a transversal approach was interesting, but must be examined in terms of financial resources, because the regular programme funds were allocated to the conventions. Responding to the matter raised by the Russian Federation, he said that the Strategy for the reinforcement of UNESCO's action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict required \$25 million over the next four years, including \$5 million from the regular budget in order to support the work in Headquarters and the two offices at the forefront, in Baghdad and Beirut. He looked forward to discussion on the matter over the coming year on how to achieve that key priority.

40. Le représentant de l'Iran (**République islamique de**) demande s'il a été envisagé d'utiliser une partie du Fonds colossal créé à Abu Dhabi pour servir les conventions de 1970 et de 1954 ou couvrir une partie du budget extrabudgétaire de l'UNESCO.

٤١ أبرز ممثل قطر دعم بلاده لمساعي اليونسكو الرامية إلى صون التراث العالمي بوجه عام والتراث العالمي المعرض للخطر بوجه خاص. وذكر مساهمة قطر في دعم صندوق اليونسكو لحماية التراث في حالات الطوارئ مؤكداً عزم بلاده على مواصلة دعمها لهذا الصندوق، ودعا سائر الدول الأعضاء في اليونسكو إلى دعم الصندوق. وتحدث عن تعاون قطر مع اليونسكو من أجل تنفيذ مشروع في السودان أتاح توحيد الجهود في مجال التنقيب عن الآثار وحمايتها. وتحدث أيضاً عن مشروع مماثل في اليمن مبدئياً

استيائه من توقف تنفيذ المشروع بسبب الأحداث المؤسفة التي يشهدها اليمن. وأكد مجدداً عزم قطر على مواصلة المساهمة في صون التراث في جميع أرجاء العالم، ولا سيّما في البلدان العربية.

(41) Le représentant du **Qatar** appelle l'attention sur l'appui de son pays aux efforts de l'UNESCO visant à sauvegarder le patrimoine mondial en général, et le patrimoine mondial en péril en particulier. Il rappelle la contribution du Qatar au Fonds de l'UNESCO pour la protection du patrimoine en situation d'urgence, réaffirmant la volonté de son pays de continuer à soutenir ce Fonds, et invite tous les États membres à en faire de même. Il évoque la coopération nouée entre le Qatar et l'UNESCO pour la mise en œuvre d'un projet commun d'excavation et de protection des antiquités au Soudan, et évoque également un projet similaire au Yémen, tout en déplorant l'arrêt de ce projet en raison des regrettables incidents survenus dans le pays. Il réaffirme enfin la volonté du Qatar de continuer à contribuer à la sauvegarde du patrimoine partout dans le monde, notamment dans les pays arabes.

42. The representative of **Grenada** thanked the Director-General for her kind words concerning the organization of the Quebec-UNESCO Conference entitled "Internet and the Radicalization of Youth: Preventing, Acting and Living Together" and highlighted the work of the Information for All Programme (IFAP) in the success of the conference, which had involved intersectoral and global cooperation between the intergovernmental programme, the other UNESCO sectors and Member States, including of course the Government of Canada. She wished to know what measures would be taken to improve and strengthen intersectoral cooperation during the next biennium. Furthermore, she had understood that it was not possible for donors to donate non-earmarked extrabudgetary funds and if so, UNESCO should amend its texts accordingly in order to establish new mechanisms, such as multi-donor funds. In response to the comment by the Assistant Director-General for Education on inspiring donors to give to certain projects, she highlighted the project mentioned by the Assistant Director-General for the Africa Department and the representative of the Republic of Korea concerning the transforming of education through ICTs in Africa. The funding for that project had been innovative because the donor's funds had been allocated to two sectors, thus encouraging the intersectoral cooperation that Member States had been calling for.

43. La représentante du **Maroc**, soulignant que l'accent a beaucoup été mis sur la culture en tant qu'outil de développement durable, souhaite que l'on insiste aussi, dans le 39 C/5, sur la culture comme socle indispensable à la transmission des valeurs communes et comme promoteur de la paix dans le monde.

44.1 **Mr Bandarin** (Assistant Director-General ad interim for Culture), in reply to the question posed by the representative of the Islamic Republic of Iran said that the fund proposed at the International Conference for the Safeguarding of Cultural Heritage in Conflict Areas, held in Abu Dhabi, had merely been announced and had not yet been established. The relationship between UNESCO would be under discussion during the coming weeks and months. The fund *per se* was not directly linked to the culture conventions, but indirectly, if UNESCO received those extrabudgetary resources, the money could be allocated to projects that would be implemented through



UNESCO's system and would therefore lead to a *de facto* strengthening of the conventions and of the action plan for the implementation of the strategy on the reinforcement of UNESCO's action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict. He expressed thanks to Qatar for the \$10 million pledged to the UNESCO Heritage Emergency Fund established by the Director-General upon the approval of the strategy, \$2 million of which had been received thus far.

44.2 In response to the issues raised by Grenada, he said that improvements had been made in the area of intersectoral cooperation. For instance, that morning the Culture Sector had met with the Natural Sciences Sector about their cooperation during the International Year of Tourism, which would concern UNESCO world heritage sites, Geoparks and Biosphere Reserves. The Culture Sector had also collaborated closely with the Social and Human Sciences Sector for the United Nations Conference on Housing and Sustainable Urban Development (Habitat III), with the Communication and Information Sector on freedom of expression and with the Education Sector on heritage. There was room for improvement, which would be addressed in document 39 C/5. As to her suggestion that the mechanisms of extrabudgetary funds should be changed in order to ensure non-earmarked funds, he warned that further regulation could make the system more rigid and could

thus alienate donors, who did not wish to be forced to do something against their will. It was a delicate matter and he recommended encouraging a change in culture rather than a change in the rules.

44.3 Poursuivant en français pour répondre à la représentante du Maroc au sujet de la culture de la paix, l'orateur dit que l'UNESCO existe pour servir celle-ci et que le C/5 y fera évidemment référence car c'est ce qui unit toutes les parties du Secteur de la culture et même tous les secteurs de l'UNESCO.

45. **The Chairperson** thanked the Assistant Director-General ad interim for Culture for his presentation on the preparation of draft document 39 C/5 for Major Programme IV and his answers to questions. He regretted that owing time constraints, the planned presentation and discussion on Major Programme V would have to be postponed until the following intersectoral meeting on 16 December 2016. Member States had nonetheless had the opportunity to express their expectations for UNESCO's deliverables over the next four years and he thanked all participants for the very useful exchange on topical issues, in particular the relationship between extrabudgetary resources and the regular programme in the context of the structured financing dialogue.

*The meeting rose at 6.10 p.m.*