# UNESCO questionnaire on the Programme and Budget for the period 2018-2021 (39 C/5)

## PROCEDURE FOR FILLING OUT THE QUESTIONNAIRE

Kindly read the following before you fill out the questionnaire:

1. Each Member State, IGO/NGO is entitled to submit one reply only. Respondents are asked to identify themselves at the beginning of the questionnaire.

2. Only those non-governmental organizations who maintain official relations with UNESCO are invited to fill out this questionnaire.

3. The online version of the questionnaire exists in all the six official languages of the Organization (Arabic, Chinese, English, French, Russian and Spanish).

4. You are invited to complete this questionnaire by 06/05/2016 at the latest, in order for its results to feed into the regional consultations with Member States scheduled to start in May 2016. Please be informed that access to the questionnaire will be closed on that date at midnight, Paris time.

5. Please note that Survey Monkey will automatically save your responses. You may interrupt and return to the questionnaire to continue entering your replies anytime as long as you have not submitted.

6. In filling out the questionnaire, you may wish to refer to the following documents, accessible on line on the 39 C/5 Questionnaire platform:

- UNESCO's Medium-Term Strategy (37 C/4)
- Preparation of the Draft Programme and Budget for 2018-2021 (39 C/5) (Document 38 C/7)
- The General Conference Resolution (38 C Resolution 104) on the Preparation of the Programme and Budget for 2018-2021 (39 C/5)
- The Strategic Results Report document 199 EX/4 Part I (B)
- The evaluations available on the Internal Oversight Service (IOS)

7. Should you encounter any technical difficulty in accessing and responding online, you may transmit your responses using paper copies of the questionnaire to the Secretariat (Director, Bureau of Strategic Planning, UNESCO, 7 Place de Fontenoy, 75352 Paris 07 SP, France). For further clarifications regarding this questionnaire, please contact Ms Ghada Awamat at g.awamat@unesco.org (tel.: +33 1 45 68 13 39).

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## IDENTIFICATION

**\* Please select whether you are representing:**

- ◯ Member State
- ◯ Associate Member
- ◯ Non-Governmental Organization in official relations with UNESCO
- ◯ Intergovernmental Organization
- ◯ United Nations

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## IDENTIFICATION

**\* Please select your region**

- ◯ Africa
- ◯ Arab States
- ◯ Asia and the Pacific
- ◯ Europe and North America
- ◯ Latin America and the Caribbean

**\* Member States**

**\* Please enter your name and title below:**

**\* Please enter your e-mail address below:**

# UNESCO questionnaire on the Programme and Budget for the period 2018-2021 (39 C/5)

## IDENTIFICATION

**\* Please select your region**

- ◯ Africa
- ◯ Arab States
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**\* Associate Member**

**\* Please enter your name and title below:**

**\* Please enter your e-mail address below:**

# UNESCO questionnaire on the Programme and Budget for the period 2018-2021 (39 C/5)

## IDENTIFICATION

**\* For UN, IGO or NGO, please specify the name of your organization:**

**\* Please enter your name and title below:**

**\* Please enter your e-mail address below:**

IDENTIFICATION

# UNESCO questionnaire on the Programme and Budget for the period 2018-2021 (39 C/5)

## A - THE INTERNATIONAL CONTEXT

In order to steer the debate on the preparation of the future Programme and Budget for 2018-2021 (39 C/5), in the context of the recently adopted 2030 Agenda for Sustainable Development, UNESCO had prepared document 38 C/7 in which it identified concrete opportunities where it could contribute with a greater value-added and provide better targeted and more effective support to its Member States in the implementation of the 2030 Agenda. A preliminary mapping of the sustainable development goals (SDGs) shows that many of these goals are relevant to the Organization at different levels, whether it is for areas of recognized leadership such as in education; culture; science, technology and innovation (STI); freshwater; ocean; data collection and monitoring, or for areas where UNESCO can make contributions.

A - THE INTERNATIONAL CONTEXT

**Question 1: With respect to your national needs and priorities, for which of the following SDGs would you require UNESCO's support? Please indicate the level of priority by assigning High, Medium or Low to each Goal.**

**If you are a UN agency, IGO or NGO, please assess according to areas for joint collaboration with UNESCO, whether at global, regional or local level.**

**[Note: For the purpose of prioritization, you may wish to avoid using only "High" ratings].**

| | High | Medium | Low |
|---|---|---|---|
| SDG 1 End poverty in all its forms everywhere | ◯ | ◯ | ◯ |
| SDG 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture | ◯ | ◯ | ◯ |
| SDG 3 Ensure healthy lives and promote well-being for all at all ages | ◯ | ◯ | ◯ |
| SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | ◯ | ◯ | ◯ |
| SDG 5 Achieve gender equality and empower all women and girls | ◯ | ◯ | ◯ |
| SDG 6 Ensure availability and sustainable management of water and sanitation for all | ◯ | ◯ | ◯ |
| SDG 7 Ensure access to affordable, reliable, sustainable and modern energy for all | ◯ | ◯ | ◯ |
| SDG 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all | ◯ | ◯ | ◯ |
| SDG 9 Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation | ◯ | ◯ | ◯ |
| SDG 10 Reduce inequality within and among countries | ◯ | ◯ | ◯ |
| SDG 11 Make cities and human settlements inclusive, safe, resilient and sustainable | ◯ | ◯ | ◯ |
| SDG 12 Ensure sustainable consumption and production patterns | ◯ | ◯ | ◯ |
| SDG 13 Take urgent action to combat climate change and its impacts | ◯ | ◯ | ◯ |
| SDG 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development | ◯ | ◯ | ◯ |
| SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss | ◯ | ◯ | ◯ |
| SDG 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels | ◯ | ◯ | ◯ |
| SDG 17 Strengthen the means of implementation and revitalize the global partnership for sustainable development | ◯ | ◯ | ◯ |

## B - INTERSECTORALITY

The 2030 Agenda is rooted in a transformative, human-rights based vision of "a just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met". Promoting and developing this vision will require contribution from and synergetic action by all of UNESCO's Major Programmes and relevant entities.

**Question 2: From the following list, please rate the areas where you think UNESCO should further capitalize on its multidisciplinary expertise and enhance its intersectoral approach to support Member States in the implementation of the 2030 Agenda.**

**[Note: For the purpose of prioritization, you may wish to avoid using only "High" ratings]**

| | High | Medium | Low |
|---|---|---|---|
| Intercultural dialogue, peace building and the fight against all forms of discrimination | ○ | ○ | ○ |
| Global citizenship education, including preventing violent extremism | ○ | ○ | ○ |
| Education for sustainable development | ○ | ○ | ○ |
| Climate change | ○ | ○ | ○ |
| Biodiversity and management of transboundary natural resources | ○ | ○ | ○ |
| Sustainable cities | ○ | ○ | ○ |
| Emergency preparedness and response (including Disaster Risk Reduction) | ○ | ○ | ○ |
| Harnessing Digital and Information and Communication Technologies (ICTs) for promoting sustainable development | ○ | ○ | ○ |

Additional comment

One of the lessons learned with regard to the implementation of intersectoral programmes and projects was that the supporting systems and processes were not necessarily conducive to such type of working modalities.

**Question 3: Do you agree that the Organization should enable a more flexible, cost-efficient and effective implementation of intersectoral programmes and projects?**

| Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree | No opinion |
|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ |

# UNESCO questionnaire on the Programme and Budget for the period 2018-2021 (39 C/5)

## C - TARGET GROUPS

In addition to the pursuance of the Operational Strategy for Priority Africa and the Gender Equality Action Plan II, UNESCO has given special emphasis in the implementation of its programmes in the 37 C/5 to LDCs, SIDS, youth and the most vulnerable segments of society, including indigenous peoples.

**Question 4: Do you agree that the Organization continue giving the same emphasis to specific target population or country groups?**

○ Yes

○ No

○ No opinion

## C - TARGET GROUPS

**If your answer is yes, please rank the following by order of priority (1=Lowest to 5=highest):**

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Youth (in line with the UNESCO Operational Strategy on Youth, 2014-2021) | ○ | ○ | ○ | ○ | ○ |
| Least Developed Countries (LDCs) | ○ | ○ | ○ | ○ | ○ |
| Small Island Developing States (SIDS) | ○ | ○ | ○ | ○ | ○ |
| Post-conflict and post-disaster situations (PCPD) | ○ | ○ | ○ | ○ | ○ |
| Most marginalized and impoverished segments of society, including persons with disabilities | ○ | ○ | ○ | ○ | ○ |

Additional comment

## C - TARGET GROUPS

**If your answer is no, you may wish to provide your comment in the text box below:**

## D - FUNCTIONS

UNESCO's Medium-Term Strategy for 2014-2021 defines five functions for UNESCO which are implemented at global, regional and national levels, with different degrees of emphasis. In recent years and due to financial constraints, UNESCO had to enhance its efforts in mobilizing extrabudgetary resources in order to respond, in a balanced manner, to Member States requests for support of both its normative and operational work.

**Question 5: In view of its limited resources, do you think that UNESCO should prioritize its regular budget resource allocation to support its normative and upstream work, and complement its resources with extrabudgetary funding to finance its operational work?**

| Agree | Do not agree | No opinion |
|:---:|:---:|:---:|
| ○ | ○ | ○ |

Additional comment

## E - RECENT ACHIEVEMENT OF UNESCO

**Question 6: If your country has benefited from UNESCO's support in the recent years in the following areas, please assess the significance of the effects/results realized on a "Highly significant /Moderately significant/Not significant/Not applicable" scale. You may also wish to comment on the nature and relevance of this support and results in the text box (maximum 200 words).**

**If you are a UN agency, IGO or NGO, please assess according to recent joint collaboration with UNESCO, whether at global, regional or local level.**

### 6.1. Major Programme I – Education

| Highly significant | Moderately significant | Not significant | Not applicable |
|:---:|:---:|:---:|:---:|
| ○ | ○ | ○ | ○ |

Additional comment

### 6.2. Major Programme II – Natural Sciences, including the Intergovernmental Oceanographic Commission (IOC)

| Highly significant | Moderately significant | Not significant | Not applicable |
|:---:|:---:|:---:|:---:|
| ○ | ○ | ○ | ○ |

Additional comment

### 6.3. Major Programme III – Social and human sciences

| Highly significant | Moderately significant | Not significant | Not applicable |
|:---:|:---:|:---:|:---:|
| ○ | ○ | ○ | ○ |

Additional comment

### 6.4. Major Programme IV – Culture

| Highly significant | Moderately significant | Not significant | Not applicable |
|:---:|:---:|:---:|:---:|
| ○ | ○ | ○ | ○ |

Additional comment

### 6.5. Major Programme V – Communication and information

| Highly significant | Moderately significant | Not significant | Not applicable |
|:---:|:---:|:---:|:---:|
| ○ | ○ | ○ | ○ |

Additional comment

### 6.6. UNESCO Institute for Statistics (UIS)

| Highly significant | Moderately significant | Not significant | Not applicable |
|:---:|:---:|:---:|:---:|
| ○ | ○ | ○ | ○ |

Additional comment

## 6.7. Other (e.g. interdisciplinary/intersectoral activities)

| Highly significant | Moderately significant | Not significant | Not applicable |
|:---:|:---:|:---:|:---:|
| ◯ | ◯ | ◯ | ◯ |

Additional comment

## F - PROGRAMME PRIORITIES FOR THE FUTURE 39 C/5

**Question 7: With respect to your national (or agency) priorities, and in order to enable the identification of UNESCO's programmatic priorities for 2018-2021, please assess each of the thematic areas listed in the tables below according to the following two criteria:**

**Criteria 1: Relevance** to your country/agency needs and priorities: To what extent are the following thematic areas relevant to your country needs and priorities, including in the context of the 2030 Agenda for Sustainable Development?

**Criteria 2: UNESCO's Comparative advantage**: In comparison with other (inter)national organizations, to what extent does UNESCO have a comparative advantage in the following thematic areas?

### 7.1. Education thematic areas

**[Note: For the purpose of prioritization, you may wish to avoid using only "High" ratings]**

| | Relevance | UNESCO Comparative Advantage |
|---|---|---|
| Sector-wide policy and planning | | |
| Literacy | | |
| Technical and vocational education and training (TVET) | | |
| Higher education | | |
| Teachers | | |
| Promotion, monitoring and evaluation of learning outcomes | | |
| Information and Communication Technology (ICT) in education | | |
| Global citizenship education | | |
| Education for Sustainable Development | | |
| Health education, HIV and sexuality education | | |
| Global, regional and national coordination of Education 2030 | | |

Additional comment

**7.2.a. Natural sciences thematic areas**

**[Note: For the purpose of prioritization, you may wish to avoid using only "High" ratings]**

| | Relevance | UNESCO Comparative Advantage |
|---|---|---|
| Strengthening Science, Technology and Innovation (STI) Policy and the science-policy interface | | |
| Enhancing capacity-building and education in basic and applied research in natural sciences | | |
| Mobilizing local and indigenous knowledge and engagement with society, in particular with vulnerable groups including SIDS and indigenous people | | |
| Expanding global cooperation in the geological sciences | | |
| Enhancing risk reduction, early warning of natural hazards and disaster preparedness and resilience | | |
| Strengthening the use of biosphere reserves as learning places for biodiversity conservation, equitable and sustainable development, and climate change adaptation | | |
| Strengthening responses to local, regional and global water security challenges by enhancing knowledge, innovation, policies, human and institutional capacities and by improving international cooperation | | |

Additional comment

**7.2.b. IOC thematic area**

**[Note: For the purpose of prioritization, you may wish to avoid using only "High" ratings]**

| | Relevance | UNESCO Comparative Advantage |
|---|---|---|
| Strong scientific understanding and systematic observations of the changing world ocean climate and ecosystems shall underpin sustainable development and global governance for a healthy ocean, and global, regional and national management of risks and opportunities from the Ocean | | |

Additional comment

**7.3. Social and human sciences thematic areas**

**[Note: For the purpose of prioritization, you may wish to avoid using only "High" ratings]**

| | Relevance | UNESCO Comparative Advantage |
|---|---|---|
| Mobilizing knowledge and values to equip societies to comprehend and accompany social transformations | | |
| Participatory and inclusive policy formulation to promote equity, rights and ethical principles | | |
| Peaceful and inclusive societies harnessing the potential of dialogue and the participation of youth | | |
| Integrity and governance of sport as an enabler of sustainable development and peace | | |

Additional comment

### 7.4. Culture thematic areas

**[Note: For the purpose of prioritization, you may wish to avoid using only "High" ratings]**

| | Relevance | UNESCO Comparative Advantage |
|---|---|---|
| Protecting cultural property in the event of an armed conflict (1954 Convention and its two Protocols) | | |
| Combating illicit import, export and transfer of cultural property and enhancing the capacities of museums (1970 Convention and 2015 Recommendation concerning the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society) | | |
| Identifying, protecting, monitoring and sustainably managing tangible heritage (1972 Convention and 2011 Recommendation on the Historic Urban Landscape) | | |
| Protecting Underwater cultural heritage (2001 Convention) | | |
| Safeguarding the intangible cultural heritage, including indigenous and endangered languages (2003 Convention) | | |
| Sustaining and promoting the diversity of cultural expressions (2005 Convention and 1980 Status of the Artist Recommendation) | | |
| Mainstreaming Gender Equality through the implementation of the culture conventions | | |
| Culture for Sustainable Development, in particular through sustainable urban development within the 2030 Agenda | | |
| Emergency preparedness and response, including the implementation of the 2015 strategy to reinforce UNESCO's action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict | | |
| Educational programmes to promote heritage values, creativity and cultural diversity | | |

Additional comment

**7.5. Communication and information thematic areas**

**[Note: For the purpose of prioritization, you may wish to avoid using only "High" ratings]**

| | Relevance | UNESCO Comparative Advantage |
|---|---|---|
| Freedom of expression and press freedom, including safety of journalists | | |
| Media development through the International Programme for the Development of Communication (IPDC) | | |
| Enhanced pluralistic media and empowered audiences | | |
| Information and Communication Technology (ICT) in education and open ICT solutions for building inclusive knowledge societies | | |
| ICTs for creating employment and achieving the Sustainable Development Goals (SDGs) | | |
| Universal access to knowledge including persons with disabilities, linguistic minorities, people living in remote areas and other marginalized and vulnerable social groups (2003 Recommendation on the Promotion and Use of Multilingualism and Universal Access to Cyberspace) | | |
| Preservation of documentary heritage including through the Memory of the World Programme (MoW) | | |
| Implementation of the World Summit of the Information Society (WSIS) outcomes | | |
| Outcomes of the Intergovernmental Information for All Programme (IFAP) priorities promoted | | |

Additional comment

### 7.6. UNESCO Institute for Statistics- Major work areas

**[Note: For the purpose of prioritization, you may wish to avoid using only "High" ratings]**

| | Relevance | UNESCO Comparative Advantage |
|---|---|---|
| Strengthening national statistics in Education | | |
| Strengthening national statistics in STI | | |
| Strengthening national statistics in Culture | | |
| Strengthening national statistics in Communication and Information | | |
| Development of education indicators by UIS | | |
| Production and dissemination of policy-relevant statistical information by UIS | | |

Additional comment

## G - SUNSET CLAUSES

At the request of its governing bodies, UNESCO Secretariat has carried out a programme review, the results of which are published in the Strategic Results Report (SRR) (199 EX/4 Part I (B)).

**Question 8: In the light of the programme assessment results in the SRR, as well as the findings of external evaluations and your own assessment, please indicate which of the thematic area(s) listed above under 'Part F - Programme priorities for the future 39 C/5' should be discontinued in the 39 C/5. Please use also the same text box for any other related comment.**

**[Note: For ease of reference you may wish to access the list of thematic areas in the pdf version of the questionnaire]**

## LAST QUESTION

**Question 9: If you wish to add any other general comment please enter your text in the box below:**

[ ]

**THANK YOU**
**You have successfully completed the questionnaire**
**on the Programme and Budget for 2018-2021 (39 C/5)**

**Before submitting your reply you may wish to review your answers page by page by clicking on the "Previous" button below.**