



CANADIAN COMMISSION FOR UNESCO
COMMISSION CANADIENNE POUR L'UNESCO

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**RESPONSE OF THE
CANADIAN COMMISSION for UNESCO
to the
UNESCO QUESTIONNAIRE
on the
DRAFT MEDIUM-TERM STRATEGY
2008-2013 (34 C/4)
and
DRAFT PROGRAMME AND BUDGET
2008-2009 (34 C/5)**

July 2006

The document is also available on the website of the Canadian Commission for UNESCO at www.unesco.ca

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Note: Section titles and the questions that appear in the text are taken directly from the Questionnaire on the Draft Medium-Term Strategy 2008-2013 (34 C/4) and Draft Programme and Budget 2008-2009 (34 C/5).

INTRODUCTION

The Medium-Term Strategy (C/4) and the biennial Programme and Budget (C/5) documents constitute the conceptual and programmatic framework for all of UNESCO's actions, comprising programme strategies, performance indicators, and expected results.

In April 2006, UNESCO distributed a questionnaire (see Annex I) to solicit comments and proposals from Member States, Associate Members, intergovernmental organizations (IGOs) and international non-governmental organizations (NGOs) on the key principles, priorities and policy and programme orientations that should be considered in the preparation of the Draft Medium-Term Strategy for 2008-2013 (34 C/4) and Draft Programme and Budget for 2008-2009 (34 C/5). The key issues relate to the definition of the mission statement, overarching objectives, strategic programme objectives, intersectorality, and programme priorities.

This document represents the response of the Canadian Commission for UNESCO to the questionnaire. It reflects the views of government and non-governmental members of the Canadian Commission for UNESCO, and of other experts in the fields of education, the natural, social and human sciences, culture, communication and information. The consultation was co-ordinated, and this document prepared, by the Canadian Commission for UNESCO, and does not necessarily reflect the opinions of the Government of Canada.

The Canadian Commission for UNESCO would like to extend its sincere thanks to the members of the Commission, representatives of federal and provincial government departments, professional associations, non-governmental organizations and individuals who contributed to the consultation for preparation of this document. We are particularly grateful for, and encouraged by, the large number of thoughtful responses received from youth who actively work with the Commission. Without the collective knowledge, expertise and insight of all of the respondents, we would not have been able to present this comprehensive, and uniquely Canadian, perspective on the role and future direction of UNESCO.



David A. Walden
Secretary-General

July 2006

GENERAL COMMENTS

The Canadian Commission for UNESCO wishes to congratulate UNESCO for its significant accomplishments in results-based management and programme reform during the past three biennia covered by the *Medium-Term Strategy, 2002-2007* (31 C/4). We are confident that this same spirit will prevail in the *Medium-Term Strategy, 2008-2013* (34 C/4) and will be reflected in the *Programme and Budget for 2008-2009* (34 C/5) and subsequent programme and budget documents.

The Questionnaire, like previous ones, continues to take a strong sectoral approach to the work of UNESCO. In our consultations, we continuously and consistently heard that one of the main comparative advantages of UNESCO is the opportunity it offers to work in an intersectoral way. There is a need to approach the work of UNESCO on an issue basis, and to draw on the combined strengths of all Sectors. By doing so, UNESCO will be able to integrate the knowledge and expertise available to it and to find innovative solutions to the complex problems of today's world.

The 34 C/5 should also draw upon the research being undertaken, and the knowledge being created, by the UNESCO Institute for Statistics. This research and knowledge will provide an invaluable tool in evidence-based policy development and will ensure that UNESCO activities are timely, results-based and future-oriented.

UNESCO must focus its activities on assuming its rightful leadership within the UN system in areas such as education for all, sustainable development, ethics, cultural diversity and access to information. In doing so, it must also seek active partnerships and co-operate with other organizations - Member States, UN organizations, and non-government organizations - that have the requisite experience in implementing projects at the regional, sub-regional and country level.

As an upstream agency with an ethical mandate, UNESCO has, from its inception, established new parameters for international debate and intercultural dialogue on myriad issues pertaining to education, the sciences, culture and communication.

We sincerely hope that the 34 C/4 and 34 C/5 will continue this tradition.

QUESTIONNAIRE

Cluster 1: Mission – overarching objectives – strategic programme objectives for the 34 C/4

Q.1: Would you suggest other issues of relevance to define the future role and mission of UNESCO?

Q.2: What would you consider to be the main mission challenges for UNESCO in the coming medium-term period, taking into account global and regional trends as well as emerging challenges?

Response of the Canadian Commission for UNESCO

The Commission believes that the mandate of UNESCO contained in the preamble to its Constitution - “to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations” - remains valid. A shorter mission statement can then be derived from this as: “UNESCO - Contributing to peace and security by promoting collaboration among Created by nations through education, science and culture.”

To effectively implement and operationalize this mission, however, is and will remain a challenge. The establishment of clear, relevant priorities, framed in easily understood language, and oriented toward measurable outcomes is essential, as is the need to assume and assert UNESCO’s leadership role in inter-agency projects. UNESCO must also use its main competitive advantage - intersectorality and the ability to integrate knowledge through the inter-relationships between education, the sciences, culture and communication - to address emerging regional and global challenges.

The Millennium Development Goals (MDGs) should be the principal entry point for an integrated approach to the challenges to be addressed in the coming medium-term period, including the reduction of poverty, education for all, citizenship engagement, reduction of the information divide, combating social exclusion, racism, discrimination and xenophobia, HIV/AIDS, gender issues, and migration and resultant social transformations.

Q.3: Based on your views of UNESCO’s mission, what should be the limited number of overarching objectives in the 34 C/4 covering all the Organization’s fields of competence?

Q. 4: What should be the most important measurable outcomes for each of these overarching objectives, which you are proposing?

Response of the Canadian Commission for UNESCO

There should be two, or possibly three, overarching objectives that are intersectoral, offer an integrated approach to the work of UNESCO, and build on the mission statement. One of these overarching objectives should be the eradication of poverty through education, the sciences, culture and communication. The promotion of peace and tolerance through enhanced understanding of cultural diversity and intercultural and interfaith dialogue is another possibility for an overarching theme.

The 34 C/4 should also be a true strategic planning document that addresses the connecting links between different programme activities and areas of concern.

Cross-cutting themes should be eliminated, and the overarching objectives should provide clear intersectoral direction to the work of UNESCO.

To ensure that progress toward the realization of the overarching objectives can be measured, precise targets as well as outcomes must be established. The precise outcomes will depend on the choice of overarching objectives, but overall success will be measured in reduced numbers of people living on less than \$2 per day, increased literacy and employment rates, improvements in people's material living conditions, and reduced incidences of intolerance and xenophobia.

Q.5: Are you in agreement to retain these five functions of UNESCO for the 2008-2013 period? Would you like to propose other functions – and if so, which ones? Or would you suggest a prioritization among the existing functions?

Response of the Canadian Commission for UNESCO

The Commission is in favour of retaining the *spirit* of the current five functions, but also believes that they should not be approached in isolation. We also suggest that they be prioritized as follows:

1. laboratory of ideas - including the current clearing-house function;
2. capacity-builder in Member States;
3. standard-setter (which also involves capacity building); and,
4. catalyst for international cooperation as both a distinct function and one that is integral to the other three functions.

More consideration needs to be given to how these functions are to be used in the decision-making process both at UNESCO and in its work with Member States, and how to achieve greater coordination of the functions so that they collectively contribute to the attainment of common goals. Greater use of existing resources and networks such as UNESCO-UNITWIN Chairs within the laboratory of ideas function is also encouraged, as is enhanced sharing and distribution of information and knowledge.

Q.6: In your situation, how can UNESCO best support improved national dialogue in the education sector and serve as a catalyst for better coordination among international partners?

Response of the Canadian Commission for UNESCO

Building national capacity is the key to both improved dialogue at the national level and enhanced coordination among international partners. This will require government leadership at the country level, and coordination and integration of the activities of all partners. Special attention should also be given to the development of the country's capacity to undertake policy formulation and planning.

National capacity and dialogue can also be enhanced by using to advantage existing resources and networks such as UNESCO/UNITWIN Chairs, Associated Schools, and Goodwill Ambassadors.

Q.7: In building coordinated support at national level, which of these areas (one or more) should UNESCO focus its efforts on, in order to have the biggest impact on the country's performance in EFA?

Response of the Canadian Commission for UNESCO

Policy development and planning at country level must precede other activities so that subsequent activities are approached in a coherent way, and UNESCO could provide assistance in developing the policy capacity. UNESCO could also act as a convenor of national education stakeholders - including youth - to share and develop strategies in "safe" environments, and raise the profile and visibility of EFA through communications and advocacy.

Education must be "life-long and life-wide." It is therefore strongly recommended that EFA be seen as inclusive education that includes primary, secondary, and tertiary education, non-formal and informal education, skills development, adult education, prior learning assessment and recognition of credentials. EFA should also focus on those now excluded from the education system, and in doing so must recognize that education opportunities for out-of-school youth will sometimes require education in non-traditional settings. Approaches to EFA must continuously recognize and reinforce that family literacy leads to increased literacy retention by all family members.

There is also a growing movement for donor countries to ensure aid effectiveness by having the recipient country - including civil society - take charge of their education needs. Multilateral organizations have been slow to embrace this, and this is an area where UNESCO can show leadership.

Teacher training continues to be important, but this must be accompanied by the infrastructure to continue in service training and networking within the teaching profession.

Finally, care needs to be used when focussing on quantifiable “results” to avoid the commodification of education. Instead, the focus must be on the quality of education, and the results obtained by sharing best practices globally.

Q.8: Is this the best role? And, if so, what areas of focus do you consider in building the sustainable capacity of national institutions in EFA policy formulation, planning and implementation?

Response of the Canadian Commission for UNESCO

This is certainly one role, but leaders in developed countries must also assist UNESCO in building sustainable capacity in less developed countries. Again, the Commission wishes to emphasize the importance of policy development, not just within the education sector but in other areas of society as well. Education policies must not be developed in isolation, and their impact in other areas must constantly be assessed. Similarly, it must be recognized that policy development in other sectors will often have an impact on education and EFA goals, with the result that a coherent approach is required.

UNESCO should also increase its efforts to work at the sub-national level, and to work effectively with international non-governmental organizations and civil society generally.

Q.9: What input would you like to give UNESCO on the orientation of these strategic directions, regarding their relevance, importance, scope and feasibility?

In pursuing these directions, what roles would you see as most appropriate for UNESCO as an international organization?

Response of the Canadian Commission for UNESCO

The most important roles for UNESCO are those of program planning and implementation, resource mobilization, standard-setting, and assessment and evaluation. UNESCO should also continue to focus on teacher training and life-long learning.

With respect to the orientation of the strategic directions, the use of technology in education is obviously essential, but it must be used as a means to learning and a way to provide access to quality education, not as an end in itself.

Q.10: From your perspective, in what ways would strengthened South-South cooperation enhance your achievement of EFA goals, and how could UNESCO best support that process?

Response of the Canadian Commission for UNESCO

The Commission welcomes the emphasis UNESCO is placing on greater South-South cooperation and North-South-South learning and sharing of experiences, and believes this should figure prominently in the 34 C/4. UNESCO and its National Commissions both have a

role to play in achieving greater South-South cooperation and in supporting advocacy efforts, facilitating policy dialogue and working with national governments and civil society to ensure that all remain accountable for the education commitments made on behalf of citizens.

There is also a need to set clear priorities, to integrate small pilot projects into national programmes, and to seek means to ensure ongoing project funding in a country. Too often a project ends when funding from external sources ends because of the failure to involve local people at the planning and conceptualization stages.

Q.11: What are your proposals regarding the three inter-related needs to be addressed by the Panel for the Overall Review of Major Programme II and III, taking into account the objectives stated in 33 C/Resolution 2?

Q.12: What would you propose to be the strategic objectives for the Sciences? Please indicate up to two such strategic programme objectives, together with expected outcomes.

Q.13: If you are in favour that document 34 C/4 should provide for separate strategic objectives for the Natural Sciences and for the Social and Human Sciences, please indicate them for each of the two fields:

Natural Sciences:

Social and Human Sciences:

Response of the Canadian Commission for UNESCO

The Commission supports the retention of ethics, and especially bioethics, to guide scientific and technological development and social transformation as a programme objective of the sciences. Ethics, ethics in science, and bioethics, are all equally societal issues as well as scientific issues and must be seen as encompassing the sciences in their totality.

We also propose modifying “improving security by better management of the environment and social change” to place a strong emphasis on the mitigation of and adaptation to climate change and climate variability. Climate change has far-reaching social and economic consequences and is therefore much more than a scientific challenge. Traditional knowledge should also be an integral part of this strategic objective.

We do not favour separate strategic objectives for social and natural sciences in the 34 C/4, but we do support an approach that encourages the development and consolidation of bridges between natural sciences and social sciences from an interdisciplinary perspective. There is a need to inspire and create new forms of knowledge and promote action, and to make innovative linkages between issues to address common human problems such as water (or the lack thereof) and poverty, and water, gender and school attendance.

No scientific research proposition, application or activity is without a social, cultural or political dimension. It is essential therefore that the outcomes of UNESCO's programme activities in the sciences be expressed in language that is understandable to policy makers in all spheres, and that these outcomes are communicated to decision-makers.

Q.14: Which should be the strategic objectives for Culture? Please indicate up to two such strategic programme objectives, together with expected outcomes.

Response of the Canadian Commission for UNESCO

The promotion, protection and celebration of cultural diversity should be the strategic objective for Culture. The importance of cultural diversity is at the heart of UNESCO, and should be understood as more than the *Convention for the Protection and Promotion of the Diversity of Cultural Expressions* (2005), the *Universal Declaration on Cultural Diversity* (2001), and related normative instruments.

UNESCO should also continue to actively promote the preservation and conservation of heritage in all its forms, and should play an increased role as a clearinghouse on cultural policies building on the Stockholm Action Plan to increase awareness and understanding of other cultures. This would encourage people to value and protect their cultures, to gain access to cultural information that exists elsewhere, and use cultural values and norms to assist peoples and societies to adapt to a rapidly changing world.

Enhanced inter-cultural dialogue and understanding would be the expected outcome of both strategic objectives.

Q.15: Which should be the strategic objectives for Communication and information? Please indicate up to two such strategic programme objectives, together with expected outcomes.

Response of the Canadian Commission for UNESCO

The current strategic objective, "Promoting the free flow of ideas and universal access to information" remains valid and, in fact, encompasses the other two strategic objectives in the 31 C/4. This needs to be understood, however, as also including linguistic diversity, copyright, and barriers to accessing information such as censorship.

A second strategic objective for the 34 C/4 should encompass capacity building both to develop communication infrastructure (access) and to train people to use information technologies. This would allow for an interdisciplinary approach that would involve both education and recognition that there are cultural consequences to connectivity. It should also be remembered that information and communication are not the same - communication and communications technology are the vehicle used to share information.

Q.16: Do you favour the retention of cross-cutting themes for the 34 C/4? Do you prefer to maintain the present two themes or do you have other suggestions?

Response of the Canadian Commission for UNESCO

We do not favour the retention of the cross-cutting themes in their current form or the current approach to their implementation. As presented, the current themes are like a preamble to the Medium-Term Strategy - they set a context - but they do not intersect throughout the document.

If cross-cutting themes as a concept are to be retained, they should articulate the “big ideas” and serve as an approach to Organizational and sector priorities and policies. They should therefore be the means to an end, not specific objectives by themselves. They should also figure more prominently in the hierarchy of the table that appears on page 13 of the 31 C/4, should be incorporated into the unifying theme, and should facilitate an inter-disciplinary approach to the work of UNESCO.

We would also suggest the elimination of the strategic thrusts, as they are largely redundant.

Q.17: Are you in favour of continuing the practice whereby flagship programmes/ activities/projects are highlighted in the 34 C/4 and 34 C/5? If so, what criteria should be used to select such flagships?

Do you have suggestions for designating specific flagships?

Response of the Canadian Commission for UNESCO

The Commission favours a limited number of flagship programmes, with a maximum of one per sector, **if** specific criteria for the designation of such programmes are developed, publicized and respected. These criteria should include the programme’s direct and indirect contribution to UNESCO’s mission and visibility. Consideration should also be given to appropriate resource allocations - if a programme is worthy of the flagship designation it should also be funded accordingly.

We propose that the International Oceanographic Commission and the World Heritage Programme retain their designation as flagship programmes.

Cluster 2: Sectoral priorities for the 34 C/5

Q.18: Are you in favour of retaining for document 34 C/5 the structure whereby each major programme would have one principal priority and a limited number of other priorities?

If you consider that prioritization should be structured otherwise, what would you suggest?

Response of the Canadian Commission for UNESCO

There should be one priority for each programme, supported by a number of activities that contribute to the realization of that priority. By definition, a priority “comes before others in order of importance” so it is not possible to have multiple priorities in each sector.

There should be an interdisciplinary approach to the selection of these priorities so that they are organized around issues of common concern to the whole Organization and not the specific mandate or responsibilities of an individual sector. The priorities should therefore reflect the overall orientation of UNESCO during the medium-term and the programme activities should be designed to complement these priorities, rather than deriving priorities from current programming activities.

Q.19: Which principal priority would you propose for each of the five major programmes in the 34 C/5?

Education (MP I)

Natural Sciences (MP II)

Social and Human Sciences (MP III)

Culture (MP IV)

Communication and Information (MP V)

Q.20: Which “other priorities” would you propose for each Major Programme in the 34 C/5?

Education (MP I)

Natural Sciences (MP II)

Social and Human Sciences (MP III)

Culture (MP IV)

Communication and Information (MP V)

Response of the Canadian Commission for UNESCO

The Commission proposes the following priorities for the major programmes in the 34 C/5:

Education (MP I): Education for all, but understood as including formal education at the primary, secondary and tertiary levels, informal and non-formal education. EFA must also respond to the needs of migrants and Diaspora communities;

Natural Sciences (MP II): Water and ecosystems, approached from a dynamic perspective of known and foreseen changes in the biological and physical environment;

Social and Human Sciences (MP III): Ethics, with emphasis on bioethics, and the societal implications and applications of ethics;

Culture (MP IV): Cultural diversity, with emphasis on celebrating culture and cultural expression, as well as the preservation of cultural heritage (tangible and intangible);

Communication and information (MP V): Access to information and institutional and human capacity building.

The approach to these priorities should be forward-looking and linkages should be established between and among them.

The Commission does not support the creation of “other priorities” but rather focussing activities to ensure that the established priorities are realized. In this regard, we suggest the following activities in support of realizing the major programme priorities:

Education (MP I): Building capacity to fight against HIV/Aids and other pandemics, and elimination of gender disparity in access to education;

Natural Sciences (MP II): Promoting sustainable development through science and engineering;

Social and Human Sciences (MP III): Migration, management of social transformations, and population growth;

Culture (MP IV): Preservation of languages at risk and linguistic diversity (language is equally a cultural phenomenon as well as a means of communication.)

Communication and information (MP V): Preservation of information in both traditional and non-traditional formats so that there will, in fact, be information to access.

Cluster 3: Fostering intersectorality

- Q.21: Are there in your opinion other topics/themes that should be pursued in an intersectoral and interdisciplinary manner?*
- Q.22. Should UNESCO choose a small number of carefully selected intersectoral approaches into which it would invest the critical resources intersectorality requires? Which ones?*
- Q.23. How should UNESCO proceed in order to pursue the proposed intersectoral activities?*
- Q.24. Do you support a continuation of the modality whereby a number of intersectoral projects pertaining to the cross-cutting themes of the C/4 are to be implemented during successive C/5s?*
- If so, do you favour the allocation of specific resources of the 34 C/5 for this purpose?*

Response of the Canadian Commission for UNESCO

Increasing the number of topics/themes that are approached in an intersectoral and interdisciplinary manner risks diluting effort and creating obstacles to the realization of concrete results. What is needed instead are a few carefully chosen intersectoral issues combined with an interdisciplinary approach to the work of UNESCO and a sense of common purpose across the sectors. In this approach, the emphasis would be on “why” UNESCO is doing something rather than the “what” (sector-based programme activities).

Climate change is one such area where an intersectoral approach could be used to advantage and where all sectors could make a significant contribution to the social and economic challenges posed by desertification, mass human and animal migrations, scarcity of water, and famine - all resulting from climate change.

Similarly, the Millennium Development Goals, and particularly the four that relate specifically to the mandate of UNESCO, should be approached in an intersectoral way to ensure a coordinated approach and maximum benefit for the human and financial resources expended. Inter-agency cooperation within the UN system should also be seen as an extension of the intersectoral way of working.

In response to Question 22, we believe that UNESCO has no choice but to focus on a small number of attainable goals, and that the priorities established for each sector should be structured in such a way that they are by their very nature intersectoral.

To achieve the desired results in intersectoral activities, UNESCO should establish a common objective, decide on a programme of action for each intersectoral area, establish goals and outcomes, communicate these to all staff and stakeholders, and support projects that fall within these criteria.

As stated in our response to Question 16, the Commission does not support the continuation of the cross-cutting themes.

Q.25: Do you favour the continued use of the mainstreaming approach as a programming principle for document 34 C/4 and its application in subsequent C/5 documents? If not, what alternative approaches would you suggest?

Q.26: If so, what areas would you recommend for mainstreaming in 34 C/4 and 34 C/5:

- (a) maintain the present mainstreaming mandate for Africa, LDCs, women and youth?*
- (b) Reduce the present number of mainstreaming areas and groups by dropping _____ ?*
- (c) Add as new areas for mainstreaming: _____ ?*

Response of the Canadian Commission for UNESCO

The current mainstreaming approach should be continued and there should be understanding and agreement across the Organization about the expected outcomes from this approach. Mainstreaming should be a tool for giving focus to a holistic approach, and care must be taken that mainstreaming the needs of Africa, the least developed countries (LDCs), women and youth does not result in the unintended creation of other excluded groups.

Cluster 4: Delivering the programme – partnerships and UNESCO’s role within the United Nations system – improving the visibility of the Organization

Q.27: Do you have any amendment to the programme management cycle – covering both the preparation and implementation of the C/4 and the C/5 documents?

Q.28: Do you have suggestions how UNESCO could best continue to support Africa in its development efforts, especially through NEPAD?

Response of the Canadian Commission for UNESCO

The process for beginning the preparation of the C/4 should start at the “middle” General Conference (i.e. the second of the three) covered by the Medium-Term Strategy. This offers the opportunity to be both retrospective and future-oriented when considering the orientation and the strategic directions of the C/4. The process for reviewing the C/4 should also be formalized at each General Conference so that it can become a true rolling-strategy and be adapted as necessary in response to changing circumstances.

In its support to Africa, it is important that UNESCO continue to focus on capacity building, both to be able to use the resources of donor countries to assist African countries realize their development goals and to empower them in the future.

Aid effectiveness is crucial in international development programming and UNESCO is encouraged to find ways to work better with its partners to achieve greater development results.

Q.29: Do you have suggestions for measures, initiatives or modalities that could further the role of National Commissions and enhance the interaction between National Commissions and the Secretariat, in particular cluster and national offices and regional bureaux?

Response of the Canadian Commission for UNESCO

The capacity of National Commissions is often under-utilized by the Secretariat, and the relationship between them is sometimes characterized more by competition than cooperation. Significant progress has been achieved in recent years in changing the mindset of the Secretariat about the role of National Commissions, although work still needs to be done in this regard. The National Commission network offers the Secretariat access to both

government and civil society in each Member State, and provides a *pied à terre* at no cost to UNESCO. National Commissions are also seen to represent UNESCO’s interests in countries where there are no cluster or national offices, and therefore contribute to the visibility of UNESCO through their activities. Greater use needs to be made of this invaluable network.

Q.30: Given the trend towards increased harmonization and integration of United Nations system activities at the country level, do you have particular suggestions for further enhancing UNESCO’s involvement and impact?

Q.31: Do you consider that UNESCO should continue its involvement in post-conflict and post-disaster countries? If so, which action by UNESCO would be in your opinion the most effective response to such situations?

Response of the Canadian Commission for UNESCO

Harmonisation and increased integration into the UN system requires that UNESCO continue to invest in common country plans and focus on results. UNESCO needs to assess outcomes at the national level and be prepared to adjust its activities if it becomes clear that they are not achieving the desired results. Integration will only work if there is follow-through.

Care must be taken to avoid duplication of effort, and UNESCO, UNICEF, UNDP, the World Bank and other agencies must work together to establish common priorities to achieve UN system-wide initiatives. The MDGs are the obvious example of an area where collaboration centred on common goals is essential.

UNESCO should definitely continue its work in post-conflict and post-disaster situations within its areas of competence, but should avoid any temptation to intervene during periods of actual conflict. UNESCO should also play a central role in ensuring that research is used effectively in post-conflict and post-disaster policy development, reconstruction, and capacity building. Greater emphasis should be placed on the importance of culture in regaining a sense of identity and self-worth, and of the media in reconstruction efforts.

Q.32: Do you have specific suggestions for UNESCO’s partnership approaches that should be reflected in the 34 C/4?

Q.33: What kind of synergies would you see as essential to get better and more effective partnerships?

Q.34: Do you have proposals for new partnerships which UNESCO should initiate and pursue?

Response of the Canadian Commission for UNESCO

Within the UN system, UNESCO should maintain its existing partnerships and seek new ones in response to emerging challenges. Outside the UN system, greater attention needs to be paid to working with civil society to empower people and groups thereby building capacity at the sub-national level.

Particular attention should be paid to working with youth organizations, and to finding alternative ways to engage them in the work of UNESCO. This will involve the development of strategies that are relevant to them in their specific context and innovative approaches that extend beyond large formal meetings.

When working with the private sector, the *Global Compact and Guidelines on Cooperation between the United Nations and the Business Community* must be adhered to and their existence publicized. Business ethics are increasingly the focus of public scrutiny, and UNESCO must, and must be seen to, place ethical practices above all other considerations when entering into public/private partnerships.

Q.35: What measures could be taken to draw effectively on the work and contributions of category 2 centres more effectively in the pursuit of the strategic programme objectives of UNESCO?

Response of the Canadian Commission for UNESCO

Category 2 Centres and Institutes, in addition to their existing mandate, should focus on North-South and South-South cooperation, capacity building in partnership with universities and other centres of excellence, and training the trainers.

Q.36: What is your opinion with regard to the factors that could make the Organization's information and communication activities more effective and consequently afford it greater visibility?

Q.37: How could the Organization's visibility be strengthened locally by encouraging cooperation between the various bodies concerned? Can they make proposals that would lead to improvements in the way the Secretariat and national actors, including National Commissions, plan and intensify their cooperation in this field?

Response of the Canadian Commission for UNESCO

People support organizations that they believe are making people's lives better. This is clearly UNESCO's mandate, so a communications strategy needs to be developed that involves the media in all its forms and effectively links action to results. Through the communications strategy local media, local governments, and NGOs in Member States should be engaged to get messages across about how UNESCO is actively addressing both local and global issues. National Commissions have a major role to play here as they are in a position to identify media outlets and personalities that are sympathetic to the work of UNESCO.

Communication activities also need to be more targeted and the intended audience needs to be well defined. Greater emphasis should also be placed on the positive impacts of the Organization's programme work, not just reporting about visits by the Director-General to Member States.

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I. INTRODUCTION

1. 33 C/Resolution 1 adopted by of the General Conference at its 33rd session defined a framework and a number of guiding principles to be applied for the preparation of the Draft Medium-term Strategy 2008-2013, including strong emphasis on results-based programming, budgeting, management and monitoring (RBM) approaches. It invited the Director-General to reflect the content of this resolution in the questionnaire to be prepared in order to elicit the views and input of Member States and National Commissions. This questionnaire shall also serve as a basic document for the regional consultations of the Director-General of National Commissions as well as cluster consultations to be held in this context. The full text of this Resolution is attached as Annex I.
2. At the same session, each Main Commission of the General Conference discussed separately substantive issues relevant for the preparations of both the Draft Medium-Term Strategy for 2008-2013 (34 C/4) and Draft Programme and Budget for 2008-2009 (34 C/5), which will constitute the first (of three) biennial phase(s) of implementation of the new Medium-Term Strategy. Reports of the debates held in the five Main Commissions on these two items are contained in a separate information note.
3. At the 33rd session, the General Conference also adopted other resolutions which will have a direct bearing on the preparations for the draft 34 C/4 and 34 C/5 documents:
 - (a) 33 C/Resolution 2 on a comprehensive review of Major Programmes II and III (see annex II as well as the Director-General’s blue note DG/Note/06/14 of 28 February 2006);
 - (b) 33 C/Resolution 64 on “the future role of UNESCO” (see annex III), which envisages a global consultation led by the Director-General, in consultation with the President of the General Conference and the Chairman of the Executive Board. This global consultation shall be informed by a background document by the Secretariat, which will also be made available to the recipients of the questionnaire and the cluster and regional consultations. Indeed, the results of discussions on this subject are expected to yield relevant input of a long-term visionary and policy nature for the draft 34 C/4 – thereby complementing the framework defined in 33 C/Resolution 1;
 - (c) By 33 C/Resolution 4 “Combating fanaticism, extremism and terrorism”, the General Conference recognized the link between activities in support of the dialogue among civilizations, cultures and peoples, and efforts to discourage and dissuade extremism and fanaticism. Further, it requested the Director-General to prepare for draft document 34 C/5 an inter-sectoral programme, involving all sectors, to continue and strengthen initiatives in the development of curriculum frameworks and materials for education for shared values for intercultural and interfaith understanding;
 - (d) By 33 C/Resolution 3 “Programme of action for the sustainable development of small island developing states (SIDS): further implementation”, the General Conference invited the Director-General, *inter alia*, to continue to mainstream the Mauritius Strategy in the Organizations activities and work programmes, to nurture intersectoral cooperation and to include appropriate proposals for UNESCO’s further contribution to the implementation of the Mauritius Strategy in the preparation of the Organization’s Medium-Term Strategy for 2008-2013 (34 C/4);

- (e) By 33 C/Resolution 5 “Preparations for the Sixth International Conference on Adult Education (CONFINTEA VI)” the General Conference invited the Director-General to consider the inclusion of provision for CONFINTEA VI when preparing document 34 C/5.

4. The **2005 World Summit Outcome document** adopted at the summit meeting of the United Nations General Assembly in September 2005 called for an increased participation in joint United Nations system activities at the country level, which for the Organization implies the need to revisit and adjust the planning and programming methods to increase the prospects for tangible impact on the ground, as also requested by UNESCO’s governing bodies. Thus, the ambition is that the new medium-term strategy will be able to articulate and project a clear vision for UNESCO, its role and mission contributing to a world undergoing multiple changes induced and driven by globalization. Details of the provisions of the Outcome document and their pertinence for UNESCO are reported in document 174 EX/4 Add.2.

II. THE CONSULTATION PROCESS AND ITS PHASES

5. Annex IV contains a **roadmap and timetable** for the preparation of the draft 34 C/4 and draft 34 C/5 documents leading to the adoption of both key documents by the General Conference at its 34th session (also published as document 174 EX/5 Add.2 Rev.). Furthermore, the attached single-page chart seeks to capture the various stages along a time-line, leading to the 34th session of the General Conference.

6. It should be borne in mind that there are specific phases for input to be provided by different stakeholders, which will at a later stage be consolidated by the Executive Board in October 2006. Thus, each recommendation and input represents but a partial contribution to the overall process. The recommendations emanating from the consultations with the National Commissions in five different regions and at the cluster level are developed relatively early on in the exercise. They will be brought in full to the attention of the Executive Board. Likewise, the comments received from Member States, Associated Members, inter-governmental and non-governmental organisations, to be received at a subsequent stage by 15 July 2006, will be submitted in a synthesized form to the Executive Board. Special input will also be coming from the Panel set up for the overall review of Major Programmes II and III. The preliminary proposals of the Director-General will take account of the various contributions resulting from these earlier phases, but will also contain his own recommendations and proposals. It will then be up to the Executive Board to review and reconcile – in a political process – all these proposals and adopt a comprehensive decision providing guidance to the Director-General for the preparation and elaboration of the two draft documents.

Timetable for the preparation of the Medium-Term Strategy 2008-2013 (34 C/4) and Programme and Budget 2008-2009 (34 C/5)

2006	January		
	February		
	March		early March Finalization & dispatch of questionnaire for 34 C/4 and 34 C/5 and Finalization and dispatch of discussion document for global consultation on the long-term future role of UNESCO
	April	174 ExB	April – May Cluster and/or national consultations with National Commissions Consultations of the President of the General Conference with Permanent Delegates
	May		
	June		May – July Regional consultations of Director-General with National Commissions
	July		15 July Deadline for submission of written comments by Governments, IGOs and NGOs on DG's questionnaire
	August		mid-August Preliminary proposals by the DG for 34 C/4 and 34 C/5
	September		
	October	175 ExB	12 October Executive Board adopts decisions concerning 34 C/4 and 34 C/5 end October Publication of DG blue note on preparation of draft 34 C/4 and 34 C/5
	November		
	December		
2007	January		
	February		
	March		early March Dispatch of draft 34 C/4 and draft 34 C/5
	April	176 ExB	26 April Executive Board adopts decisions with recommendations on draft 34 C/4 and draft 34 C/5
	May		
	June		
	July		
	August		
	September	177 ExB	
	October	34 GenCon	
	November	178 ExB	
	December		

7. Thus, it is a complex and multi-layered process, at the end of which a range of suggestions are bound to be aggregated, in order to arrive at the common denominator shared by the largest number of stakeholders. Clearly, choices will have to be made and not all recommendations, whether they emanate from regional consultations or Governments or other actors, will and can ultimately be retained. The more concrete and succinct proposals are, the higher the probability of their integration into the final framework decision with its global scope to be adopted by the Executive Board in October 2006. But even thereafter, very specific recommendations, say from certain regions, could still be reflected, at the subsequent stages of the elaboration, particularly as regards the contents of the 34 C/5 document.

III. PRINCIPLES AND GUIDELINES FOR THE ELABORATION OF THE DRAFT MEDIUM-TERM STRATEGY ESTABLISHED BY THE GENERAL CONFERENCE

8. The Medium-Term Strategy for the period 2002-2007 (31 C/4) was built around a single unifying theme: **Contributing to peace and human development in an era of globalization through education, the sciences, culture and communication**, three strategic thrusts, and a limited number of strategic objectives – three for each of UNESCO's four main domains, 12 in total for the entire Organisation. These strategic objectives were complemented by two cross-cutting themes (CCTs) – **Eradication of poverty, especially extreme poverty**, and **The contribution of information and communication technologies to education, science and culture, and the construction of knowledge societies** – each having three strategic objectives of their own. The CCTs were to be intrinsic to all programmes and to constitute a particular important entry point for intersectorality, both at Headquarters and in the field.

9. In 33 C/Resolution 1, the General Conference, recognizing the good quality of the 31 C/4 and the important contribution it has already made towards strengthening the Organization, invited the Director-General to ensure due consideration in the preparation of the 34 C/4 of a set of **principles and guidelines**, which build on results-based programming, budgeting, management and monitoring (RBB and RBM) methodologies used within the United Nations system. The resolution setting out the principles and guidelines is reproduced in full in Annex I.

IV. QUESTIONNAIRE

10. Documents C/4 and C/5 together constitute the **programmatic and conceptual framework for all of UNESCO's action**, comprising strategic objectives, expected outcomes, programme strategies to be followed as well as expected results, performance indicators and benchmark targets to be achieved. Based on the principles and guidelines in 33 C/Resolution 1 and taking into account the discussions in the various programme commissions of the General Conference on the 34 C/4 and the 34 C/5, Member States, National Commissions and other stakeholders are invited to address the subsequent questions. The key issues relate to the definition of the mission statement, overarching objectives, strategic programme objectives, intersectorality and delivery aspects of the Programme, on which respondents are invited to focus in particular.

➤ **Cluster 1: Mission – overarching objectives – strategic programme objectives for the 34 C/4**

11. Defining UNESCO's vision in a single mission statement, and capturing in contemporary terms the Organisation's purpose and objective, must build on the provisions of the UNESCO Constitution. This has been underlined by the General Conference in 33 C/Resolution 64 on

“Reflection on the future role of UNESCO” (see annex III) and it can be expected that substantial input for the articulation of this part will also flow from the global consultations envisaged under this resolution, providing the substantive underpinning and overarching policy framework for document 34 C/4.

12. The Preamble to the UNESCO Constitution declares that “since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed” and set the following purpose for the Organization: “... to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations”.

13. Being an ethical organisation, UNESCO is founded on the principles of universality, diversity and dignity as well as the commonly shared values of justice, solidarity, tolerance, sharing and equity, respect for human rights, including women’s rights, pluralism and democratic principles. Over the past years, UNESCO has transformed itself into a modern multilateral organisation with focus on core competencies, concentration on programme principal priority areas, a balance between global, regional and national focus and between normative and operational tasks, a strong development results orientation and an effective and accountable management at all levels.

14. A central task for UNESCO throughout the current medium-term period was and is to help countries attain the Millennium Development Goals (MDGs) and other internationally agreed development goals, especially with respect to halving poverty by 2015, through activities in its domains. UNESCO has begun to implement and align its programmes with the 2005 World Summit Outcome document, which addresses many issues of direct relevance for UNESCO, such as EFA, cultural diversity, sustainable development, communication and information, action in support of Africa and LDCs, women’s empowerment, dialogue and a culture of peace. As a specialized agency of the United Nations system, UNESCO is making manifold contributions to the UN joint efforts, especially at the country level, aimed at harmonized, high-quality and results-based programme delivery in support of national development efforts and priorities.

15. UNESCO is an Organization responsive to the needs of the disadvantaged and excluded and committed to addressing effectively the needs of Africa, the least developed countries, women and youth. A knowledge broker and trusted interlocutor/facilitator in all its domains, it is served by a cadre of skilled staff, in the setting of a learning organization.

Q.1: Would you suggest other issues of relevance to define the future role and mission of UNESCO?

Q.2: What would you consider to be the main mission challenges for UNESCO in the coming medium-term period, taking into account global and regional trends as well as emerging challenges?

16. As is the wish of the General Conference, a limited number of overarching objectives, replacing the *three strategic thrusts* of the 31 C/4, shall further concretise and operationalize the mission statement.

Q.3: Based on your views of UNESCO's mission, what should be the limited number of overarching objectives in the 34 C/4 covering all the Organization's fields of competence.

Q.4: What should be the most important measurable outcomes for each of these overarching objectives, which you are proposing?

17. In the 31 C/4, UNESCO's functions had been defined as a (i) laboratory of ideas; (ii) a standard-setter; (iii) a clearing house; (iv) a capacity-builder in Member States; and (v) a catalyst for international cooperation.

Q.5: Are you in agreement to retain these five functions of UNESCO for the 2008-2013 period?

Would you like to propose other functions – and if so which ones? Or would you suggest a prioritization among the existing functions?

18. In the discussions of the Programme Commissions at the 33rd session of the General Conference, a number of key objectives were proposed to be considered for the 34 C/4 for each of the four programme areas (for details see separate background document). These discussions may inform the definition of a limited set of strategic programme objectives, with measurable expected outcomes.

- (a) **Education** – The overriding objective will be to assist countries to achieve the EFA goals and the education-related MDGs by 2015.

Regarding coordination of international support, the Global Action Plan for Achieving the Education for All (EFA) goals (document 174 EX/9) serves as a means to increase the coordination and coherence of international support to EFA at country level.

Q.6: In your situation, how can UNESCO best support improved national dialogue in the education sector and serve as a catalyst for better coordination among international partners?

The Global Action Plan proposes five areas in which international support at national level can be particularly important: raising the profile of EFA through communication and advocacy, building national capacity to implement EFA, mobilising resources for EFA, making aid more effective, and enhancing accountability through peer evaluation among agencies and countries.

Q.7: In building coordinated support at national level, which of these areas (one or more) should UNESCO focus its efforts on, in order to have the biggest impact on the country's performance in EFA?

In implementing the Global Action Plan, UNESCO will emphasise the critical role of government leadership in EFA at country level. This implies special attention to building the capacity of countries in policy formulation and planning, as well as the capacity of national institutions to sustain quality implementation and monitoring of EFA.

Q.8: Is this the best role? And, if so, what areas of focus do you consider in building the sustainable capacity of national institutions in EFA policy formulation, planning and implementation?

UNESCO's Strategic Directions in Education: As detailed in the Global Action Plan, UNESCO's Education Sector is considering some strategic directions in its programme work for the next ten years to support the implementation of EFA. These include:

- From access to success: quality learning available to all leading to the successful use of learning on socially productive occupations;
- Literacy, through the Literacy Initiative for Empowerment (LIFE), as a key tool in enabling adults and children to engage in learning and benefit from it;
- Workforce education: connecting education with work, particularly at the secondary level;
- Teacher training, particularly but not only through the Teacher Training Initiative in sub-Saharan Africa (TTISSA), building local training capacity;
- Technology: as a means of multiplying possibilities of high-quality learning.

Q.9: What input would you like to give UNESCO on the orientation of these strategic directions, regarding their relevance, importance, scope and feasibility?

In pursuing these directions, what roles would you see as most appropriate for UNESCO as an international organisation?

South-South cooperation is a key means of learning and sharing experience in achieving EFA, and UNESCO sees its promotion as an integral and important part of its global coordination role.

Q.10: From your perspective, in what ways would strengthened South-South cooperation enhance your achievement of EFA goals, and how could UNESCO best support that process?

- (b) **Sciences** – The contribution of sciences to poverty alleviation and policy-making for sustainable development, including through ecological sciences and environmental protection as well as activities related to the Decade for Education for Sustainable Development; and the promotion of policy reform, scientific cooperation and capacity-building in science, technology and innovation;

The overall review of Major Programme II (Natural Sciences) and Major Programme III (Social and Human Sciences), which was launched by the General Conference at its 33rd session (see annex II), is expected to contribute - against the background of UNESCO's mandate, country and regional priorities and today's global needs – to the elaboration of a forward-looking strategic framework for the sciences programmes of UNESCO. In that, it will focus on three interrelated needs:

- the need for UNESCO to take a forward-looking perspective on prioritization and promote a progressive agenda giving proper emphasis to emerging trends, challenges and new priorities;
- the need to reinforce the essential role of the sciences for UNESCO in the fight against poverty, with contributions and benefits to institutional and human capacity-building, education and sustainable development;
- the need to contribute to the production of new forms of knowledge and the implementation of innovative forms of action for resolving problems, given the new complexities of the strategic direction of science at the global level.

Q.11: What are your proposals regarding the three inter-related needs to be addressed by the Panel for the Overall Review of Major Programme II and III, taking into account the objectives stated in 33 C/Resolution 2?

Q.12: What would you propose to be the strategic objectives for the Sciences? Please indicate up to two such strategic programme objectives, together with expected outcomes.

Q.13: If you are in favour that document 34 C/4 should provide for separate strategic objectives for the Natural Sciences and for the Social and Human Sciences, please indicate them for each of the two fields:

Natural Sciences:

Social and Human Sciences:

- (c) **Culture** – The protection and promotion of cultural diversity were proposed to be the key strategic objective of the 34 C/4 expressed in an increased synergy and articulation of actions to protect diverse forms of cultural heritage – both tangible and intangible - and while maintaining a clear linkage to intercultural dialogue and conflict prevention; continued relevance of the Stockholm Action Plan and call to develop further the conceptual evidence of the fundamental role of culture in development strategies, notably through the preparation of the UNESCO World Report on Cultural Diversity and the development of cultural statistics and indicators in the light of the intrinsic cultural dimensions of globalization with a continued focus on the consolidation/implementation of existing normative instruments;

Q.14: Which should be the strategic objectives for Culture? Please indicate up to two such strategic programme objectives, together with expected outcomes.

- (d) **Communication and information** – The contribution of media and info-structures to development and poverty eradication remains at the core of the programme with the objective to build inclusive and pluralistic knowledge societies, as envisaged in WSIS. The principles of freedom of expression and universal access to and sharing of information and knowledge are the pillars of the programme's actions. A changing

world raises new social, legal and ethical questions to ICTs, including support to peace-building efforts and mediation in conflict-situations and to enhance tolerance, reconciliation and dialogue. While new digital media and information formats are being developed, traditional media require continued attention as a major source of information for the majority of the world's population. This is particularly important in relation to the role to be played by ICTs and community media in mobilizing local content production and utilizing knowledge for sustainable development. Enhancing the professional standards of media and information professionals and creating a safe environment for these groups are other important areas of action, as is knowledge preservation and distribution.

Q.15: Which should be the strategic objectives for Communication and information? Please indicate up to two such strategic programme objectives, together with expected outcomes:

19. The 31 C/4 contains two cross-cutting themes, namely "Eradication of poverty, especially extreme poverty", and "The contribution of information and communication technologies to education, science and culture, and the construction of knowledge societies", each having three strategic objectives of their own. These two themes were to be intrinsic to all programmes and were intended to serve as a particular entry point for intersectoral action.

Q.16: Do you favour the retention of cross-cutting themes for the 34 C/4? Do you prefer to maintain the present two themes or do you have other suggestions?

20. In document 31 C/4 and in documents 31 C/5, 32 C/5 and 33 C/5, a number of flagship programmes/activities/projects have been highlighted related to programme action that has yielded positive results over a sustained period and attracted visibility for UNESCO.

Q.17: Are you in favour of continuing the practice whereby flagship programmes/activities/projects are highlighted in the 34 C/4 and 34 C/5? If so, what criteria should be used to select such flagships?

Do you have suggestions for designating specific flagships?

➤ **Cluster 2: Sectoral priorities for the 34 C/5**

21. In the past, the General Conference and the Executive Board have insisted on the need to reflect clearly the link between the strategic programme objectives in the C/4 document and the

sectoral priorities proposed in the C/5 documents. They also called for more focused sectoral priorities in the biennial programme and budget documents, building on the results achieved and lessons learned from past evaluations. For the past three C/5 documents, each of the five major programmes has been built around one *principal priority* and typically a set of three *other priorities* each, which allowed a rationalisation in the programmatic presentation of other sectoral activities. Principal priorities also benefited from increased budgetary allocations. The General Conference debates on the preparation of the 34 C/5 generally favoured the continuation of the existing programme priorities and pointed also to the need of a holistic perspective, whereby all priorities would need to be mutually supportive and contribute to the overall objectives of UNESCO.

Q.18: Are you in favour of retaining for document 34 C/5 the structure whereby each major programme would have one principal priority and a limited number of other priorities?

If you consider that prioritization should be structured otherwise, what would you suggest?

22. Throughout the three biennial periods of the current 31 C/4, the principal priority for each Major Programme has progressively become more focused and clearer articulated. The 33 C/5 Approved contains the following principal and other priorities for the five Major Programmes:

- (a) **Education** – Principal priority: basic education for all with special attention being given to literacy, HIV/AIDS education and teacher training in sub-Saharan Africa;

Other priorities: secondary education, including technical and vocational education and training as well as science and technology education; promoting quality education, with special reference to values education and teacher training; higher education;

- (b) **Natural sciences** – Principal priority: water and associated ecosystems;

Other priorities: Oceans; capacity-building in the basic and engineering sciences, the formulation of science policies and the promotion of a culture of maintenance; promoting the application of science, engineering and appropriate technologies for sustainable development, natural resource use and management, disaster preparedness and alleviation and renewable sources of energy;

- (c) **Social and human sciences** – Principal priority: ethics of science and technology, with emphasis on bioethics;

Other priorities: promotion of human rights and the fight against all forms of discrimination, racism, xenophobia and related intolerance through activities in UNESCO's fields of competence; foresight, philosophy, human sciences, democracy and the enhancement of human security; management of social transformations;

- (d) **Culture** – Principal priority: promoting cultural diversity, with special emphasis on the tangible and intangible heritage;

Other priorities: cultural policies as well as intercultural and interfaith dialogue and understanding; cultural industries and artistic expressions;

- (e) **Communication and information** – Principal priority: empowering people through access to information and knowledge with special emphasis on freedom of expression;

Other priorities: promoting communication development; advancing the use of ICTs for education, science and culture.

During the debate by the General Conference at its 33rd session, a range of suggestions was made for priorities by the various Major Programmes. They are summarised in the separate background document capturing the gist of the debates during the 33rd session.

Q.19: Which principal priority would you propose for each of the five major programmes in the 34 C/5?

Education (MP I):

Natural Sciences (MP II)

Social and Human Sciences (MP III)

Culture (MP IV)

Communication and information (MP V)

Q.20: Which “other priorities” would you propose for each Major Programme in the 34 C/5?

Education (MP I):

Natural Sciences (MP II)

Social and Human Sciences (MP III)

Culture (MP IV)

Communication and information (MP V)

➤ **Cluster 3: Fostering intersectorality**

23. Intersectoral approaches are one of UNESCO's comparative advantages in the multilateral system, allowing the Organisation to respond to complex problems in a more comprehensive and substantively appropriate manner, facilitating the resolution of existing problems beyond a mere pooling of financial resources. At the 33rd session of the General Conference, virtually all Member States requested an intensification of intersectorality, to find its expression in a larger number of intersectoral programmes and activities in the consecutive C/5 documents, involving all or some programme areas.

24. Document 31 C/4 had introduced two cross-cutting themes (CCTs) around which intersectoral action should be undertaken. In document 33 C/5 the General Conference approved funding for 28 intersectoral projects pertaining to the CCTs. Furthermore, the General Conference welcomed intersectoral actions included in the 33 C/5 devoted to enhancing the linkages between cultural and biological diversity as a basis for sustainable development; the Global Initiative on HIV/AIDS and Education (EDUCAIDS); e-learning and ICTs in education; broadening access to scientific and technical information through media and ICT; United Nations Decade on Education for Sustainable Development; enhanced protection of World Heritage in small island developing States; promoting World Heritage values in education policies and practices; science and technology education for all; and disaster prevention and preparedness, including tsunami warning system. Moreover, during the 33rd session, the General Conference endorsed additional themes for future intersectoral action, namely promotion of languages and multilingualism, cultural and linguistic diversity; media and good governance; media education; dialogue among civilizations, cultures and peoples; education for shared values for intercultural and interfaith understanding; preservation of digital heritage; youth violence in Central America; and action in favour of SIDS (implementation of the Mauritius Plan of Action). Another possible area is education and culture, as demonstrated at the Khartoum summit of the African Union in January 2006.

Q.21: Are there in your opinion other topics/themes that should be pursued in an intersectoral and interdisciplinary manner?

Q.22. Should UNESCO choose a small number of carefully selected intersectoral approaches into which it would invest the critical resources intersectorality requires? Which ones?

Q.23. How should UNESCO proceed in order to pursue the proposed intersectoral activities?

Q.24. Do you support a continuation of the modality whereby a number of intersectoral projects pertaining to the cross-cutting themes of the C/4 are to be implemented during successive C/5s?

If so, do you favour the allocation of specific resources of the 34 C/5 for this purpose?

25. **Mainstreaming:** beginning with document 31 C/4, a new approach had been introduced aimed at mainstreaming the needs of Africa, the least developed countries (LDCs), women and youth. This implies that the demands emanating from these groups must be addressed by all sectors in all their programmes and at all stages of the programming and implementation process. As stipulated in the 2005 World Summit Outcome document, special attention will need to be paid to gender mainstreaming approaches and activities. In addition, throughout all UNESCO's efforts, there is a special focus on the needs of disadvantaged and excluded groups and the most vulnerable segments of society. Likewise, the Organization is committed to promote a culture of peace, especially in the context of its role as lead agency for the International Decade for a Culture of Peace and Non-Violence for Children of the World (2001-2010).

Q.25: Do you favour the continued use of the mainstreaming approach as a programming principle for document 34 C/4 and its application in subsequent C/5 documents?

If not, what alternative approaches would you suggest?

Q.26: If so, what areas would you recommend for mainstreaming in 34 C/4 and 34 C/5:

(a) maintain the present mainstreaming mandate for Africa, LDCs, women and youth?

(b) Reduce the present number of mainstreaming areas and groups by dropping _____?

(c) Add as new areas for mainstreaming: _____?

➤ **Cluster 4: Delivering the programme – partnerships and UNESCO's role within the United Nations system – improving the visibility of the Organization**

26. The Organization's reform process initiated by the Director-General throughout the period of the current medium-term strategy has brought about enhanced managerial effectiveness, programmatic coherence including with respect to global lead roles assigned to UNESCO, results-orientation (following the RBM approach), decentralisation and country-level contributions, accountability and transparency, delivery quality, intersectorality and mainstreaming performance.

These features will need to be retained and consolidated, if not sharpened in the period of the forthcoming medium-term strategy. UNESCO's decentralization strategy seeks to enhance the presence of UNESCO and its action at the country level with a view to strengthening its relevance and impact and to strike a balance between the global, regional and national responsibilities of UNESCO. Cluster and national offices are the principal platform for UNESCO programme delivery at the field level and the roles for cluster and national as well as regional bureaux have been clearly defined, which was taken note of by the Executive Board, in decision 171 EX/Decision 5, section III. Action at the country level is becoming ever more relevant in the follow-up to the 2005 World Summit Outcome document which calls for the adoption of comprehensive national development plans by Member States, an integrated programming and monitoring framework for the activities of the United Nations development system at the country level and special consideration for least developed countries.

27. Moreover, UNESCO's new *programme management cycle* defines a common global framework linking Headquarters, field offices and institutes. It aims at ensuring a more equitable, rational and transparent distribution and allocation of resources and staff, realising synergies within UNESCO and, overall, a clearer integration of country needs and priorities, in consultation with national counterparts. The present cycle also serves to better adapt UNESCO's global strategies to regional and national circumstances, to draw on partnerships at various levels and, ultimately, accomplish a better reflection of regional, sub-regional and national priorities in field office work plans, when implementing the C/5 document approved by the General Conference. This is of particular importance for UNESCO's action in Africa, where it collaborates closely with the African Union – most recently at its Khartoum summit – and its NEPAD programme (New Partnership for African Development) and other international initiatives.

Q.27: Do you have any amendment to the programme management cycle – covering both the preparation and implementation of the C/4 and the C/5 documents?

Q.28: Do you have suggestions how UNESCO could best continue to support Africa in its development efforts, especially through NEPAD?

28. The *National Commissions* as a constituent element of UNESCO have a critical role to play in the conceptualization, implementation and delivery of UNESCO's programmes, especially at country level. They are also involved in the decentralisation process, developing synergy and interface with field offices, raising the visibility of UNESCO at the country level, and enhancing partnerships with civil society. Efforts will continue to be undertaken to enable them to fully discharge their role as bodies for consultation, liaison, information, evaluation and programme execution, while expanding their field of action to include the search for funding and the mobilization of new partnerships. The October 2005 "Guidelines for interface and cooperation between UNESCO field offices and National Commissions for UNESCO" are an important step in this direction.

Q.29: Do you have suggestions for measures, initiatives or modalities that could further the role of National Commissions and enhance the interaction between National Commissions and the Secretariat, in particular cluster and national offices and regional bureaux?

29. The prospects for a measurable impact of UNESCO activities will increase with a more pronounced involvement of UNESCO in common UN system country programming exercises – aimed at attaining the MDGs – designed to respond to national priorities and needs, as defined in relevant national plans and poverty reduction strategies, as well as in support of countries in post-conflict and post-disaster situations. UNESCO will also seek to contribute to and implement measures aimed at simplification, harmonization and quality of delivery, as outlined in the 2005 Paris Declaration on Aid Effectiveness. This will involve, but not be limited to, the preparation of Common Country Assessments (CCA), United Nations Development Assistance Frameworks (UNDAF) with their results-based matrixes, Poverty Reduction Strategies (PRS), sector-wide approaches (SWAp) – especially in education, culture and science - and joint assistance strategies (JAS) involving all multilateral and bilateral contributors and donors. Efforts have begun, on a pilot basis, to prepare UNESCO country programming documents to capture in a strategic manner the contributions envisaged by UNESCO to a country's development efforts and to the common UN system support.

Q.30: Given the trend towards increased harmonization and integration of United Nations system activities at the country level, do you have particular suggestions for further enhancing UNESCO's involvement and impact?

Q.31: Do you consider that UNESCO should continue its involvement in post-conflict and post-disaster countries? If so, which action by UNESCO would be in your opinion be the most effective response to such situations?

30. Given the challenges and expectations confronting UNESCO, partnerships, alliances and other cooperative mechanisms with intergovernmental entities, non-governmental organizations, actors of civil society and the private sector, are indispensable. Beyond, partnerships have the potential to be effective modalities for ensuring coherent and coordinated joint responses by multiple stakeholders to existing needs, based on a division of labour that respects core mandates and competencies of each partner without causing overlap. Partnerships can also lead to the mobilization of a critical mass of resources and expertise. UNESCO has acquired extensive experience with different types of partnerships, including public-private partnerships (PPP), in all its domains. Furthermore, it has been assigned by the General Assembly of the United Nations or by

UN inter-agency bodies a lead role in areas, where it has recognized core competence, such as EFA, ESD, water, oceans, World Heritage, follow-up to WSIS, anti-doping convention or bioethics.

Q.32: Do you have specific suggestions for UNESCO's partnership approaches that should be reflected in the 34 C/4?

Q.33: What kind of synergies would you see as essential to get better and more effective partnerships?

Q.34: Do you have proposals for new partnerships which UNESCO should initiate and pursue?

31. At present, UNESCO has designated 25 institutes and centres under its auspices (category 2 centres), with the full list contained in annex V. Category 2 institutes and centres, as defined in 33 C/Resolution 90, are entities which are not legally part of the Organisation, but which are associated with it through formal arrangements by the General Conference. The General Conference underlined the importance for UNESCO of ensuring a substantial, effective and sustainable contribution of category 2 institutes and centres to the implementation of UNESCO's programme action, thereby making use of all available resources and strengthening the Organization's global outreach and impact. This corresponds to the criteria of the overall strategy for category 2 centres, whereby their activities should make a substantial contribution to UNESCO strategic objectives and programme priorities and whereby the scope of their activities must be global or regional in nature or supported by a broad coalition of Member States so as to ensure sufficient outreach. Given their status outside the institutional arrangements of UNESCO, optimizing contributions of these centres to the attainment of strategic programme objectives may require specific approaches and mechanisms.

Q.35: What measures could be taken to draw effectively on the work and contributions of category 2 centres more effectively in the pursuit of the strategic programme objectives of UNESCO?

32. The General Conference has expressed its desire to see the results of UNESCO's action enjoy greater visibility. The communication and public information strategy in place since 2002 has made it possible to introduce new working methods, exploit opportunities and identify factors promoting the Organization's visibility, namely:

- a strong link between programme activities and information activities;
- more specific programming of information activities taking account of the objectives pursued and audiences targeted;
- concerted use of various tools to obtain the best impact (publications, Web, audio-visual, events, media activities, and so on) while maintaining a consistent identity;

- systematic evaluation of achievements in visibility resulting from action taken, in order to make the best use of experience acquired.

33. UNESCO's visibility in general depends essentially on the results of its programme activities and consequently its image in Member States. That image can be strengthened by communication and information activities that are both diversified (taking into account national circumstances) and coordinated between Headquarters, field offices, national authorities (in particular National Commissions) and any local partners. Such cooperation seems to be indispensable in order to pool available resources and ensure consistent action.

Q.36: What is your opinion with regard to the factors that could make the Organization's information and communication activities more effective and consequently afford it greater visibility?

Q.37: How could the Organization's visibility be strengthened locally by encouraging cooperation between the various bodies concerned? Can they make proposals that would lead to improvements in the way the Secretariat and national actors, including National Commissions, plan and intensify their cooperation in this field?

➤ **Cluster 5: Resources (for response by Member States only)**

34. UNESCO receives extrabudgetary contributions from the United Nations system organisations, multilateral development banks, bilateral contributors, foundations, civil society actors and the private sector. These contributions will continue to be a major source of support enabling UNESCO to achieve its objectives and accomplish the necessary outreach and impact, especially at the regional and country levels. A major challenge is to ensure the full harmonization and alignment between the strategic programme objectives of the Medium-Term Strategy, the sectoral priorities of the regular programme and budget and the activities proposed for extrabudgetary funding. UNESCO policies and practises, including the preparation of sectoral and cluster strategic frameworks, require to take into account available extrabudgetary resources and to indicate priority areas for which extrabudgetary support are to be sought. Document 174 EX/INF. 4 outlines a series of measures by which such harmonization shall be pursued in future. Furthermore, the ongoing recast of SISTER – integrating information on both regular and extrabudgetary programme resources – is a step in enhancing a transparent implementation, reporting and monitoring of the Programme.

Q.38: Do you have suggestions which further measures could be introduced to ensure and strengthen a coherent programming of all available resources, i.e. regular and extrabudgetary resources combined, around the approved strategic and programme priorities?

35. Determining the budget envelope is a decision of major importance for the activities of the Organization. Member States are invited to indicate how they envisage providing the necessary human and financial resources to respond to the priorities identified. During the period of the current medium-term strategy 2002-2007 (31 C/4), one biennial programme and budget (32 C/5) benefited from a 12.05% increase whereas two biennial programme and budgets were based on zero-nominal growth (31 C/5 and 33 C/5). It should be noted, however, that the adoption of the

33 C/5 was linked to the establishment of a US \$25 million fund to be fed from voluntary contributions to enhance programme delivery in programme priority areas.

Q.39: Do you prefer that the budget envelope for the 34 C/5 be based on

(a) zero nominal growth,

(b) zero real growth, or

(c) real growth – and if so, how much?

ANNEXES

Annex I

33 C/Resolution 1 Principles and guidelines in the preparation of the Draft Medium-Term Strategy for 2008-2013¹

The General Conference,

Recalling the discussions at the 32nd session of the General Conference, as well as at the subsequent sessions of the Executive Board, on the Organization's priorities,

Recalling 171 EX/Decision 30 concerning the preparation of the provisional agenda of the 33rd session of the General Conference,

Having examined document 33 C/6,

Emphasizing the need for UNESCO, as a specialized agency of the United Nations system, to pursue effectively its purposes and functions as laid down in its Constitution, and to contribute effectively to the objectives of the wider multilateral system, to inter-agency activities and to the development needs of Member States within its domains,

Recalling the 2005 World Summit Outcome adopted by the General Assembly of the United Nations and the Millennium Declaration,

Considering that the Summit Outcome adopted by the General Assembly of the United Nations and reflection undertaken in connection with the 60th anniversary of UNESCO present an opportunity for the Director-General to set out a vision for UNESCO and how it could be managed as a modern, forward-looking United Nations organization, together with the requisite framework,

Also considering UNESCO's mandate and its comparative advantage within the system of international organizations in its areas of competence,

Further considering that UNESCO's mission, rooted in its Constitution, should be defined in the light of the evolving dynamics of global development,

Further considering it essential that the General Conference issue clear guidance to the Secretariat and the Executive Board on the preparation of the Draft Medium-Term Strategy,

Further considering it important that UNESCO's programmes have clear results and contribute to genuine change in the world,

Cognizant of the good quality of the Medium-Term Strategy for 2002-2007 and the important contribution it has already made towards strengthening the Organization, in particular thanks to its strategic character and its clear focus,

I

1. *Invites* the Director-General to ensure due consideration in the preparation of the Draft Medium-Term Strategy (34 C/4) of the following principles and guidelines, which build on results-based programming, budgeting, management and monitoring (RBB and RBM) methodologies used within the United Nations system:
 - (a) to define UNESCO's vision in a single mission statement, describing in contemporary terms the Organization's purpose and objectives, replacing the "unifying theme";
 - (b) to define a limited number of overarching objectives, covering the full breadth of UNESCO's mandate, further concretizing the mission statement, replacing the "strategic thrusts";

¹ Resolution adopted on the reports of Commissions I to V, on 20 and 21 October 2005.

- (c) to further define and operationalize the overarching objectives into a limited set of strategic programme objectives, one or two for each of the four programmes, which in turn form the basis for a limited number of biennial sectoral priorities with measurable goals, expected results and clear benchmarks in future C/5 documents;
 - (d) to set measurable expected outcomes for the overarching objectives and the strategic programme priorities;
 - (e) to draw on the full implementation of RBM, with strict orientation on results and impact;
 - (f) to include in document 34 C/5 a road-map, including a timetable, towards full implementation of RBM;
 - (g) to structure the Medium-Term Strategy in such a way that it allows, in consecutive C/5 documents, for the development of a larger number of intersectoral programmes;
 - (h) to ensure that due attention is paid to the improvement of the visibility of the Organization;
 - (i) to define the complementary roles of Headquarters and the field so as to ensure measurable impact of UNESCO's activities at the country level, particularly in the least developed countries;
 - (j) to define the contribution of category 2 centres to strategic programme objectives;
 - (k) to focus UNESCO's general role on those areas in which the Organization has a core mandate and comparative advantage within the United Nations system, making sure that proposed actions of UNESCO and those of other international organizations are within their respective core mandates and not overlapping with each other;
 - (l) to make the Medium-Term Strategy a reader-friendly reference document for UNESCO's Member States and Secretariat, preferably limited to 30 pages, and with comprehensive summaries, as appropriate;
2. *Further invites* the Director-General to take into account the guidance offered by the General Conference at its 33rd session on the preparation of the Medium-Term Strategy;
 3. *Encourages* the Director-General to make the appropriate organizational changes for the full delivery of the Medium-Term Strategy, including the introduction of structures facilitating greater intersectorality;

II

4. *Requests* the Director-General in the consultative process of Member States and National Commissions, which is an integral part of the preparation of the Draft Medium-Term Strategy:
 - (a) to reflect the content of this resolution in the questionnaire to be sent to Member States and National Commissions, as well as in the regional consultations of these Commissions;
 - (b) to create conditions for a high response rate to the questionnaire, among others by considerably reducing the number of questions in the questionnaire;
 - (c) to submit to the Executive Board, besides the programmatic analysis of the responses of Member States and National Commissions to the questionnaire, a quantitative analysis of these responses, in order for the Board to assess the extent of support for specific programmes and initiatives;
5. *Requests* the Director-General to ensure that views shared by a majority of Member States are all taken into account in the process of the preparation of the Medium-Term Strategy;
6. *Further requests* the Director-General to submit progress reports to the Executive Board at its 174th and 175th sessions;

7. *Urges* the Director-General in preparing the Medium-Term Strategy to take due account of the recommendations and guidance offered by the internal and external auditors and the Joint Inspection Unit, as well as “when appropriate” guidance emanating from other internal or external evaluations or strategic reviews;

III

8. *Requests* the Member States of UNESCO and the UNESCO National Commissions to take this resolution into account in the process of consultation for the preparation of the Draft Medium-Term Strategy;
9. *Requests* the Executive Board to ensure that the above-mentioned principles and guidelines are taken into account in the preparation of the Draft Medium-Term Strategy;
10. *Decides* that the Draft Medium-Term Strategy (34 C/4) shall be submitted to the General Conference at its 34th session.

Annex II

33 C/Resolution 2 Overall review of Major Programmes II and III²

The General Conference,

1. *Decides* to launch an overall review of Major Programmes II and III against the background of UNESCO's mandate, country and regional priorities and today's global needs, which would form an integral part of and contribute to programme planning;
2. *Requests* the Director-General to undertake a review with a mandate along the lines indicated below by setting up a team of expert scientific representatives of Member States, inclusive of all regions, and appropriate intergovernmental and international non-governmental organizations, working in close partnership with the Secretariat;
3. *Further requests* the Director-General to submit a report on the conclusions and recommendations of the expert team through the Executive Board to the General Conference at its 34th session with a view to integrating the agreed conclusions and recommendations into the Programme and Budget (34 C/5) and the Medium-Term Strategy (34 C/4);
4. *Welcomes* the intention of the Director-General to adjust the evaluation plan for 2006-2007 with a view to providing \$120,000 from regular resources under the Programme and Budget for 2006- 2007 (33 C/5) for the purposes of conducting the team review;
5. *Urges* Member States to provide adequate complementary extrabudgetary resources in addition to those to be provided from the regular programme and budget (33 C/5), and to do so at the earliest possible time.

²

Resolution adopted on the report of Commission III at the 18th plenary meeting, on 19 October 2005.

Annex III

33 C/Resolution 64 Reflection on the future role of UNESCO³

The General Conference,

Inspired by the continuing relevance of UNESCO's Constitution, 60 years after its adoption, and the need to re-read the Constitution in this regard to address the challenges of the twenty-first century,

Guided by the United Nations Millennium Declaration of 2000 and the 2005 World Summit Outcome document,

Desirous of maintaining the vitality and effectiveness of the Organization and of enhancing its capacity to contribute to international cooperation in its domains – education, science and culture, as well as communication and information – and to the national development of Member States,

Underlining the special role accorded to the specialized agencies of the United Nations system, especially as standard-setters, policy advisors, policy advocates and builders of human and institutional capacities in Member States,

1. *Expresses its appreciation* to the Asia and the Pacific group for its timely and important initiative;
2. *Considers* it desirable for a thorough and broad-based reflection and review to be undertaken, in the context of UNESCO's Constitution, with a view to:
 - (a) ensuring a succinct articulation of the core competencies of UNESCO in each of its domains;
 - (b) providing a clear programmatic definition of UNESCO's place, orientations and functions in the United Nations system;
 - (c) specifying the policy and programmatic lead roles that have already been entrusted to or should be asserted by UNESCO;
 - (d) clarifying the position to be assumed and the contribution to be made by the Organization in the multilateral context, at the global and regional levels as well as at the country level;
 - (e) identifying innovative measures to involve civil society in UNESCO's deliberations and programme implementation, especially through the work of the National Commissions;
 - (f) specifying UNESCO's role as a catalyst for harnessing the energy of the private sector;
 - (g) designing innovative structures and decentralization modalities, benefiting from synergies with existing facilities and resources, which may enable the Organization to deliver top-notch services and ensure high-quality impact and results in a timely manner (e.g. through scientific programmes, category 2 institutes, UNITWIN networks, the ASP Network, and greater interaction and cooperation with the United Nations University);
3. *Expresses* its desire to achieve a clear concentration of the programme around thematic issues/clusters which is aimed at the realization of attainable results, and is furthermore reflected in resource allocation;
4. *Underlines* the critical importance of working to ensure tangible recognition of and high visibility for UNESCO's mission and activities so as to secure understanding and support for its mission among policy-makers, experts in various fields and, especially, among the public at large;
5. *Highlights* the positive impact of well-defined flagship programmes and projects with a positive track record, both in programmatic terms and in terms of public information approaches;

³

Resolution adopted on the report of Commission I at the 20th plenary meeting, on 20 October 2005.

6. *Requests* the Director-General, in consultation with the President of the General Conference and the Chair of the Executive Board, to lead a global consultation on the long-term future role of UNESCO – using the modalities, *inter alia*, of the forthcoming regional consultations on documents 34 C/4 and 34 C/5 – with the Permanent Delegations, the National Commissions, nongovernmental organizations in consultative status with UNESCO, youth constituencies, including delegates to previous youth fora, and other United Nations bodies, in particular the United Nations University;
7. *Further requests* the Director-General to prepare for this global consultation a succinct and engaging discussion paper identifying issues, trends and challenges of relevance for the future role of UNESCO, including themes identified at the 33rd session of the General Conference and taking into account the recommendations contained in the report of the Task Force on UNESCO in the Twenty-First Century (160 EX/48);
8. *Requests* the Director-General to draw on the results of this ongoing global consultation in the preparation of his vision and proposals for the Medium-Term Strategy for 2008-2013, and to present a brief report on the implementation of this resolution to the General Conference at its 34th session.

Explanatory note:

The occasion of the 60th anniversary of the birth of UNESCO has motivated the Asia and the Pacific group to discuss the question of the future of UNESCO, both visionary and programmatic, in several of its plenaries, and this was further discussed in an Asia and the Pacific working group. At the dawn of the twenty-first century, re-reading the Constitution of UNESCO to discover its probable under-utilized capacities and to elaborate on the visionary insight that was in the minds of its founders could equip us to better face the new challenges of our age vis-à-vis UNESCO. Constructing the defences of peace in the minds of men and founding that peace upon the intellectual and moral solidarity of mankind is a sacred task which deserves continuous oversight to mobilize even further various relevant resources. The prospect of the world in front of us indicates that this oversight is indeed what we need for a more visible and effective UNESCO in the future, to ensure its original function of intellectual watchtower and moral conscience of the United Nations family.

Annex IV

**ROADMAP AND TIMETABLE FOR THE PREPARATION
OF THE DRAFT MEDIUM-TERM STRATEGY 2008-2013 (34 C/4)
and
THE DRAFT PROGRAMME AND BUDGET FOR 2008-2009 (34 C/5)
(and part of the global consultation on the long-term future role of UNESCO)**

Date		Action to be taken
end March/early April 2006	Finalisation and dispatch of questionnaire for 34 C/4 and 34 C/5	Secretariat prepares the questionnaire
early April 2006	Finalisation and dispatch of discussion document for global consultation on the long-term future role of UNESCO	Note: the discussion paper by the Secretariat shall inform the global consultation to be led by the DG, in consultation with the President of the General Conference and the Chairman of the Executive Board, using <i>inter alia</i> the modalities of the regional consultations – but also other approaches outside these consultations
28 March – 13 April 2006	174th session of Executive Board	Director-General (DG) reports to Board about preparations made for the 34 C/4 and 34 C/5 process as well as for global consultations on the future role of UNESCO
April/May 2006	Cluster and/or national consultations with National Commissions by Field Office Directors	FO Directors undertake cluster or on national basis consultations on issues raised in questionnaire and related programming matters as well as in discussion paper
May-July 2006	Regional consultations of Director-General with National Commissions	Conduct of five regional consultations with National Commissions on preparation of 34 C/4 and 34 C/5 (as well as on the future role of UNESCO); Each consultation adopts report – with recommendations – which will be submitted to the Executive Board at its 175th session
15 July 2006	Deadline for submission of written comments by Governments, IGOs and NGOs on DG's questionnaire	In line with the recommendation of the Krogh Commission, the deadline for the submission of the written comments by Governments, IGOs and NGOs falls shortly after the last regional consultation (which is the Consultation for LAC, to be held from 3-6 July 2006 in Jamaica); In line with stipulations of resolution 1 of 33rd GC, Secretariat prepares synthetic/analytical report, which will be submitted as a document for the 175th session of the Executive Board

mid-August 2006	Preliminary proposals by the DG for 34 C/4 and 34 C/5	DG prepares a document containing his preliminary proposals for the 34 C/4 and 34 C/5, bearing in mind the provisions of resolution 1 of the 33rd session of the GC and the outcome of the regional consultations as well as the written comments received
26 September-12 October 2006	Consideration by Executive Board, 175th session	Executive Board considers the preparations for the 34 C/4 and 34 C/5 on the basis of the preliminary proposals of the DG, the analytical report of the written responses to the questionnaire and the written reports with recommendations emanating from the five regional consultations; Executive Board will also receive an interim report about status of deliberations of Review Group on Major Programmes II and III; Executive Board addresses discusses 34 C/4 and 34 C/5 issues in Plenary, in PX and FA ; a specially constituted Drafting Group will be charged with preparation of two separate draft decisions defining framework for formulation of both 34 C/4 and 34 C/5
12 October 2006	Executive Board adopts decisions concerning 34 C/4 and 34 C/5	Based on the proposal of its Drafting Group and the FA Commission (on administrative and financial issues), Executive Board (plenary) adopts two separate draft decisions providing framework and policy as well as programming direction to DG for preparation of 34 C/4 and 34 C/5
end-October 2006	Publication of DG blue note on preparation of draft 34 C/4 and 34 C/5	DG blue gives instructions to Secretariat for the preparation of draft C/5, including budget envelope, guidelines for the elaboration of Sectoral Strategic Framework (SSF), with inclusion of strategy for mobilization of extrabudgetary resources; format for preparation of Resource Allocation Matrix (RAM); and criteria for the assessment and selection of cross-cutting theme (CCT) projects, should this modality of intersectorality be retained for the new 34 C/4 period/exercise
early-March 2007	Dispatch of draft 34 C/4 and draft 34 C/5	Statutory deadline for submission of draft 34 C/4 and 34 C/5 to Member States
10-26 April 2007	176th session of Executive Board	Consideration by the Executive Board of the Draft 34 C/4 and 34 C/5; Discussion in Plenary, PX and FA Commissions and by a Drafting Group

26 April 2007	Executive Board adopts decisions with recommendations on draft 34 C/4 and draft 34 C/5	Based recommendations by its Drafting Group and FA Commission, Executive Board approves two separate decisions containing its observations and recommendations on 34 C/4 and 34 C/5, to be submitted to General Conference at 34th session (as documents 34 C/6 and 34 C/11)
October 2007	34th session of General Conference	General Conference holds 34th session and discusses draft 34 C/4 and draft 34 C/5 in light of recommendations by Executive Board on draft 34 C/4 (document 34 C/11) and draft 34 C/5 (document 34 C/6), as well as amendments submitted by Member States and considered admissible; General Conference approves 34 C/4 and 34 C/5, whose implementation shall begin on 1 January 2008.

Annex V

List of Institutes and Centres under the auspices of UNESCO (category 2)

1. International Research and Training Centre for Rural Education (INRULED), Baoding, China.
2. Asia-Pacific Centre of Education for International Understanding (ACEIU), Inchon, Republic of Korea.
3. Guidance, Counselling and Youth Development Centre for Africa (GCY), Lilongwe, Malawi.
4. International Research and Training Centre on Erosion and Sedimentation (IRTCES), Beijing, China.
5. Regional Humid Tropics Hydrology and Water Resources Centre for South-East Asia and the Pacific (WRCSEAP), Kuala Lumpur, Malaysia.
6. Regional Water Centre for the Humid Tropics of Latin America and the Caribbean (CATHALAC), Panama, Panama.
7. Regional Centre on Urban Water Management (RCUWM), Tehran, Islamic Republic of Iran.
8. International Centre for Pure and Applied Mathematics (CIMPA), Nice, France.
9. International Centre for Human Sciences (ICHS), Byblos, Lebanon.
10. International Institute for the Study of Nomadic Civilizations (IISNC), Ulan Bator, Mongolia.
11. International Institute for Central Asian Studies (IICAS), Samarkand, Uzbekistan.
12. Regional Centre for Book Development in Latin America and the Caribbean (CERLALC), Bogotá, Colombia.
13. The International Standard Serial Number (ISSN), Paris, France.
14. Nordic World Heritage Foundation, Oslo, Norway.
15. Regional Centre for Training and Water Studies of Arid and Semi-arid Zones (RCTWS), Egypt.
16. International Centre on Qanats and Historic Hydraulic Structures (ICQHHS), Yazd, Islamic Republic of Iran.
17. Regional Educational Planning Centre, Sharjah, United Arab Emirates.
18. Latin American Physics Centre (CLAF), Rio de Janeiro, Brazil.*
19. Regional Centre for the Safeguarding of the Intangible Cultural Heritage of Latin America (CRESPIAL), Cusco, Peru.

* Established in 1962 prior to the formulation of guidelines pertaining to UNESCO institutes and centres.

20. International Centre for Girls' and Women's Education in Africa (CIEFFA), Ouagadougou, Burkina Faso.
21. Regional centre for biotechnology training and education, India.
22. International Centre for Water Hazard and Risk Management (ICHARM), Tsukuba, Japan.
23. Regional Water Centre for Arid and Semi-Arid Zones of Latin America and the Caribbean (CAZALAC), La Serena, Chile.
24. European Regional Centre for Ecohydrology, Łódź, Poland.
25. International IHP-HELP Centre for Water Law, Policy and Science, University of Dundee, Scotland, United Kingdom.