

Item 22 of the provisional agenda

**PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL CONCERNING THE DRAFT
MEDIUM-TERM STRATEGY (41 C/4) AND DRAFT PROGRAMME AND BUDGET (41 C/5)**

SUMMARY

In pursuance of 40 C/Resolutions 102 and 103, the Director-General organized a series of consultations as part of the preparatory process for the elaboration of her Preliminary proposals on UNESCO's Draft Medium-Term Strategy for 2022-2029 (41 C/4) and Draft Programme and Budget for 2022-2025 (41 C/5). This information document contains the results of a series of consultation meetings with the National Commissions for UNESCO, and the analysis of replies to the questionnaires on the Draft Medium-Term Strategy for 2022-2029 (41 C/4) and Draft Programme and Budget for 2022-2025 (41 C/5). It is structured as follows:

Part I: Reports of regional and subregional consultations of National Commissions for UNESCO.

Part II: Analysis of replies to the questionnaire on the Draft Medium-Term Strategy for 2022-2029 (41 C/4) and Draft Programme and Budget for 2022-2025 (41 C/5):

Part II (A) presents the analysis of Member States and Associate Members replies to the questionnaire circulated under cover of CL/4311.

Part II (B) presents the analysis of the replies of non-governmental organizations in official partnership and foundations and similar institutions in official relations with UNESCO

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- B. Analysis of the replies of non-governmental organizations in official partnership and foundations and similar institutions in official relations with UNESCO
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INTRODUCTION

1. In accordance with the road map adopted by the General Conference in 40 C/Resolution 102 and 40 C/Resolution 103, the consultation process for the preparation of the Organization's Medium-Term Strategy for 2022-2029 (41 C/4) and Programme and Budget for 2022-2025 (41 C/5) was initiated in early 2020. First, consultations conducted through three online questionnaires were launched at the end of March 2020 to request contributions from Member States and Associate Members, as well as from non-governmental organizations (NGOs) and foundations, and intergovernmental organizations (IGOs), regarding UNESCO's future strategic direction and programmatic priorities. By the closing date of this consultation phase, 130 Member States and Associate Members, 101 NGOs and foundations, and 13 IGOs had replied to the questionnaires, despite the worldwide crisis precipitated by the coronavirus disease (COVID-19) pandemic. Thus, this historic result, which surpasses those of previous years, attests the interest which Member States and all UNESCO's partners have in the Organization and its future.
2. At the same time, regional and subregional consultations were held, in person for the Arab States region (in Cairo, Egypt, in February 2020) and virtually for the other regions (June and July 2020). Only the interregional meeting, which was scheduled to take place in Lugano, Switzerland, from 25 to 29 May 2020, could not take place on the dates planned and had to be postponed because of the health crisis.
3. The consultations enabled 159 National Commissions to meet, discuss regional and subregional priorities, and formulate recommendations concerning the strategic direction of UNESCO's future action and the future priorities of its Programme.
4. This information document is structured in two parts: Part I presents the reports of regional and subregional consultations of National Commissions for UNESCO; and Part II presents the synthetic analyses of the questionnaire replies from Member States, Associate Members, NGOs and IGOs.

PART I – REPORTS OF REGIONAL AND SUBREGIONAL CONSULTATIONS OF NATIONAL COMMISSIONS FOR UNESCO

INTRODUCTION

In accordance with the Roadmap for the preparation of the UNESCO's Draft Medium-Term Strategy for 2022-2029 and Draft Programme and Budget for 2022-2025 (40 C/Resolution 103), UNESCO organized a series of regional consultation meetings with the National Commissions for UNESCO during the period February-July 2020. The meeting of the National Commissions for the Arab States region took place on 26 and 27 February in Cairo, Egypt. Due to the global COVID-19 pandemic, the other consultations have been organized online in June, at subregional level, in Asia and the Pacific, Africa, and Latin America and the Caribbean, and at regional level, in Europe, as follows:

Arab States	<ul style="list-style-type: none"> • Consultation of the National Commissions for UNESCO of the Arab States, Cairo, Egypt, 26-27 February 2020
Asia and the Pacific	<ul style="list-style-type: none"> • Consultation of the National Commissions for UNESCO of the countries covered by UNESCO's cluster offices in Almaty, New Delhi and Tehran, 22 June 2020 • Consultation of the National Commissions for UNESCO in the Pacific, 23-24 June 2020 • Consultation of the National Commissions for UNESCO of East and South East Asia, 24-25 June 2020
Africa	<ul style="list-style-type: none"> • Consultation of the National Commissions for UNESCO of West Africa, Sahel and Central African countries, 22-24 June 2020 • Consultation of the National Commissions for UNESCO of Eastern and Southern Africa, 23-24 June 2020
Latin America and the Caribbean	<ul style="list-style-type: none"> • Consultation of the National Commissions for UNESCO in Latin America, 29 June 2020 • Consultation of the National Commissions for UNESCO in the Caribbean, 30 June 2020 • Joint Latin American and Caribbean consultation meeting, 2 July 2020
Europe	<ul style="list-style-type: none"> • Consultation of the National Commissions for UNESCO of the Europe region, 20-22 July 2020

Facilitated by the Directors and heads of UNESCO Offices in the field, the consultations brought together more than 230 representatives of 159 National Commissions for UNESCO, including a number of youth representatives. The participants shared their views on pressing regional and subregional challenges and UNESCO's required action in addressing them during the next medium-term period. They also exchanged experiences and made proposals on the role of the National Commissions in advancing UNESCO's work for the benefit of its Member States. The Reports of these consultations are presented below.

Arab States

A. Report of the consultation of the National Commissions for UNESCO of the Arab States, Cairo, Egypt (26-27 February 2020)¹

Introduction

The Consultation of National Commissions for UNESCO in the Arab States, took place on 26 and 27 February 2020, in Cairo, Egypt. Fourteen National Commissions participated in the consultation, which was chaired by the Secretary General of the Egyptian National Commission for UNESCO Dr Ghada Abdelbary, with the support of two rapporteurs, Dr Tala Zein, Secretary General of the Lebanese National Commission for UNESCO and Ms Alma Alkoos, Representative of the United Arab Emirates National Commission for UNESCO. The results of this consultation are presented below.

Outline of the future strategy

It is important to ensure full commitment to the UNESCO Constitution, especially article 1(3) thereof, which stresses that the Organization may not intervene in matters which are essentially within States' domestic jurisdiction, and article 7, on the role of national commissions.

It is essential to provide National Commissions with an objective and comprehensive questionnaire on the next medium-term strategy, as well as with the Secretariat's vision for the Organization's future in good time to allow commissions to carry out the necessary consultations at national level, along the lines of the procedure followed with the previous strategy.

UNESCO's functions

It is essential to promote UNESCO's function of building the human and institutional capacities of Member States. This will require implementing human resource management policies to maintain the Organization's expertise and mainstream international best practice to enable Arab States to benefit from the expertise of other States, while giving them the opportunity of sharing their own expertise and maximising the benefit of the platform afforded by UNESCO.

Sustainable development goals which must be focused on from the perspective of the Arab States region

It is important for UNESCO to focus on achieving SDG4 in view of the enormous importance of education to the region. Note that it is essential to look into implementing innovative programmes designed to enable the Arab States region to benefit from the Organization's accumulated expertise in this area and to identify international best practice. A modern vision should be adopted when addressing this goal that takes into account developments in technology and focuses primarily on enabling young people to acquire the skills of the future. Furthermore, it is important to put in place programmes to confront extremism. It is also important to develop higher education, taking advantage of UNESCO's unique competence in this area.

UNESCO must help the Arab States find innovative solutions to the challenges they face in those areas which come with the Organization's sphere of competence, including the issues of water shortage and climate change, which are priorities for the Arab States. Additionally, it is important for the Arab States to take a scientific leap forward within the context of the Open Science initiative.

It is important to apply SDG 5, on gender equality, in a sustainable manner across all the Organization's programmes.

¹ This report is available in Arabic [here](#)

It is essential to accord greater importance to partnerships, whether local (with the private sector and civil society through national committees), regional (including cooperation between Arab commissions) or international.

The Arab States group stresses the importance of UNESCO focusing efforts on achieving SDGs 6, 9, 11, 13, 14, 15 and 16.

The group appreciates that implementation of the foregoing will require avoiding duplication of effort between UNESCO and other United Nations organizations, particularly in view of the developments which have taken place within the UN system in recent decades, including its human rights system. This will enable UNESCO to focus more effectively on its core areas of education, science and culture.

Other priorities which must be focused on from the perspective of the Arab region

It is essential to accord absolute priority to protecting the Arab cultural heritage in the light of the unprecedented challenges it faces by promoting implementation of the 1970 convention on preventing the illicit trade in cultural property and boosting the capacities of the Arab States to recover their antiquities, taking into account the core competence of UNESCO in this sphere. Furthermore, it is important to increase the number of Arab sites included on global heritage lists and to build the capacities of Arab States in the sphere of culture by helping them to formulate guidelines and providing necessary expertise.

Arab National Commissions must be supported in their endeavour to enable young people to acquire the essential skills associated with the Organization's work, including organizing regional consultation meetings in coordination with Arab National Commissions to determine views on the role of UNESCO, in line with the rules in force.

The effectiveness of Priority Africa programmes must be assessed to determine the extent to which they have achieved tangible results and ensure their compatibility with Agenda 2063.

Coordination between UNESCO and the Arab States

It is important that all programmes and bilateral and regional activities of the Organization and its regional offices be aligned with regional plans adopted at the Arab States level; it is essential that the memorandum of understanding to be negotiated by the Regional Office in Cairo and the Secretariat General of the League of Arab States reflect this consistency.

Achieving this vision requires the following:

- Application of the concepts of cultural plurality within the organizational structure of UNESCO's Secretariat, fair geographical representation in all positions and respect for the rights of the Arab States region as regards geographic rotation of positions;
- Promotion of the use of Arabic as one of the six official languages of the United Nations to maximize the benefit for the Arab States from UNESCO;
- Participation of the Arab States in the development of UNESCO-approved measurement indicators;
- Making better use of UNESCO facilities in the Arab States region in order to serve the national goals of all States; these include UNESCO offices, category 2 centres, UNESCO schools and associated networks, club networks, Chair networks and creative city and learning city networks;
- Giving effect to the National Commission platform approved at the Fifth Interregional Meeting of National Commissions for UNESCO (Kenya, June 2018);

- Incorporation of technology in UNESCO meeting and programme business, within the framework of a comprehensive upgrade of the Organization's operating processes.

Asia and the Pacific

B. Report of the consultation of the National Commissions for UNESCO of the countries covered by UNESCO's cluster offices in Almaty, New Delhi and Tehran (22 June 2020)

Introduction

The Consultation of National Commissions for UNESCO in Asia and the Pacific (Sub-group 2) including countries covered by the UNESCO cluster offices in Almaty, New Delhi and Tehran, took place on Monday 22 June 2020, at 11:00am (CET), under the Chairpersonship of Dr Punchinilame Meegaswatte, Secretary-General, Sri Lanka National Commission for UNESCO.

Ms Zulfiya Burkhon, Secretary-General, Tajikistan National Commission for UNESCO, undertook the role of Rapporteur.

In line with the agreed agenda, the opening session began with welcoming remarks by Mr Eric Falt, Director, UNESCO Office in New Delhi, on behalf of the conveners (Directors and Heads of UNESCO offices in Almaty, Dhaka, Islamabad, Kabul, Kathmandu, New Delhi, Tashkent, and Tehran), followed by a special address by Mr Firmin E. Matoko (Assistant Director-General for Africa and External Relations). A presentation by Mr Mohammed Djelid, Deputy-Director of the Bureau of Strategic Planning, introduced the process and status of preparation of these key strategic documents.

The online event included the participation of representatives from 14 countries in the Central and South Asia region, namely Afghanistan, Bangladesh, Bhutan, India, Iran (Islamic Republic of), Kazakhstan, Kyrgyz Republic, Maldives, Nepal, Pakistan, Sri Lanka, Tajikistan, Turkmenistan, and Uzbekistan.

This report contains an analytical summary of the national statements submitted by the National Commissions.

UNESCO's Medium-Term Strategy for 2022-2029 (41 C/4)

Overall context: regional trends and challenges

The Asia and the Pacific region, just like all regions across the world, are only beginning to measure the socio-economic impacts of the COVID-19 pandemic. National Commissions from the Central and South Asia region recognize the strategic importance of expanding cooperation in the fields of education, natural as well as social and human sciences, culture, communication and information to address these unprecedented challenges.

Across this vast, diverse and complex subregion, countries face the need to address ongoing global challenges such as persistent poverty and growing inequalities, climate change and environmental degradation, access to resources, threats to cultural heritage and diversity of cultural expressions, growing urbanization and emergence of megacities, conflict, unequal access to knowledge and technology, as well as gender inequalities in all areas of economic, political, social and cultural life.

Another trend of importance is the increased relevance of new technologies which have generated a digital divide, a shift in employment needs, gaps in capacities for the use of new technologies and the need for twenty-first century skills.

These challenges impact people's lives. From health and food security, to inequalities and needs related to human development, the importance of continuing to walk the path towards peace and sustainable development is reaffirmed.

UNESCO's role in the next Medium-Term Strategy (2022-2029)

In this context, UNESCO's mandate "to promote peace in the minds of men and women" is more relevant than ever. The current global health crisis has brought forth unprecedented challenges to the world presenting an opportunity to rethink and find ways to better achieve the collective ambition of Agenda 2030.

UNESCO can and should be a leader for innovation, a catalyst for strengthened international cooperation, enhanced partnerships for greater impact, as well as a lead for the design of robust frameworks to adequately address complex issues in line with national and regional priorities.

While promoting Education as a prerequisite for stability, development and peace, UNESCO's role should focus on building peace and social transformation through fostering inclusive and resilient societies, capacity building to develop institutional and human capacities, as well as the development of norms and standards to support the implementation of the 2030 Agenda for Sustainable Development, working across SC, SHS, CLT and CI Sectors.

Overall guiding framework for UNESCO's action in 2022-2029: focusing efforts and resources to support the implementation of the SDGs

The overall guiding framework for UNESCO's actions in 2022-2029 should continue to be based on the overarching strategic objectives of achieving peace and sustainable development. The COVID-19 pandemic has affected all aspects of life, not least educational systems worldwide, with the closure of schools, colleges and universities which in turn has far-reaching economic and societal consequences for the long term.

UNESCO's efforts and resources in 2022-2029 should closely align with the Sustainable Development Goals, while focusing particular attention to specific goals related to its mandate to contribute towards achieving the 17 SDGs. A particular emphasis should be placed on SDG 4 on quality Education for All, SDG 5 on Gender Equality, SDG 6 on Water, SDG 11 on Sustainable Cities and Communities, SDG 16 on Peace, Justice and Strong Institutions and SDG 17 on Partnerships to achieve the 17 goals. Supporting the coordination, benchmarking and monitoring, advocacy, capacity development and policy advice to Member States to facilitate the attainment of the SDGs at the regional and national levels, remains of crucial importance. UNESCO should continue to contribute to achieve gender equality and empower women and girls across all sectors of society, and to protecting and advancing human rights more generally. A country-specific focus for the SDGs should address the importance of having contextualized action at national level while maintaining regional approaches to capacity-building. The SDGs within UNESCO's mandate are confirmed as relevant, yet UNESCO may need to refocus on a smaller number of SDGs and areas of action, particularly by looking for areas that are not covered by other development partners, in order to avoid duplication, and to realize UNESCO's added-value.

As the intellectual arm of the UN system, UNESCO requires to re-assert its role as a laboratory of ideas, particularly to ensure that science, technology, innovation and knowledge are at the core of the achievement of the SDGs. UNESCO's programs should provide direct permanent access to the best practices and international experiences, as well as providing Member States with access to new technologies and practices.

Strategic cross-cutting areas of action

National Commissions from the Central and South Asia region convey the critical importance of cross-disciplinary action across UNESCO's mandate.

Advocating open and peaceful societies harnessing diversity as their strength. The current global context signals a growing level of intolerance in many countries, especially between different ethnic and racial groups, as well as between local and migrant populations. UNESCO needs to

strengthen and promote a culture of peace and non-violence supporting diversity and equality at all levels. It remains imperative to underline the necessity of eliminating all sorts of discrimination based on colour and creed, race and religion, and instilling respect for all peoples, their culture, civilizations, values and ways of life. Awareness of the need for global solidarity and increasing global interdependence between peoples and nations is vital.

Ensuring healthy lives and promoting well-being for all. The impact of the COVID-19 pandemic highlights the need for a global push to end poverty and the growing inequalities which undermine the hopes of social inclusion, participatory and inclusive decision-making and building peaceful societies.

Promoting lifelong learning for inclusive and creative societies. In line with the prioritization of efforts to achieve SDG 4, UNESCO should address critical challenges and barriers for promoting equitable quality education and lifelong learning, achieving gender equality, and ensuring the development of empowered human capital, particularly in least developed countries, landlocked developing countries, small island developing States (SIDS), and countries in conflict and post-conflict.

Advancing ethical standards and policy frameworks for the new digital environment. The technological revolution and the emergence of artificial intelligence have a pervasive impact across societies. A specific focus should include reducing the digital divide and ensuring the availability of resources focusing on developing countries, to ensure that no one is left behind in the digital revolution.

Enhance environmental sustainability and mitigate and adapt to climate change. Addressing the climate emergency, includes making cities and human settlements inclusive, safe, resilient and sustainable while ensuring the protection of natural resources to promote peaceful and inclusive societies and help to build accountable and inclusive institutions at all levels. Sustainable tourism is understood as an effective way to help developing countries achieve the Sustainable Development Goals and participate more actively in the global economy, while fostering urban and rural growth, and empowering local communities to thrive. UNESCO's vision of sustainable development should promote the protection and promotion of cultural heritage and the preservation of biodiversity.

Global Priorities and Priority target groups

Gender equality is considered a powerful lever for achieving the 2030 Agenda, inextricably linked to the 17 Sustainable Development Goals, and it should remain a global priority and addressed across all UNESCO programmes in Medium-Term Strategy for 2022-2029. A particular focus on girls' and women's education, as well as responding to the needs of vulnerable, migrant and internally displaced women, would enhance the impact of UNESCO's actions. Dedicated gender equality expertise across the UNESCO field network is required to ensure that capacity-building efforts are expanded, to support the priorities of Member States. Amid the COVID-19 pandemic, the exacerbation of domestic violence has evidenced the urgent need to promote women's empowerment at the grassroots levels, as well as to strengthen women's and girls' rights and promote increased women's leadership and their participation in systems of governance, and economic empowerment. UNESCO should also promote the participation of women and girls in the planning of policies and strategies.

Africa should also remain a global priority for UNESCO, while it is of importance to consider the redesign of the implementation strategies for both global priorities on the basis of monitoring and evaluation, as well as lessons learned from previous cycles.

Youth is considered a driving force across societies playing an active role in political, social and cultural development. UNESCO should continue to strengthen its role in engaging youth in all its fields of competence, and increased and better-targeted attention must be paid to youth from middle and low- income countries and countries in transition. Young people face acute challenges affecting

important aspects of their lives. UNESCO should promote investing more in research, policies and programmes to create an enabling and rights-based environment where youth prosper, exercise rights, regain hope and a sense of sharing and engage as responsible social actors and innovators. Priority should be given to youth participation in science programmes through UNESCO partnership with universities, academic institutions, public and private foundations, for youth to be part of the definition of innovative solutions for current global challenges. Engaging as partners with youth organizations working within UNESCO's mandate, would be a catalyst to enhance programmatic action on the ground. Within UNESCO, the Young Professionals Programme, Internship Programme, and capacity-building programmes should be strengthened to enable the voices of youth from low-income countries to be better represented at UNESCO.

Other issues

Lessons from implementation of the previous UNESCO Medium-Term Strategy for the period 2014-2021 should be applied with the objective of adjusting policies and reducing programmes, which did not have an expected outcome or where the results fell short of expectations and in order to maximize impact with limited investments. At the national level, coordination within the UN system, with intergovernmental organizations, as well as engagement with NGOs and the private sector, is of importance in this regard.

The National Commissions for UNESCO should be considered key actors at the forefront of social transformation in their countries. In this regard, the cooperation and reinforcement between National Commissions, UNESCO country, cluster and regional offices should be strengthened, enhanced and synergized. UNESCO has the unique advantage of being the only organization within the UN system with such a vast network of National Commissions and this strength should be effectively harnessed.

Programme and Budget for 2022-2025 (41 C/5)

Priority thematic areas

Education

Participants reaffirm their commitment of a common vision for education as the most powerful tool for transforming lives. As the only organization of the United Nations mandated to cover all aspects of education, UNESCO needs to continue playing its leading role in the achievement of Education 2030 – SDG 4. The COVID-19 pandemic has proved the importance of reiterating the essential role of education for sustainable development (ESD) and global citizenship education (GCED) to promote global solidarity and sustainability for all, while using inclusive education as a tool for leaving no child behind. In this sense, UNESCO's critical role in the promotion of mother tongue-based multilingual education is an important enabler to support ethnic minority children.

The pandemic has also revealed the importance of bringing together teachers, curriculum designers, school principals and other stakeholders from all areas and levels of education on a single platform to bridge between classroom practice, educational theory and academic research. Supporting Member States to join the new global conventions such as recognition of qualification to promote inclusion and mobility in higher education would also support these objectives.

UNESCO should continue to promote the importance of enhancing access by increasing the number of schools, colleges and universities. Education for all should be strengthened for key priority areas of education, such as teacher training, higher education, information and communication technologies (ICT) and artificial intelligence (AI), as well as literacy and education for refugees, and most prominently education should maintain a focus on health, safety and wellbeing of learners. ASPnet should be an effective implementation partner on the ground.

UNESCO should support the development of high-quality Technical and Vocational Education and Training (TVET), including dual approaches, in order to improve the flexibility and competitiveness of labour markets, and reduce unemployment rates, especially among young people.

Natural Sciences

In light of the COVID-19 crisis, National Commissions strongly support initiatives and projects that promote Open Science, including open access to scientific information. In this regard, UNESCO should also lead in enhancing the popularization of science to promote the linkages between science education and decision-making.

A renewed focus for basic sciences should include the link with issues such as clean water and sanitation, affordable, clean and renewable energy, innovation and infrastructure development, as well as biodiversity. Technology can be harnessed to ensure freedom from hunger, good health and prevention of diseases, scientific applications for disaster risk reduction, preparedness and mitigation. Particularly important is to build the capacities of science and technology information systems, in order to monitor progress in results.

Science, technology and innovation are understood as important catalysers for the achievement of the SDGs, particularly action related to the climate emergency (emphasizing the involvement of young researchers) and gender equality in science (through, for example the promotion of STEM education). UNESCO should continue to support the development of national water and national disaster risk reduction policies. Strengthening the Intergovernmental Hydrological Programme (IHP) and the Man and the Biosphere (MAB) Programme is of critical importance in this regard.

Intergovernmental Oceanographic Commission

The Intergovernmental Oceanographic Commission (IOC) should continue to address the impacts of global warming and climate change on our Oceans, which constitute 71% of the world's surface. UNESCO should continue to promote cooperation between Member States in encouraging those of them which are not yet party to the United Nations Conference on the Law of the Seas (UNCLOS). Intersectoral programmes in the framework of the UN Decade of Ocean Science for Sustainable Developments (2021-2030) should be promoted.

Social and Human Sciences

UNESCO's mandate on Social and Human Sciences can make a critical contribution to the post-COVID-19 scenario, particularly through its Management of Social Transformations (MOST) programme, as well as through the promotion of norms and standards on the Ethics of Artificial Intelligence. UNESCO should not only take the lead in developing ethical standards, but also, in reducing the digital divide. The work on Artificial Intelligence should also promote timely access to up-to-date scientific information.

Results on this major programme should focus on inclusive economic development, with an emphasis on employment and social protection, particularly for youth. Sports should continue to be promoted as a tool for addressing issues relating to inclusion, equality and human rights, including traditional and indigenous sports.

Strengthening the promotion of intercultural dialogue towards a culture of peace, the prevention of violent extremism, and the promotion of human rights should remain a priority. The follow-up for the International Decade for the Rapprochement of Cultures (IDRC) 2013-2022, must be ensured by supporting relevant research activities.

Culture

Participants strongly reaffirm their commitment to the protection and preservation of cultural heritage. UNESCO should continue to provide assistance in preparing dossiers to inscribe historical sites of

Outstanding Universal Value on the UNESCO World Heritage List and to support awareness-raising activities to prepare inventories and to ratify the conventions. Supporting cultural landscapes and the development of World Heritage sites' Management Plans to reach international standards remains a key priority. UNESCO's unique support in providing technical and financial support to reconstruct the damaged cultural heritage should be strengthened.

The COVID-19 pandemic has severely affected the practice of the living heritage. UNESCO should support the development of strong cultural sectors with a focus on creative industries as a source of income and economic well-being. The Intangible Cultural Heritage and the Convention on Cultural Diversity play important roles in preserving and promoting diversity and enhancing creativity. Sustainable tourism can also be a driving force for economic recovery enabled by the development of educational and training courses in the field of tourism, at national and subregional levels based on common academic programmes and qualifications.

As the lead agency in the UN system for cultural heritage, UNESCO needs to continue its efforts at encouraging Member States to become party to all culture conventions and, in particular the Underwater Cultural Heritage Convention, the Convention for the Protection of Cultural Property in the Event of Armed Conflict and the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Reporting mechanisms under culture conventions should be simplified. Additional proposals include the creation of a series of UNESCO documentaries to promote the rich culture and heritage of the region, the promotion of advanced academic degrees in the field of culture, as well as enhanced cooperation within the framework of the EU/UNESCO Project on the Silk Road Heritage Corridors in Afghanistan, Central Asia and Iran.

Communication and Information

The current COVID-19 crisis is a relevant example of the critical need to reinforce free, independent, and pluralistic media and to address issues related to disinformation and fake news. In this regard, UNESCO's efforts in countering disinformation and misinformation and in emphasizing the safety of journalists should be enhanced. In light of the important role played by media in our societies, freedom of expression and safety of journalists, access to information and digital transformation should remain a key priority. Media and Information Literacy (MIL) can play an effective role to achieve these objectives.

Information and communication technologies (ICTs) are an important and integral component of the twenty-first century needs across societies, and thus the fields of data sciences and data analytics, as well as artificial intelligence (AI) need to be given priority. Universal access to the internet to reduce the digital divide must also be promoted. The Memory of the World Programme is considered an effective mechanism for preserving documentary heritage.

Strengthening interdisciplinary and intersectoral work

Concrete measures to harness UNESCO's multidisciplinary added value, expertise and experience need to be implemented as a means to strengthen its efficiency. All of UNESCO's major programmes must be further synergized as appropriate and possible, in line with the overarching objective of achieving peace and sustainable development, as well as the Sustainable Development Goals. Intersectoral regional programmes and projects should be considered.

Key priority areas for intersectoral cooperation include UNESCO's leadership on SDG4 – Education 2030, ethics and artificial intelligence, as well as natural and cultural heritage. The establishment of common frameworks across sectors could support priority target groups, such as indigenous people, or encourage gender mainstreaming or social inclusion. Climate change and disaster risk reduction remain important cross-cutting areas. Actions for youth empowerment and sustainable livelihoods can also be a key multidisciplinary focus on the ground.

Strengthening UNESCO's relevance and presence in the world

UNESCO's field network needs to be strengthened and provided with adequate resources including appropriate staffing (with adequate expertise based on country-specific needs and priorities) for enhanced programme delivery and to support the needs and priorities of Member States, be it at national, subregional and regional levels. UNESCO should continue to take steps to ensure harmonization with the United Nations reform and to strengthen its capacity to participate in regional cooperation platforms. Enhancing UNESCO's presence in the world should also rely in strengthened cooperation with the UNESCO National Commissions. The proposal to recentralize the network through Regional Offices is seen by some as a measure which may further distance and dilute interactions with Member States, and UNESCO's presence on the ground.

Reinforcing UNESCO's networks and partnerships

The Sustainable Development Goals are comprehensive and ambitious in their scope. They can only be achieved through strong and inclusive partnerships. UNESCO should further mobilize its extended family including category 1 and 2 institutes, National Commissions, UNESCO Chairs, ASPnet, and UNESCO Clubs, to facilitate technical support, sharing relevant knowledge, creative and innovative solutions, as well as best practices for the SDGs. This strong network should also be a catalyst to leverage public and private partnerships. Building regional partnerships, as well as closer collaboration with other UN agencies, and partnerships with the private sector is of importance to support enhanced interaction among Member States in the region.

Guidelines for UNESCO networking with various groups of partners should be updated to include modalities and forms of UNESCO's cooperation with partner organizations and vice-versa, to ensure synergies and impact of actions.

At the national level, UN Country Teams (UNCTs) offer great opportunities to build synergies, interactions and partnerships with development partners. Multi-stakeholder partnerships could allow for a specific focus on SDGs at the national level. The introduction of a UNESCO local antenna or focal point in countries without a field office could provide opportunities to enhance partnerships and resource mobilization.

Other issues of relevance for the subregion

UNESCO's Participation Programme constitutes a vital complement to access financial resources to implement programmes across UNESCO's mandate, and should be strengthened as a mechanism for effective action on the ground.

Other relevant proposals for UNESCO's action include: (i) the creation of an umbrella alarm system to provide Member States with relevant alerts on their areas of competency; (ii) joint regional celebrations of relevant international days, towards enhanced partnerships; (iii) regional activities such as a virtual photo exhibition to pay tribute to health professionals during the pandemic.

Conclusions

National Commissions reiterate the timeliness and importance of this sub-regional consultation as part of the process of developing key strategic documents for UNESCO to include the key input from National Commissions as a fundamental stakeholder within the UNESCO family.

As the COVID-19 global pandemic continues to unfold, UNESCO must remain mobilized, as this crisis is witness of the importance of multilateralism and international cooperation, particularly across UNESCO's mandate and areas of action.

In a world of increasing complexity and uncertainty, National Commissions from Central and South Asia reaffirm the importance of cooperation, and call for UNESCO's support in responding to current and future challenges, as well as the need to increase resilience to the possible future crises of this nature.

C. Report of the consultation of the National Commissions for UNESCO in the Pacific (23-24 June 2020)

Introduction

This is a consolidated report from the Consultation Meetings held with the National Commissions in the **Pacific** region on 23 and 24 June 2020, bilateral consultation, and written feedback shared to inform the preparation of the Director-General's Preliminary proposals on the Draft 41 C/4 Medium-Term Strategy for 2022-2029, and Draft 41 C/5 Programme and Budget for 2022-2025 to be examined by the Executive Board at its 210th session in autumn 2020. The consultation was chaired by Palau on 23 June 2020 and by Samoa on 24 June 2020.

The consultations began with the chairpersons providing an overview of UNESCO's mid-term planning and programme and budget processes and highlighting the role of the National Commissions for UNESCO in these processes. Both chairpersons stressed the need for **individual country expectations** related to education, culture, natural sciences, ocean, social and human sciences, and communication and information to be tabled before the Secretariat. They highlighted the criticality of the mid-term strategy period since it covers the **crucial last decade of the Agenda 2030**.

The chairpersons appraised the participating National Commissions about a few key aspects of the current Medium-Term Strategy for 2014-2021, including the two overarching organizational Objectives of contributing to **lasting peace**, and to **equitable sustainable development** and the **eradication of poverty**. They raised the need to keep in mind the advocacy by the Pacific Member States at the 40th session of the General Conference to **make SIDS a global priority** in the 41 C/4 for 2022-2029 since the C/4 strategy for 2014-2021 only has Africa and Gender Equality as global priorities. They further highlighted the need to keep collective voice strong to **inform the Organization's decision-making** and continue the **advocacy to be part of UNESCO's Executive Board**. The Chairs also asked the Secretariat to **improve UNESCO's presence in the Pacific** and bring **greater technical resources and organizational capacity to support the Pacific SIDS** (PSIDS).

All participants greatly appreciated the consultations and requested for regular meetings and consultations by the Secretariat to be organized with them. While the National Commissions from the Pacific are invited to various meetings organized by the Headquarters and the Regional Bureaus, they are not able to participate since the meetings are held during the workdays and office hours, which is night-time for the Pacific.

Overall context

The UNESCO Office for the Pacific States covers **16 Member States** and **one Associate Member**: Australia, Cook Islands, Fiji, Kiribati, Marshall Islands (Republic of), Micronesia (Federated States of), Nauru, New Zealand, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, and Vanuatu. Of the 17 Member States, **15 are small islands developing States (SIDS)**. The 17 Member States collectively cover continental landmasses (Australia and New Zealand) and thousands of islands and atolls of varying land sizes, populations, natural resources, economies and cultures spread across the vast Pacific Ocean basin. An estimated 41.57 million people live in the 17 Pacific Member States covered by the Office. Of these, over **11.06 million live in the 15 SIDS**. Of the PSIDS' population, at least **50% are youth** (below 25 years of age). Of 11.06 million, over 8.8 million are in Papua New Guinea, over 0.88 million in Fiji, over 0.66 million in Solomon Islands, 0.30 million in Vanuatu, and 0.19 in Samoa. The rest are spread over other PSIDS.

The Pacific region is culturally rich. **Racial, ethnic, linguistic and other social diversities are wide-ranging** among SIDS, and in particular, in Papua New Guinea and the rest of the Melanesia subregion. Almost all the PSIDS are governed according to **distinct customary systems** and have strong influence of the traditional customary practices on statutory governance.

Major economic sectors in the PSIDS include **tourism** and also subsistence and commercial **fisheries**, commercial **forestry** and subsistence **agriculture**. Almost 80-90% of the population are in informal economy. Some PSIDS are increasingly dependent on mining for revenue and this dependency is likely to emulate itself in other PSIDS as solutions to deal with the economic impacts of COVID-19 pandemic are sought. **Remittances** play important role in bringing cash to the growing markets of the PSIDS, boosting household consumption and investments in education and health. Industry and services sector are major parts of Australian economy within which tourism and creative industries hold a major share. New Zealand economy comprises mainly of agriculture and services sector with tourism and creative industries holding a substantial share.

Situated within or along the outer lines of the Ring of Fire or the Circum-Pacific Belt, the Pacific is one of the most natural hazard affected parts of the world. The region is affected, in addition to climate change, by **highly frequent recurrence, severity and variety of natural hazards**, including tropical cyclones, earthquakes, tsunamis, floods, tidal surges, landslides, droughts, forest fires and volcanic eruptions. They are increasingly prone to epidemics and pandemics too.

Humanitarian and development challenges of the SIDS, including the PSIDS, have increasingly been highlighted in the United Nation system's (UN) work through Barbados Programme of Action (BPOA) adopted in 1994, the Mauritius Strategy of Implementation (MSI) of 2005 and MSI+5 Outcome document. SIDS' vulnerabilities are highlighted in "The Future We Want", adopted at the UN Conference on Sustainable Development (Rio+20) in 2012. The Third International Conference on SIDS, held in Apia, Samoa in 2014, resulted in over 300 partnerships and adoption of the SIDS Accelerated Modalities of Action (SAMOA) Pathway. There are specific areas in SAMOA Pathway, where assistance is explicitly sought from UNESCO. In response, UNESCO developed a SIDS Plan of Action, which was evaluated in 2018 and a process is on to develop a new Plan of Action.

Between 2018 and 2019, a series of regional preparatory meetings and an interregional meeting to review the progress and implementation of the SAMOA Pathway led to the adoption of the Resolution A/RES/74/3. The Resolution A/RES/74/3 calls for action in prioritized areas: innovative and sustainable sources of **development finance**, impacts of **climate change**, increasing frequency, scale and intensity of **natural hazards**, urgent implementation of **Paris Agreement**, **public health** systems, demographic **data** collection, **trade** opportunities, and **economic growth and diversification**. New **partnerships** are being sought in areas of **clean energy, industry**, inclusive and sustainable **urbanization, consumption and production, climate action** for resilience, the **ocean- and bio-diversity**, and **fresh water** resources.

Summary of discussions on the Draft 41 C/4

1. Overall guiding framework for UNESCO's action in 2022-2029 and SDGs for 2022- 2029

The priority Sustainable Development Goals (SDGs) coming out of the global response submitted through the questionnaires are mostly validated by the Pacific Member States since they cover a number of issues that frame the broader development discourse in the Pacific. In order of importance, they include **SDG 4, 8, 13, 14, 15, 16** as the most important at the goal level with **6, 9, 11, and 17** following close in heels with youth and gender as cross-cutting issues. At the SDG target level, the following challenges and appear as being prioritized through the consultations and other feedback:

- (i) Ocean-rise (SDG targets 14.2, 14.5, 14.7, 14.A, 14.C) and ocean pollution (SDG 14.1, 14.3);
- (ii) Climate change (SDG targets 13.3, 13.B), natural hazards (SDG targets 13.1, 13.3)
- (iii) Biodiversity loss causing El Niño and La Niña effects (SDG targets 15.1, 15.2, 15.5, 15.8, 15.9);

- (iv) Fresh water loss (SDG targets 6.3, 6.5, 6.6, 6.A, 12.2);
- (v) Human capital-challenges (SDG targets 1.5, 2.4, 3.5, 3.7, 4 all targets, 8.5, 10.4, 10.7, 11.2, including education (SDG 4, SDG targets 8.6, 9.5, 9.B, 12.8, 12.A);
- (vi) Sustainable tourism (SDG targets 8.9, 12.B, 14.7, paragraphs 33 and 36 of the Resolution A/RES/70/1)
- (vii) Non-communicable diseases (SDG targets 3.4, 3.8, 3.B)
- (viii) Remoteness (SDG targets 3.C, 4.B, 4.C, 7.B, 9.A, 10.6, 10.B, 11.C, 13.B, 14.7, 14.A, 17.12, 17.18), a cross-cutting challenge and an important aspect of Agenda 2030 of leaving no one behind);
- (ix) Increasing social-attrition of youth (SDG targets 3.5, 3.7, 16.7) and sport (SDG target 3.4, 3.5, 8.2);
- (x) Poor digital connectivity and access to information (SDG targets 4.B, 5.B, 9.B, 9.C, 17.6, paragraph 15 of the Resolution A/RES/70/1);
- (xi) Poor access to energy/electricity (SDG target 7.A);
- (xii) Gender disparities (SDG targets 5.1, 5.2, 5.5, 5.B, 8.5, 8.8, 13. 17.8); and
- (xiii) Threats to culture and identity (SDG targets 8.2, 8.3, 8.9, 11.4, 12.B, paragraphs 33 and 36 of the Resolution A/RES/70/1).

The Pacific Small Islands Developing States (PSIDS) see the first four issues and the last ((i) to (iv) and (xii)) mentioned above being intrinsically connected in the Pacific and as an intersectoral area of work. Australia and New Zealand have made considerable progress in the past decades in those priority SDG areas. However, they continue to deal with challenges related to gender-equality, greenhouse-gas emissions, and unlike the PSIDS, ageing population. The following discussion summarizes inputs made by the Member States including their National Commissions, including by email, calls and questionnaires.

- 1.1 **Geographic and digital isolation, low laying islands and atolls**, small land masses and on atolls, absence or **scarcity of soil and fresh water** lenses, and **small populations** with high mobility of the PSIDS result in unique challenges making **development actions and humanitarian interventions cost-intensive** and **capacity building a continuous need** for sustainable development. Remoteness and small populations with high mobility, in particular, hamper development of economies of scale for production and development of economic sectors, including creative industries in the formal economy. Australia and New Zealand are two major development partners and as well as labour markets for the PSIDS.
- 1.2 Notwithstanding the above-mentioned challenges, pristine environment, underwater resources, unique cultural traditions influenced also by intergenerational migration trends has created a strong trend towards **tourism industry development**.
- 1.3 PSIDS' isolation has also made the societies inhabiting them resilient and, in many ways, self-sufficient communities who have survived based on **traditional knowledge**, maintaining social order and community-orientation through **strong traditions**. Australia and New Zealand have increasingly worked on intercultural rapprochement bringing attention to the **strengths of indigenous communities** on their lands.
- 1.4 Resilience in the current context though has come under **heavy stress due to the consequences of climate change** – increase in economic or **distress migration, displacement, breakdown of the traditional household structures** and **loss of natural**

resources for subsistence, pollution and environment damage leading to **loss of marine life and biodiversity**. The two large economies in the region, are also affected in equal measure by climate change, however, have better coping abilities.

- 1.5 Some of the long-standing issues related to **gender inequality, marginalization of youth in decision-making and exclusion of persons with disabilities** continue to impact realization of development results. Women are under-represented in technical and scientific fields and over-represented in informal economy and administrative fields. While PSIDS have made significant advancements in promoting education among women and youth, both remain are also under-represented in decision-making bodies and positions, including in parliaments where the Pacific continues to have the lowest levels of women's representation in the world and limited representation of youth. Pacific, as a region, also continues to have one of the highest rates of gender-based violence in the world. The situation is exacerbated by haphazard urbanization, breakdown in traditional protection arrangements, major gaps in statutory- and legal-protection arrangements to address gender-based discrimination, domestic violence, sexual violence, including domestic violence and property rights including land rights.

2. Strategic cross-cutting areas of action

A range of issues emerged from the participants through their submissions and interventions. These issues should be seen as areas where sectoral work needs to make a change, and therefore, these should be of immediate concern to policy-makers and development planners. These include outcomes for: prevention of non-communicable diseases and pandemics for better **health** of the people of the PSIDS, **disaster risk reduction and preparedness** for natural hazards, the United Nations **Decade of Ocean Science** for Sustainable Development, 2021-2030 (Ocean Decade), **gender equality** taking into account specificity of country contexts, preparedness to address **climate change, energy** as an enablers of digital connectivity and continuity of education, and **digital connectivity** for continuity of education. Energy as a concern is raised by Papua New Guinea who pointed it out as an indication of inadequate, skewed and inequitable infrastructure development. Following points present the areas, which were more elaborated (in the order given below) than the others were:

- 2.1 **Climate change** undoubtedly is seen as a standalone issue as well as mainstreaming policy problem for the sectoral work. In terms of partnerships too, it requires cooperation among Member States and whole of government within the country. In the PSIDS, the interdependency between the biophysical effects of climate change on islands and atolls' landmasses, quality of water and soil, infrastructure and sociocultural effects are particularly acute. It closely overlaps with **natural hazards**. Some low-lying PSIDS are getting flooded frequently, facing coastal resources damage and salinization of water, and are increasingly uninhabitable. People on such islands are being displaced and overall there are significant implications for their education, health, and well-being, traditional knowledge systems, and culture and identity.
- 2.2 **Sustainable tourism** is being always stressed by the PSIDS Member States as an area where they want UNESCO to be active. Tourism is the backbone of the PSIDS economy. In the wake of the COVID-19 related international border closures, the request includes the need for use of digital technologies while developing and promoting heritage sites, biosphere reserves, and performing arts. Education and training of tourism stakeholders, including tour and hospitality industries in heritage-, eco- and community-tourism, and use of technology to collect and use data are now being recognized as a vital area for UNESCO to be involved to support sustainable tourism of the PSIDS. The traditional work of supporting nominations of sites should combine setting up technological systems to generate data, and training of responsible public authorities and tourism sector to meet the management standards and track changes in ecosystems and biodiversity for timely action.

- 2.3 **Ocean Decade** with emphasis on improving the understanding of the Pacific Ocean basin, marine resource management and to enhance the Intergovernmental Oceanographic Commission's (IOC-UNESCO) role in the Pacific is being raised by a number of Member States. Furthermore, a few are seeing this Decade as influencing politics, policy, and public discourse. There is demand for open-access, articulate writing, discussion, and consultation from a range of voices and perspectives to mobilize diverse partnerships and to make this Decade successful.
- 2.4 **Access to digital technologies and digital inclusion**, like climate change, appears like an omnipresent diabolical issue hindering both development actions and humanitarian interventions, including for the safeguarding of the archives, museums and intangible cultural heritage. Rural internet connectivity is being seen as critical for education as well as bridging gaps in access to a range of services to enable continuity of education in times of crisis. Strong advocacy has made to combine technological innovation to promote development of creative economy and to support sustainable tourism.

3. Global Priorities and Priority target groups

Almost all Member States referred to their demand at the 40th session of the General Conference in 2019 to make SIDS a global priority for UNESCO and give it the same attention that Africa receives from the Organization. Most Member States see gender equality as important areas in their development planning and many have full-fledged strategies. However, gaps are seen in terms of gender representation in decision-making and major gaps in progress in achieving targets to address inequalities, and in monitoring of progress. All Member States in the Pacific have perspective on youth and youth as a population groups is mainly an issue of concern in the PSIDS. Youth participation and preparedness seemed to be predominant approach although a few looked at the youth for social and political leadership roles as well. Some elaboration is provided below in the order of emphasis:

- 3.1 There is an overwhelming feeling that the PSIDS are slipping away from the Secretariat's priority and the **region is not receiving the attention it deserves**. They would like to see **SIDS as a global priority in the 41 C/4 2022-2029** would like the Secretariat to ensure that this interregional group of Member States receive the technical support, financial allocations and UNESCO presence they need. They acknowledge the SIDS Action Plan but shared their disappointment with regard to achievements and pointed out to challenges and gaps in the implementation of the priorities of the Pacific. They would like to shape the new SIDS Action Plan to have a priority list of actions, which are crafted based on their needs and backed up by financial resources for implementation. The Member States repeatedly stressed the need for **representation of the Pacific in the Executive Board**.
- 3.2 **Gender equality** is a recurrent theme in the consultations. The issue is being seen in many ways including as an issue of integration policy and planning as well as in terms of specific attention to girls in the fields of science, technology, engineering and mathematics (STEM). Gender balance in participation and decision-making for cultural and institutional changes are important.
- 3.3 **Youth**, without doubt, are being seen as an important stakeholder in development. However, the rationale for their inclusion or integration of youth in policies and projects vary widely. A few saw views of the young people as being crucial in shaping policy, and solutions to local, national, regional and global challenges. Some saw issues of youth closely connected with issues of good citizenship and social cohesions. Other continue to see youth as future leaders and participants and laid great emphasis on their education and preparedness but not in decision-making. Overall, different views presented a need for building blocks for a conceptualization of youth, active citizenship, and practices of social and political engagement in a decentralized manner to better respond to country contexts.

4. Other issues

Issues of UNESCO's field presence, accountability and effectiveness were raised by the Member States. Discussions and feedback included:

- 4.1 **UNESCO's presence at the country level** globally and in the Pacific in particular came up as an issue. The Member States feel that UNESCO should treat the Pacific as a region and NOT allow it to be subsumed in Asia. They would like to see interdisciplinary presence at the country-level to suit the diverse contexts of the countries as well to grow closeness to its stakeholders. They expressed the need for an active, informed and well-resourced presence that is distinct from Asia. The Member States pointed out that in order to engage successfully, the Organization must have **a strong presence in the Pacific** at the regional level to develop **desk/antennas at the country level** so that it can effectively understand and place the actions into its social, ecological and cultural contexts. They also emphasized the need for more international staff and continuous capacity transfer to the national stakeholders. They sought that the Organization makes decisions that reflects understanding of the Member States' interests and the integrity of the Secretariat's decision-making process.
- 4.2 A demand for **a UNESCO Office in Micronesia** (Federated States of) for the North Pacific Member States has been raised to align UNESCO presence with the Multi-country Offices reform as well as to better respond to the needs of the North Pacific. The Member States feel that distance and cost of **travel** and small size of the UNESCO Office for the Pacific States result in lesser attention to them. Similar need for **UNESCO presence has been expressed by Papua New Guinea** too, who face complex development challenges and have unique ways of working that cannot be understood from distance.
- 4.3 The need to promote and use **intersectoral approaches, intersectoral presence and intersectoral platforms and programmes** are being highlighted by all the Member States. Doing away with sectoral silos and **duplications within the sectors** are being raised by Australia, New Zealand and a number of PSIDS.
- 4.4 **Capacity and resourcing of the National Commissions** are being raised by most of the National Commissions. They recognize that this is not a new issue, nor related to the Pacific alone. They felt that the communication-load from UNESCO is very high and it leads to non-responsiveness because most of the communication pertain to matters on which UNESCO is not doing much in their country. Some also highlighted a need for a regular programme to provide orientation and training to the new members of the National Commissions. The PSIDS pointed out that given their human resources challenges, unlike larger countries, they are not able to fill the gap in their capacities on their own. Country-level engagement and the Office in the Pacific implementing their priorities as against what the headquarters wants the office to do, is being seen as a key change. This change in the view of the Member States is essential to establish higher degree cooperation for UNESCO's goals and to link the Organization's values with the National Commission's motivations. Their suggestion is that having UNESCO personnel amidst them would enable them to reaffirm UNESCO's mandate, and feel connected to and communicate better with UNESCO.
- 4.5 Expectations of high levels of **organizational accountability**, transparency and agility for greater **effectiveness** in the way the Organization is working were also raised by two of the Member States. Australia would like greater transparency around resourcing and budget for the Office in the **Pacific**.

Summary of discussions on the Draft 41 C/5

1. Priority thematic areas:

PSIDS is affected by a relatively very high proportion of children and youth in their population, scarce and fragile state of natural resources, remoteness from rest of the world, frequent natural hazards, being import-dependent vulnerability to external market shocks, climate change and ocean-rise. In recent, there is an increase in epidemics and pandemics in most PSIDS. The PSIDS see UNESCO supporting education, sustained economic growth, conserving their natural and cultural environments, helping build their resilience to address social and environmental challenges and safeguarding their traditional knowledge systems for sustainable living.

1.1 Education

- 1.1.1 The need for support in **SDG 4 monitoring and reporting** and **evaluation of all areas at all levels of education** are being specifically highlighted. In recent decades, there has been significant progress in basic education across the Pacific. However, in the more populous PSIDS, universal primary and lower secondary education remains an area of challenge. There are significant differences in the **access to education** for those on remote islands or atolls and in provinces, **gender parity** across subjects, **attrition of young male students** at the secondary level, transference of young girls away from **STEM** and in **learning outcomes** across the Pacific Member States. Almost all the Member States highlighted the gaps in **monitoring of progress** and in evaluating learning outcomes and social returns.
- 1.1.2 **Free and quality education for girls/women and boys/men** (SDG target 4.1 and 4.6) – This is a specific area of challenge for some of the PSIDS, in particular, raised as such by Papua New Guinea given issues around remoteness of provinces, conflict, challenges and several other issues.
- 1.1.3 Universal **early childhood care and education** or ECCE (SDG target 4.2) – All Pacific Member States see ECCE as an important area of work. ECCE has been highlighted by Samoa as also area of intersectoral work to bring together various sectors to develop and deliver policy, pedagogy and teacher resources that would make the young minds confident in their Pacific identity and comfortable global citizen.
- 1.1.4 **Tertiary technical and vocational education and training** or TVET, **higher education** and **lifelong learning** (SDG targets 4.3 and 4.4) – Almost all the Pacific Member States see relevant and quality tertiary TVET, higher education and lifelong learning as critical in building human resources capacities for achieving sustainable development, in particular, for promoting constructive development of youth and achieving sustainable economic development. This message came more strongly from the Melanesian and Micronesian member states. Further, there is also a growing recognition of the needs for skills in green technologies and in TVET and higher education efforts in areas to support sustainable tourism in the PSIDS to support women and girls in STEM disciplines.
- 1.1.5 **Inclusive education** and use of **technology for inclusion and disaster-preparedness** for natural hazards, epidemics and pandemics and information, communication and technology or **ICT skills** for labour market (SDG targets 4.4, 4.A, 4.B) – While the Pacific, as a collective, has made significant progress towards SDG 4, an area where significant gaps remain is inclusion of persons with disabilities and others. Technology is being seen as a panacea that would address this problem. There is a long-standing interest in building ICT skills of young people for digital transformation of the PSIDS. These two issues placed in the current context of COVID-19 pandemic, are bringing together issues of inclusion and disaster-preparedness. Having said that all Member States want to support their disadvantaged social groups access and fully participate in learning and to be supported by teachers who adapts to their individual learning needs and styles. There is a high momentum to use the COVID-19 pandemic context

to move towards blended learning wider proliferation and use of ICTs in education and training.

1.1.6 Pacific identity, education for sustainable development or ESD and global citizenship or GCED (SDG target 4.7) – These three themes are being seen as interconnected for better contextualization of SDG 4 in the Pacific. There is a recognition of need to foster Pacific regionalism to empower the young population of the Pacific while preparing them to change the way they engage with their social and ecological environment for a sustainable future as well as to enable them for integration with the rest of the world. The Pacific Member States almost unanimously are asking for integration of sustainable development issues into all aspects of pedagogy, educational research and TVET and emphasizing non-cognitive development for appreciation of diversity, respect for cultures and better citizenship behaviours. Different countries are identifying these as a need at different stages reinforcing the need for education system at all levels to integrate issues of respect for Pacific identity; knowledge, skills, attitudes for global citizenship; climate change; biodiversity; sustainable consumption and use of renewable resources; and social responsibility.

1.1.7 Teaching profession and teacher competency development (SDG target 4.C) – There is unanimity among PSIDS about the need for greater investment, both technical and financial, in teachers. Some PSIDS hire migrant professionals, as teachers and many are dependent on traditional teacher training courses, which do not fully equip the teachers with ICT skills, skills for inclusive education and to promote non-cognitive skills in their students. The need for developing resources for developing migrant professionals' cultural competencies in the Pacific identities and cultures is being stressed by a few, in particular, Samoa and Tonga. Stress is being laid on attracting young people to teaching profession, helping develop teachers to understand expected learning outcomes behind textual artefacts and standards. Solomon Islands suggested that the teachers should be supported to develop lifelong learning abilities to adapt to the need to use ICT in education. Further emphasis is being placed on supporting teachers to develop skills needed for dialogue and negotiation that they could transfer to their students.

1.2 Natural Sciences

1.2.1 Water/Hydrology (SDG targets 6.3, 6.5, 6.6, 6.A, 12.2) – The issue of fresh water has attracted improved attention from the development partners in recent years. PSIDS are largely dependent on precipitation-based sources for fresh water. However, due to the fast-growing demand for fresh water in quantity and quality and with limited hydrological services capacities, almost all PSIDS are having difficulty meeting demands. The need for solutions to challenges related to water is requested to assist a number of institutions, including the meteorological services who usually share full or part responsibility for fresh water. Technical capacity building is needed since related institutions have relatively limited technical and human capacities to provide hydrological services.

1.2.2 Climate change (SDG targets 11.b, 13.3, 13.B) – Tremendous amount of work is going on climate change mitigation and adaptation. The Pacific Member States see UNESCO integrating climate change in sectoral work to ensure that climate change risk assessments and **mitigation** measures are applied to all areas of work. The PSIDS would like to see UNESCO supporting national capacity development in specific priority sectors of UNESCO such as heritage, coastal resources, biodiversity, etc. A third area of work foreseen is promotion of climate science education at school and tertiary level.

1.2.3 Biodiversity (SDG targets 15.1, 15.2, 15.5, 15.8, 15.9) – Pacific is fast losing biodiversity due to a variety of reasons, including climate change, invasive species, human activities, etc. leading to habitat destruction and compounding of water and other challenges. The Pacific Biosphere network of the PSIDS, PacMAB, has been at a standstill since 2014. There is interest among **the** Member States to play the crucial role of supporting the existing three

biosphere reserves and support the other PSIDS in nomination. Biodiversity is recognized as the most important tourism asset of the Pacific and indispensable for the tourism sector recovery from COVID-19 pandemic. Development of PacMAB, therefore, is being seen as important for promotion of **sustainable tourism**, which is going to take tremendous effort in the post-COVID-19 pandemic situation as well as an area of intersectoral work, in particular among Natural Sciences and Culture Sectors.

1.3 Intergovernmental Oceanographic Commission (IOC-UNESCO)

1.3.1 **Ocean-rise** (SDG targets 14.2, 14.5, 14.7, 14.A, 14.C) and **ocean pollution** (SDG 14.1, 14.3) – The Pacific member States have shown a lot of interest in the **Ocean Decade**. Both Australia and New Zealand see playing important roles during the Decade. New Zealand would also like to see some intersectoral work to bring traditional knowledge in ocean sciences. The PSIDS would like to see greater open action research around their islands and atolls to support marine health, marine-resource based livelihoods, ocean engineering apart from research for better forecasts and earlier warnings for natural disasters. Overall, there is greater interest in seeing multistakeholder and people level participation in the Ocean Decade to meet the Ocean Decade's six societal objectives.

1.3.2 **Natural hazards** (SDG targets 13.1, 13.3) – The Pacific Member States see the traditional work of the IOC-UNESCO in tsunami early warning coordination and information exchange continuing through the Pacific Tsunami Warning System (PTWS). The PSIDS regard the Pacific Tsunami Warning System as poor funded and lacking in capacity to provide them adequate support to carry out the basic activities such as meetings, PacWAVE exercises and trainings. The PSIDS feel that there is a need for the IOC-UNESCO to play a leading role in helping them bring together marine disaster warning services using ICT platforms to enhance awareness and preparedness of national disaster management authorities, international and national humanitarian NGOs, community-based organizations and others to work together.

1.4 Social and Human Sciences

1.4.1 **Disability** (SDG targets 1.3, 4.5, 4.A, 8.5, 9.2, 10.2, 11.2, 11.7, 16.7, 17.18, paragraphs 19, 23, 25, 74(g) of the Resolution A/RES/70/1) is one of the major issues of exclusion and inequity. While the issue is receiving some attention at basic education level and in relation to early childhood care, most persons with disabilities continue to be disadvantaged in both education and employment. Human rights-based engagement with education and employment stakeholders is suggested for broadening their outlook, awareness and training in use of assistive technologies. It is also recommended that UNESCO provide ideas and support for policy innovations promoting universal inclusion environment. The suggestions are specifically to support young women, men and others with disabilities.

1.4.2 **Sport** (SDG targets SDG target 3.4, 3.5, 8.2) and development is being actively looked into by the PSDIS as a means to diversify their economies as well as an anti-doping measure. There is high need for physical education in the educational institutions at all levels of education. The North Pacific in particular has highlighted traditional sports and games as a way to safeguard culture and tradition and to promote good health, sustainable lifestyle and tourism. Again, it is suggested that the focus of these actions should be on young women and men. Sport has been given high priority by Fiji, Micronesia (Republic of) and Papua New Guinea. This thematic area is also seen as an important area to break down traditional gender-based barriers to participation and achievement of equity and inclusion.

1.5 Culture

1.5.1 **Normative instruments** (SDG targets 8.2, 8.3, 8.9, 11.4, 12.B, paragraph 33 and 36 of the Resolution A/RES/70/1) for Intangible Cultural Heritage, Underwater Cultural Heritage, World Heritage, and Diversity of Cultural Expressions are high priorities for action for all. While

noting the importance of other culture conventions related to Trafficking of Cultural Property, Return and Restitution of Cultural Property and Cultural Property in Armed Conflict, the PSIDS would like to see greater support for nomination preparation and meeting obligations under the already ratified conventions. Specific points were made by the PSIDS who already have World Heritage sites in their country, indicating their awareness of the need for conservation and care in line with the approved management plans, they pointed out their capacity challenges in relation to professional and technical skills and financial resources. Except in a few instances where the World Heritage site has been well aligned with the tourism sector plans, the rest are not and do not support revenue generation. The PSIDS have asked for technical and professional advice and skills support and financial assistance to address conservation and management challenges as well as get full buy-in of the governments and involvement of local communities in management of the sites. Similar request has been made for Intangible Cultural Heritage and to promote Underwater Cultural Heritage and Diversity of Cultural Expressions.

1.5.2 **Creative industries and culture-based development** (SDG targets 4.3, 4.4, 8.2, 8.3, 8.9)

There is an interest in combining creative and digital resources to boost recovery of the PSIDS from the impacts of COVID-19 pandemic. The PSIDS see the impacts affecting realization of all SDG and therefore would like to see technological innovation promoting the development of creative economy. While there are concerns around usurpation of intangible cultural heritage, there is growing demand for supporting events, performing and multimedia arts, animation, etc. that help generate employment, boost consumption and promote sustainable tourism. Based on the discussions, it is also clear that this area too would require intersectoral work, for example, between education and culture sectors to build knowledge, skills and capacities related to international trade, including online; with communication and information sector to support digital arts and digital platforms, and with natural sciences to take into account environmental sustainability issues. For this area of work, youth are being promoted as target group.

1.5.3 **Sustainable tourism** (SDG targets 8.9, 11.4, 12.B, 14.7, paragraph 33 and 36 of the Resolution A/RES/70/1). The discussions around the approach to implementation of the normative instruments and interest in culture-based development have strong emphasis on sustainable tourism, mainly because it is one of the largest sectors of the economy both in terms of employment and in terms of revenue. Discussions around creative cities and the seven creative fields of crafts and folk arts, design, film, gastronomy, literature, media arts, and music have come with preference for gastronomy.

1.5.4 **Traditional knowledge** (SDG targets 2.5, 4.5, paragraphs 23, 25, 52 and 79 of the Resolution A/RES/70/1), its practices and symbols emerged in a variety of areas including traditional agricultural, fishing and coastal management, medicine and biodiversity, navigation, food preparation, tattooing, etc. but always as integral to intangible cultural heritage and identity of the PSIDS. There are major concerns about both misuse and cultural appropriation, and loss. Some of the PSIDS would, therefore, like intangible cultural heritage including traditional knowledge to be integrated in the education curricula and teaching and learning material. In the wake of COVID-19 pandemic and as a way towards recovery, and to set examples of resilient food-related practices, eight PSIDS have requested assistance in revival of traditional agricultural and fishing practices.

1.6 **Communication and Information**

1.6.1 **ICTs/digital technologies** (SDG targets 4.b, 5.b, 9.b, 9.c, 17.6, paragraph 15 of the Resolution A/RES/70/1) for knowledge development, digital creations, archiving, curation, content distribution, data generation and management, and disaster risk reduction have an increasing demand. Use of assistive technologies for disability inclusion in education as well as employment is being raised frequently by the Member States, in particular PSIDS. Digital media development, including radio are being seen as new models forward. Digital

development is being seen by the PSIDS as essential for evidence-based policy and planning, using traditional knowledge in emerging contexts such as COVID-19 pandemic and improved services.

- 1.6.2 **Right and access to Information and freedom of expression** (SDG targets 9.c, 16.10) in the Pacific are at various stages of development from being well advanced and well legislated to still being in a state of notion. This is due to variety of reasons, including poor digital connectivity, paper-based administrative systems, influence of traditional hierarchies and a tendency towards self-censorship, gaps in capacities of print and electronic media and weaker civil and political rights bodies, including civil society. While the Pacific does not have catastrophic effects as may be these issues have in other parts of the world, there are effects on knowledge and capacity development, growth in social and cultural rights, equality and non-discrimination, access to justice and the right to remedy, rights to health and education; and access to services, especially by youth, women and persons with disabilities.
- 1.6.3 **Memory of the World** and archives (SDG target 16.10) were referred in relation to digitization and disaster risk reduction. New Zealand would like the Organization to make better use of the Memory of the World inscriptions and registers.
- 1.6.4 **Media development, freedom of press, and information literacy** (SDG 16.10) to counter disinformation, religious hate, racism, and violence were seen as areas where UNESCO must engage. The expectation is for UNESCO to be able to reach masses in remote areas as well as those who are online. These expectations necessitate diversity of media, promotion of community media, and engagement with youth who are online. A number of issues about media capacity, complicity and censorship, including self-censorship, have been raised.

2. Global priorities

The expectation remains that **SIDS should become a global priority for UNESCO** in 41 C/4. Please refer to Section 4.1 for further details.

2.1 Priority target groups

Youth and marginalized gender in specific country contexts, including **persons with disabilities**. For more, please refer to Section 4.2 and 4.3 on page 9.

2.1.1 Partnering for development

The Pacific Member States would like to see UNESCO responding to the PSIDS in their unique context by building cooperation and coordination among them and with the **regional organizations in the Pacific**. They are seeking **international research and development** partnerships to make the **Ocean Decade** and **digital transformation** a success in the Pacific.

2.1.2 Strengthening UNESCO's field presence and relevance

Pacific Member States would like to see **stronger and well-resourced presence of UNESCO in the Pacific**. For more details, please refer to Sections 5.1 and 5.2.

2.1.3 Reinforcing UNESCO's networks and partnerships

There is a need to raise the profile of UNESCO across the Pacific. A number of measures, including **improving presence, building the capacities of the National Commissions, improved resourcing of the Office in the Pacific** have been suggested. The key advice is that given distances and communication challenges in the Pacific means "**out of sight, out of mind**". For example, Tonga pointed out that keeping networks active and motivated and forming new partnerships requires investment of time, capacity and presence where the network members and

partners, including potential, are interacting and working together. They feel that presence is essential for mobilizing financial resources.

2.1.4 Leveraging public and private partnerships

Australia and New Zealand have excellent opportunities for public and private sector partnerships. PSIDS have rather limited private sector. Yet, the new initiative to broker partnerships with telecom companies by the Office indicates that the emerging digital space may provide appropriate opportunities for public-private partnership and help the PSIDS bridge the digital divide. New partnerships with the Civil Society Organizations has been encouraged too.

3. Other issues of (sub)regional relevance

3.1 Diversification of partnerships

New partnerships with the **civil society organizations** has been encouraged although with emphasis on **youth and cultural organizations** with **recognition of capacity challenges** of these organizations.

Development action in the Pacific is often brokered by the **regional intergovernmental organizations**, who play a major role in service delivery to the PSIDS. The region is marked by a number of regional frameworks, including for the implementation and tracking of the Sustainable Development Goals (SDGs), youth, education, gender equality, disability inclusion, culture, ICTs, human resources development, and so on. The Office for the Pacific States enjoys good cooperation with a number of regional organizations and in some areas, such as education and ocean, which have remained a cornerstone of the work of the office over recent decades.

Conclusion

Development of the Pacific is dependent on ability of its institutions and people to manage available resources in a sustainable manner. The challenges they face today and future-needs for which they have to be prepared, requires both new and traditional skills. It also requires UNESCO's ability to develop fit-for-purpose presence and bring appropriate resources to support in this direction. Going forward, there is a need for UNESCO to work through intersectoral programmes and support adoption of technologies that are SIDS-appropriate and would help sustainable management of natural resources.

For some of the PSIDS, their greatest challenge is small human resources. Technical capacity requirements for managing development process in an ecologically fragile environment demands intersectoral as well as specific expertise in certain domains, which may not exist in the some of the PSIDS. Smaller PSIDS in particular face multiple pressures from a range of stakeholders, not all of which can be delivered by them for a variety of reasons. Division of UNESCO's work in various sectors, communication from plethora of entities and persons within the Organization are not suitable for the PSIDS who find it difficult to keep track of communication and respond.

Sustainable development in the Pacific requires long-term integrated policy and planning, inclusive approaches and closer cooperation for overcoming longstanding as well as new needs thrown in by the COVID-19 pandemic. Diversification of economy, recovery of tourism, adaptation to technological developments for human capital and improved governance are essential elements. PSIDS are ready to explore areas such as creative industries and create opportunities for their youth, and need to be supported through adequate investment in education, technology, and research, and conservation of natural and cultural resources.

In some of the SIDS, there are continued challenges to social cohesion while in others there are newer issues involving youth and other social problems. This change needs to be managed well towards inclusion and where possible using culturally appropriate solutions. Youth in the Pacific run the risk of losing traditional resilience, knowledge and skills essential for sustainable living on islands

and atolls. Simultaneously, they have to be prepared to bring the needed changes, including for gender equality, and inclusion of social, cultural and religious minorities in their communities and develop competence to fit globally. UNESCO's programme planning should recognize the changes that have already benefitted women and girls in the Pacific and areas that remain deeply biased against them.

PSIDS stakeholders need to be supported to address their human capacity issues taking into account their cultural and traditional knowledge and local opportunities. The risk of losing their cultural, environmental, and socio-economic resilience is real. Solutions should support sharing of expertise, use of ICTs, and socio-economic development approaches that will not erode their culture and identity while strengthening capacities of their youth.

D. Report of the consultation of the National Commissions for UNESCO of East and South East Asia (24-25 June 2020)

Introduction

The Sub-Regional Online Consultation of National Commissions for UNESCO was held during an unprecedented time given the impact of COVID-19 worldwide. To ensure a safe and inclusive consultation with Member States, UNESCO Cluster Offices of Bangkok, Beijing and Jakarta co-organized virtual consultations to prepare UNESCO's Mid-Term Strategy (41 C/4) and Programme and Budget (41 C/5). In total, **14 National Commissions for UNESCO and six field offices** from East and Southeast Asia joined virtual consultations on 24 and 25 June 2020.

The main objective of the consultation was to inform the Director-General's preliminary proposal on the draft 41 C/4 and 41 C/5 to be submitted to the Executive Board at its 210th session. The consultation aimed to inform and provide guidance to the Director-General on areas of UNESCO's strategic positioning and leadership roles for its next mid-term strategic framework 2022-2029, as well as provide recommendations on future programme priorities of regional relevance for the next quadrennial programme cycle 2022-2025.

The consultations for East and Southeast Asia provided an opportunity to Member States, including their National Commissions for UNESCO to discuss and define their priorities, particularly within the context of implementing the **2030 Agenda for Sustainable Development** and other global and regional development agendas of relevance for UNESCO in Asia and the Pacific.

The following delegates were elected by the National Commissions for UNESCO to serve as Chairpersons and Rapporteurs for the consultations:

Session 1 (24 June): Chairperson – Thailand; Rapporteurs – Indonesia

Session 2 (25 June): Chairperson – Brunei Darussalam; Rapporteurs – China

In the opening session, the Director of UNESCO Bangkok introduced the background and purpose of the meeting to inform 41 C/4 and 41 C/5. As part of the consultation process, the Director thanked Member States for their many insights and extensive contributions via the questionnaire prior to the online consultations. The questionnaire results and global trends were presented to provide a baseline analysis and to inform the context and discussion.

Context

Asia-Pacific is currently not on track to achieve the 17 Sustainable Development Goals (SDGs) by 2030. Progress towards the SDGs is not a linear process, and a basis for accelerated action in the future is emerging. At the start of the decade of action for sustainable development, urgent action is needed.

Delegates agreed that COVID-19 and related impacts are an enduring threat – not only as a public health crisis, but as a challenge for sustainable development with immediate and long-term implications for our collective future. The delegates focused on the importance of the 17 SDGs and UNESCO's unique and cross-cutting mandate to respond effectively over time. This is critical as stubborn inequalities have been amplified by the COVID-19 pandemic, including in East and Southeast Asia.

The following two sections summarize the consultation to inform 41 C/4 and 41 C/5 based on contributions from 14 countries in Asia-Pacific covered by the three organizing cluster offices. The report draws on questionnaire responses from Member States and consultations with National Commissions for UNESCO in the subregions.

Session 1. Summary of discussions on the Draft 41 C/4

Drawing on the immediate relevance and impact of COVID-19, delegates provided detailed recommendations to inform and shape UNESCO's forthcoming strategy and budget. Given its crosscutting mandate, the current crisis requires solidarity and prompted a deep reflection about UNESCO's future objectives and actions.

1.1 Guiding framework for UNESCO's action in 2022-2020:

UNESCO is a pivotal laboratory of ideas and standards setter within its field of competency. Guided by its constitutional mandate, UNESCO's mission contributes to the building of peace, the eradication of poverty, sustainable development, and intercultural dialogue to promote a spirit of solidarity and shared humanity. UNESCO's mandate in education, the sciences, culture, communication and information is unique within the UN system, and fit to address the world's most pressing challenges.

As part of the overall framework guiding UNESCO's collective action, delegates believe the mission should be expanded: **"to promote solidarity based on shared humanity"**. Given the global pandemic, delegates reaffirmed UNESCO's role to promote peaceful and sustainable development.

In the context of Agenda 2030, UNESCO's mission and leadership were seen as critical. Delegates recognized the need to concentrate UNESCO's capacity and resources based on its comparative advantage across sectors, including as **global lead for SDG 4 on quality education for all**. Education reinforces and enables progress towards our collective goals. Within UNESCO's current focus, at least eight SDGs remain central to its purpose. These include:

- SDG 4: UNESCO is the only United Nations agency with a mandate to cover all aspects and levels of education, including teacher education and higher education. Delegates saw SDG 4 and UNESCO's leadership role as a strategic priority in the subregions and worldwide.
- SDG 5: Gender equality is inextricably linked to SDG 4 because education for women and girls is particularly important to achieve basic literacy, strengthen participation in society, and improve life chances for all.
- SDG 6: As the only intergovernmental programme of the UN system devoted to water research and management, and related education and capacity development, UNESCO's Intergovernmental Hydrological Programme (IHP) has a strategic role in putting science into action in pursuit of water security. IHP should continue to address SDG 6 by encouraging hydrological research and assisting Member States with technical advice and training.
- SDG 11: There are many challenges ahead in achieving SDG 11. Cities will need solid implementation plans and support in order to reach the relevant targets. Innovative solutions are needed to help create people-centred cities where citizens are involved in influencing how they live and interact with their community.
- SDG 13: Climate change is a common challenge that humankind must jointly cope with on a global scale. While there are UN agencies addressing climate change, UNESCO can contribute significantly to dealing with climate change by engaging diverse voices and local perspectives by utilizing UNESCO's full mandate across sectors.
- SDG 14: With its mandate as a leading organization of the UN Decade of Ocean Science for Sustainable Development (2021-2030), UNESCO/IOC has a natural role as convenor and can contribute significantly to achieving SDG 14.

- SDG 15: Biodiversity is of great significance to our lives, contributing to key aspects of our well-being. As a result of human activities, however, biodiversity is endangered. UNESCO can greatly contribute to biodiversity conservation through biosphere reserves, which promote solutions reconciling the conservation of biodiversity with sustainable use and provide a scientific basis for biodiversity protection through enhanced interaction between people and the environment.
- SDG 16: As a special agency dealing with issues in communications and information, UNESCO can greatly contribute to the global discourse. While the more conventional issues such as freedom of the press and the safety of journalists should remain UNESCO's priority, addressing important emerging issues surrounding media and information literacy related to access to information should receive attention, including new media and how the information rich environment can have a disruptive effect on our societies.

1.2 Strategic cross-cutting areas of action

UNESCO's interdisciplinary and intersectoral work is a means to address cross-cutting areas of action. The four objectives outlined in the questionnaire connect each sector of UNESCO and can help to mobilize cooperation among Member States. In addition, budget shortages call for this level of consolidation and focus on UNESCO's specific expertise and networks. To guide this work, four strategic objectives were widely supported by delegates:

- (a) **Promoting lifelong learning for all, inclusive and creative societies** – Education is the centre of UNESCO's mission to build peace. Leveraging its role as global lead for SDG 4 and its extensive networks, delegates want to see guiding principles within UNESCO's strategy to ensure **lifelong learning opportunities for all**. Everyone must have equitable access to quality education, and the opportunity to come back to school for those who left. Promoting access to lifelong learning opportunities includes the need to reinvigorate the **UNESCO Associated Schools Network (ASPnet)**. Together, UNESCO can enhance respect and promote mutual learning to build creative and peaceful societies.
- (b) **Enhance environmental sustainability and mitigate and adapt to climate change** - Climate change is a complex challenge that must be addressed on a global scale. UNESCO's interdisciplinary approach to environmental sustainability and cross-cutting mandate in climate change can raise awareness among young people about climate events, and contribute significantly through education, science as well as culture to ensure effective collaboration among Member States to renew strategic plans and achieve the SDGs.
- (c) **Foster open, diverse and peaceful societies through promoting intercultural dialogue** – UNESCO has multiple means, normative instruments and functions to foster inclusive and peaceful societies. Big science programmes such as women in science and open science platforms for inclusive collaboration can provide an evidence-based view of the world to inform decision-making to construct more peaceful societies. Intercultural dialogue is essential to achieve peaceful coexistence of civilizations. Delegates proposed intercultural dialogue to be added as a cross-cutting priority and as a means to focus UNESCO's efforts, and bring about peace dialogue at national, regional and global levels.
- (d) **Advance ethical standards and policy frameworks adapted to the new digital environment and reduce the digital divide** – In East and Southeast Asia, there is a worrying digital divide impacting all countries, including within families and across generations. In this regard, there is a risk of a growing divide among privileged and marginalized students. UNESCO's comparative advantage lies in its convening mandate and humanistic approach. Innovative policies and practices that operationalize our

values through transversal areas of action can help Member States achieve multiple targets of the SDGs. New initiatives, policy frameworks, and ethical standards are needed to better understand and reduce the digital divide among communities, including access and the experiences of vulnerable groups who are hardest hit by COVID-19. To do so effectively, connectivity remains a concern. For example, there is a need to improve and further promote distance teaching and learning.

There is also a need for more transversal initiatives across sectors in the 41 C/5 to reinforce implementation towards these four priorities. Two additional cross-cutting priorities were identified by delegates:

- **Education for Sustainable Development (ESD)** – Delegates spoke to the fundamental importance of ESD as a cross-cutting priority to achieve the SDGs. This includes a philosophy of self-sufficiency and global interdependence. Both ESD and Global Citizenship Education (GCED) are entry points for UNESCO to respond to COVID-19 as well as other conflicts happening around the world. For example, ESD should be further supported through virtual and cross-border exchanges among students and teachers within ASPnet.
- **Usage of UNESCO-designated sites to contribute to the related SDGs** – Delegates presented about the need for UNESCO to strengthen the management of World Heritage sites, Geoparks and Biosphere Reserves as learning and demonstration sites for sustainable development in order to respond to the needs of local communities and vulnerable groups.

Delegates agreed with the strategic focus and further stressed the fundamental importance of ESD and role of UNESCO-designated sites as cross-cutting priorities to achieve our global goals. Intercultural dialogue was also a necessary and cross-cutting means to focus efforts and bring about the change we want to see in the hearts and minds of our people at national, regional and global levels.

1.3 Other issues

Global priorities for Africa and Gender Equality – as well as priority target groups such as youth, persons with disabilities, as well as the importance of small island developing States (SIDS) and least developed countries (LDC) remain a priority for East and Southeast Asia. UNESCO's comparative advantage throughout the region is its multidisciplinary and inclusive approach to lead cross-cutting policy development, implementation, planning and monitoring. UNESCO needs to strengthen its function as a laboratory of ideas and catalyst of cooperation in its priority areas.

Session 2. Summary of discussions on the Draft 41 C/5

Delegates presented about the resources needed to effectively mainstream UNESCO's global priorities – Africa and Gender Equality. To do so, delegates emphasized the importance of **solidarity and international cooperation**. UNESCO in this regard is truly a global laboratory of ideas with a clear role going forward as a standards setter.

2.1. Priority thematic areas:

1. **Education** – Education was seen as the most important domain of UNESCO's work and should be further prioritized. Quality education will be essential for the Organization in seeking to produce tangible outcomes and deliver results for Member States in East and Southeast Asia and worldwide. Delegates recommended to launch programmes on education assessment and research on the impact of artificial intelligence (AI) on education.

2. **Natural Sciences** – Linked with other sectors, Natural Sciences can address cross-cutting challenges and inform UNESCO's response, including in disaster risk reduction and data collection and analysis. This includes the important role of research and foresight. UNESCO should also enhance its role in promoting public literacy in science and launch Big science programmes are needed to tackle important scientific issues.
3. **Intergovernmental Oceanographic Commission (IOC)** – As an intergovernmental body for marine science within the UN system, IOC has a strategic role in promoting international cooperation in research, services and capacity building in the field of ocean conservation and climate change with diverse sectors and UN communities. Delegates confirmed their readiness to support the IOC through funds-in-trust modalities.
4. **Social and Human Sciences (SHS)** – As a platform for research and collaboration to create and use knowledge for just and inclusive societies, SHS can play a linking role, for example under quality education and physical education and anti-doping in sport, among other interdisciplinary needs. Delegates also recommended including the Silk Road Project into the regular budgetary programme.
5. **Culture** – UNESCO's mandate and normative instruments in culture are fundamental to promote shared humanity, foster mutual understanding and peace. Delegates stressed the importance of UNESCO conventions in culture, including to safeguard Intangible Cultural Heritage (ICH), build trust based on mutual understanding, as well as the importance for UNESCO to avoid moral hazards and activities at local, regional and global levels.
6. **Communication and Information** – In the context of a global pandemic, delegates were acutely aware of the importance of accurate communication and authentic information. Such awareness-raising is also critical in the fight against discrimination (ethnic, social), but also isolation because of distance learning, paying attention to youth in particular. Knowledge societies need information-empowered citizens with the skills and understanding to search for, acquire, share, and use information. It is vital for UNESCO to continuously invest in activities to support media and information literacy. UNESCO research and publication both virtually and in print are relevant, especially in remote areas where access to the Internet remains a challenge. Initiatives such as the Memory of the World Programme, after reform, should also be further implemented and its ultimate objective, which is preservation of the documentary heritage should be duly achieved, while ensuring engagement of Member States through this reform.

2.2. Global Priorities

Delegates reaffirmed a strong desire to operationalize and mainstream Africa and Gender Equality into concrete programmes throughout UNESCO's mandate.

- (a) **Africa** – Implementing the overall strategy for Priority Africa requires an enhanced intersectoral and interdisciplinary approach. Building on **Agenda 2030, Agenda 2063 and the Belt and Road Initiative**, UNESCO should reach out to the Africa Union Commission so that UNESCO's strategy and programmes for Africa could be further aligned with bilateral and multilateral initiatives. To ensure a renewed strategy leads to more effective outcomes, UNESCO needs to strengthen its efforts to cooperate in relevant policy development and build policy linkages with Member States in Africa. This will help to ensure stable and sustained results at the country as well as the regional level. Delegates strongly support Priority Africa given this period of pandemic and growing needs for post-pandemic reconstruction. Proper strategy alignment and budgeting should lead to concrete projects supported by appropriate monitoring and reporting tools in the system.

- (b) **Gender equality** – There is a need in Asia-Pacific to continue building capacity to advance gender equality, especially in Member States that require further support. What is needed from UNESCO is greater impact in the field. UNESCO should enhance implementation of projects for girls' and women's education, including by formulating flagship programmes for Priority Gender Equality.

2.3. Priority target groups

Priority target groups, in particular youth and small island developing States (SIDS), but also least developed countries (LDC) received broad support from delegates.

- (a) **Youth** – Youth are not just beneficiaries of, but are also essential contributors towards the change that we want to see in the world. ASPnet was widely promoted as an example of UNESCO's potential to promote peace with youth, including through the role of education. Youth engagement in the Medium-Term Strategy needs to provide room for young people to amplify their voices – both online and in their communities – and recognize their positive contribution as agents for sustainable development, and for the benefit of the Organization. UNESCO should further enable Member States to actively and effectively participate in youth activities, establish and improve, via National Commissions, mechanisms for youth to participate in UNESCO's activities in all areas and at all levels. To better harness the creativity, innovation and potential of youth, youth engagement needs to be mainstreamed across all programmes and all fields of competence of UNESCO.
- (b) **SIDS** – While not represented in the consultations for East and Southeast Asia, SIDS need connectivity and collaboration from all Member States, to have their special needs and the imminent challenges of climate change better addressed.
- (c) **LDC transitions** – LDCs should be one of the priority target groups. The unique experiences and challenges of developing countries remains critical to sustainable development at local and global levels. UNESCO has an important voice to ensure LDC transitions and related policies and programmes are relevant for all.

2.4. Partnering for development

- (a) **Strengthening UNESCO's field presence and relevance** – Strengthening UNESCO field offices is critical as a means to promote local engagement at multiple levels, including with local governments. It is important for UNESCO to avoid competition between Headquarters and field offices, but also among agencies. In this regard, there is a need to clarify roles among regional, cluster and national offices. The role of and cooperation with Permanent Delegations and National Commissions for UNESCO should be reinforced. The mobility and rotation policy could also be further enhanced.
- (b) **Reinforcing UNESCO's networks and partnerships** – Innovative partnerships are critical at multiple levels. UNESCO's extensive network of partners can be better highlighted and mobilized to deliver impact, efficiency and effectiveness (e.g. C2Cs, Chairs, and designated sites). Guided by National Commissions for UNESCO, partnerships serve as avenues to exchange views and increase UNESCO's impact and visibility.
- (c) **Leveraging public and private partnerships** – There is great demand and opportunities to build public and private partnerships, including with local governments. Partnerships must forge ties beyond resource mobilization. All partnerships must be driven by shared values and goals to meet both UNESCO's and stakeholder needs. Again, the role of National Commissions is critical.

2.5 Other issues of subregional relevance

AI in education, including the importance of ethics is a key cross-cutting priority for UNESCO. Flagship initiatives are needed to help galvanize the importance of a human-centred approach to AI. In this regard, UNESCO has the potential to facilitate a global debate about the role of diverse technologies, including AI as a means to build a more inclusive, open and just world. UNESCO needs to strengthen its role as a laboratory of ideas and catalyst of intersectoral cooperation in AI.

Conclusion

Facing a global pandemic, delegates reaffirmed the importance of UNESCO's mission and mandate to build peace in the minds of women and men. Quality education, the sciences and culture were seen as indispensable means to promote sustainable development. As global lead for SDG 4, delegates agreed that UNESCO's contribution to quality lifelong learning opportunities for all was a central priority, calling for more strategic cooperation among sectors, youth engagement and goal-oriented partnerships.

Participants want UNESCO to operationalize Member State priorities, including Global Priority Africa and Gender Equality. UNESCO's two global priorities should be mainstreamed in all programmes. ESD and GCED are especially critical to leverage UNESCO's comparative advantages in education, the sciences and culture. Delegates called for solidarity given the interconnected challenges we face. There is also a need for more transversal initiatives across sectors in order to reinforce implementation towards these priorities.

Enhancing UNESCO's presence in the world requires meaningful partnerships to avoid competition and better coordinate programme delivery, including optimizing resources mobilization and use. In this regard, the guiding role of National Commission for UNESCO is more critical than ever to help build local buy-in. With its limited field presence, UNESCO must increase its collaborative capacity within the "UNESCO family" of institutes, Chairs and networks and work both online and in person wherever feasible. The flexible work modality may also attract more talented young people to work with UNESCO and its extensive networks of partners. Further, deepening partnerships with local governments will be a key for success, impact and increased visibility in the future. Together with the UN system, UNESCO's extensive network of partners can be better mobilized to ensure efficiency and effectiveness to promote sustainable development, a spirit of solidarity and advance our shared aspirations for peace.

Africa

E. Report of the consultation of the National Commissions for UNESCO of West Africa, Sahel and Central African countries (22-24 June 2020)

Introduction

With a view to improving its action in Member States, the United Nations Educational, Scientific and Cultural Organization (UNESCO) organized, from 22 to 24 June 2020, a meeting for consultation with West Africa, the Sahel and Central Africa, pursuant to 40 C/Resolution 102, adopted by the General Conference at its 40th session, which gave the Director-General the authority to organize subregional consultations with National Commissions for UNESCO.

The general objective of the consultation was to establish a framework for exchange, aimed at giving National Commissions the opportunity to define, in a consensual and collective manner, the orientations and priorities at the subregional level in order to guide UNESCO's work for the next eight years, in view of the implementation of the 2030 Agenda for Sustainable Development and other global and regional development agendas relevant to UNESCO's fields of competence, on the one hand, and, on the other, to contribute to the strengthening of regional cooperation in order to fight against COVID-19 and many other contemporary challenges.

Specifically, the consultation concerned the preparation of UNESCO's Medium-Term Strategy for 2022-2029 (41 C/4) and the Programme and Budget for 2022-2025 (41 C/5).

The meeting, which was held virtually with the participation of a good number of African National Commissions for UNESCO, had three main components: the opening of the proceedings; the plenary meetings; and the parallel meetings.

The opening of the proceedings

Two speeches comprised the bulk of this component, notably the welcome address by the Secretary-General of the Senegalese National Commission for UNESCO and the speech by the Director of the UNESCO Office in Dakar and Regional Bureau for Education.

In his introductory remarks, Mr Firmin Matoko, Assistant Director-General for Priority Africa and External Relations, following the customary exchange of courtesies, recalled one of UNESCO's major objectives within the United Nations system, namely, providing added value to uphold the Organization's message in its Member States. Thus, having noted the crucial nature of the context linked to the global health situation, he pointed out that it was more timely than ever for UNESCO to adopt a Medium-Term Strategy to address the contextual emergency with composure.

He said that it was up to the various Member States, through their National Commissions, to set the course in a participatory and consensual manner. To conclude, he expressed the hope that the consultation would enable UNESCO to position itself better within the United Nations country teams, with a view to improved and swift achievement of the Sustainable Development Goals (SDGs) and the Agenda 2063 of the African Union.

Taking the floor in turn, Mr Dimitri Sanga, Director of the UNESCO Office in Dakar and Regional Bureau for Education, following the customary exchange of courtesies, recalled the context of the consultation, presented the Organization's expectations for the consultation, and outlined the agenda and working methods of the three-day meeting.

Plenary meetings

Two plenary meetings were held, one on the first day and one on the third day.

First plenary meeting

At first plenary meeting, the Bureau for the consultation was established and a thematic presentation was given on UNESCO's Medium-Term Strategy 2022-2029 (41 C/4).

The Bureau was established as follows:

- Chairperson: Mr Aliou Ly, Secretary-General of the Senegalese National Commission for UNESCO;
- Rapporteur: Mr Sally Maïgari, Secretary-General of the National Commission of the Republic of Cameroon for UNESCO.

Mr Djelid, Representative of the Director-General of UNESCO, made a thematic presentation. Findings indicated that no country was in a position to achieve the 17 SDGs owing to the impact of global challenges. He underlined challenges related to the issue of climate change, the vision for 2030, alignment with global platforms for change, the best strategies to maintain UNESCO's global priorities Africa and gender equality, and ensuring the continuation of the strategic transformation under way, among others.

To illustrate his arguments and by way of conclusion, he noted that such challenges also corresponded to the initial trends that had emerged from the questionnaires completed by the Member States, emphasizing the fact that Africa had one of the highest response rates, which was a positive point for the continent.

In the discussion that followed the presentation, the following concerns were raised:

- the need to strengthen, on the one hand, inclusive education for all young people and excluded and vulnerable populations and, on the other hand, technical and vocational education and training programmes;
- strengthening UNESCO's presence in the field;
- the full effect of the COVID-19 pandemic and the opportunities offered for strengthening the resilience of African education systems.

In response, the representative of the Director-General noted that the reports produced by the different subregions would be examined and consolidated with a view to addressing all the concerns expressed. With regard to the impact of the COVID-19 pandemic, he noted the importance of considering its effects in the short- and long-term. In that regard, constructive proposals from the subregions of Central Africa and West Africa were still awaited.

It emerged from the first plenary meeting that the results of the work would be recorded in a report that would guide the process of drawing up the road map for UNESCO's Medium-Term Strategy for 2022-2029 (41 C/4) and the Programme and Budget for 2022-2025 (41 C/5), which was the subject of the consultation.

Second plenary meeting

The second plenary meeting, chaired by Mr Aliou Ly, first highlighted the main characteristics of the subregions of West Africa and Central Africa. The analysis of the geo-economic situation of the Sahel region highlighted a low human development index leading to a state of poverty, a large population, a two-speed education system not adapted to the problems posed by youth, an increase in inequalities and vulnerabilities, and the loss of about 80% in terms of learning potential owing to the COVID-19 crisis. In addition, recurrent social and political crises and climate change, particularly around Lake Chad, also posed threats.

Nevertheless, the three subregions abounded with significant opportunities, including a young population, abundant natural resources, considerable cultural heritage and a demographic dividend to be reaped.

At the end of the meeting, a number of concerns and expectations were raised, such as the need for the development of information and communications technology (ICT) infrastructures, teacher training in new emerging themes such as artificial intelligence (AI), strengthening the creativity and employability of African youth, and the promotion of creative industries.

There was also a strong call for UNESCO to address the issues of systemic and racist violence in different parts of the world. In response to all the concerns voiced, assurances were given by the Chairperson, who expressed the wish that the consultation could deepen the analysis of the issues raised in order to address them more effectively.

Parallel meetings

Work in subgroups on the theme “UNESCO's Programme and Budget for 2022-2025 (41 C/5)” addressed the following items:

1. Strengthening UNESCO's programmatic orientation: education, natural sciences and the Intergovernmental Oceanographic Commission, social and human sciences, communication and information, and culture
2. Strengthening interdisciplinarity and intersectoral work
3. Strengthening UNESCO's presence in the field
4. Strengthening UNESCO's networks and partnerships
5. Other issues of (sub)regional importance (impact of the COVID-19 pandemic on UNESCO's Programme and Budget)

The key lessons that emerged from the group discussions were as follows:

With regard to item 1 on **strengthening UNESCO's programmatic orientation: education, natural sciences and the Intergovernmental Oceanographic Commission, social and human sciences, communication and information, and culture**, Member States considered the following:

In the education sector, it was pointed out that digital tools and artificial intelligence (AI) truly presented an opportunity for the development of online and distance education. In that regard, participants stressed the need for capacity building for distance learning, which had proved important in the context of the current global health crisis. Particular emphasis was placed on the curriculum for people with special educational needs.

In the natural sciences sector, Member States called for the initiation of reflection on environmental protection during and after the global health crisis, in view of the adoption of new habits and reflexes.

Furthermore, the participants also highlighted inter-State solidarity for a global reform of health systems. Member States called for the adoption of resilience measures, with the support of UNESCO, and the promotion of foresight studies for the management of possible future crises.

With regard to social sciences, in addition to the relevant issue of social inclusion, Member States commented on the issue of bioethics and the management of current and future health crises. In that regard, particular emphasis was placed on the systemic racism spreading around the world in the context of the current health crisis.

In the field of culture, Member States recalled the contribution of culture during the COVID-19 pandemic, especially with regard to psychological aspects for people. Member States also referred to the precarious existence of players in the field of culture. The issue of digitization and online access to world heritage sites was also raised, to promote their access even during lockdown. In addition, Member States stressed the growing problem of trafficking in cultural property.

Given that the COVID-19 crisis had highlighted the digital divide between the countries of the Global South and those of the Global North, it was recommended that a specific institution be set up to promote the digital economy.

With regard to item 2 on **strengthening interdisciplinarity and intersectoral work**, remarking that the theme of “youth” cut across the various programmes, Member States recognized, on the one hand, its priority in all UNESCO sectors and, on the other, the need to continue to train teachers in media education and the promotion of reading among children and young people. Strengthening the promotion of interdisciplinarity was also recommended by the participants, who suggested the maximization of scientific potential by setting up research and innovation centres and encouraging the connection between the different research centres in the different countries.

With that in mind, Member States agreed on the importance of strengthening cooperation between UNESCO Chairs and category 1 and 2 centres; although faced with a common problem, Member States were conducting research in isolation. In that context, National Commissions had requested support for the modernization of their libraries.

In a similar way, open educational resources (OER) were welcomed as a mechanism for promoting interdisciplinarity. Also, issues related to ethics, the promotion of gender equality and the culture of peace were echoed by various participants as matters that should be at the centre of interdisciplinarity.

With regard to item 3 on **strengthening UNESCO's presence in the world / strengthening UNESCO's presence and relevance in the field**, Member States encouraged Headquarters to continue implementing UNESCO's strategic transformation with emphasis on strengthening the human and financial capacities of field offices.

National Commissions were invited to publish their newsletters periodically to provide updates on activities and to mobilize UNESCO's traditional partners, including UNESCO Clubs, Associated Schools and National Committees (such as Man and the Biosphere Programme (MAB) and Management of Social Transformations Programme (MOST) National Committees).

National Commissions were also encouraged to create or improve their digital capacities and flood social networks in order to combat disinformation at the country level and to strengthen the Organization's presence at the global level.

Another strategy agreed upon by Member States was that of strengthening the Participation Programme at the level of African countries in terms of the quota granted to them. The aim was to enable them to carry out several projects so as to strengthen UNESCO's presence, with a view to a suitable and more appropriate response to the expectations of the various NGOs, in an effort to enhance UNESCO's credibility.

Member States also invited the Organization to act according to the realities and needs of each country, following up on activities in order to assess the impact of their action.

The National Commissions stressed the need to strengthen their capacities, particularly in the area of digital technology (training and equipment). To that end, it was recommended that Member States participate in those efforts with the support of UNESCO.

Thus, strengthening the management capacities of National Commissions and the extension of country offices to provincial or regional antennae were also emphasized as means of strengthening

the Organization's presence in the field. Furthermore, synergy of actions between field offices and National Commissions was encouraged.

Member States strongly encouraged the Organization to capitalize on partnerships with structures of regional and subregional integration, in particular with the African Union (AU), the Economic Community of the Central African States (ECCAS) and the Economic Community of West African States (ECOWAS). In the same vein, Member States invited the Organization to involve young people more, in order to make use of the fields of activity in which they have considerable capabilities, in particular information and communications technologies (ICTs).

In view of the low visibility of the National Commissions' partners and of their activities, their revitalization was called for, through actions in favour of the population. At the level of universities, it was important to support research and development and the promotion of reflection leading to specific measures beneficial to populations.

With regard to item 4 on **strengthening UNESCO networks and partnerships/using public-private partnerships**, Member States made a plea for the restoration of the forum of parliamentarians and local governments on the eve of the General Conference, since it was they who ratified the norms and conventions and should therefore be involved in the process of ratification of the Global Convention on the Recognition of Qualifications concerning Higher Education. Awareness-raising work on the ratification of the conventions was the responsibility of the National Commissions, which must better prepare the ground for the convention concerned.

Furthermore, the participants supported the idea that partnerships with financial institutions should be strengthened, since UNESCO was primarily a laboratory of ideas that needed to strengthen its cooperation with the World Bank and the African Development Bank, which could make significant resources available to Member States for the implementation of programmes. Partnerships must thus be extended to NGOs, civil society organizations and subregional and international organizations such as the International Organisation of La Francophonie (OIF) and the Islamic World Educational, Scientific and Cultural Organization (ICESCO), among others.

For the feasibility of the suggestions made, National Commissions could draw the attention of field offices to any possibility of partnership at the national level, particularly with United Nations agencies.

In the same vein, and for public-private partnerships, National Commissions had the opportunity to collaborate with the private sector. For partnerships with United Nations agencies, however, National Commissions needed support from field offices. Thus, within the framework of the partnership between National Commissions and other United Nations agencies, States requested the mediation of field offices, especially since some United Nations structures were unaware of the existence of National Commissions in the field.

Moreover, it was noted that National Commissions should play their part in the implementation of the Sustainable Development Goals (SDGs), in view of the United Nations Secretary-General's call for a Decade of Action for accelerating the delivery of SDGs.

Concerning item 5 on **other issues of (sub)regional importance (impact of the COVID-19 pandemic on UNESCO's Programme and Budget)**, Member States noted the need to promote international solidarity in the fight against the pandemic, as several partners were underfunded and could not provide all the necessary support in the response activities. In that respect, Member States invited the Organization to realign partnerships towards those that were still viable.

It was stressed that the commitment or responses that UNESCO could formulate in the framework of the "Black Lives Matter" movement, and more generally in the fight against systemic racism and the question of xenophobia, were issues at the very heart of the Organization's mandate.

The issue of insecurity in countries, particularly in the Sahel and in almost all countries, was a hindrance to development and therefore a challenge that must be addressed. In the opinion of the participants, those pitfalls called for the need to strengthen people's resilience in the face of such scourges. That required the Organization and its Member States to take action to promote endogenous cultural values, protect the social security of artists and support the development of cultural industries, especially in the context of the health crisis linked to the COVID-19 pandemic.

The deepening of cross-cutting themes, in particular domestic violence in times of crisis, such as during the COVID-19 pandemic, without forgetting to take into account in all those areas the gender approach in the context of the health crisis, in order to encourage Member States to involve women in the decision-making processes concerning responses to the pandemic.

To better address such issues, particularly at the current critical time, Member States stressed the need for the presence of international civil servants in countries in crisis, since it had been noted that UNESCO was not involved in the management of the crisis in the education sector, even though the Organization was the lead agency for education.

It was on such hopes that the meeting was closed on Wednesday, 25 June 2020, at 2.15 p.m., Yaoundé time.

F. Report of the consultation of the National Commissions for UNESCO of Eastern and Southern Africa (23-24 June 2020)²

Overall context

The two-day's webinar was co-organized and co-facilitated by the Director of UNESCO Regional Office for Southern Africa in Harare and the Director of UNESCO Regional Office for Eastern Africa in Nairobi. The Bureau of Strategic Planning (BSP) and the Priority Africa and External Relations Sector (PAX) provided support for the organization of the consultations, and participated in the meeting.

The webinar was held for consultation of National Commissions and other partners in the Eastern and Southern African region to enable the Director-General prepare UNESCO's Draft Medium-Term Strategy for 2022-2029 (41 C/4) and Draft Programme and Budget for 2022-2025 (41 C/5) in fulfilment of the 40th session of the UNESCO General Conference Resolutions 102 and 103. Earlier, the UNESCO Secretariat had designed an online questionnaire to solicit contributions from Member States and Associate Members, including their National Commissions for UNESCO, and from NGOs and IGOs, regarding the future strategic orientations and programmatic focus of UNESCO, to which 16 countries in the Eastern and Southern Africa region had submitted their replies.

Objectives and expected outcomes

The main objective was to inform and provide guidance to the Director-General's Preliminary proposals on the Draft 41 C/4 and Draft 41 C/5, which should be submitted to the Executive Board at its 210th session. The consultation was also to provide an opportunity to the Member States including their National Commissions for UNESCO to discuss and define collectively regional priorities, particularly within the context of the implementation of the 2030 Agenda for Sustainable Development, and of the Agenda 2063 of the African Union addressing contemporary challenges such as COVID-19 and other global and regional development agendas of relevance for UNESCO's areas of competence. The discussions were also to contribute to strengthening regional cooperation fundamental for effective action in addressing contemporary interlinked challenges in the face of the COVID-19. The regional consultation was to further provide an opportunity to reflect and deliberate on the ongoing UN Reform, its implications for UNESCO, and how National Commissions in Eastern and Southern Africa play a significant role in supporting the positioning and raising visibility of UNESCO at the regional and country levels.

Opening Session

Opening remarks by the Representative of the Director-General Mr E. Matoko (ADG/PAX)

In his remarks, the ADG/PAX emphasized the programme for Priority Africa as an important area for the meeting to pay attention to. He asked for more guidance from the participants on how to improve the impact of Priority Africa programme. He concluded by wishing for fruitful deliberations and said he looked forward to seeing the recommendations of the meeting.

Election of the Chair, Vice Chair and Rapporteurs

The Director of the UNESCO Regional Office for Eastern Africa, Ms Ndong Jatta welcomed and invited all National Commissions to the meeting and informed them that Kenya had volunteered to chair the meeting and Zimbabwe to be the Vice-Chairperson. She asked for a formal endorsement by the participants present which was done. Subsequently, Uganda and Zambia were elected as Rapporteurs for capturing the proceedings. She then invited the Chairperson to take charge of the meeting.

² The annexes containing the detailed proceedings of this consultation can be consulted online at: <https://en.unesco.org/sites/default/files/annex-eastern-africa-report.pdf>

Chairpersons and rapporteurs of the sub-regional consultations for National Commissions in Eastern and Southern Africa:

Dr Evangeline Njoka (Chair) – Kenya (Eastern Africa)

Ms Margaret Chirapa (Vice Chair) – Zimbabwe (Southern Africa)

Dr Charles Ndakala (Rapporteur) – Zambia (Southern Africa)

Ms Rosie Agoi, (Rapporteur) – Uganda (Eastern Africa)

Dr Dominic Venture Mundrugo-Ogo Lali (Rapporteur) – Uganda (Eastern Africa)

Remarks by the Chairperson

Dr Evangeline Njoka, the Secretary General of the Kenya National Commission welcomed all participants and asked them to feel like they were in Nairobi for the meeting. She congratulated the Vice-Chairperson and the Rapporteurs upon their election. She named the Rapporteurs as Ms Rosie Agoi, the Secretary General of the Uganda National Commission and Dr Charles Ndakala, the Secretary General of the Zambia National Commission and urged them to take note that the recommendations of the meeting will be out of their recordings.

Following the adoption of the agenda the Chairperson informed the meeting that the session would focus on:

- (i) Regional trends and challenges and UNESCO's role: Development of the Medium-Term Strategy: 2022-2029
- (ii) Overall guiding framework for UNESCO's action in 2022-2029: Towards which SDGs should UNESCO focus (presentation by Mohamed Djelid, Deputy Director BSP)
- (iii) Key messages from the 6th African Regional Forum on Sustainable Development held in Victoria Falls, Zimbabwe: 24-27 February 2020 (by Hubert Gijzen, Director UNESCO Regional Office for Southern Africa)
- (iv) UN Reform, implications for UNESCO and roles of the National Commissions
- (v) Strengthening UNESCO's field presence and relevance
- (vi) Reinforcing UNESCO's networks and partnerships
- (vii) Leveraging public and private partnerships

Papers and background documents presented to facilitate discussions

Three presentations were made as a means of stimulating discussions in addition to the Member States' replies to UNESCO questionnaire in the original language of submission and preliminary statistical analysis of the replies disaggregated by region. On the first day, presentations were made:

Presentation 1 on "Overall Guiding Framework for UNESCO's Action in 2022-2029: Towards which SDGs should UNESCO Focus", was presented by Mr Mohamed Djelid, Deputy Director of the Bureau of Strategic Planning. The presentation outlined the key messages from the dialogues that had taken place prior to this webinar. The first set of key messages was from the UN Secretary-General's 2019 report that indicated that no country was on track of meeting all the 17 SDGs and the slow progress in implementing the SDGs. The second set of key messages was a summary from the last UNESCO 40th General Conference. Based on the above, Mr Djelid outlined some guiding principles on the preparation of the Draft 41 C/4 and 41 C/5 documents and concluded by posing 5 key questions for the Meeting to respond to during the discussions. Thereafter participants also raised a number of questions and observations during discussions.

Presentation 2 on "Key messages from the 6th Africa Regional Forum on Sustainable Development, held in Victoria Falls, Zimbabwe, from 24 to 27 February 2020", was delivered by Prof. Hubert Gijzen to summarise the proceedings of the Forum meeting held under the theme: "2020-2030: A decade to deliver a transformed and prosperous Africa through the 2030 Agenda and Agenda 2063". The presentation highlighted some key messages on the SDGs in line with the five "Ps" (People, Prosperity, Planet, Peace, Partnerships), the Key messages for STI Forum, Key messages on Lessons learned from COVID-19 not only as threats to the achievement of the SDGs but also as opportunities for new ways of living, working and international cooperation, well-being (EHWb), distance learning, energy (renewable) and ICT infrastructure.

On the second day, the focus was on UNESCO's Medium-Term Strategy 2022-2029 (41 C/4) and on the Draft Programme and Budget (41 C/5) in the context of the UN Reform, the implications for UNESCO and the role of National Commissions; strengthening UNESCO's field presence and relevance; reinforcing UNESCO's networks and partnerships and leveraging public and private partnerships.

The above areas were given a context in a presentation by the Director of the UNESCO Regional Office for Eastern Africa, Ms Ann Therese Ndong Jatta who outlined the UN reform pillars, the two-tier strategy innovations needed in C/4 and the role of the National Commissions for UNESCO.

Closing session

At the end of the two-day meeting, the Chairperson and Vice Chairperson (Co-Chairpersons) both thanked the participants for the good attendance, participation and active deliberations and appealed for further short term but regular consultations and meetings in future for benchmarking and continued collaboration. They expressed hope that the report would be important in the development of the next Medium-Term Strategy.

The final webinar closing remarks from UNESCO Secretariat was made by Prof. Hubert Gijzen from the UNESCO Regional Office for Southern Africa who made remarks on behalf of both the Southern and Eastern African regions. He thanked all the National Commissions for the two days' interactive sessions noting that a lot of important issues had been raised that informed the meeting. He informed the meeting that the report of the proceedings was needed in the early part of the coming week.

On the relationship between UNESCO's Secretariat and National Commissions, Prof. Gijzen repeated the position that the latter are the "mirror image" of the former and both are close collaborators.

He thanked the Chairperson, Vice Chairperson and the Rapporteurs and applauded the hard work put in by the rapporteurs, the task teams, the conveners and the technical team behind the organization of the online conference. He looked forward to receiving the report when circulated to all the National Commissions for ownership before submission to the Headquarters.

Summary of the discussions during the two days meeting

Part 1: Summary of discussions on the draft 41 C/4

Overall guiding framework for UNESCO's action in 2022-2029. Towards which SDGs the Organization should concentrate its efforts and resources during the 2022-2029 period?

- (i) UNESCO to leverage its value-added approach in reforming informal employment.
- (ii) The structure of 41 C/4 should be both programmatic and issues-based in approaches at the national and regional Levels. The current thematic areas in the ongoing/ending Medium-Term Strategy (37 C/4) be maintained but with the modifications based on the results and lessons learned after due evaluation has been conducted and adding for emphasis under each programme the issues raised in the two days' consultation.
- (iii) Focus on all the SDGs that are relevant to UNESCO according to the five "Ps" (People, Prosperity, Planet, Peace and Partnerships) to address the problems in the African continent.
- (iv) Global Priorities should be continued but expanded to include Youth and special vulnerable groups and a higher budget be provided and specific operational strategies be developed for each priority area.
- (v) Alignment of the Medium-Term Strategy (41 C/4) for Priority Africa to the Africa Union 2063 Agenda up to 2030
- (vi) Alignment of the Medium-Term Strategy (41 C/4) with the Regional Economic Commissions (RECs) programmes with the appropriate mechanisms and measures.
- (vii) Partnership strengthening and building with the UNESCO Chairs and category 2 institutes and centres.
- (viii) Youth programmes be prioritized, mainstreamed and targeted to youth needs with the youth at the centre of all programmes and decision-making organs as ambassadors of change.
- (ix) ICT (digital technology), innovation, entrepreneurship, Research and Development be prioritized and mainstreamed.
- (x) There is need for more investment, focus and funding for priority programmes for impact.

Strategic cross-cutting areas of action

- (i) Strategic cross-cutting issues are: fighting the COVID-19, education, ICT and renewable energy with intersectorality with the sciences, communication and Education for Sustainable Development (ESD);
- (ii) Special strategic focus on: ICT, renewable energy and online education in response to COVID-19 crisis;

- (iii) Priority Africa should continue as a flagship programme by redesigning and mainstreaming across all programmes, provide a higher budget for its funding and target the countries that are most in need;
- (iv) Priority Gender Equality and empowerment in the arts and fight gender-based violence (GBV): Increase funding and provide a gender equality expert at regional level;
- (v) Priority Youth: youth literacy, leadership and training including TVET linked to technology and industry for decent jobs creation and employment in the formal and informal sectors and support transition of the youth into adulthood;
- (vi) Management of Social Transformation (MoST): Inclusive focus for vulnerable groups like women, children, indigenous communities, refugees, displaced persons and people living with Albinism;
- (vii) Peace building through peace education and reducing political tensions at the national levels;
- (viii) Digital technology: digital equity through capacity-building among teachers, learners and parents, virtual centre for ease of communication;
- (ix) Climate change mitigation and water security cross-cutting in education and culture;
- (x) Culture in development as a cross-cutting area: data and statistics on contribution of culture to GDP and livelihoods, culture and tourism, cultural heritage, virtual cultural centres;
- (xi) ICT, AI and STEM in education and Educations for Health and wellbeing for coping with the COVID-19 and other possible emergent disasters.
- (xii) The UNESCO sites (Biospheres Reserves, Geoparks, World Heritage List, Ramsar convention, etc.) give the Organization a competitive advantage and should be promoted as hosts for intersectoral programmes in education, sciences, culture, gender equality and empowerment and should be driven largely by the youth.

Other issues

- (i) Regional integration and collaboration and platforms for cooperation for National Commissions and youth
- (ii) COVID-19 and disaster responses call for ethics/bioethics and rights-based approaches

Part 2: Summary of discussions on the draft 41 C/5

1. Priority thematic areas:

It was agreed that the thematic areas be derived from the Medium-Term Strategy (MTS) as per the agreed guiding principle (ii) in Part 1 above and modifications made as per the following emphasis raised under each of the programmes:

Education

Support for online education platforms for students, radio and television services for learning, investment on ICT for education, special distance education programmes, training of teachers in the use of ICT for teaching, TVET Programmes (artisans), STEM education in higher institutions for the fight against COVID-19, teachers' capacity building in ESD, integration of arts/humanities in the

Natural Sciences for deeper creativity, TVET programme for artisans for both the girl child and the boy child, strengthen pedagogy for teachers, life skills and entrepreneurship for keeping girls in school, strengthened and responsive EMIS, literacy programmes for youth and adult learning with skills (functional literacy) and support to governments to develop contingency planning for Education in Emergencies (reopening of schools in light of the COVID-19 emergency). In the medium to long term, to build the resilience of education systems to respond effectively to future challenges.

Natural Sciences

Water supply (fighting COVID-19), artificial intelligence, ecological sciences and Biosphere Reserves (MAB Programme), Geoparks, environmental sustainability, climate change, renewable energy systems, basic sciences, STI & technopreneurship, STI systems, capacity and policies, investment in STEM for development, disaster risks (include risks of disease epidemics/pandemics like COVID-19 and hydrological disasters,) and support for indigenous knowledge.

Intergovernmental Oceanographic Commission

As per the current programmes, Africa's blue economy

Social and Human Sciences

The culture of peace, peacebuilding, human rights, combating inequalities, Management of Social Transformation (MoST), ethics, public policy debates on COVID-19, inclusiveness and fighting discrimination (refugees, immigrants, marginalized, indigenous people), cross-border conflict resolution (among countries and communities), post-conflict recovery and development strategies, sports for peace building, focus on youth for fight against substance (drug) abuse and diseases (COVID-19).

Culture

World Heritage Sites (with flexibility for resource use), cultural industries and tourism, creative cultural industries, heritage in general, the diversity of cultural expressions and cultural policies, cultural data collection and dissemination systems, protecting and safeguarding of tangible and intangible culture, promoting indigenous cultural knowledge and practices targeting young artists, re-orientation to living heritage in terms of the return and restitution of cultural properties, leveraging digital technologies for artists creative imagination and skills.

Communication and Information

Documentary heritage, Memory of the World (capacity building), social media, strengthening media capacity in its ability to communicate information and disseminate messages around COVID-19, support to media houses, support television for fighting COVID-19, documentary heritage, press freedom, digital literacy and transformation, capacity in AI, information literacy, access to information, media (radio and television and all other media platforms), advocating safety of journalists, improving the public's access to credible information, strengthening of media and information literacy to fight misinformation, promoting preservation of, and accessibility to data and archival materials related to the pandemic, and support digital innovation and transformation.

2. Global Priorities

Global Priority Africa should be retained to continue, based on the results and lessons from an evaluation of the ongoing operational strategy.

- It should be aligned to the Africa Union 2063 Agenda and technology and artificial intelligence incorporated.

- To continue as a flagship programme but be redesigned and mainstreamed across all programmes.
- To be provided a higher budget and should target countries most in need for particular needs.

Global Priority Gender Equality should be retained and expanded:

- To consider Gender Equality for equal opportunities, choices, capabilities, power, knowledge, skills and attitudes for men and women to tackle gender disparities for building a sustainable future for all.
- Affirmative action where necessary focusing on the girl child or boy child or both depending on whichever is disadvantaged in each Member State.
- Priority Gender Equality should include empowerment in art and fighting gender-based violence (GBV)
- Increased budget support and provide a Gender Equality Expert at regional level.

3. Priority groups

Priority Youth:

- To focus on youth literacy, leadership and training including TVET linked to technology and industry for decent jobs creation and employment in the formal and informal sectors and support transition of the youth into adulthood, massive investment in TVET for high throughput for youth
- Mentorship programme, skills, innovations, creativity
- Youth as central to 41 C/4 and 41 C/5: Youth participation in the preparation and implementation of all UNESCO's programmes, implementing youth programme and strategies as highlighted in the Agenda 2063: "The Africa We Want"
- Affirmative action policies and measures that address the employment needs of youth – prioritizing informal sector and community levels where most youth in developing countries work rather than the formal labour sector, institute a mandatory requirement for each UNESCO-supported project to have 50% youth participation

Other groups and thematic areas:

- Vulnerable groups like women (widows and single mothers), street children, indigenous communities, refugees, displaced persons and people living with disabilities (physical disability and albinism). These need special programmes for inclusive focus (Management of Social Transformation)
- Digital Technology: digital equity through capacity building in ICT among teachers, learners and parents, Virtual Centre for ease of communication. Popularization of Open learning, Open Science and Artificial Intelligence skills and associated ethics.

4. Partnering for development

UN reform, implications for UNESCO and role of National Commissions

The meeting reiterated the unique nature of National Commissions in the UN system, and the need for further strengthening of cooperation between UNESCO and National Commissions as provided for in the UNESCO Constitution, Charter of National Commissions and the Legal Texts containing various resolutions, passed by the UNESCO General Conference since the 1970s to date, regarding the role, function and responsibilities of the National Commissions towards UNESCO and vice-versa. This was considered to be even more important now, in view of the ongoing UN Reform of the UNDS, especially at the (sub)regional and national levels. To this end, the meeting:

- recommended that the communications and collaboration between UNESCO field offices and National Commissions be strengthened, as complementary partners recognizing National Commissions as members of the wider UNESCO “family”;
- recognized that the ongoing UN reforms call for a stronger engagement, impact and visibility for UNESCO, especially at (sub)regional and country levels, and that National Commissions, due to their nature as government coordination entities are well positioned to advocate for a stronger role, positioning and access to funding of UNESCO vis-à-vis government entities and development partners;
- discussed that, in response to the UN reform, National Commissions could therefore upscale their awareness raising and advocacy role, which would indeed be complementary to and lead to enhancement of the UNESCO Secretariat and field offices functions, which are more geared towards programme delivery and high-level policy advise;
- clarified that National Commissions are not part of the UN system, and can therefore not be part of UN Country Teams; National Commissions are government entities, with a key role in coordinating government entities, advocating UNESCO’s mandates, and helping to position UNESCO;
- recognized the importance of continued support to National Commissions in terms of their capacity-building of human resource skills.

Strengthening UNESCO’s field presence and relevance

- UNESCO should prioritize its work with and for the youth across all its programmes guided by its Operational Strategy on Youth (2014-2021), in line with Agenda 2030, and built on the premise that youth are the key partners and actors for development and peace and are the future of the Organization;
- UNESCO field offices need to collaborate very closely with the National Commissions in actively supporting the key priorities and identified needs of Member States within UNESCO’s fields of competence;
- As the UNESCO-designated sites (Biospheres Reserves, Geoparks, Heritage sites, Ramsar Convention sites, etc.) are unique conservation and development schemes associated with only UNESCO and thus give the Organization competitive advantage over all other bodies or organizations as none can boast of such, UNESCO and its field offices should actively promote support and strengthen these schemes (Sites) as effective vehicles to promote the Organization’s global visibility, brand image and field presence with projects funded and implemented intersectorally at these sites in all its fields of competence;

- Appointing specialists at field level for the Priority Programmes, for example Gender Expert, Youth Expert in addition to experts in the Major programmes.

Reinforcing UNESCO's networks and partnerships

- Partnership strengthening and building with the UNESCO Chairs twining programmes, Associations, Clubs, category 2 institutes and centres and various partnership arrangements;
- Providing more investment, focus and funding for priority programmes through partnership schemes.

Leveraging public and private partnerships

- Strengthen partnership and cooperation in the programme, planning and implementation in the areas of UNESCO's comparative advantage with the private sector organizations;
- Maximizing the use of the category 2 institutes and centres and UNESCO Chairs, Clubs and Associations for UNESCO during the preparation and implementation of the Organization's programmes in line with the Comprehensive partnership strategy.

Other issues of (sub)regional relevance

- Regional integration and collaboration and platforms for cooperation for National Commissions and youth;
- COVID-19 and disaster responses: ethics/bioethics, rights-based approaches in response management, educations for health and wellbeing for coping with emergent disasters;
- Peace building in-country and cross borders through reducing political tensions at the national levels;
- Climate change mitigation and water security in transboundary water bodies;
- Data and statistics on contribution of culture to GDP and livelihoods, culture and tourism, cultural heritage, virtual cultural centres;
- Promotion of UNESCO sites (Biospheres, Geoparks, Heritage, Ramsar, etc.) as hosts for intersectoral programmes in education, sciences, culture, gender equality and empowerment and should be driven largely by the youth.

Quotes, comments and contributions from youth representatives

- "I would like to make a note as well that UNESCO should prioritize its work with and for the youth across all its programmes and should be guided by its operational strategy on youth (2014-2021) which is in line with Agenda 2030 and is built on the premise that youth are the key partners and actors for development and peace". *Matauli Mokete – Youth Desk Lesotho*
- UNESCO should respond with programmes related to vulnerable groups (disabled) I think it should start considering issue of inclusiveness." *Matauli Mokete – Youth Desk Lesotho*
- "We usually say that young people will be the future of Africa but the reality is they are the present of Africa. UNESCO should come up with real actions to give this new generation the means to be more productive." *Adam Youssouf – Comoros.*

Conclusions

The two-day webinar was successful as it achieved the laid down objectives. The participants agreed to retain the thematic areas of the current Medium-Term Strategy including the Global Priorities but proposed a number of modifications based on the results and lessons learned after evaluation, incorporating strategic cross-cutting issues of the present time as emphasized under each programme during the two days' consultation. UNESCO is to focus on all the relevant SDGs that address the problems in the African Continent by alignment with the Africa Union 2063 Agenda and the Regional Economic Commissions (RECs) programmes. UNESCO is to leverage on its competitive advantage over all other UN organizations in areas like its designated sites (Biospheres reserves, Geoparks, World Heritage, Ramsar Convention, etc.) which it should aggressively promote. Other areas of significance are the needs for regional integration and collaboration and establishment of platforms for cooperation for National Commissions and youth. The meeting also took note of the UN reform process and reaffirmed the role of the National Commissions for UNESCO as members of UNESCO "family" that should work together as complementary partners as provided for in the UNESCO Constitution, Charter of National Commissions and other UNESCO legal texts. Important partnerships to be strengthened are with the UNESCO Chairs and category 2 institutes and centres, UNESCO Clubs and Associations and other private sector organizations as defined in UNESCO's Comprehensive Partnership Strategy.

Latin America and the Caribbean

G. Consolidated report of the consultation of the National Commissions for UNESCO in Latin America and in the Caribbean (2 July 2020)

Introduction

This report presents the results of the joint Latin American and Caribbean (LAC) consultation meeting held on 2 July following the separate subregional consultations held on 29 June for Latin America and 30 June for the Caribbean in which 32 National Commissions participated.

The purpose of the meeting was to establish a joint position for the whole LAC region in regard to the C/4 proposed strategic objectives, global priorities and priority groups as well as the strengthening of partnerships for development. The meeting involved the participation of the Chairs of the subregional meetings: Argentina and Curaçao, the Vice-Chairs: Jamaica, Colombia, Uruguay and Costa Rica, and the general rapporteurs: Honduras and Bahamas. The reports of the subregional meetings are presented in the Annex.

Results of joint discussions on the draft 41 C/4 and 41 C/5

Latin American and Caribbean National Commissions consider that interdisciplinarity is critical for all areas and should be ensured by creating synergies between Education, Natural Sciences, Social and Human Sciences, Culture and Communication and Information Sectors.

❖ *Promote lifelong learning, inclusive and creative societies (SDGs 1, 3, 4, 5, 8, 10, 11, 16, 17)*

- Education (SDG 4) should continue to be a top priority for UNESCO.
- Education is a determining factor for the construction of inclusive, just, democratic and prosperous societies thus central to the mandate of UNESCO. The organization is leading global efforts to ensure quality, inclusive and equitable education and promote lifelong learning opportunities for all. However, much remains to be done, the 2020 Global Education Monitoring Report on inclusion clearly points to the remaining difficulties.
- Eradicating illiteracy must be a top priority for the education sector and UNESCO must consolidate its global leadership the fields of lifelong learning and literacy.
- Gender equality must be addressed in education, and there is a need to assess its implementation and strengthen capacities to implement public policies. In the Caribbean, the dropout of boys from schools is a priority issue. In Latin America, efforts must continue to achieve equal rights for women, gender and diversity; also highlights that school dropout occur mainly in girls.

❖ *Enhance environmental sustainability and mitigate and adapt to climate change (SDGs 4, 5, 6, 10, 11, 12, 13, 14, 15, 16, 17)*

- Environmental sustainability is vital to the agenda of UNESCO. Contributions made by IOC, IHP, MAB and MOST should prevail.
- Climate change and adaptation to its consequences is a priority and require UNESCO's contributions from all sectors.
- UNESCO must address vulnerabilities from natural disasters, including on heritage.

❖ ***Foster open, diverse and peaceful societies (SDGs 1, 4, 5, 8, 10, 11, 16, 17)***

- The link between science and public decision-making enhances development. Multiplying good practices and exchanging experiences in this field should be a purpose of the MOST Programme in the new Strategy.
- Accord special attention to gender and girls.
- Ensure the continuation of the Slave Route Project for the Caribbean.

❖ ***Advance ethical standards and policy frameworks adapted to the new digital environment and reduce the digital divide (SDGs 1, 4, 5, 8, 9, 10, 11, 16, 17)***

- Promote projects that contribute to digital literacy and reducing the digital divide and unequal access to information and knowledge, and develop information and communication skills for citizens, especially young people.
- Establish initiatives that enhance the role of the media in educational processes, tackling disinformation, fake news, hate speech and religious, ethnic, racial, ideological and gender intolerance in the traditional media and social media.
- The Memory of the World Programme should continue to receive full support.
- Promote projects aimed at protecting cultural diversity and strengthening multilingualism in the media and digital platforms, including the generation of local content.
- The promotion of projects and activities that contribute to digital literacy and develop information and communication skills for citizens, especially young people.
- Although culture is not a specific objective, it is a driver of sustainable development and represents a cross-cutting element in the goals of the 2030 Agenda, thereby becoming an important factor that must be considered during the setting of new priorities.

❖ ***Culture***

- We propose that a specific culture-related strategic objective be added in particular taking into consideration the importance of cultural heritage, traditional knowledge and practices as inspiring models for sustainable development.
- Enhance regional cooperation for the protection of cultural heritage tangible and intangible and the proper implementation of the Culture conventions.
- Increase the visibility of World Heritage, as well the protection of culture, with emphasis on intangible cultural heritage and traditional practices and knowledge that can serve as a model for socio-economic and environmental sustainability.
- Creative cities network should be enhanced to also tackle mitigation of social conflict, the protection of cultural heritage.
- Enhance relationship with category 2 centres and promote the creation of category 2 centre for World Heritage in the Caribbean.

❖ ***Global Priorities and Priority Groups***

- LAC considers that Priority Africa and Gender Equality should be maintained as Global Priorities.

- LAC also supports SIDS to become a global priority for UNESCO, enhancing the relationship with SIDS worldwide. Urgent action is required to implement the UNESCO SIDS Action Plan and prepare the post-SIDS Action Plan based on the Apia Plan. Meanwhile, LAC stresses that support for this, as for any global priority, should not have a regressive effect on the funds allocated to UNESCO projects or actions in LATAM. Latin America is the most unequal region in the world. A situation that will be further aggravated by the COVID-19 pandemic. LAC clearly emphasizes that, today more than ever, we need the strong institutional support of UNESCO so that education becomes the platform from which to produce the democratic changes and transformations that our societies need.
- LAC also fully supports Youth as a priority group.
- LAC strongly recommends including indigenous peoples as a priority group.
- Priority Africa should be addressed by the members of the African Group. UNESCO must serve as a platform to share good practices and strengthen South-South dialogue and cooperation.
- Priority gender equality is reaffirmed. Programmes on gender equality and STEM should be continued. No one should be left behind, and both in the abandonment of boys in education and the violence suffered by girls must be addressed. Gender should be seen also in a more diverse way including other sex orientations in order for UNESCO to be truly inclusive.
- Focusing actions aimed at women and promoting youth participation, entrepreneurship, working directly with indigenous populations were the major issues that emerged. There are many groups of young people that are not being reflected in the activities and should be a priority, including indigenous groups. Youth participation is necessary to implement UNESCO's programmes through the strengthening of existing participation and through the UNESCO Chairs.

❖ ***Partnerships for development***

- Priority should be accorded to strengthening UNESCO's capacities in the field, both at regional and national UNESCO Offices.
- There is a need to increase the capacity of National Commissions for strategic planning for SIDS and to establish focal points in the field offices for SIDS.
- Reinforcing UNESCO's networks and partnerships with all sectors (private sector, academia, NGOs, other UN agencies and funding organizations) under the framework of SDG 17 for resources mobilization.
- National Commissions need to improve their capacities to create strategic and resilient institutions, increasing also the articulation with UNESCO Chairs, category 2 centres, Associated Schools and intergovernmental programmes' committees and other groups and stakeholders. Communication channels and coordination should be enhanced.
- Initiate actions to promote the communication and synergies among National Commissions, to share good practices and identify common priorities, among other objectives, with the support of UNESCO Secretariat.

Conclusion

Confronted with an unprecedented crisis, the world is at a crossroads as countries cope with the emergency and collectively builds back lives and resilient societies. In this sense, the region's Member States and Associate Members firmly believe that the Agenda 2030 for Sustainable Development is more relevant and pertinent than ever, and that UNESCO plays a crucial leading role in advancing on the common agenda through which all Member States and Associate Members of the Organization work together resolutely to ensure that no one is left behind.

In preparation of the next Medium-Term Strategy (C/4) and Programme and Budget (C/5), the Latin America and the Caribbean region reiterates its firm commitment to upholding the mandate of UNESCO and mobilizing the Organization fully to contribute to the collective endeavours nationally, subregionally and regionally. In particular, the region strongly supports, and reiterates the need to strengthen, the National, Cluster and Regional Offices and institutes of UNESCO in our region in ever transforming world and also in the context of the ongoing reform of the United Nations.

Finally, the Latin America and the Caribbean region is renowned for its ancient civilizations and immense cultural and natural diversity. Looking ahead, all Member States and Associate Members of Latin America and the Caribbean reaffirm the guiding principles of unity, integration, solidarity and cooperation within and across the region. Alone we may go faster but together we will go further.

ANNEXES

G.1 Report of the consultation of the National Commissions for UNESCO in Latin America, 29 June 2020³

General context

The consultation of National Commissions for UNESCO in Latin America and the Caribbean stems from the need to prepare the Draft Medium-Term Strategy for 2022-2029 (41 C/4), and the Draft Programme and Budget for 2022-2025 (41 C/5). Through the consultation, it is hoped that dialogue among the National Commissions will help to guide the preparation of UNESCO's Medium-Term Strategy, and thus develop a programme of work that responds to the major challenges facing the region, while accelerating progress towards the Sustainable Development Goals of the 2030 Agenda. In order to facilitate the consultation process, an online questionnaire was devised to request contributions from Member States and Associate Members, including National Commissions for UNESCO, non-governmental organizations (NGOs) and intergovernmental organizations (IGOs), on UNESCO's future strategic orientations and programmatic focus, with the primary aim of providing information for the Director-General's preliminary proposals for draft documents 41 C/4 and 41 C/5 from the perspectives of Latin America and the Caribbean. The outcome of the regional consultation will inform the preliminary proposals to be submitted to the Executive Board at its 210th session.

Executive Summary

I. Opening session

The online meeting began with a welcome from UNESCO by **Ms Claudia Uribe**, Director of the Regional Bureau for Education in Latin America and the Caribbean. Authorization was requested for the recording of the meeting, which was unanimously approved.

Ms Uribe then introduced the representative of the Director-General, Mr Edouard Matoko. **Mr Matoko** expressed his pleasure at participating in the meeting and said that he hoped all the participants were in good health. He then referred to the 210th session of the Executive Board, where the themes of the consultation would be discussed in order to know how UNESCO would position itself following the COVID-19 pandemic and within the United Nations system. Currently, the region was suffering from many challenges, not only owing to the health crisis, but also to socio-economic issues. There was a need for greater connection between the National Commissions and UNESCO.

He thanked colleagues, in particular those of the regional bureaus and the Bureau of Strategic Planning (BSP) for their commitment to the consultation.

Ms Uribe then gave the floor to **Ms Lidia Brito**, Director of the Regional Bureau for Science in Latin America and the Caribbean, who welcomed the participants and asked the Guatemalan National Commission for Cooperation with UNESCO to propose a Chairperson for the meeting. **Ms Sara Peralta** proposed that the meeting consider **Dr Pablo Gentili** of Argentina as Chairperson. The meeting approved the proposal by acclamation.

The Chairperson welcomed the representatives of the National Commissions participating in this important event and thanked them for their support. He referred to the worldwide health emergency caused by COVID-19, which, he said, must be faced collectively.

He conveyed a message from the Argentine Government on the importance of strengthening and enhancing the role of UNESCO in the world, given the current crisis, which was having devastating social effects.

³ This Report is available in Spanish [here](#).

The closure of schools and their reopening demonstrated processes of reassessment of education, mitigating the vast inequalities that would be created as a result of the pandemic.

He stressed the importance of the National Commissions as a starting point and link to UNESCO at all levels. He mentioned the great work being done by the UNESCO Offices in Santiago and Montevideo and the need to strengthen the regional bureaux to coordinate the work, by providing them with the resources to meet the enormous challenges they faced.

He thanked the team of the Argentine National Commission for Cooperation with UNESCO for the work it had been doing for 56 years, which had enabled the current Government to carry out its functions effectively.

Ms Lidia Brito then presented the agenda for the meeting, which was accepted by all participants.

The agenda was thus considered as approved and the Chairperson proposed the Honduras Commission for Cooperation with UNESCO as Rapporteur-General for the meeting. The proposal was put to the vote and was approved.

The Chairperson then submitted for election the proposals for Rapporteur-General and Vice-Chairpersons as follows:

Position	Name	Country
<i>Vice-Chairperson</i>	Andrea Méndez Calderón	Costa Rica
<i>Vice-Chairperson</i>	Tatiana García	Colombia
<i>Vice-Chairperson</i>	Marcello Figueredo	Uruguay
<i>Rapporteur-General</i>	Mayra Motiño - Tania Sanchez	Honduras

Following the election of representatives to the above-mentioned positions, the Chairperson invited the **Director of the Bureau of Strategic Planning** (DIR/BSP), Mr Jean Yves Le Saux, to present the objectives of the consultation on behalf of the Director-General. DIR/BSP congratulated the Chairperson on his election and gave a PowerPoint presentation on the objectives of the meeting.

II. Plenary session 1: UNESCO's Medium-Term Strategy for 2022-2029 (41 C/4) and Programme for 2022-2025 (41 C/5)

A. The presentation by Mr Jean-Yves Le Saux, Representative of the Director-General and Director of the Bureau of Strategic Planning (BSP, UNESCO Paris), discussed the following:

- **The objectives of the consultation** were to inform the preparation of the Director-General's preliminary proposals for UNESCO's future Draft Medium-Term Strategy for 2022-2029 (41 C/4) and Draft Programme and Budget for 2022-2025 (41 C/5), analyse and agree upon the key regional challenges and priorities on which to focus in UNESCO's future strategy and programme documents (41 C/4 and 41 C/5).
- **Global trends and challenges:** "No country is on track to achieve the 17 SDGs" – United Nations Secretary-General's Report 2019. Slow progress in SDGs 1, 4, 5, 6, 9, 10, 11, 13, 14, 15, 16 and 17.

Climate change (SDG 13 and related SDGs on oceans, water, biodiversity and disaster risk reduction); degradation of biodiversity; decline in ocean resources and access to water; technological revolution and emergence of artificial intelligence (SDG 9); extreme poverty and growing inequalities (SDGs 1 and 10); gender equality (SDG 5); protracted conflicts and crises (impact on people, refugees and the most vulnerable); threats to cultural heritage and diversity of cultural expressions; new forms of intolerance; violent extremism; hate speech; disinformation and deteriorating press freedom.

- **The preliminary results of the responses to the questionnaires:** global priority Africa, in accordance with Agenda 2063 of the African Union; global priority gender equality; related SDG targets; continued action for the priority target group for and with youth; and addressing the special needs of small island developing States (SIDS).

Mr Le Saux presented the road map that was agreed upon in 2019 and that had been delayed by the COVID-19 pandemic. That week and the next, the 209th session of the Executive Board would be held in the presence of Member States, where the results of the consultations would be presented. He referred to the General Conference with the key messages that had resulted from it, particularly the strategic transformation, to meet current and future challenges. He then referred to the Medium-Term Strategy and the key guiding principles, to increase the impact of UNESCO's action in the field.

After Mr Le Saux's presentation, the Chairperson gave the floor to Ms Claudia Uribe, who presented a two-minute video produced by UNESCO on "normality" and then gave a presentation on trends and challenges at the regional level, and the role of UNESCO.

B. Ms Claudia Uribe, Director, Regional Bureau for Education in Latin America and the Caribbean in Santiago de Chile, stressed that the priority for Latin America and the Caribbean of the four global strategic objectives for the global agenda promoted by UNESCO for the next eight years of work could be advanced through the promotion and strengthening of regional cooperation, the development of intersectoral and integrated approaches and the strengthening of new leaderships in the region. The objectives were as follows:

1. Promote lifelong learning, inclusive and creative societies (SDGs 1, 3, 4, 5, 8, 10, 11, 16, 17)
2. Enhance environmental sustainability and mitigate and adapt to climate change (SDGs 4, 5, 6, 10, 11, 12, 13, 14, 15, 16, 17)
3. Foster open, diverse and peaceful societies (SDGs 1, 4, 5, 8, 10, 11, 16, 17)
4. Advance ethical standards and policy frameworks adapted to the new digital environment and reduce the digital divide (SDGs 1, 4, 5, 8, 9, 10, 11, 16, 17).

The four objectives would be discussed later by the working groups; however, in order to foster a regional focus in the discussion, she pointed out some particular aspects of Latin America and the Caribbean that would serve as a guide:

1. Latin America and the Caribbean was the most unequal region in the world and the inequalities, which affected the exercise of rights, autonomy and recognition, were manifested through socio-economic status, gender, age, place of residence, disability status and ethnicity.
2. With 40% of the world's homicides, it was the most violent region in the world (United Nations Office on Drugs and Crime - UNODC), which particularly affected young people, whether as victims or perpetrators.
3. With 82% of the population living in cities, it was one of the most urbanized regions on the planet.
4. With more than a third of the population under 25 years of age, it was a young region, although it was experiencing a rapid demographic transition towards ageing.
5. With considerable diversity and cultural and biological wealth, the region included six of the 17 "megadiverse" countries of the world.
6. The region held approximately 30% of the planet's water resources.

7. The region was extremely vulnerable to extreme events that caused damage and loss that affected development, particularly of the most vulnerable populations.

Following Ms Uribe's address, a presentation was made on perspectives from youth.

C. Ms Paula Isturiz Carero invited the National Commissions to involve young people more, since Latin America had 150 million young people, and it was important for them to be seen not only as beneficiaries but also as participants in decision-making, by including their voices in discussion of the strategy and forming channels of communication between National Commissions and youth, such as by including a young person in the National Commissions' work.

Afterwards, there were some questions moderated by the Chairperson that were answered satisfactorily by the speakers.

Summary of discussions on draft document 41 C/5

III. Working group session 1: Group discussion on documents 41 C/4 and 41 C/5

Three working groups were formed as follows:

Group 1: Paraguay, Argentina, Costa Rica, Guatemala and Bolivarian Republic of Venezuela
Vice-Chairperson and Chairperson of group 1: Ms Andrea Méndez Calderón from Costa Rica
Rapporteur for group 1: Mr Javier Alcaraz from Paraguay
Assisted by Ms Esther Kuisch-Laroche, Director, UNESCO Office in San José

Group 2: Ecuador, Colombia, Chile, Mexico, Nicaragua, Honduras
Vice-Chairperson and Chairperson of group 2: Ms Tatiana García from Colombia
Rapporteur for group 2: Ms Consuelo Barrera from Ecuador
Assisted by Ms Saadia Beatriz Sánchez, Director, UNESCO Office in Quito

Group 3: Uruguay, Peru, Dominican Republic, El Salvador, Panama, Brazil
Vice-Chairperson and Chairperson of group 3: Mr Marcello Figueredo from Uruguay
Rapporteur for group 3: Ms María Amelia Trigos from Peru
Assisted by Ms Lidia Brito, Director, UNESCO Office in Montevideo

The working method was developed through a discussion to collectively define regional priorities. Four interlinked strategic cross-cutting areas or potential collective strategic cross-cutting objectives, formulated in consultation with all sectors, were presented to Member States, reflecting the global contribution to the achievement of the SDGs of the 2030 Agenda and other internationally agreed development goals.

The objectives discussed were as follows:

- Promote lifelong learning, inclusive and creative societies (in relation to SDGs 1, 3, 4, 5, 8, 10, 11, 16 and 17);
- Enhance environmental sustainability and mitigate and adapt to climate change (in relation to SDGs 4, 5, 6, 10, 11, 12, 13, 14, 15, 16 and 17);
- Foster open, diverse and peaceful societies (in relation to SDGs 1, 4, 5, 8, 10, 11, 16 and 17);
- Advance ethical standards and policy frameworks adapted to the new digital environment and reduce the digital divide (in relation to SDGs 1, 4, 5, 8, 9, 10, 11, 16 and 17).

Global priorities Africa and gender equality were then discussed, as was the need to work together.

The discussions held during the meeting led to the development of a presentation taking into account the views of the participants in each working group, having provided sufficient time for all National Commissions to participate and ensured that the perspectives and special concerns of the Member States represented would be reflected in the outcome document.

IV. Plenary session 2: Summary of discussions on draft document 41 C/5:

Moderated by the Chairperson, each group made a presentation on the questions provided by the conveners, expressing the following:

Thematic focus areas

- Focus on the specificity of UNESCO's competences, avoiding duplication with other United Nations agencies. Education as the main axis, though not to the detriment of other areas
- Move towards actions to overcome digital gaps by creating favourable conditions
- Strategic alliances – further strengthen inter-agency support. Jointly address compliance with SDG indicators – strengthen cooperation between countries (National Commissions)
- Promote lifelong learning and inclusive and creative societies
- Foster open, diverse and peaceful societies
- Strengthen the protection of culture, primarily with regard to traditional practices and knowledge that serve as a model for the advancement of socio-economic and environmental sustainability (new proposal)
- The COVID-19 pandemic has made visible the magnitude of the problems that our societies have long continued to face, while today the digital divide has become even more present, as has the need for strategies to enable the development of digital environments and skills, as well as science
- There are matters that should be made more visible, considering the effects that the COVID-19 pandemic is revealing, particularly regarding the need to establish strategies for the preservation of world heritage.

Global priorities

- The four priorities proposed are all relevant.
- Priority Africa must continue – indiscriminately, no region should be left out.
- Action in favour of women's rights must be reaffirmed and reformulated. Continuity must be given to programmes that address science, technology, engineering and mathematics (STEM).
- UNESCO's new vision of gender equality and equity aims to take into account gender diversity, not only gender differences. Involving the inclusion of all forms of diversity, such as in the establishment of families, for example. The aim is to talk about inclusion without leaving anyone out because of their gender identity.
- UNESCO should serve as a platform for sharing good practices and strengthening South-South cooperation and dialogue.

- The importance of strengthening and promoting the inter-agency work of the United Nations system.
- Group 3 agreed that priority Africa should be analysed by the countries that make up the Africa Group, recognizing that it should be aligned with Agenda 2063 of the Africa Union, as well as the 2030 Agenda. It must also contain the corresponding financial correlation.
- It is necessary to emphasize that the priorities must be transformed into concrete cooperation, and it is important to continue with the Flagship Programmes.
- The priority to reduce the gender gap in education is essential, and the need to work on measuring the gender gap is recognized, as well as the strengthening of State capacities for the formulation of public policies with a gender perspective.

Priority target groups

- Young people are a target group – it is important to think of them as active groups in order to define actions and participate in them. Mechanisms for youth participation. Promotion of entrepreneurship so that young people have job opportunities.
- Work with the indigenous population.
- Specific activities to further integrate young people, for example, Model United Nations, based on UNESCO themes.
- In terms of youth, it is necessary to develop initiatives that allow their development, as they are fundamental actors for the construction of a peaceful, sustainable and creative society. It is also necessary to work with them so that they participate in combating violence, and to unlock their innovative potential for the use of technologies. Young people should be able to benefit from natural spaces.
- In the case of small island developing States (SIDS), the vulnerability and the paradox that has been generated in them owing to the COVID-19 crisis is recognized.
- SIDS' vulnerability to the threats of natural disasters and the impact on the tangible heritage is also acknowledged.

Partnerships for development

- Strengthen the National Commissions through significant training activities to fulfill the functions in each of the National Commissions.
- Use of the media, not only for meetings but for a continuous exchange of experiences. Training of National Commission staff.
- Coordination among the National Commissions, the Chairs and the programmes that contribute to strengthening the work of UNESCO.
- Participation and strengthening of NGOs, adapted to the reality of each country.
- Improve communication channels between National Commissions and UNESCO at all levels.
- Improve UNESCO's internal coordination between Headquarters and regional and thematic bureaux working with National Commissions.

- Initiate actions among National Commissions to share and systematize good practices, identifying priorities among others.
- Request support from UNESCO with guidelines (manuals) for the actions of National Commissions in the different processes in which National Commissions are required to act.
- The importance of country and regional offices is recognized, as they support the management of National Commissions, complementing their work and providing continuity in the face of management and programme change.
- In the case of Latin America, the National Commissions should be more connected, either through meetings or more frequent exchanges. There is a need to promote dialogue at the country level, as well as at the regional level.
- UNESCO Chairs are recognized as important actors, in addition to the relevance of the UNESCO Associated Schools Network (ASPnet).
- Promote partnerships with the private sector and civil society.
- It is important for UNESCO to work closely with the other United Nations agencies to maximize impacts and avoid duplication of functions.

After the session, the presentations for the regional report were delivered.

V. Closing session

Dr Pablo Gentili, Chairperson of the meeting of the consultation of National Commissions, presented the information regarding the drafting of the outcome document for the regional consultation, and its ratification by the participants.

The Chairperson made his closing remarks and thanked everyone for their participation and efforts. Ms Claudia Uribe, Director of the UNESCO Office in Santiago de Chile, thanked the Chairperson, the Vice-Chairpersons and the Rapporteur-General, as well as the technical team that had made the meeting possible.

Moderator: Ms Lidia Brito, Director, Regional Bureau for Science in Latin America and the Caribbean.

Conclusions

- The consultation meeting in Latin America on the preparation of the Medium-Term Strategy for 2022-2029 (41 C/4) and the Programme and Budget for 2022-2025 (41 C/5) was a success in that it achieved significant consensus for the direction of our work in the coming years.
- The consultation process carried out with the Latin American Member States through the UNESCO questionnaire for the preparation of the Draft Medium-Term Strategy for 2022-2029 (41 C/4) and the Draft Programme and Budget for 2022-2025 (41 C/5) made a significant contribution to charting the critical path for UNESCO's action.
- UNESCO's combat for equality in the region, which is the most unequal region in the world, is a challenge.
- It is essential to involve young people as partners and decision-makers in UNESCO's key issues.

G.2 Report of the consultation of the National Commissions for UNESCO in the Caribbean (30 June 2020)

Executive summary:

By its 40 C/Resolution 102 and 40 C/Resolution 103, the General Conference, at its 40th session, invited the Director-General to proceed with the preparation of UNESCO's Draft Medium-Term Strategy for 2022-2029 (41 C/4) and Draft Programme and Budget for 2022-2025 (41 C/5), in accordance with a specific roadmap and timeline it approved for this process. As a Member States-driven process, an online questionnaire was distributed to gather contributions from Member States and Associate Members, including their National Commissions for UNESCO, and from NGOs and IGOs, regarding the future strategic orientations and programmatic focus of UNESCO. At the same time consultation meetings with National Commissions for UNESCO were programmed in all regions.

Due to the situation related to the COVID-19 pandemic, the consultations are organized online. The consultations on the regional trends and challenges, and expected role of UNESCO, will provide guidance to the Director-General on areas for UNESCO's strategic positioning and leadership roles for its next medium-term strategic framework 2022-2029, as well as recommendations on future programme priorities of regional relevance on which the Organization should focus its action in the next quadrennial programme cycle 2022- 2025.

For the Latin America and the Caribbean region, the consultation process is being carried out through three complementary sessions: one with representatives from Latin America hosted by Argentina on 29 June 2020; one with the Caribbean small island developing States (SIDS) hosted by Curaçao on 30 June 2020. A final joint session, bringing together the outcomes of these two subregional consultations will take place on 2 July 2020, to discuss the common needs and challenges in the region to maximize impact, facilitate knowledge sharing and strengthen joint efforts in the region to address the global challenges we face together and agree on a regional position that will inform the joint document for Latin America and the Caribbean on the UNESCO's Draft Medium-Term Strategy for 2022-2029 (41 C/4) and Draft Programme and Budget for 2022-2025 (41 C/5). This is the report of the Caribbean consultation.

Inaugural session

The meeting was opened by Ms Katherine Müller-Marin, Director of the UNESCO Regional Office for Culture in Latin America and the Caribbean. She welcomed His Excellency, Mr Eugene Rhuggenaath, Prime Minister of Curaçao, Presidents and Secretaries General of National Commissions for UNESCO in the Caribbean, and colleagues on behalf of Mr Firmin Matoko, Assistant Director-General for Priority Africa and External Relations; Mr Mohamed Djelid, Deputy Director of the Bureau of Strategic Planning; Ms Claudia Uribe, Director of the Regional Office for Education in Santiago; Ms Lidia Brito, Director of the Regional Office for Science in Montevideo; Ms Katherine Grigsby, Director of the Cluster Office for the Caribbean in Kingston and Ms Pilar Alvarez-Laso, Director of the UNESCO Port au Prince Office.

Ms Müller-Marin opinionated that the consultations will identify and discuss the most pressing regional trends and challenges and the role and expectations of UNESCO in assisting Member States in the next decade to continue building a more inclusive world. Hon. Eugene Rhuggenaath, Prime Minister of Curaçao gave the opening address and reminding the participants of the importance of solidarity and partnerships with the inspiring quote "Alone we go fast, but together we go further." In representation of the Director-General of UNESCO, Ms Audrey Azoulay, Mr Firmin Edouard Matoko, UNESCO Assistant Director-General for Priority Africa and External Relations gave welcoming and guiding remarks.

Election of the Chair, Vice Chairs and Rapporteurs took place as follows:

Position	Responsible	Country
Chair	Marva C. Browne	Curaçao
Vice-Chair	Everton Hannam	Jamaica
Vice-Chair	Kisha Gellineau	Grenada
Rapporteur	Deidre L. Bevans	Bahamas
Rapporteur	Janeil Henry Rose	St. Vincent and the Grenadines

Ms Marva C. Browne, proceeded with the approval of the agenda and moved to Session 1: UNESCO's Medium-Term Strategy 2022-2029 (41/C4) Global trends and challenges, preliminary global findings of the questionnaire returns and regional snapshot by giving the floor to Mr Mohamed Djelid, Deputy Director of the Bureau of Strategic Planning.

Mr Djelid's intervention presented the key guiding principles:

- Increase UNESCO's visibility on the ground.
- Ensure evidence-based prioritization of UNESCO's actions on: UNESCO's comparative advantages, needs on regional and national level and lessons learned from past experiences.
- Define integrated approaches into programme planning and delivery.
- Overall guiding framework for UNESCO's action in 2022-2029.

Priorities towards which SDGs the Organization should concentrate its efforts and resources during the 2022- 2029 period:

- UNESCO's new priorities in the next Medium-Term Strategy (2022-2029) must be in line with the development goals of its Member States and the goals of the 2030 Agenda for Sustainable Development.
- Consolidate UNESCO global leadership in education in the fields of lifelong learning.
- Take advantage of the new norm (technology and digital tool) to enhance the exchanges between Latin American and the Caribbean National Commissions emphasizing on sharing best practices and joint actions.
- More reflection on the SDG where UNESCO is relevant and where we have the capacity to impact.
- Defend and consolidate UNESCO's comparative advantages in interacting with the rest of the organizations and agencies of the United Nations system, particularly in the context of the reform of the United Nations.
- Strengthen UNESCO's contribution toward the implementation of the 2030 Agenda for Sustainable Development, particularly where the Organization's leadership or its comparative advantages contribute to the effective achievement of goals and targets

The Chair thanked the Deputy Director of the Bureau of Strategic Planning of his informative and complete presentation and gave the floor for Ms Katherine Grigsby, Director and Representative, Cluster Office for the Caribbean in Kingston for a presentation on the subregional trends and challenges and UNESCO's role in Caribbean small islands developing States.

Main points:

- COVID-19 has shaken the very foundation of countries and wiped out economies.
- SIDS have been recognized for the past three decades as a special case.
- SIDS are 73% more vulnerable than other countries.
- SIDS contribute only 1% of gas emissions but are severely affected by climate change.
- Artificial intelligence requires subregional cooperation.
- No country can face challenges by itself.
- The Consultation will help carve out the added value of UNESCO.

The Chair thanked Ms Katherine Grigsby and opened Session 2: UNESCO's Programme 2022-2029, 41 C/4 to discuss the Caribbean perspectives, priorities and recommendations based on two guiding themes:

1. Rethinking UNESCO's programmatic focus in small island developing States;
2. Developing a harmonized approach for the implementation of small island developing States as a global priority for UNESCO.

Session 3 discussed: UNESCO's programme 2022-2025, 41 C/5 – based on the following guiding themes:

1. Enhancing UNESCO's presence, relevance and visibility in the Caribbean.
2. Dialogue and collaboration between the Caribbean and Latin America.
3. Interdisciplinarity and intersectoral work.
4. Networks and partnerships.

The general discussions gave the following outline of perspectives, priorities and recommendation

Outcomes

1. Priority thematic areas:

(i) Education:

- Education is a determining factor for the building of inclusive, just, democratic and prosperous societies. UNESCO leads global efforts to ensure quality, inclusive and equitable education and promote lifelong learning opportunities for all. However, much remains to be done, the recently released Global Education Monitoring Report is highly eloquent about the remaining difficulties.
- Consolidate UNESCO global leadership in Education in the fields of lifelong learning.
- Eradicating illiteracy must be at the top of the sector's priorities.

- Priority should be given to the work of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (UNESCO-IESALC), whose role is very important in promoting cooperation in our region.
- Address boys' higher dropout of school in the Caribbean.
- Consolidate UNESCO global leadership in education in the fields of lifelong learning and literacy.
- Interdisciplinary ensured by creating synergies between Education, Science and Culture in transversal programmes.

(ii) Natural Sciences:

- Interdisciplinarity should be ensured by creating synergies between Natural, Social and Human Sciences, Culture, Education and Communication and Information.
- Climate change and adapting to its consequences also require UNESCO's contribution from the Education and Science Sectors.
- Environmental sustainability.
- Contributions made by the Intergovernmental Oceanographic Commission, and the IHP, MAB and MOST programmes should prevail.

(iii) Intergovernmental Oceanographic Commission:

- Interdisciplinarity ensured by creating synergies between Science, Culture and OIC (Oceanographic Intergovernmental Commission)
- Oceans and communities

(iv) Social and Human Sciences

- The link between science and public decision-making enhances development. Multiplying good practices and exchanging experiences in this field should be a purpose of the MOST Programme in the new Strategy.
- Open society
- Ethics
- Accord a special attention to Gender and girls
- Ensure the continuation of the Slave Route Project for the Caribbean

(v) Culture

- Although culture is not a specific objective, it does represent a cross-cutting element in the goals of the 2030 Agenda, thereby becoming an important factor that must be considered during the setting of new priorities.
- Culture is a driver of sustainable development, uplifting the human spirit, representing a source of income for local economies through the creative industries and fostering exchange, peace and cooperation between peoples. The Creative Cities Network is a major UNESCO programme in the Culture Sector, a tool that contributes to home-grown

sustainable development of the cities, thereby promoting true social transformation by Culture.

- Creative Cities Network should be enhanced to also tackle mitigation of social conflict, the protection of cultural heritage.
- Enhance relationship with the category 2 centre and promote the creation of category 2 centre for World Heritage in the Caribbean.
- Intangible cultural heritage was mentioned several times as a field to prioritize in the CLT Sector and the Dutch Caribbean was mentioned as an example of networking and regional impact.
- Training of regional facilitators should be pursued as has been successfully done for intangible cultural heritage.
- Capacity building to ensure implementation of the following conventions: 2001, 2005 and 1970. Illicit traffic is a serious issue in the region both for land and underwater cultural heritage.
- The 1970 Convention on the Fight against Illicit Traffic in Cultural Property and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions are also indispensable references for the definition of new priorities.
- Enhance regional cooperation for the protection of cultural heritage tangible and intangible and the proper implementation of the CLT conventions.

(vi) Communication and Information

- Promoting projects that contribute to reducing the digital divide and unequal access to information and knowledge.
- Development assistance is needed for improved access to information of free pluralistic communities with focus on priority areas of capacity building through the IPDC Fund.
- The promotion of projects and activities that contribute to digital literacy and develop information and communication skills for citizens, especially young people.
- The establishment of initiatives that enhance the role of the media in educational processes.
- Promoting projects aimed at protecting cultural diversity and strengthening multilingualism in the media and digital platforms, including the generation of local content.
- Tackling disinformation, fake news, hate speech and religious, ethnic, racial, ideological and gender intolerance in the traditional media and social media.
- We must pay attention to tackling disinformation, fake news, hate speech and religious, ethnic, racial, ideological and gender intolerance in the traditional media and social media.
- COVID-19 has evidenced the urgency to deal with this problem with all the capacity and experiences accumulated by UNESCO.
- The Memory of the World Programme confirms its immense value because of its contribution to the historical memory and general culture of our peoples. It should continue to receive the Organization's full support irrespective of situational political disputes during its implementation.

2. Global Priorities

- SIDS should move to a global priority.
- The relationship with SIDS worldwide such as Asia should be enhanced.
- Urgent action required to implement the UNESCO SIDS Action plan and prepare the post SIDS Action Plan based on the Apia Plan.
- Priority Africa and Gender Equality should be maintained.

3. Priority target groups

- Youth and small island developing States as priority target groups in Strategy 41 C/4

4. Partnering for development

(i) Strengthening UNESCO's field presence and relevance

- National Commissions in the Caribbean need to improve their institutional capacity to create strategic and resilient institutions.
- Strengthening UNESCO's capacities in the field both at UNESCO Cluster and Regional office and the subregional National Commissions.
- The need to increase capacity for strategic planning for SIDS.
- Enhance the capacity of Cluster and Regional offices to support National Commissions in the implementation of UNESCO programme.
- Create focal points in the field offices for SIDS.
- Training of regional facilitators for all fields of action.
- Mobilization of resources needs to be placed as a priority for the SIDS.

(ii) Reinforcing UNESCO's networks and partnerships

- Enhancing partnership with all sectors (private, academia, NGOs, other UN agencies and funding organizations) under the framework of SDG 17 for resources mobilization.
- Inter-regional approach for the protection of cultural heritage and enhance the role of culture in sustainable development

(iii) Leveraging public and private partnerships

- Work on establishing firm partnerships with various stakeholders that are present in multiple Member States and Associate Members.

Conclusion

UNESCO's functions should be of a laboratory of ideas, a centre for the exchange of ideas, setting standards, providing advice for policy development and implementation, fostering international cooperation and building and strengthening capacities at the global, regional and national level in the most appropriate way. The ultimate goal continues to be to make a contribution to the promotion

of peace and the sustainable development of our peoples from the Organization's fields of competence.

The need for UNESCO to re-strategize programmes and structures in light of crises is crucial.

The participants of the Caribbean unanimously agreed that SIDS should become a global priority of UNESCO.

Closing session

Rapporteur Ms Deidre L. Bevans summarized the highlights of the meeting:

- Resource mobilization should be strengthened throughout the region
- The need for SIDS to become a global priority
- Concerns of how the region can become more effective with assistance of the Cluster Office
- SIDS as high- and middle-income countries face challenges in receiving funds
- Caribbean phenomenon: unique problem with education for boys dropping out of school, drop-out rate of boys is on the rise
- Unification of LAC – we are in one region, but we do function as two separate entities, we hope for cooperation and work together as one region to strengthen our region
- Benefit from our knowledge and expertise among us with sharing

A video on SIDS “UNESCO Advocating for Small Island Developing States” aiming for building enhanced partnerships within the region was shared by the Cluster Office in Kingston with the National Commissions.

The Chair informed that a joint meeting of the Chairs, Vice-Chairs and Rapporteurs of the subregional meetings both, of Latin America and the Caribbean will take place on 2 July 2020 via virtual online meeting using the Zoom platform. The purpose is to build on the outcomes of the previous sessions in order to agree on a regional position that will result in a joint document for Latin America and the Caribbean on UNESCO's Draft Medium-Term Strategy for 2022-2029 (41 C/4) and Draft Programme and Budget for 2022-2025 (41 C/5). The Chairs, Vice-Chairs and rapporteurs with the assistance of the secretariat will finalize the report of the sub- regional consultation. This report will be presented in the joint meeting on 2 July 2020. The joint report will be sent, with the endorsement of the National Commissions, to the UNESCO Secretariat to be part of the documents for the 210th session of the UNESCO Executive Board.

The Chair then thanked the delegates for their participation and engagement in these challenging times, as well as for their interventions, valuable contributions and commitment for the success of the consultation process. The Chair noted that out of the 21 countries of the LAC region that responded to the questionnaire, 11 were from the Caribbean region.

Also, a word of thanks went out to the technical team for their support, the Directors of the field offices, the various programme specialists of the field offices, Headquarters and other observers.

Ms Pilar Alvarez-Laso, Director of the UNESCO Office in Port-au-Prince in her closing remarks thanked the Chair, Ms Marva C. Browne, Secretary-General of the Curaçao National Commission for UNESCO, and extended her thanks also to the joint team from the Kingston, Havana and Port-Au-Prince Offices for organizing this meeting in coordination with the Bureau for Strategic Planning at Headquarters and the Santiago and Montevideo Offices.

Europe

H. Report of the consultation of the National Commissions for UNESCO of the Europe region (20-22 July 2020)

Introduction

The consultation of National Commissions for UNESCO of the Europe region⁴ was held online with the main objective to inform the Director-General's Preliminary Proposals on the Draft 41 C/4 and 41 C/5 documents to be submitted to the Executive Board at its 210th session.

The consultation brought together 57 representatives of 38 National Commissions for UNESCO from the Europe region, as well as UNESCO staff from Headquarters, the UNESCO Office in Venice and UNESCO antenna in Sarajevo.

On 20 July, the consultation was divided into two parts, an opening session and Session 1, dedicated to the Draft Medium-Term Strategy (41 C/4).

OPENING SESSION

The meeting was opened by Mr Jean-Yves Le Saux, Director of the Bureau of Strategic Planning, who welcomed the participants, and introduced the background and purpose of the meeting. Referring to unprecedented circumstances of the COVID-19 pandemic, he informed the participants about the *online* conduct of the consultations with the National Commissions for UNESCO at regional and subregional level, the consultation with the European region being the last of a series of other eight such meetings.

In his welcome remarks, Mr Firmin Edouard Matoko, Assistant Director-General for Priority Africa and External relations, emphasized the importance of the consultations with the National Commissions for defining the orientations of the future 41 C/4 and 41 C/5 documents. Referring to the recent publication by the United Kingdom National Commission for UNESCO, "*The National value of UNESCO to the United Kingdom*", he thanked its Secretary-General for this achievement, which demonstrated the contribution of UNESCO and its National Commissions for UNESCO to the realization of the SDGs. He also mentioned that a new date for the organization of the inter-regional meeting of the National Commissions was being considered.

Mr Sébastien Goupil, Secretary-General of the Canadian Commission for UNESCO and Ms Aleksandra Kovac, Secretary-General of the National Commission of Serbia were elected as Chairperson and Rapporteur, respectively.

The participants also agreed that, in order to ensure smooth discussions, two discussion groups be set up on Day 2 of the consultation.

The Chair stressed the importance of the current consultative process with National Commissions given the instrumental role they play in advancing UNESCO values and priorities and since it was impossible to hold the Interregional meeting in Lugano, in Switzerland, where there were plans to provide input on UNESCO's strategic transformation, the 41 C/4 and the 41/C5.

He reminded the participants of the importance of drawing attention to strategic considerations, in particular by highlighting core elements of UNESCO's mandate which have proven to have value-added at the national level.

The Chair proposed to amend the Provisional Agenda by adding one additional item dedicated to the presentation of a draft paper, tabled by the German-Speaking National Commissions, reflecting

⁴ According to the definition of regions with a view to the execution by the Organization of regional activities, as described in UNESCO, Basic Texts, 2020 Edition, page 141.

the *Joint contribution of National Commissions towards the Strategic Transformation of UNESCO*. The Provisional Agenda was approved as amended.

In his presentation, the Director of the Bureau of Strategic Planning recalled the key guiding principles for the preparation of the 41 C/4 and 41 C/5 documents as decided by the General Conference at its 40th session, and presented the main outcomes of the replies to the Director-General's questionnaire in a comparative – global and European – perspective. Referring to the impact of the COVID-19 pandemic on UNESCO's programme and activities, he mentioned the report submitted by the Director-General to the attention of the Executive Board (document 6 X/EX/3) and presented UNESCO's four forms of intervention. These initiatives, undertaken as part of the UN global efforts, demonstrated the capacity of the Organization, in particular of its field offices, to adapt itself and rapidly respond to the needs of its Member States.

The representative of the German National Commission introduced the Draft Paper on the contribution of National Commissions to Strategic Transformation of UNESCO and renewed multilateralism, prepared jointly by the National Commissions of Switzerland, Germany, Luxembourg and Austria, of which a previous version was discussed on the occasion of other meetings of National Commissions held earlier this year at the regional or subregional levels in Portugal, Egypt and United Republic of Tanzania. The paper proposes that the Strategic transformation should enable UNESCO to become an exemplary "hub and spoke organization" by taking full advantage of the value of its National Commissions, as well as of the importance of its invaluable networks of sites, centres and Chairs, among others.

The Chair commended the work and the efforts to integrate broad perspectives of a wide variety of National Commissions and encouraged the participants to consider integrating the Draft as an outcome document of the meeting.

SESSION 1

In Session 1, devoted to the Draft Medium-Term Strategy (41 C/4), representatives of 16 National Commissions took the floor, including two young representatives.

In their interventions, a majority of participants welcomed the opportunity offered by the consultation to discuss National Commissions views regarding priorities for the future strategic and programmatic documents of the Organization. They also supported the proposal on including the draft Paper proposed by Germany as an outcome of the meeting.

The participants strongly supported the future focus of the Organization on the realization of the **2030 Agenda** and on joining the efforts of the international community to **building back better after the COVID-19 crisis**. Recalling the root causes of the pandemic, the pressure of humans on the environment, the delegates strongly advocated for a better valorization in the future 41 C/4 and 41 C/5 of UNESCO's comparative advantages, including its unique programmes, sites and networks, as well as the network of the National Commissions.

Several representatives of National Commissions stressed the importance of UNESCO's intergovernmental nature. Delegates also emphasized that UNESCO should further concentrate its efforts, increase the efficiency and relevance of its actions, introduce sunset clauses and focus on a limited number of priority areas with the aim to achieving maximum impact. To this end, participants underlined that the Organization should further pursue multidisciplinary and interdisciplinary approaches that should be applied not only at the Strategic Objectives levels (C/4), but also at the programmatic levels (C/5 Expected results). It was also mentioned that interdisciplinarity did not necessarily encompass intersectoriality.

Participants confirmed that an emphasis should be put on the achievement of the SDGs 4 and 5, as well as of SDGs 16, SDGs 11, 13, 14 and 15. Referring to the SDG 6 on water, one delegate noted the low ranking of this SDG and considered it was the result of the dispersion of the work of UNESCO

in this area and should be taken as a lesson. While indicating the need for UNESCO to address specific SDGs, delegates also recalled the integrated and indivisible nature of the 2030 Agenda and called for the next 41 C/4 and 41 C/5 to be elaborated through a coherent approach to reflect the interlinkages and connections between the SDGs. To this end, and given its limited operational capacities, UNESCO should widen the scope of its partnerships with governments, other UN organizations, civil society, local and national actors and beyond. From this standpoint, the SDG 17 was considered as being also critically important for UNESCO.

Referring to the mission statement and cross-cutting areas in general, seven speakers emphasized that **a human rights-based approach** (HRBA) and **fundamental freedoms** should be mainstreamed in the future 41 C/4 and 41 C/5 documents, which should be elaborated on the basis of a human rights-based reflection.

It was also indicated the UNESCO's functions were also functions of the National Commissions and of the UNESCO's international and intergovernmental bodies, and that UNESCO should in particular focus on its convening and standard-setting roles. UNESCO should also strengthen its laboratory of ideas function and its foresight and anticipation role.

The participants have largely confirmed the two **Global Priorities**, Africa and Gender Equality for the next medium-term period.

It was emphasized that UNESCO's action for **Priority Africa** should aim at empowering the African continent while at the same time being seen as an opportunity to learn from the wisdom and creativity of African people. In relation to capacity development efforts, in particular in the context of the pandemic, online forums of exchange should be further developed.

A majority of speakers indicated that UNESCO's action for and with **Youth** should be given a new impetus. Underlining the strong impact of the pandemic on youth life, participants indicated that UNESCO's action in favour of this priority target group should be implemented in a truly intersectoral manner and across its governance structures. It was further proposed that the UNESCO's Youth Forum be organized in a transparent manner by ensuring the participation of delegates from all UNESCO Member States and with the selection of youth representatives to be decided by the National Commissions. One Youth representative proposed that UNESCO play a stronger role in areas such as youth empowerment through human rights education (target 4.7 of the 2030 Agenda) and digitalization and digital literacy; and that it develop strategic partnerships with other organizations active in the promotion of Youth, such as the Council of Europe, as well as greater involvement within UN initiatives, such as the UN Youth, Peace and Security Agenda. A second youth representative suggested the creation of a permanent youth committee with a view to establish within UNESCO a permanent group of representatives of youth organizations and youth professionals working in the field of UNESCO programmes (i.e. World Heritage site management, Geoparks, MAB, Creative Cities, etc.), who can be involved and consulted on different matters (not as volunteers). A joint publication of the Slovenian and Canadian National Commissions for UNESCO on Youth empowerment was mentioned as an interesting example of cooperation.

A majority of participants strongly supported a renewed UNESCO's action for the promotion of UNESCO's designated sites, elements and items (World Heritage Sites, Intangible Heritage elements, Memory of the World registered items, Biosphere reserves and Geoparks) and of UNESCO's Cities networks (in particular Creative and Learning Cities) for interdisciplinary and cross-cutting approaches towards sustainable development, in the context of the pandemic.

In the field of **Education**, UNESCO should continue working for ensuring quality inclusive education for all while adopting a holistic approach to learning. Education curricula should go beyond basic knowledge and skills to embrace human values, and include global citizenship education, education for human rights, education for sustainable development, and technical education and vocational training. The COVID-19 pandemic demonstrates the importance for UNESCO to focus its future action on improving distance learning and digital skills. UNESCO should enable the creation of an

efficient inclusive educational environment at all levels for both teachers and students and lead the way in exploring how responses to COVID-19 could be built upon in the future to increase access to education and to accelerate the progress towards the achievement of the SDG 4, notably for marginalized and vulnerable groups and indigenous peoples. UNESCO's contribution to the achievement of SDG target 4.7 was considered essential. The future C/4 document should also aim at ensuring safe schools and address the challenges of schools under attack. Reinforcing the role of UNESCO's educational networks, including the Associated Schools network, UNEVOC centres and UNESCO Chairs, was considered of paramount importance. The global and transversal character of UNESCO's Chairs was underlined, and a strong call was made for the strengthening of their role and visibility in the future.

In the area of **natural sciences**, delegates highlighted the crucial importance of the basic sciences and of the International Basic Sciences Programme (IBSP) for providing solutions to global threats such as the COVID-19 pandemic and called for UNESCO to strengthen its action in this area. Participants strongly advocated for an improved status and communication of the value of UNESCO's designated areas, in particular Biosphere reserves and Geoparks. It was indicated that, compared with the World Heritage sites, the potential of these designated areas for promoting sustainable development and achieving the SDGs at national level was not widely recognized and utilized, and that stronger efforts were necessary to this endeavour. National Commissions' critical role was emphasized in this context. IOC's key role for the UN Decade on Ocean Science, the protection of the Ocean and the achievement of SDG 14 was largely acknowledged and supported.

The majority of speakers underlined the essential role of **culture** as a cross-cutting area and as an accelerator for sustainable development and the achievement of the SDGs. Delegates strongly supported UNESCO's Conventions on Culture. It was suggested that, in the context of the pandemic, UNESCO's support to foster creativity be strengthened and that the impact of the pandemic on tourism be used as an opportunity for UNESCO to rethink its approach to the promotion of sustainable tourism and the protection of cultural heritage and natural resources.

In the field of **social and human sciences**, participants underlined that peace, justice and human rights should be at the core of UNESCO's next Medium-Term Strategy, especially in light of recent global developments. Platforms for intercultural dialogue, such as the Baku process should be further promoted, as well as UNESCO's action to fight racism and all forms of discrimination and intolerance. Support was also expressed for the MOST Programme, as well as for UNESCO's action in the field of bioethics.

In the field of **communication and information**, UNESCO should continue to support fundamental rights of freedom of expression and the right to information, free and independent media and access to information. Participants supported the key role of the IPDC and called for UNESCO's leadership in the implementation of the UN Plan of Action on the Safety of Journalists and the Issues of Impunity, and for intensifying its efforts to fight against disinformation and fake news, and to foster media diversity and media and information literacy (MIL). A call was also made for the reinforcement of the Information for All Programme (IFAP).

In his replies to the questions addressed by the participants, the Director of the Bureau of Strategic Planning confirmed that a stronger correlation between the future C/4 and C/5 will be sought, based also on the outcomes of the recent Strategic Results Report. Referring to the crucial role of UNESCO as convener of international cooperation, he recalled that the Organization was a network of networks and underlined that the next C/4 and C/5 documents should enable to increase the inter-connections and cooperation with and among these networks. He reiterated the important role that the Organization was giving to the promotion of Youth, indicating that Youth was a real priority of the Strategic Transformation of the Organization initiated by the Director-General and that a UNESCO Youth Group, Young UNESCO, was set up and is participating in the consultation on UNESCO's future Strategy and Programme. He underlined that UNESCO's rapid response to the pandemic led to the international recognition of the Organization as a consultative forum in its fields of competence – in particular through its response in Education, Science and Culture – as well as an agile

Organization, able to rapidly create and implement strong partnerships, as demonstrated by the mobilization of US \$10 million for education, and other extrabudgetary funding for the immediate benefit of 17 African countries. Referring to the need for a better promotion of UNESCO sites, he mentioned the successful Biopalt initiative on the Lake Chad, which was also appreciated by the African Development Bank as an exemplary initiative.

SESSION 2

Session 2 of the consultation was dedicated to the Draft Programme and Budget for 2022-2025 (41 C/5) and was structured in two parallel discussion groups, as follows:

- (a) Discussion Group 1 was attended by 24 representatives of 19 National Commissions for UNESCO. *Discussions were moderated by Ms Chiara Bocchio, Youth representative of Italy, and the Rapporteur was Ms Aleksandra Kovac, Secretary-General, Serbian National Commission for UNESCO;*
- (b) Discussion Group 2 was attended by 21 representatives of 17 National Commissions for UNESCO. *The meeting was chaired by Mr Sébastien Goupil, Secretary-General of the Canadian Commission for UNESCO, and the Rapporteur was Ms Patrizia Jankovic, Secretary-General of the National Commission of Austria for UNESCO.*

The below report presents in a consolidated manner the views expressed by the participants in the two discussion groups.

Discussions were structured around the following topics: (a) prioritization of UNESCO's areas of work and the need to enhance its relevance and programmatic focus; (b) linkages and interconnections between UNESCO's areas of work and programmes; (c) UNESCO's field presence; (d) strengthening of UNESCO's core networks; (e) the instrumental role of National Commissions, and; (f) partnerships.

Referring to the replies to the questionnaire by the Europe region Member States, participants noted the great convergence of the views expressed, with few exceptions identified in all Major Programmes. Referring to the need for UNESCO to **enhance programmatic focus** in the future C/5, participants noted the difficulty of prioritizing and making choices among UNESCO's areas of intervention and proposing discontinuation of programmes. They highlighted that coherent and systemic approaches were necessary, as, for example, in the field of education, all UNESCO's intervention areas mentioned in the questionnaire were relevant and a choice between teachers and curricula for example, both equally important, was challenging.

However, participants underlined that, in the context of the pandemic, UNESCO should concentrate its efforts on areas such as addressing existing gaps regarding digital education and gender equality; education for sustainable development and global citizenship (SDG 4.7), teachers' education, media and information literacy (MIL), capacity building in the field of technology and artificial intelligence; tackling the impact of the pandemic on tourism and cultural heritage sites, promoting digitization of cultural activities and creative industries; strengthening media and information ethics; and training of journalists through the IPDC and IFAP. UNESCO should also adhere to the well-balanced approach towards economic and social development coupled with the preservation of biological and natural diversity and the efficient management of natural resources. Biodiversity should be considered under Man and the Biosphere Programme, International Hydrological Programme and the International Geoscience and Geoparks Programme. The issue of climate change should be tackled through the lens of UNESCO's mandate and be considered from the ethical point of view.

Participants unanimously agreed on the need to avoid working in silos and called for adopting **interdisciplinary** approaches and enabling **linkages and interconnections among UNESCO's programmes** and initiatives. Successful examples mentioned in this respect included joint initiatives between the World Heritage sites and the Biosphere reserves and the Geoparks in the Piedmont

region (Sacri Monti in Varallo) and in Southern Italy (Castel del Monte), which highlighted the potential of bringing together UNESCO's Major Programmes Culture and Natural Sciences. Speakers also advocated for further connections and intersectoral work between the human and social sciences and natural sciences, in light of the rapprochement between the two areas at the international and national academic levels, as well as of as a means to better address challenges related to the pandemic. It was indicated that in Europe, UNESCO should better promote its normative role in the field of culture through its conventions, including the 1954 and 1970 Conventions, and that the Culture and Education Sectors should cooperate further to promote the safeguard and protection of tangible and intangible heritage.

Referring the **UNESCO's field presence**, participants underlined the key role and contribution of UNESCO's field Offices in general, and of the UNESCO Regional Bureau located in Venice and its Antenna located in Sarajevo. Reference was also made to the Liaison Offices in Brussels and in Geneva which should be seen as important partners for the National Commissions with which cooperation should be reinforced in a spirit of UN and European cooperation.

The Director of the Regional Bureau for Science and Culture in Europe located in Venice, emphasized the importance of a good and systematic cooperation with National Commissions for UNESCO, especially in countries where UNESCO does not have an office. In cooperation with the host country, a number of regional capacity enhancement/support activities with an inter-sectoral vision of science/culture were highlighted during the meeting and noted with appreciation by the National Commission involved. She also elaborated on the advantage of the double mandate of the office in the fields of culture and natural sciences in support of an intersectoral approach, which led to joint efforts with increased impact and improved efficiency. The Director also informed of the assignment to officers in the Regional Bureau to act as focal points of the different countries under its geography mandate to support day-to-day contact and interaction with the respective UN Country Teams, ensuring UNESCO is included in the UN interagency common country programming in the Member States and networking with the respective National Commissions.

Regarding the need to reinforce **UNESCO's networks**, participants stressed the need to enable greater cohesion and cooperation among various networks, as well as to increase their mobilization for the implementation of UNESCO's programmes. Several delegates underlined the transversal nature of the UNITWIN Programme, the importance of strengthening it and the more effective commitment of UNESCO Chairs to the realization of the Organization's programmes.

Participants underlined the importance of UNESCO's cities networks, in particular creative and learning cities, which should be reflected in the future C/5. Recalling that the networks of the category 1 and 2 centres were anchored at national, regional and global levels, participants stressed the importance of leveraging their role in the future. Participants reiterated that it was vital to rethink the work of UNESCO's Chairs and consolidate linkages between them and the National Commissions on the one side, and the Associated schools, on the other side. UNESCO's Chairs should be enabled to play an active role in the work of UNESCO's national committees and be more involved in World Heritage-related action.

National Commissions informed about the nationwide consultative process that was carried out on the occasion of preparing the national reply to the Director-General's questionnaire, which mobilized UNESCO's networks of associated schools, Chairs, category 2 centres, cities, clubs, etc. Successful examples of initiatives by UNESCO's networks at national level cited by the participants included the important role played by the UNESCO's cities networks, such as those that are popular in Turkey, and others that were very active in exchanging experiences during the pandemic in France; as well as the exchange of good practices programme in Portugal that led to new initiatives, not only within the same networks, but also among different networks.

Participants underlined the need for Youth and **Youth** networks to be strongly engaged within the work of UNESCO and of its National Commissions, and that UNESCO should work with Youth as partners who should also be enabled to take part in decision-making processes. It was indicated that

the toolkit on Youth Engagement in UNESCO National Commissions developed by the Canadian and Slovenian National Commissions for UNESCO can help advance such efforts. Successful examples cited in this regard included the Youth Volunteers Programme developed by the National Commission of France, which offers the opportunity to youth to have an active contribution to the implementation of UNESCO's programmes; and the permanent Youth representation of 25 youth, which should become soon operational and integrate Youth in the structure and decision-making of the German National Commission for UNESCO.

Referring to the **key role of the National Commissions for UNESCO**, participants expressed support for the inclusion of the Draft Paper presented by the German-Speaking National Commissions and pledged for renewed recognition and increased visibility of their contribution to the implementation of UNESCO's programmes and mandate at national level. An awareness-raising campaign through social media on the important work, at grass root level, of the National Commissions for UNESCO was suggested. Participants also made a call for increased cooperation at subregional and regional levels by, for example, using dedicated platforms such as "Slack" to facilitate interactions and share information. UNESCO should make a better use of the soft power of multilateralism, through the National Commissions.

Participants underlined that UNESCO's **partnerships** with the civil society, public and private actors, including municipal and other local leaders, and UN organizations should be reinforced and that, to this end, communication on UNESCO's action and programmes should be improved. Greater engagement with the private sector could be realized through more flexible rules. Successful examples cited of UNESCO's engagement with UN partners and of "Delivery as one" included the Framework for reopening schools jointly developed by UNESCO, UNICEF, WFP, and the World Bank, and the UN Working Group for communication set up in Portugal bringing together all UN organizations for greater visibility and coherence of UN actions in the country.

UNESCO should take advantage of the global recognition acquired due to its rapid response to the COVID-19 pandemic to improve the online communication and visibility of its work also within the framework of the celebration of the 75th anniversary.

CONCLUDING SESSION

The concluding session of the online consultation was held on 22 July 2020 and was attended by 39 representatives of 31 National Commissions of the Europe region. *The meeting was chaired by Mr Sébastien Goupil, Secretary-General of the Canadian Commission for UNESCO. Ms Aleksandra Kovac, Secretary-General of the Serbian National Commission for UNESCO acted as Rapporteur.*

In his remarks, the Chairperson acknowledged the importance of the consultation and noted that expectation from National Commissions is for UNESCO to refocus on its core mandate, to get the best out of its primary partners, i.e. the National Commissions for UNESCO, as well as from UNESCO networks. He noted this would help reposition UNESCO's programmes and enhance visibility.

The Rapporteur, Ms Aleksandra Kovac, presented the draft Report of the consultation on Day 1 (Opening Session and Session 1), which was welcomed by participants and approved without amendment. The Rapporteur provided some highlights of the discussions of Group 1 of Session 2 and informed that additional time was needed to integrate the views expressed by the two discussion groups.

The Chairperson thanked the rapporteur for her comprehensive report. He informed that the full draft report, covering also discussions in both parallel discussion groups, and including in its annex the draft paper that was presented on the first day by the Secretary-General of the German National Commission for UNESCO, will be shared by email during the week of 27 July for final endorsement by the participating National Commissions for UNESCO of the European region.

Participants expressed wide support to the document drafted by the German-speaking National Commissions. Participants agreed with the need identified in the document to reactivate UNESCO Clubs, broaden partnerships with civil society and the private sector, as well as to promote inclusiveness, cooperation and intercultural dialogue. Participants have also stressed the importance, on the one side, for the Secretariat to take greater advantage of the unique network of the National Commissions and of their presence at the country level for the implementation of UNESCO's activities, and on the other side, for the National Commissions themselves, to strengthen their contribution to the work of the Organization by avoiding competition and strengthening cooperation.

Appreciation was expressed to UNESCO Secretariat for organizing the consultation that enabled a good exchange of views among the National Commissions of the Europe region, and allowed them to provide guidance and recommendations to the Secretariat for the future Medium-Term Strategy and programme and budget. The Group also highlighted the important role of the Organization in the current uncertain global context, and particularly in promoting UNESCO core values and goals and facilitating a multilateral and interdisciplinary approach and solutions through its programmes and networks in the Member States.

In his final remarks, the Chairperson thanked the National Commissions for an enriching dialogue as well as the two rapporteurs for their excellent work in capturing the valuable contributions of all participants. He also thanked the Moderator of the Discussion Group 2, adding that by selecting her for this task, the Group confirmed the importance that UNESCO gives to Youth leadership. Finally, the Chairperson thanked the Secretariat for organizing the online consultation and engaging in an open dialogue with National Commissions for UNESCO of the European region.

ANNEX

JOINT CONTRIBUTION⁵ OF NATIONAL COMMISSIONS FOR UNESCO TO THE STRATEGIC TRANSFORMATION OF UNESCO

(Draft 17 July 2020)

National Commissions for renewed multilateralism

The Strategic Transformation process has created high expectations by Member States and National Commissions for substantial positive change of UNESCO in order to upscale impact on the 2030 Agenda. Through this paper, we seek to support moving UNESCO towards a long-term, impact-oriented engagement with its Member States and civil society. We are convinced that National Commissions are a huge asset for UNESCO and multilateralism at large. We are convinced that one of the most effective levers for UNESCO to gain impact is to strengthen its interaction with National Commissions and, through them, with UNESCO networks, as multipliers for UNESCO and its goals. This will allow UNESCO to be a strong and proud “hub and spoke” organisation for a renewed multilateralism, a UN agency of the future, deeply rooted in vital civil society and academia networks across the globe. UNESCO’s key asset is its intersectoral and network character. Let us exploit this huge potential!

National Commissions, as a constitutional part of UNESCO as an intergovernmental organization, need to be fully engaged in the Strategic Transformation, providing their perspective in order for the

⁵ This paper is developed in an iterative process, involving, if possible, all National Commissions for UNESCO. The first draft had been formulated in October 2019 by the National Commissions for UNESCO of Austria, Germany, Luxembourg and Switzerland, specifically addressing pillar 3 of the Strategic Transformation. During the C/4-C/5 consultations of National Commissions in 2020, it will continuously be further developed in an inclusive way. This paper mainly addresses issues that are relevant in the interaction of UNESCO with its National Commissions and other networks. It is an informal contribution of our National Commissions, put forward in the spirit of enriching the reflection towards a successful reform of the Organization. It does not represent views formally endorsed by our governments.

Strategic Transformation to succeed. They have in-depth experience and comprehensive knowledge of the factors that drive real long-term impact of UNESCO programmes and conventions. National Commissions add enormous value for UNESCO in multiple dimensions, in particular for the presence and visibility of UNESCO in the Member States and for securing the participation of their Member State in UNESCO in a full way. They often coordinate and/or manage the national implementation of UNESCO networks based on conventions and programmes. They make independent conceptual contributions. They directly cooperate at (sub)regional and interregional level, below the diplomatic level, and therefore strengthen multilateralism, trust and collaboration in line with the objectives of the UNESCO constitution.

In addition to the National Commissions, another unique feature and comparative advantage of UNESCO is its multitude of high-quality and ambitious networks, including designations and designated sites, that are increasingly mobilized and activated. These networks include World Heritage Properties, Intangible Cultural Heritage elements, Memory of the World entries, Biosphere Reserves, Global Geoparks, ASPnet schools, Chairs, category 2 centres, UNEVOC Centres, national committees of intergovernmental programmes, Creative Cities, Learning Cities, Sustainable and Inclusive Cities, Clubs and Associations. These networks and their network members are and should become even better multipliers for UNESCO and its objectives, individually and collectively.

While the new Comprehensive Partnership Strategy acknowledges these networks, it does not capture all networks and does not fully capture the central role of National Commissions, in particular in relation to UNESCO networks and programmes. Through these networks, UNESCO can continuously reach out to civil society and academia, build shared narratives with them and engage them in multilateral dialogue. The landmark Independent External Evaluation of UNESCO of 2010 had already made this observation: “There is limited appreciation among Member States or the Secretariat of the potential of this broader UNESCO “community”, favouring instead an “institutional” perspective that privileges the formal, top-down, Headquarters-led UNESCO.”

We believe in the potential of UNESCO, together with its National Commissions, to leverage these extensive networks to function as an exemplary “hub and spoke” organization, reaching out to and engaging with local communities in a unique way and then feeding insights and good practice back into the UN system. Thus, UNESCO fosters scalability and leverage, delivering impact, innovation and leadership for the 2030 Agenda, pursuing its overarching goals of human rights, peace, freedom and sustainable development.

For UNESCO and its National Commissions, it is a combined task to empower, engage and further mobilize these networks and broader civil society; to support their independent contributions to multilateral dialogue; to improve their quality assurance and quality development (criteria, operational guidelines, resilient monitoring and evaluation procedures); to improve national, regional and interregional networking and the ambition of the work of each networks and its members in terms of content. Each network and its members should be understood as partners of UNESCO and its National Commissions in addressing issues such as global citizenship, sustainable development, peace, intercultural dialogue and diversity. Synergies across networks and more intersectoral offers to each network should be identified by the entire Secretariat. Coordination units within the Secretariat should be better staffed and funded; the different coordination units should be better connected across sectors in order to optimize procedures and improve quality. Overcoming any political instrumentalization of nomination/inscription processes as well as overcoming “competitive self-interest-driven inscriptions” is a high priority across all programmes.

In this context, UNESCO should work hand-in-glove with National Commissions, which should be entrusted more implementation authority, if they have the resources and mandate. There is need for dynamic coordination and information sharing between National Commissions, their Member States and UNESCO. Improved cooperation modalities are needed in particular in Member States with field offices, since there remain some cases of futile competition between field offices and National Commissions for mandate and visibility.

We call on the Director-General to advocate for National Commissions in all high-level interaction with ministers and government officials. We encourage training for Secretariat staff across all sectors, about the role and comparative advantage of National Commissions. UNESCO should also ask its Member States to empower all National Commissions to cooperate at subregional, regional and international level, both the National Commissions themselves and the different networks through them.

This leads us to additional recommendations, beyond UNESCO networks. We believe that UNESCO can go a long way in improving its action in a long-term and impact-oriented way. The key task is to overcome silos – silo-thinking between sectors, but also within sectors and within divisions. The key words are: bundling action, scaling-up action and learning from own best practice. We believe that UNESCO benefits greatly from bundling and integrating different forms of intervention, such as policy reviews, institutional capacity building and monitoring and evaluation support, moving beyond one-off interactions. Across the Secretariat, UNESCO requires a more coordinated approach towards national stakeholders.

For the period 2022-2029,

...We see UNESCO having overcome political instrumentalization, speaking up and being heard in the name of human rights, peace, freedom and sustainable development.

...We see UNESCO with a sharpened portfolio of clear-cut and adequately funded programmes, built around the priorities that correspond to the unique features of UNESCO.

...We see UNESCO organized effectively, learning across sectors from experience and working oriented towards long-term impact, scalability and leverage.

...We see UNESCO as a key player and powerful partner within the UN system and in the cooperation with other multilateral actors.

...We see UNESCO communicating clearly and effectively, capturing people's imagination by telling its story in new ways and linking those stories to global and national priorities.

...We see UNESCO effectively supporting its Member States to implement policies in line with its goals and priorities, in a long-term and coherent perspective.

...We therefore call upon UNESCO to closely interact and coordinate with its networks and above all the National Commissions as multipliers for UNESCO and its goals.

To make UNESCO a strong and proud platform for a renewed multilateralism.

Annex: Additional elaboration of arguments on page 1 and 2

1. The background

The world is undergoing fundamental changes: urgent transformation needs towards sustainability are not sufficiently well addressed. The political and societal response to the persisting lack of learning opportunities, poverty, inequity and hunger, digital transformation, demographic change, gender inequality and increasing migration as well as global environmental change is not enough. This is demonstrated most strikingly by the youth call to action in response to the climate crisis. The 2030 Agenda and its Sustainable Development Goals (SDGs) sets out much of what needs to be addressed; its implementation is widely insufficient so far.

All implications of the COVID-19 pandemic cannot yet be fully understood, but what has become obvious already is that the global challenges of inequality and "leaving no one behind" have increased in unprecedented ways.

At the same time, rising nationalism and populism are undermining the achievements of decades of global institution-building, and in particular, multilateral organizations and their agreements. We need more multilateralism today and we need to defend its achievements.

UNESCO is key to the multilateral system; it is a global forum for both governments and civil society to discuss, elaborate and codify ambitious concepts based on shared values and empirical facts. Due to its culture and communication/information mandate, UNESCO is a platform to reach consensus on concepts that are at risk of being “(re-)nationalized” by governments with reference to a distorted form of “cultural diversity”. Due to its education and science mandate, UNESCO underpins such consensus-building with scientific evidence and disseminates it to all societies. Through its convening power and by connecting the different facets of its wide portfolio, UNESCO provides the opportunity for much needed interdisciplinary approaches. Thus, UNESCO is key to negotiate the future of our joint understanding of the “global commons”, “globalization”, “public space”, “public interest”, “human dignity and security” and “participation”, for peace and sustainable development.

As new risks emerge that threaten peace, such as climate change, inequality, pandemics, and challenges to multilateralism, new defences to manage those risks must be constructed. UNESCO with its 193 Member States provides a strong multilateral intergovernmental platform, which is connected to people via National Commissions and UNESCO designations: This institutional solution seems custom-fit for such new defences.

Over the last three decades, UNESCO has standardised its practices in line with other UN specialized agencies. UNESCO is striving to address the requirements of “One UN”, of the 2030 Agenda and the UN system reform. UNESCO indeed makes great efforts to demonstrate impact, effectiveness and efficiency just like any other modern organization. This led some to believe that UNESCO has lost much of its appeal as a forum for the intellectual, ethical and civil society-based cooperation and dialogue of the world.

In contrast, one of UNESCO’s unique features, beyond its standard-setting and convening power at the highest, strategic level, is its multitude of high-quality and ambitious networks. Through these networks, UNESCO can continuously reach out to civil society and academia, build on their independent contribution and engage them in multilateral dialogue. The 199 National Commissions for UNESCO are the key network nodes connecting UNESCO with its diverse networks.

The 199 National Commissions for UNESCO throughout the world are structured and equipped very differently; they have a wide range of diverging responsibilities and working methods. What they have in common is that they have a decisive role in shaping the impact and visibility of UNESCO in their respective Member State. The relevance of UNESCO is both created through global consensus-building and at country level. Thus, the impact UNESCO has and the perception UNESCO generates at the level of the societies to whose sustainability and development it intends to contribute in concrete terms, are key elements of UNESCO’s success. National Commissions for UNESCO are key factors for UNESCO’s success.

2. UNESCO’s current challenges

(a) Defending multilateralism

Multilateralism requires long negotiations, compromises and complex international organizations. It is increasingly challenged by populism and nationalism and their unilateral approaches. UNESCO cannot solve the crisis of multilateralism by itself, but it should demonstrate why multilateralism is also pragmatically the wise choice in the long run. By engaging its various networks and wider civil society structurally, UNESCO can build a new multilateralism model and make a convincing case for multilateralism.

(b) Mitigating political instrumentalization

We welcome the successful efforts by the Director-General to mitigate several notorious cases of political instrumentalization of UNESCO programmes and bodies. Addressing all forms of instrumentalization in all programmes and conventions remains a key task for UNESCO's leadership, since they run counter to the goals of the UNESCO constitution. We consider it valuable in this context to recall the provisions of most UNESCO programmes and conventions that foresee the representation of Member States by experts in the decision-making bodies. Expertise and experience from UNESCO networks inform and enrich the intergovernmental dialogue. National Commissions can promote relevant dialogues between government, academia, civil society, and in particular UNESCO networks, both at national and international level.

(c) Sharpening the profile

UNESCO has within its portfolio several highly significant and well-respected programmes – and many other activities without sufficiently proven impact. The relevance and quality of programmes does not necessarily depend on extrabudgetary funds raised on their behalf. UNESCO still is active across too wide a spectrum both in terms of sectoral policies and in terms of forms of interventions. Activities are not always well planned, coordinated or communicated and are sometimes too small-scale. The result is a lack of profile, in particular vis-à-vis national policy-making. Thanks to their expertise and networks, National Commissions can identify the future potential of relevant programmes. This would require appropriate formats for the 41 C/4 consultation of National Commissions as a global network leading to informed and bold decisions regarding UNESCO's profile.

(d) Improving visibility

Visibility cannot be equated with the result of communication, visibility is mostly the result of impact over a long time-frame. UNESCO does not fully identify the impact of its work or replicate its good practices and does not communicate well enough its true relevance and effectiveness to its political constituencies. Public communication of UNESCO is often insufficiently coordinated with others who might tell its story to others and significantly increase UNESCO's visibility – in particular with National Commissions. UNESCO needs to reach out to National Commissions in order to tell the story of UNESCO in the 2020s in such a collaborative way that it captures the imagination and passions of people, with a limited number of unifying, clear and compelling stories. The new communication strategy, in order to be concerted, structured and impactful, has to foresee appropriate cooperation and support mechanisms with UNESCO networks, in particular National Commissions, in their public relations efforts. For example, if UNESCO were to inform the National Commissions in advance about press activities on certain highlights, the National Commissions could replicate these messages and thus strengthen the visibility of UNESCO in their respective Member States.

(e) Responding to a competitive environment

In the last 30 years, Member States, foundations, philanthropists and others have created new formats of cooperation which compete with UNESCO. Foundations, think tanks, NGOs and associations often make use of the concepts and programmes developed by UNESCO and use the room for action only opened up by UNESCO, without referencing UNESCO, and thus weakening the very basis of their action. It is necessary for UNESCO to defend its political leadership vis-à-vis these actors. UNESCO should be on the offensive for its intellectual, human-rights based and ethical leadership in the key areas with a competitive advantage. By activating and engaging its networks, UNESCO will be able to underscore such leadership.

3. Added value – for UNESCO – of the National Commissions for UNESCO

- (a) National Commissions *secure the permanent presence and visibility of UNESCO in the Member States*, in the long-term and across programmes, beyond one-off engagement

by the UNESCO Secretariat in Paris and Regional Offices. For example, they regularly brief ministers (of several line ministries) and the wider leadership level of ministries, participate in parliamentary committee hearings, inter-ministerial meetings and bodies, and support participatory processes of governments with civil society, etc.

- (b) National Commissions secure the presence and visibility of UNESCO and its programmes *at the state, district, municipal and local level*, which UNESCO itself could hardly ever achieve. The same applies to national institutions, umbrella associations, academia, NGOs and civil society in a country, again in a long-term and systematic way, beyond one-off engagement of the Secretariat with selected national institutions or NGOs.
- (c) National Commissions *secure the participation of their Member State in UNESCO* in a more comprehensive and long-term way, beyond ad-hoc priorities. One example is ensuring that the Member State submits all due state reports on standard-setting instruments (conventions and recommendations), e.g. by formulating draft reports and conducting national consultations. Another example is ensuring that government representatives and national experts participate in specific UNESCO fora, even if they may not be considered important at that moment. Such participation can in turn lead to a UNESCO programme becoming a national priority.
- (d) National Commissions *coordinate and safeguard long-term policy processes*. For example, they initiate and continuously uphold protracted ratification processes of UNESCO conventions, they recall previous government commitments to implement UNESCO recommendations, they often lead the national implementation of the 2030 Education Agenda or ESD-GAP/ESD2030 or GCED, and they promote progressive policies and instruments of UNESCO.
- (e) National Commissions *coordinate and/or manage the national implementation of UNESCO networks* based on conventions and programmes (e.g. World Heritage Properties, ICH elements, MoW entries, Biosphere Reserves, Global Geoparks, ASPnet, Chairs, category 2 centres, national committees of intergovernmental programmes, Creative Cities, Learning Cities, Sustainable and Inclusive Cities). This includes quality assurance, monitoring the fulfilment of criteria, further differentiating and developing criteria, national and regional networking, inter-network cooperation, and promoting relevant education and research. Thus, they can considerably improve the calibre of programme implementation, which is key to the effectiveness and visibility of UNESCO in the Member States.
- (f) National Commissions themselves have high *convening power* and are able to establish consensus between different national governmental, non-governmental and academic stakeholders, thus contributing to a coherent voice of the Member State within UNESCO.
- (g) National Commissions *strengthen the visibility of UNESCO in the Member State*. For example, they do this through establishing long-term relations with editorial offices and journalists, through issuing press releases in the local language and targeted to current national discourses, through offering interview partners in the local language, through the translation of UNESCO publications, and dedicated press conferences and events.
- (h) National Commissions contribute to a coherent practice regarding the *use of name and logo of UNESCO* across all programmes.
- (i) National Commissions *mobilise expertise from the Member State for UNESCO debates*. For a universal organization such as UNESCO, it is of paramount importance that its intellectual and/or policy debates draw upon the widest possible expertise, from as many

Member States as possible, and represent the full diversity of an academic and/or policy discourse.

- (j) National Commissions offer *independent conceptual contributions* and have initiated substantial debates at UNESCO often leading to programme activities. This expertise is also mobilised through encouraging and supporting ratification of Conventions and membership of Intergovernmental Programmes.
- (k) National Commissions directly *strengthen (sub)regional and interregional cooperation* among Member States, and therefore multilateralism, trust and collaboration in line with the objectives of the UNESCO constitution. This has been the case in many transnational (serial) nominations for World Heritage, ICH or MoW, in the creation or strengthening of (sub)regional networks of UNESCO designated sites and through (sub)regional and interregional networks of National Commissions themselves.
- (l) National Commissions support *dialogue with potential donors* of extra-budgetary funds to UNESCO, in particular with line ministries of their government.

In short, activities organized by National Commissions directly build profile and create outstanding visibility and long-term reliable trust for UNESCO at the national level.

4. Strengthening individual networks – non-exhaustive list of examples

- (a) *ASPnet*: This global network of UNESCO has enormous potential and an excellent reputation in many Member States. Many Member States and their National Commissions have invested heavily in recent years in improving quality assurance procedures, networking at national level and the ambition of the work of schools in terms of content. Beyond the small, active and committed coordination unit, the Secretariat seems to identify only few synergies with other UNESCO activities. In contrast, UNESCO should identify ASPnet as a key asset across the UNESCO Secretariat. The coordination unit should be empowered to ensure full quality assurance of the network (based on the 2018 guide for national coordinators and the 2019 member guide), stronger coordination of transnational exchange and cooperation, more offers analogous to the 2016-2018 project on the Whole School Approach, and stronger incentives for the networking of schools with UNESCO designated sites in their vicinity, etc.
- (b) *World Heritage*: Increasingly, Member States are strengthening the management systems of their World Heritage Site properties in terms of staff, capacity and infrastructure which enables them to fulfil their mandate as “World Heritage actors”. Thus, more and more sites are becoming active partners of UNESCO at the local level, communicating its goals and values to a wide community and strengthening 2030 Agenda related action. They cooperate nationally and internationally. This trend should actively be advanced by UNESCO together with National Commissions. World Heritage properties should also be understood as places fostering community cohesion. Also, there are growing expectations upon UNESCO to take a stance to prevent and counter threats to World Heritage properties. Innovative formats are needed to strengthen credible protection. Another challenge for UNESCO’s credibility is to find solutions for politicized processes of nomination and dealing with State of Conservation reports. In addition, transnational serial and transboundary nominations should be encouraged wherever possible.
- (c) *Intangible Cultural Heritage*: As in the case of World Heritage, UNESCO should understand and address the bearer communities of the ICH elements inscribed as partners in promoting goals such as global citizenship, sustainable development, peace, and disaster prevention. In several Member States, National Commissions already pursue this approach. Also, overcoming any political instrumentalization of the inscription

processes is a high priority. The Secretariat should work with Member States and National Commissions so that inscriptions are not pursued competitively, but rather through encouraging transnational processes including inventories. Another urgent issue is to limit the commercialization of ICH.

- (d) *Memory of the World*: Beyond the current reform efforts, which should i.a. overcome instrumentalization, what has been said above about World Heritage properties and ICH elements also applies to depositories of MoW register entries.
- (e) *Biosphere Reserves*: UNESCO Biosphere Reserves should be recognized as an asset across the house. Many of them are already active partners in addressing global issues such as climate change. Through global, regional and national meetings, Biosphere Reserves have significantly improved the use of their potential as active multipliers. Increasingly, National Commissions interact with their Biosphere Reserves in a meaningful way, involving them into all aspects of their work, and fostering national/international networking. Still, further improved formats for regional and interregional networking are needed, as well as for North-South-South twinning partnerships. UNESCO needs to strengthen further the quality assurance of the global network through the consistent transformation of the “Process of Excellence” into a permanent process.
- (f) *Global Geoparks*: In the few years since the adoption of the IGGP, Global Geoparks have already successfully positioned themselves as partners of UNESCO. Increasingly, National Commissions interact with their Global Geoparks, fostering national/international networking in a meaningful way, involving them into all aspects of their work. UNESCO can leverage this approach and further improve IGGP quality assurance and support mechanisms.
- (g) *Chairs/UNITWIN*: Many Member States and their National Commissions have invested heavily in recent years in improving quality assurance (accreditation) procedures, networking at the national level and the ambition of the work of Chairs in terms of content. Within UNESCO, even stronger quality assurance of the global network and feedback to the Chairs is needed (cp. VINCI recommendations). There should be more concrete and more intersectoral offers by UNESCO to activate the network. UNESCO Chairs foster international academic cooperation and innovation for the 2030 Agenda. Chairs can contribute to breaking the silos between programmes. Finally, Chairs should also be regularly involved by UNESCO when implementing its programmes as has recently been done with the “Futures of Education” consultation.

5. Intersectoral recommendations for the Strategic Transformation

It has been emphasized above repeatedly: It is in the interest of UNESCO to better utilize one of its most important unique features: its networks. UNESCO should significantly increase human and financial resources for guidance, quality assurance and quality development of these networks (criteria, operational guidelines, resilient monitoring and evaluation procedures) and for their active management. This concerns all relevant Secretariat entities, most of which have been severely cut in recent years. In this context, UNESCO should work hand-in-hand with National Commissions, which could take over some delegated mandate. The goal is that all network members have meaningful interaction in the respective (and intertwined) networks (at national, regional and interregional level), as entry points for cultural and scientific multilateral diplomacy. All network members should become multipliers for UNESCO and its objectives, individually and collectively.

UNESCO should develop, across programmes, new and overarching procedures to prevent political instrumentalization, to curb the number of nominations in the national self-interest, to foster transboundary and transnational serial nominations and to increase the quality of all procedures.

Member States require UNESCO to plan and implement policy-support processes (e.g. for a new national literacy policy) in a long-term and impact-oriented way. This means that UNESCO should bundle and integrate different forms of intervention, such as policy reviews, institutional capacity building and monitoring and evaluation support, instead of one-off interactions. Across the Secretariat, UNESCO requires a more coordinated approach towards national stakeholders. Such coordination should increase UNESCO's leverage and also the scalability of its action. Also, within the Secretariat, stronger coordination to learn from good practices across different sectors is needed. This applies in particular to the Secretariat's action on the Sustainable Development Goals, which too often is still sectoral; this includes as well feeding solutions into UN National Voluntary Reporting processes.

We are convinced that UNESCO will benefit from stronger cooperation and coordination with the National Commissions as a constitutional part of UNESCO. This will enable them to emphasise their added value for UNESCO (compare above 3). For this to happen, we encourage training for Secretariat staff as part of their standard induction process and across all sectors about the role and comparative advantage of National Commissions. UNESCO should again call upon Member States to foster their support to their National Commissions, possibly adapt their structure, mandate, composition and functioning to the aims of Art. VII.

UNESCO should also ask its Member States to empower all National Commissions to cooperate at sub-regional, regional and international level, both the National Commissions themselves and the different networks through them.

PART II – ANALYSIS OF REPLIES TO THE QUESTIONNAIRE ON THE DRAFT MEDIUM-TERM STRATEGY FOR 2022-2029 (41 C/4) AND DRAFT PROGRAMME AND BUDGET FOR 2022-2025 (41 C/5)

INTRODUCTION

By circular letter CL/4311 sent on 24 March 2020, the Director-General launched the consultation, by means of three online questionnaires, of (i) Member States and Associate Members, including their National Commissions; (ii) international non-governmental organizations (NGOs) and foundations; and (iii) intergovernmental organizations (IGOs) on the preparation of the Draft Medium-Term Strategy for 2022-2029 (41 C/4) and the Draft Programme and Budget for 2022-2025 (41 C/5).

The questionnaires were designed to solicit contributions regarding the new strategic orientations and programmatic focus of UNESCO that should inform the Director-General's Preliminary Proposals on the Drafts 41 C/4 and 41 C/5.

This part is structured in three sections and presents the summary analyses of all replies received from:

- ✓ 130 Member States and Associate Members,
- ✓ 101 non-governmental organizations (NGOs) and foundations; and,
- ✓ 13 intergovernmental organizations.

The full text of individual responses received can be accessed at:
<https://en.unesco.org/41questionnairereplies>

A. Analysis of Member States and Associate Members replies

One hundred and thirty Member States and Associate Members replied to the Questionnaire. The repartition by region can be found in the table below. All replies can be found at the following [link](#).

	Total Member States and Associate members	Number of replies received	% of replies
Africa	47	36	77%
Arab States	19	14	74%
Asia and the Pacific	49	22	45%
Europe and North America	49	37	76%
Latin America and the Caribbean	40	21	53%
Sub-total Member States	193	126	65%
Sub-total Associate Members	11	4	36%
TOTAL	204	130	64%

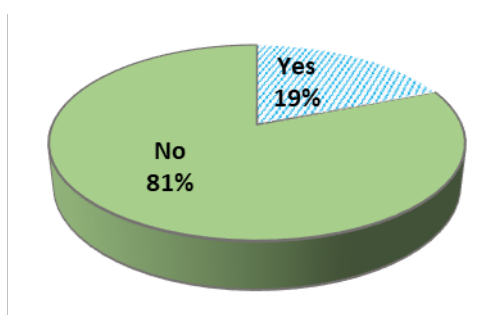
Draft Medium-Term Strategy for 2022-2029 (41 C/4)

I. MISSION AND FUNCTIONS

I.1 Mission statement

Question A1. When designing the future Medium-Term Strategy that will guide the Organization's efforts in addressing emerging global challenges, should UNESCO revise its mission statement and formulate it differently?

130 respondents



Most respondents did not favour a change in the mission statement (81%). Among those who proposed revisions or reformulation (26), there were suggestions for adding references to universal human rights standards, equality and non-discrimination, fundamental freedoms and climate and environmental global challenges, as well as to the impact of the COVID-19 pandemic.

I.2 Functions

Question A2. Please indicate the degree to which these functions should be carried out at the global, regional or country level (scale: High/Medium/Low)

130 respondents

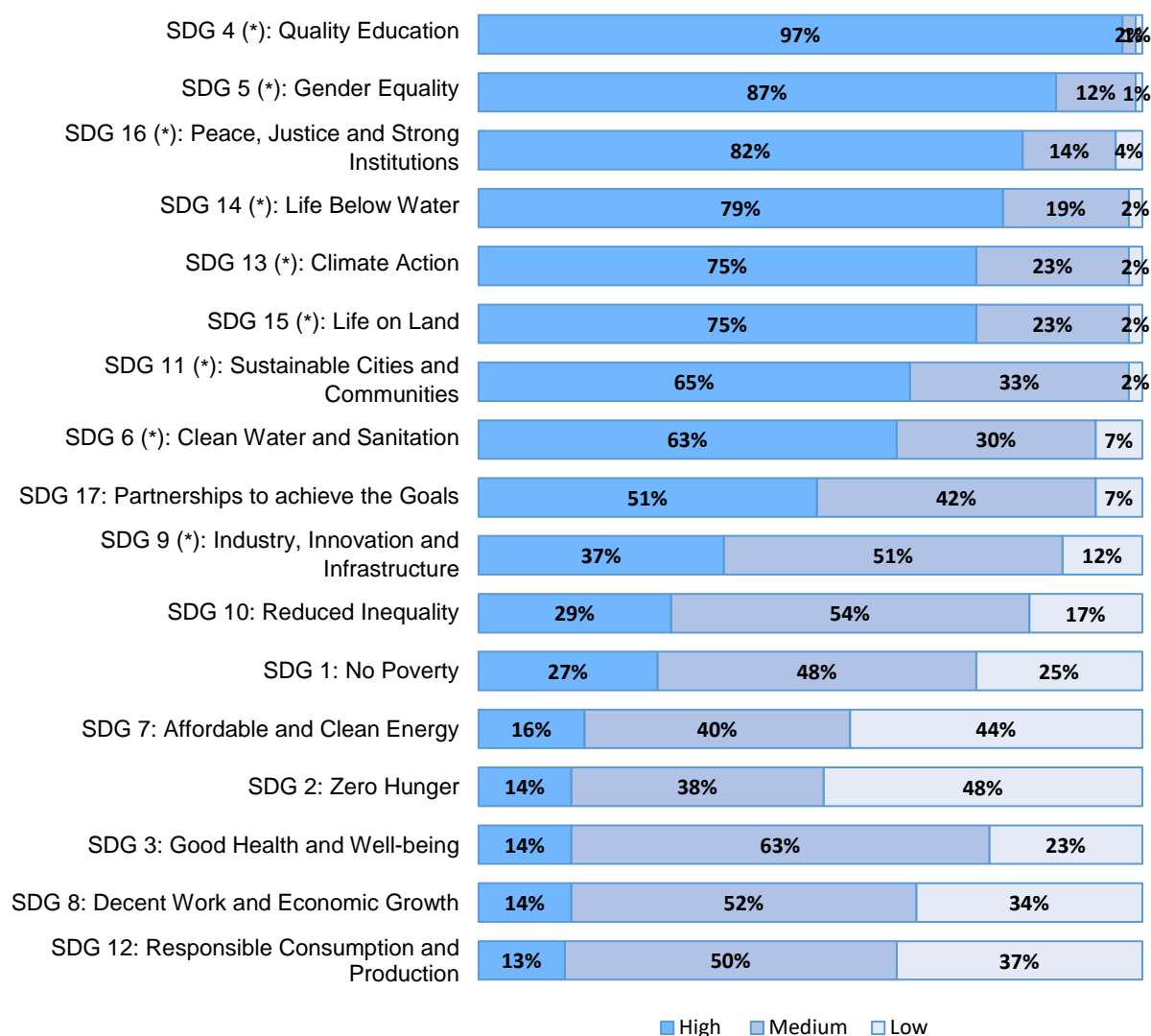
<i>Function</i>	<i>Global level</i>			<i>Regional level</i>			<i>Country level</i>		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
Laboratory of ideas	87%	11%	2%	55%	34%	14%	58%	23%	19%
Clearing house	89%	10%	1%	58%	34%	8%	44%	34%	22%
Standard setter	91%	8%	2%	52%	38%	11%	44%	37%	19%
Catalyst for international cooperation	96%	3%	1%	84%	14%	3%	66%	20%	15%
Capacity-builder	65%	25%	11%	60%	33%	7%	75%	19%	5%

The importance of UNESCO's normative function. It was noted that the functions of UNESCO are closely intertwined and mutually reinforcing. Given the linkages between the mutually reinforcing functions, it was suggested that UNESCO should establish mechanisms for the exchange of information and capacities so that there is permanent and adequate feedback between the three levels (global, regional and country).

II. GUIDING FRAMEWORK: THE 2030 AGENDA

Question A3. Please indicate on a High/Medium/Low scale those SDGs where you believe UNESCO has a strategic role and contribution, and towards which the Organization should concentrate its efforts and resources during the 2022-2029 period. Please note that the nine SDGs that the Organization is focusing on currently are marked with an asterisk in the list below.

130 respondents



For those SDGs that you have indicated as “High”, please also provide comments on the overall positioning, specific comparative advantages and challenges or opportunities regarding UNESCO’s future contribution to these SDGs and their related targets.

102 respondents

The new Strategy should reflect UNESCO’s strategic approach to support Member States in implementing the 2030 Agenda at the global and country level.

Among Member States and Associate members providing comments regarding their choices, a majority welcomed the alignment of the next Medium-Term Strategy to the 2030 Agenda and

confirmed that the Organization should continue supporting its implementation, with a focus on a limited number of SDGs where UNESCO has a comparative advantage. It was also noted that UNESCO should concentrate its efforts and resources and reinforce its positioning within the UN in the fields where its global leadership is recognized. UNESCO's role in monitoring progress towards SDGs in its fields of competence was also highlighted.

With respect to particular SDGs, respondents indicated that UNESCO's strategic role and contribution should be placed on SDG 4 – Education and SDG 5 – Gender equality (98% and 87% respectively), followed by SDG 16 – Peace and justice (82%). A majority of respondents (79%) indicated a need for strategic focus and contribution on SDG 14 – Life below water/oceans. SDG 13 – Climate action and SDG 15 – Life on land were also rated as being of high strategic role and contribution by 75% of respondents.

It was noted that since all SDGs are interrelated and indivisible, progress on any SDG will depend on a range of interactions with other goals that either support achievements through co-benefits or hinder achievements through trade-offs. This implies a need for careful and structured analysis of interactions to ensure that UNESCO's efforts in priority SDG areas are coherent and do not have negative effects on other SDGs. Widening the scope of its partnerships with governments and international organizations and working to develop a permanent global platform for the exchange of information and expertise would contribute to this end. Respondents also commented that UNESCO should demonstrate better leadership in addressing the issues of multilateral cooperation, agenda-setting and prioritization, as well as mutual accountability for the delivery of the SDGs.

In their comments, respondents recalled that UNESCO's networks of National Commissions, Creative and Learning Cities, ASPNet Schools, and UNESCO Chairs provide a comparative advantage for the implementation of the SDGs and should be strengthened.

III. STRATEGIC CROSS-CUTTING AREAS OF ACTION

Question A4. Taking into account major challenges and opportunities identified by Member States during the 40th session of the General Conference, the following are possible cross-cutting areas of action aligned with the SDGs, which could guide UNESCO's Medium-Term Strategy, and be translated into both strategic objectives and programmatic terms of relevance to all sectors in the next two quadrennial Programmes (see also Question B4 in Part B). Please indicate the level of relevance of each of the following transversal areas of action, as a basis for future strategic investment and prioritization.

127 respondents

Areas of Action	High	Medium	Low
1. Promote lifelong learning, inclusive and creative societies (SDGs 1, 3, 4, 5, 8, 10, 11, 16, 17)	98%	2%	0%
2. Enhance environmental sustainability and mitigate and adapt to climate change (SDGs 4, 5, 6, 10, 11, 12, 13, 14, 15, 16, 17)	83%	16%	1%
3. Foster open, diverse and peaceful societies (SDGs 1, 4, 5, 8, 10, 11, 16, 17)	79%	19%	2%
4. Advance ethical standards and policy frameworks adapted to the new digital environment and reduce the digital divide (SDGs 1, 4, 5, 8, 9, 10, 11, 16, 17)	75%	23%	2%

All four proposed cross-cutting areas were rated as being highly relevant. Suggestions for adjustments to the proposed formulation of the "Areas of Action" included: adding the concept of resilience to Area of Action 1; adding concepts of inclusivity, freedom of expression and access to knowledge and information to Area of Action 3; and modifying Area of Action 4 to advance ethical

standards and policy frameworks for a new digital era and reduce digital inequalities. Many respondents indicated the need to include specific reference to other cross-cutting areas, in particular human rights, and considered that it should be reflected and articulated as a transversal priority for all strategic objectives. Culture plays an essential role for success of UNESCO's action and the achievement of the SDGs, and hence it should also be taken into account in all cross-cutting areas/strategic objectives.

Proposals for other cross-cutting thematic areas include:

- Strengthen UNESCO's systematic monitoring of human rights issues within its purview through new partnerships with governments, national human right institutions, civil society and the academic community;
- Protection of cultural heritage in emergencies;
- Promotion of open science and knowledge sharing;
- Water in connection with health and safety;
- Development of information sciences (to tackle both theoretical and experimental aspects of artificial intelligence).

It was considered that UNESCO should not a limited set of cross-cutting thematic areas/overarching strategic objectives and that a stronger focus on fewer, clearly laid-out key priorities, for which UNESCO has a unique competence, was needed for a sharper Medium-Term Strategy.

Referring to the General Conference Resolution on the elaboration of the Medium-Term Strategy, some respondents expressed reservations, recalling that cross-cutting areas should be considered only "where appropriate" and indicated that the specificity of work of Programme Sectors should be maintained. It was also suggested that the definitions of transversality and multidisciplinary should be clarified in the next Medium-Term Strategy.

IV. GLOBAL PRIORITIES AND PRIORITY TARGET GROUPS

IV.1 Global priorities

Africa

Question A5. In your view, how could Priority Africa be better mainstreamed and prioritized in UNESCO's next Medium-Term Strategy?

100 respondents

There was large scale support for Africa remaining a global priority in the new Medium-Term Strategy and respondents provided multiple suggestions for its improved mainstreaming and prioritization. It was recommended that UNESCO should continue building on the achievements attained so far and ensure coherence between the 2030 Agenda for Sustainable Development and the African Union Agenda 2063: The Africa we want. Collaboration should be reinforced with mechanisms such as the African Union, the African Development Bank, UN institutions, and the regional economic commissions, including in joint decision-making and actions on issues of common interest. Policy measures associated with the African Union Implementation Plan 2014-2023 should be promoted and reinforced, starting with an analysis of the first seven years, to see how UNESCO can further mainstream and prioritize Priority Africa in the next Medium-Term Strategy.

It was noted that Priority Africa is relevant for all respondents and so should be mainstreamed into all programmes. This would require a strategic plan with strong ownership and clear division of labour, adequate resources and expertise in place, effective coordination, strong accountability

mechanisms and a robust results-based monitoring framework, including a clear budget tracking mechanism. It was suggested that the Operational Strategy should be critically evaluated and an African-led monitoring and evaluation system for Global Priority Africa be established. Collective ownership of the Operational Strategy for Priority Africa by all concerned parties is a critical factor of its success. Programmes developed as part of the Operational Strategy must be adapted to the exigencies of Africa's reality, and should be focused on building institutional capacities, promoting education and gender equality through access to education and technical and professional skills.

Respondents also commented on the need to focus even further on the Field Network in Africa, pointing out that it is imperative to strengthen human resource capacities of the regional offices in Africa. It was suggested that UNESCO's field presence at the country level should be reviewed so that it is consistent with UNSCDF cycle, and which itself should trigger a review of the country team configuration to ensure the availability of skills sets and capacities to deliver.

Gender equality

Question A6. Please indicate the level of importance of the following SDGs and their related targets for UNESCO to pursue and prioritize in its Medium-Term Strategy for 2022-2029.

129 respondents

	High	Medium	Low
1. Gender disparities in education are eliminated (SDG Target 4.5)	89%	11%	0%
2. Women and girls live a life free from violence, harassment and oppression (SDG Targets 5.1 and 5.2)	84%	13%	2%
3. Women have income security, decent work, economic autonomy and social protection (SDG Targets 8.5 and 8.8)	66%	29%	5%
4. Women are leaders, participate in and benefit equally from inclusive and participatory systems of governance (SDG Target 5.5)	69%	31%	1%
5. Women have universal access to sexual and reproductive health and rights (SDG Target 5.6)	65%	28%	7%
6. Women and girls have access to and fully participate in technological developments and frontier technologies that are free of gender biases (SDG Target 5B)	83%	17%	0%
7. Women and girls lead action for climate justice (SDG 13)	43%	48%	9%
8. Sex-disaggregated statistics are gathered for evidence-based policy-making and monitoring (SDG Target 17.8)	72%	26%	2%
9. Enforceable legislation and inclusive policies are in place for the promotion of gender equality policies and the empowerment of all women and girls (SDG Target 5C)	73%	21%	6%

Gender equality must continue to be one of UNESCO's global priorities, accompanied by the strengthening of a transformative and interdisciplinary approach to this priority. To facilitate this a transversal, results-oriented strategic document devoted to this global priority should be elaborated, which is aligned with the SDGs and includes a monitoring and evaluation framework. Several respondents considered that particular importance should be given to gender normative processes, and that UNESCO had a key contributing role to play in the integration and promotion of gender. Strengthened cooperation with the UN system and other agencies specializing in gender equality (particularly with UN Women), as well as with civil society was also requested.

It was noted that the UNESCO should focus on gender issues particularly in its areas of competence, such as the inclusion of girls and women in TVET programs linked to STEM, the safety of women journalists, and access to comprehensive sexuality education. Some Respondents reiterated the importance for the Organization to address issues related to boys and men, paying particular

attention to regions and countries where boys are more likely to drop out of school. A number of respondents also called for a broader, inclusive and less binary approach to gender, as well as for more space and visibility to be given to other vulnerable gender groups and women within these groups (such as the LGBTI + community, refugees, migrants, elderly and people with disabilities).

Several respondents stressed that mainstreaming gender equality must take place not only in the programs carried out by the Organization but also within UNESCO's own structure, notably with regard to its governance and the division work.

IV.2 Priority target groups

Youth

Question A7. In your view, and in light of past experience, how best could UNESCO ensure that youth engagement is better integrated in the future Medium-Term Strategy for 2022-2029?

124 respondents

Respondents were unanimous in affirming that the Organization must step up its work for and with youth, using participatory approaches. Several respondents considered the Operational Strategy for Youth (2014-2021) to be too broad, too comprehensive and not sufficiently operational. UNESCO was called upon to give a more active voice to young people in the design of its Strategy, as well as in its implementation and monitoring. It was also suggested that UNESCO can play a decisive role in the coordination of international cooperation in the field of youth policies. As a priority group youth should be better mainstreamed in all UNESCO programmes using transversal, interdisciplinary and transgenerational approaches, and allowing for collaboration between different age groupings. The active participation of young people in all sectors of UNESCO was recommended by all respondents.

Respondents encouraged the creation of dedicated forums such as at the regional, subregional and national levels, as well as the continuation and strengthening of the UNESCO Youth Forum. However, it was suggested that this Forum could be restructured, with more inclusive and plural representation of young people, and to include their participation in the UNESCO General Conference through a dedicated format.

Several respondents referred to the urgent need to consolidate active cooperation between Member States to ensure youth mobilization at national and regional levels, as well as the urgent need to strengthen youth capacities, with the support of UNESCO, to better integrate and work with young people. Wider and recurrent interactions should be undertaken with all relevant stakeholders related to youth at national, regional and international levels, in a complementary manner. Multiple possibilities for youth engagement were suggested, including: establishing online platform(s) and databases where young people can express themselves and discuss their aspirations and current global challenges; encouraging Member States to create more spaces for the exchange of ideas and innovation; strengthening work with organizations and councils established for and by young people in order to better support them; strengthening digital literacy among young people; and launching calls for projects aimed at young people on specific themes of the new Medium-Term Strategy.

Small Island Developing States (SIDS)

Question A8. What would you recommend for UNESCO to do during the period 2022-2029, in order to respond more effectively to the needs of the SIDS? Please provide up to three recommendations on priority areas to be addressed.

104 respondents

There was broad support for UNESCO to continue its action to address the special needs of SIDS. Noting that the SIDS are best placed to define priorities areas for the next period, several

respondents considered that the current Action Plan was in general still relevant and that future priorities for UNESCO's work in support of SIDS should endeavour to implement and be aligned with the SAMOA Pathway; take into account achievements made during its implementation; and further tailoring it to regional and national needs. It was also indicated that a monitoring framework for the implementation of activities and a communication plan should be defined.

Several respondents recommended that UNESCO enhance trilateral, North-South, South-South, North-South-South cooperation in favour of SIDS. It was also indicated that UNESCO's action in favour of SIDS should be given appropriate levels of human and financial resources.

In terms of recommendations concerning priority areas, the following were mentioned as being of particular relevance for the SIDS: education and support for the achievement of the SDG 4 targets; science, technology and innovation, including capacity-building; ocean science within the framework of the World Decade on Ocean Science for Sustainable Development; IHP and MAB Programmes; adaptation to and mitigation of climate change; resilience; culture, including tangible and intangible cultural heritage; local and indigenous knowledge; sustainable tourism.

V. PARTNERING FOR DEVELOPMENT

Question A9. Which innovations would you suggest in UNESCO's approach to partnerships? Please limit to three proposals.

117 respondents

As part of an innovative approach, respondents suggested the elaboration of a Global Partnership strategic document which is well aligned with UNESCO's objectives at the national, regional and global levels. A few respondents expressed support for the continuation of the Partners Forum as a platform for informing new and interested partners of the richness, diversity and relevance of UNESCO programmes. Strengthening partnerships with international financial and development partners was also highlighted, including establishing alliances with the global financial sector (public and private) and regional financing agencies for financing development projects; aligning UNESCO activities with those of the Development Partners; and advocating with existing organizations, mechanisms and donors to prioritize programs/projects in UNESCO's domains of competence. It was further suggested that UNESCO take advantage of the increasing commitment of the private sector to contribute to the SDGs and find different forms of engagement with private sector partners; working closely with the other United Nations agencies, to maximize the impact, avoid the duality of investment and functions, and in this way minimize the costs. Developing a better narrative on what UNESCO does and how it contributes to attaining the SDGs, and using more attractive, consistent, and clearly defined tools to enable partners to better associate with and support the initiatives and activities of UNESCO were also suggested by Member States.

Suggestions were made to strengthen partnership with existing UNESCO networks. National Commissions could be engaged in partnership building at the country level, including in resource mobilization. Category 2 centres and UNESCO Chairs could become more involved in the preparation and implementation of UNESCO's programmes. NGOs could be more meaningfully engaged in the work of intergovernmental committees and programmes. Building partnership with government ministries and departments on projects that benefit the country and help to promote UNESCO's mandate was also suggested. Other suggestions made concerned UNESCO's logo, strengthening trilateral cooperation, the establishment of a global platform to allow different partners (e.g. managers of World Heritage sites, Geoparks, MAB, C2Cs, States Parties) to share good practices, policies, plans, laws, and regulations.

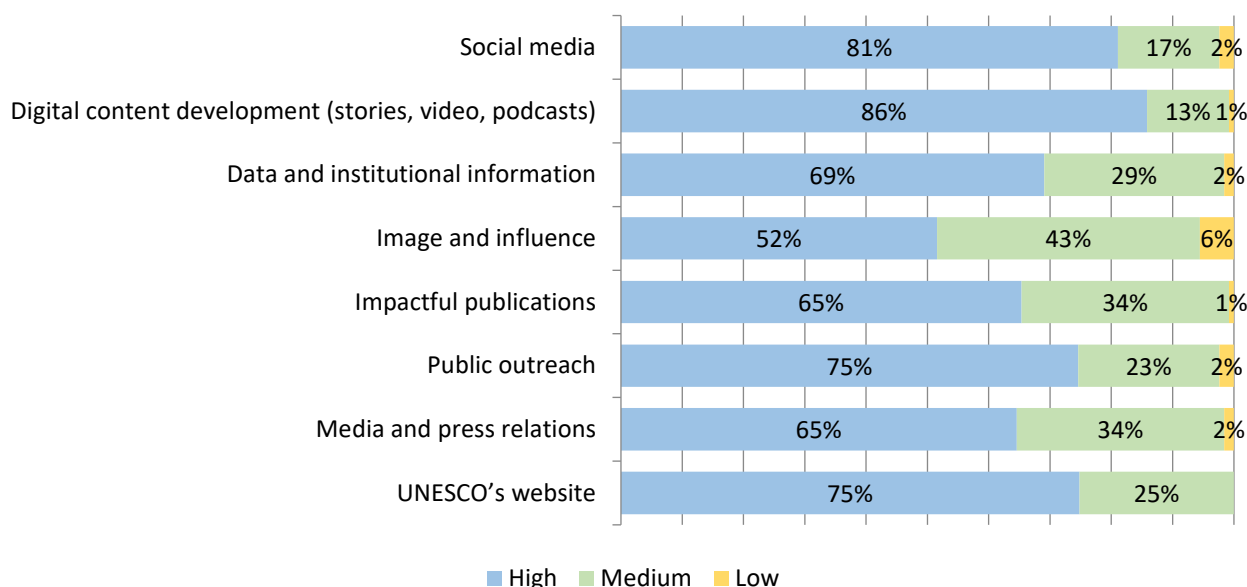
There were calls for UNESCO to simplify procedures for partnering and increase the active use of online platforms and digital tools to expand and strengthen external partnerships. Developing a unique and impactful tagline and hosting hashtag campaigns on social media can be an effective

means to promote UNESCO's work and strengthen its network; and to strengthen the capacity of the Secretariat to find and mobilize non-governmental partners.

VI. COMMUNICATION

Question A10. As part of a wider ambition to develop a renewed vision of the communication function of UNESCO, please indicate which of the areas listed below should be given priority for investment in future (Scale: High/Medium/Low).

127 respondents



Respondents agreed that the Organization's communication needs to be more strategic and developed in close connection with the partnership strategy. The elements which should be given priority for future investment were the development of digital content, social media, the UNESCO site and public outreach. The Secretariat was encouraged to use all available media and channels with more originality, creativity and dynamism, employing clear and accessible language and creating activities that enhance public engagement. Webinars, lives, streaming, podcasts and videos are also cited by several respondents as powerful communication tools to be deployed on different platforms.

Respondents welcomed the progress made on the UNESCO website, but noted that it must be renewed and improved to make it more intuitive and "user-friendly". A more effective use of storytelling techniques to better demonstrate the impact of the Organization's work and better engage the audience were suggested. With respect to the quality of reports and publications produced, respondents expressed general satisfaction even though in some cases the language used could be more accessible and less technical. Several respondents considered that communication and promotion of publications should be strengthened and become more strategic and targeted. They also recommended improving accessibility to communication content and products to facilitate wider dissemination.

Other suggestions made by respondents included the unification and harmonization of the communication strategy between sectors; the functional inclusion of National Commissions, field offices and UNESCO networks in the Organization's communication strategy; and increasing the visibility of the mandate of the lesser known sectors (natural, human and social sciences, communication and information) to the general public. Data collection was mentioned by several respondents as a fundamental element for effective communication, noting that it must be accompanied by adequate analysis and synthesis.

ADDITIONAL COMMENTS

Question A11. Do you have any additional comments concerning the future Medium-Term Strategy for 2022-2029?

77 respondents

Most respondents underlined that the new Medium-Term Strategy should reflect in both its formulation and implementation lessons learnt from the response to the COVID-19 pandemic, as well as the short- and longer-term consequences of the pandemic. The Strategy should endeavour to be transformational and forward-looking and reshape UNESCO's mandate and mission in light of the new challenges of our time. The spirit and principles of UNESCO's Constitution should be recognized considering the new dynamics of international relations brought about by the COVID-19 pandemic.

The Strategy must establish UNESCO's global leadership in its mandated areas of responsibility and reaffirm the relevance of the Organization's mandate for achieving sustainable development, international peace, contributing to the SDGs and other internationally agreed development goals. UNESCO's strong engagement in favour of human rights and fundamental freedoms should also be reflected. It should attach special importance to the integration of and alignment with global and regional development strategies, including the 2030 Sustainable Development Agenda, Agenda 2063 of the African Union, Addis-Ababa Action Agenda, Paris Agreement on Climate, SAMOA Pathway, and the Belt and Road Initiative. It was suggested that topics and orientations such as multilateralism, youth, post conflict/post-disaster/emergency responses, ethics, open science, diversity of cultural expressions and sport should permeate the Strategy, and that UNESCO should become a strong leader and the guardian of "4 Ps" of the 2030 Agenda (Peace, Planet, People and Prosperity).

Respondents noted that the new Medium-Term Strategy needs to be sharp, clear and concise, focused on a limited number of achievable goals and priorities defined within the scope of its constitutional mandate and five functions, and avoids duplication with actions of other organizations. It should be accompanied by a partnership and resource mobilization strategy covering the same period.

Other comments made were that in the next medium-term period, UNESCO should also:

- play a more prominent prospective role to be better understand and anticipate the consequences of human activities;
- strengthen its cooperation with other UN agencies and be part and parcel of the UN system and UN reform;
- enhance the role of its networks and members of its 'family' including the National Commissions for UNESCO and build stronger partnerships;
- enhance its convening power and strengthen dialogues and interactions between experts and policymakers;
- undertake a more systematic intersectoral and interdisciplinary approach, including for addressing digital divide, disinformation and misinformation and hate speech issues;
- limit of the number of strategies and create synergies between UNESCO's Conventions;
- develop new and stronger communication tools to support its global leadership and ensure better visibility of its actions;
- pursue environmental sustainability in all its action;
- strengthen Results-Based Management;
- improve efficiency in human resources management.

Draft Programme and Budget for 2022-2025 (41 C/5)

I. FOCUSING ON THE ORGANIZATION'S GLOBAL PRIORITIES

I.1 Africa

Question B1. In your view, what should UNESCO do to ensure more impactful implementation and greater visibility of UNESCO's action in and for Africa?

121 respondents

	Agree	Disagree	No opinion
Continue with the design and implementation of "flagship" programmes	74%	8%	18%
Develop new plans and modalities to ensure a better mainstreaming of Priority Africa across all UNESCO's Major Programmes and in the field	77%	6%	17%
Adopt a set of criteria for resources mobilization and allocation for Priority Africa programmes, allowing for a better targeting of countries most in need	84%	4%	12%

Respondents considered that UNESCO's work in Africa, outlined in the Operational Strategy, should be guided by the 2030 Agenda 2030 for Sustainable Development, aligned with the African Union Agenda 2063, be based on the UN reform, and implemented in partnership with relevant organizations. It was noted that further alignment could be achieved by effective mainstreaming of this Global Priority within UNESCO. Cooperation and coordination with the African Union (AU), UN agencies, governmental and NGOs, as well as other international organizations with a strong African membership should be strengthened and African Member States should ensure ownership of Priority Africa, its flagship programmes and projects. Partnerships on the ground will be key to improve implementation and visibility of UNESCO's actions and hence, it was important for UNESCO to work jointly and in complementarity with other UN agencies and major bilateral partners. The Secretariat was encouraged to draw lessons from the success stories, innovations and good practices in African countries and replicate on the continent.

There was support for continued implementation of flagship programmes with a focus on promoting a culture of peace and non-violence, and it was suggested that given the economic crisis caused by the COVID-19 global pandemic in African countries, any new plans for UNESCO's actions in Africa should pay particular attention to the immediate needs of the most vulnerable, so as to leave no one behind. Some respondents while acknowledging that Priority Africa requires a multi-sectoral and multi-dimensional approach, advocated for the same level of attention to be applied to other developing Member States and countries in post-conflict and recovery situations. Quoting the UNDP Human Development Report 2019, it was noted that the Latin American and Caribbean region "despite the fact that their countries are considered middle-income" is characterized by having high levels of poverty, vulnerability and social inequality, and so UNESCO was requested to take a multidimensional approach to development.

Other respondents noted that the Strategy was too heavy; the Flagship programmes were too general; their small-scale increased fragmentation; and current policies achieved limited results. Instead it was suggested that UNESCO implement a true and proper mainstreaming of Africa as a priority within the current programmes, and in the implementation/application of conventions, similar to that of the Global Priority on Gender Equality, noting that such an approach could also benefit least developed countries in and perhaps outside of Africa. It was also suggested that in the next Strategy interdisciplinary and intersectoral approaches should be reinforced, and a limited number of concrete and measurable activities are implemented. Further, following the IOS 2015 report, the formal status of the flagship programmes would need to be clarified as regards the roles of

UNESCO's field offices. Respondents requested that more effective use be made of African expertise; that capacity-building activities and promoting the establishment of category 2 institutes and centres in Africa be fostered; collaboration with African youth and civil society be strengthened; and that the digital divide be taken into account in Priority Africa.

With respect to coordination and management, respondents noted that UNESCO should delegate to the Africa Department specific duties to consolidate programmes and projects and enhance its monitoring and evaluation of programmes and projects in its various fields of competence. Africa as a priority must be allocated adequate resources to achieve programme objectives. In this vein, a dedicated resource mobilization plan/strategy was recommended. There were calls to establish a budget tracking mechanism for resource mobilization and allocation for Global Priority Africa including for staff appointments. In terms of targeting, criteria suggested included the use of selected SDG indicators at the country level to determine where action is most needed, working with countries most in need and with those taking strong ownership of launched projects. Successful implementation of Priority Africa will depend on effective and strong intersectoral cooperation, strong cooperation between Headquarters and UNESCO's various entities, and an effective and agile human resource management system. This may require a prioritization of capacity building of human resources. An improved rationalization of field offices was also suggested as a way to strengthen regional capacity and impact.

Under programmes, it was suggested that strengthening education systems for sustainable development in Africa would be more impactful and lead to greater visibility. Improving equity, quality and relevance; strengthening the SDG 4 education priority; emphasizing the importance of Sexual and Reproductive Health and Comprehensive Sexuality Education; promoting non-formal and out-of-school education and the recognition of qualifications and prior learning; and giving more weight to leveraging education systems to prepare Africa for the digital transformation were also suggested as actions that could be taken for greater impact. In Natural Sciences promoting sustainable development models in the context of climate change and biodiversity loss was suggested, whereas in Culture it was felt that harnessing the power of Culture for Sustainable Development and Peace in a context of regional integration would lead to increased impact and visibility. In Communications and Information, respondents would like to promote an environment conducive to freedom of expression and media development; reinforce the use of ICTs; and in the context of the Memory of the World programme enhance Africa's linguistic and cultural diversity by safeguarding and promoting local contents in libraries and archives.

I.2 Gender Equality

Question B2. In your view, and based on relevant decisions of UNESCO's Executive Board to date, what would be the actions to be taken in order to achieve a greater impact of UNESCO's work to support Global Priority Gender Equality?

126 respondents

	High	Medium	Low
1. Develop a third Priority Gender Equality Action Plan (2022-2029)	67%	23%	10%
2. Pursue transversal gender transformative initiatives across all areas of work	82%	13%	5%
3. Design and implement an operational budget tracking tool	51%	43%	6%
4. Enhance dedicated Gender equality expertise in UNESCO field offices, specifically at the regional level	67%	26%	7%

Respondents stressed that the Gender Equality (GE) priority is one of the most powerful levers for the achievement of Agenda 2030 and must be retained as a global priority for UNESCO. As such, the Organization must focus on the practical and concrete implementation of this priority. "Pursu[ing]

transversal gender transformative initiatives across all areas of work” should be the main concern in order to increase UNESCO’s impact in favour of gender equality (with 82% of respondents placing this option at “high” priority level). To strengthen impact, the Organization should also “Enhance dedicated Gender equality expertise in UNESCO field offices, specifically at the regional level” (67%) and “Develop a third Priority Gender Equality Action Plan (2022-2029)” (67%). The option to “Design and implement an operational budget tracking tool” was considered the least relevant by Member States, with only 51% of respondents placing it at the level of “high” priority.

Several respondents mentioned “transversality” as the main option for effectively integrating gender into all programs, through the elaboration of a programmatic and cross-cutting framework, aligned with the SDGs, and which clearly iterates the objectives, expected results, and implementation methodology. More communication and coordination between sectors and programmes were also requested. Lessons learned, and more practical and concrete guidance could be had from the IOS review of The Global Priority Gender Equality. It was also suggested that a “Gender Transformative Task Force” could be established to develop benchmarking of gender transformative initiatives in all UNESCO programme areas, along with a clear and concrete framework that combines the strategic and programmatic vision of UNESCO’s work on gender equality with a results-based monitoring framework. The establishment of an operational budget monitoring instrument or gender-specific budgeting was also mentioned.

There were calls for strengthening of the Division for Gender Equality including increasing the level of resources allocated for strengthened implementation, as well as strengthening its cooperation with sectors. More efforts are needed to reinforce the collection and analysis of sex-disaggregated data, as well as to make better use of internal gender expertise. It was felt that UNESCO must be an exemplary leader of gender equality in the workspace, with the prevention of harassment and sexual abuse being an integral part of the GE priority, and made possible through close collaboration with the Human Resources Management and the Ethics Offices. Enhancing the capacity of staff through investment in training, both at Headquarters and in the field especially at the regional level were mentioned.

Regarding the Gender Equality Action Plan (GEAP), some respondents requested the development of a third edition aligned with the next Medium-Term Strategy as well as an annual monitoring report. Other respondents considered that it was not necessary to have a new strategy, and that UNESCO should rather concentrate its efforts in a transversal implementation of this Priority. A newly elaborated document could take another form, such as a clear and practical policy paper with strategic monitoring and results-based controls to guide the implementation of the Priority, define the governance structures, and the division of labour.

At the sectoral and programmatic level, some areas for attention mentioned by respondents included: protection of women journalists; artificial intelligence (AI) and discrimination against women based on algorithms; education of women and girls in science, technology, engineering, arts and mathematics (STEAM) fields; and strengthening links with partners and civil society, especially at local and regional levels. Other suggestions mentioned included strengthening ties with other UN agencies; formulating “Flagship Programmes” for Priority Gender Equality like those put in place for Priority Africa; strengthening the management of problems encountered by boys and young men; strengthening support for issues relating to LGBT+ people; supporting the development and publication of research on gender issues at the national and community levels such as women in emerging and crisis situations; and increasing communication of UNESCO’s work on gender in the media.

II. ENHANCING UNESCO’S PROGRAMMATIC FOCUS

Question B3. Please highlight up to 3 cases where UNESCO’s actions (technical support; policy advice; key publications; other) have had an impact in your country, and which you believe should inspire the Organization’s future work

119 respondents

The provision of technical support, capacity enhancement and strategic and policy advice for the development of national and regional policies were the areas of UNESCO's work which have had greatest impact in Member States.

Several respondents referred to the technical support provided by UNESCO to support the development of national education plans and/or implementation of SDG 4, training of teachers, development of teacher and TVET policies, revision of curricula and development of policies for the integration of comprehensive sexuality education, education for citizenship and education for sustainable development. Appreciation for technical support in other areas of expertise such as for the protection, implementation and transmission of tangible and intangible heritage; the development of monitoring mechanisms and guidelines for the implementation of the Conventions and SDGs; international cooperation concerning the condition of artists and cultural professionals; the formulation of policies for scientific research and technological innovation; and the establishment of anti-doping mechanisms were also mentioned.

Other initiatives that were widely mentioned and appreciated included: the Global Education Monitoring Reports; the Global Convention on the Recognition of Higher Education Qualifications; the role of global leadership and coordination for SDG 4/Education 2030; organizing high-level international conferences and events for SDG 4; strengthening national capacities in the implementation and monitoring of SDG 4 targets in the national context; promotion and advocacy for dialogue between all relevant national stakeholders on SDG 4; the role of ICTs in education; the CapED programme; MOST schools; the ASP network; support for the development of projects and normative frameworks in education for citizenship and sustainable development; education for vulnerable groups and in emergencies (mentioned in the context of the response to the COVID-19 pandemic); and the development of open educational resources, especially those to improve the quality of trainers and teachers. Recent initiatives such as the Futures of Education and the Global Education Coalition seem to be especially appreciated by Member States.

UNESCO's actions to provide strategic and policy advice with respect to conventions, projects and programs for the protection and transmission of heritage (tangible, intangible, cultural, natural and documentary) were useful to Member States, notably: the World Heritage Convention; the Convention for the Safeguarding of the Intangible Cultural Heritage; the Memory of the World program; and the Silk Roads programme.

Respondents also found useful the development and dissemination of scientific publications such as publications related to tangible or intangible heritage, UNESCO reports on science and media development, freedom of the press and the safety of journalists, practical guides such as "Greening Technical and Vocational Education and Training" and policy papers developed with the scientific and academic community on local and regional issues. Their translation and dissemination into national languages, such as the UNESCO Courier in Catalan, the publication on "The protection of cultural property: military manual" into Greek, and the training manual "Freedom of expression and public order" in Ukrainian, were also highly appreciated as they facilitated dissemination of knowledge at the national level. The organization of multi-stakeholder consultations, conferences, regional meetings and high-level international events were also cited by a number of respondents as having a significant impact in terms of raising awareness on topical issues, enabling the sharing of data, information, resources, knowledge, and good practices.

In the field of science, mention was made of the BIOPALT project, the Man and Biosphere programme, Geoparks, the global debate on open science, initiatives in the field of sustainable tourism, support for the restoration of forest ecosystems, and fora (such as the World Science Forum), the L'Oréal-UNESCO Prize and initiatives for women in science. The fight against climate change and support for scientific development were occasionally cited by Member States. A few references were made to the generation and sharing of ocean science knowledge, the development of a tsunami early warning systems and the events related to the Decade of Ocean Sciences.

Some initiatives relevant to gender equality, youth and sport were also mentioned, including support for public policies for the inclusion and against discrimination of women and girls; the funding of a gender prize and the establishment of training and workshops. Youth initiatives mentioned were the creation of youth engagement networks, UNESCO Youth Fora, a digital youth engagement programme and the establishment of youth-focused scholarship programmes. With regard to sport, initiatives such as MINEPS and activities around the International Convention against Doping in Sport and the Kazan Action Plan are mentioned. Other themes and initiatives also appreciated and mentioned were the UNESCO Participation Program, UNESCO Chairs, data collection and analysis with the support of the UIS, the Creative Cities network, prevention of violent extremism, and collaboration with civil society.

II.1 Prioritization of programmatic areas

Question B4. Bearing in mind the need to focus on the areas in which UNESCO has a clear added value and comparative advantage within the UN system and on its contribution to the 2030 Agenda, and considering your organization's priorities for engagement with UNESCO, which of the following programmatic areas should be prioritized in future (please also refer to the strategic cross-cutting areas of action identified in your response to Question A4)? The list below is based on the current 40 C/5 programme.

130 respondents

EDUCATION

EDUCATION	Programmatic Areas	High	Medium	Low
	1. Leadership in the coordination of SDG 4 – Education 2030	95%	5%	0%
	2. Education and lifelong learning policies and plans	89%	10%	1%
	3. Technical and Vocational Education and Training	80%	18%	2%
	4. Youth and adult literacy	71%	28%	1%
	5. Higher education	72%	24%	4%
	6. Teachers	84%	15%	1%
	7. Education for sustainable development and global citizenship	86%	11%	3%
	8. Education for health and well-being	56%	36%	8%
	9. Gender equality in education, incl. education for girls and women	87%	13%	1%
	10. Right to education	84%	16%	0%
	11. Education for vulnerable groups and Education in emergencies	76%	23%	1%
	12. Technology and Artificial Intelligence in education	79%	17%	4%
	13. Research and foresight	74%	23%	3%
	14. Curriculum development	55%	42%	3%
	15. Education for Early Childhood and Care (ECCE)	62%	35%	3%
	16. Data collection and analysis	76%	22%	2%

Almost all respondents considered that leadership for the coordination of SDG 4 – Education 2030 is a programmatic area that should be prioritized (95% of respondents rated this option as of priority “high”). Strengthening and maintaining UNESCO’s global leadership and coordination role in achieving SDG 4, especially within the UN system, is seen as vital and was widely mentioned in the comments made. Respondents would like to keep the Education 2030 Framework for Action as a priority and reinforce linkages between UNESCO’s Expected Results and SDG 4. The recently created Global Education Coalition, executive level meetings between all multilateral agencies on SDG 4, as well as the Steering Committee for SDG 4 – Education 2030 (in its improved form) were cited as good examples of global coordination. It was noted that the Steering Committee for SDG 4 – Education 2030 had additional potential to be explored, and that it should be more action-oriented.

It was also noted that UNESCO would have a role to play in coordinating the dissemination of knowledge and publications around SDG 4. Increased collaboration with the EU and the World Bank was called for, as well as with the OECD and the ILO on issues such as Higher Education and TVET.

Respondents widely noted the importance of twenty-first century learning skills, the leadership role in educational foresight and digital transition, including themes such as digital literacy, ethics in the use of AI, the use of ICT in education and the training of teachers in this regard. Nonetheless, it was noted that prioritizing “contemporary challenges” should not undermine the achievement of core SDG4 activities that meet basic educational needs. Environmental education was mentioned by some Member States, which considered that education systems must prepare citizens for digital transformation and promote models of sustainable development in the context of climate change and biodiversity loss.

It was considered that UNESCO must play a strong role as defender of the right to education for all, amplifying and strengthening its work relating to vulnerable groups and populations in emergency situations (displaced, migrants and refugees), targeting the regions of the world with the greatest need and vulnerability. Respondents stressed that education is a public good and that UNESCO must provide its expertise and technical support to assist Member States in building inclusive and egalitarian education systems. Access to inclusive and quality education must remain a priority, employing transversal and human rights-based approaches in order to leave no one behind. UNESCO should raise awareness and provide more technical support to Ministries of Education to take into account gender concerns, including the needs of boys, and strengthen policies to combat school bullying for LGBTI + students.

Respondents highlighted the importance of technical and vocational education and training (TVET) as a key vehicle to promote growth and jobs, digital development and environmental sustainability; Education for Sustainable Development (ESD) and Global Citizenship (GCED), and the need to build synergies between the two; the promotion of intercultural education; teacher training, particularly in ICTs; standard-setting instruments in the field of education, in particular the Global Convention on the Recognition of Qualifications concerning Higher Education; Early childhood care and education (ECCE) where cooperation and coordination should be strengthened and the collection and sharing of data and best practices enhanced. They also highlighted the importance of education data collection by the UIS and the major role played by the Global Education Monitoring Report (GEM) with respect to SDG 4. The need for a transversal and intersectoral approach to education, Media and Information Literacy (MIL), free access to higher education, teacher policy, assessment of learning outcomes, literacy, global citizenship education, and arts education were also mentioned by Member States.

NATURAL SCIENCES

NATURAL SCIENCES	Programmatic Areas	High	Medium	Low
	17. STI Policy and governance	73%	22%	5%
	18. Science-policy interface	57%	39%	4%
	19. Open science	69%	27%	4%
	20. Science diplomacy	36%	48%	16%
	21. Gender equality in science	79%	20%	2%
	22. Basic sciences and engineering	58%	34%	8%
	23. Biosphere reserves and ecosystems	81%	18%	2%
	24. Biodiversity	77%	21%	2%
	25. Climate change monitoring, mitigation and adaptation	79%	18%	3%
	26. Indigenous and local knowledge systems	61%	34%	6%
	27. Water Security	79%	19%	2%
	28. Geoscience	59%	35%	6%
	29. Disaster Risk Reduction	73%	23%	4%
	30. Data collection and analysis	72%	26%	2%
	31. STI Policy and governance	72%	26%	2%

In the field of Natural Sciences, respondents indicated that priority should be given to the following programmatic areas: Biosphere reserves and ecosystems (81%), Gender equality in science (79%), Water security (79%), Climate change monitoring, mitigation and adaptation (79%), Biodiversity (77%), STI Policy and governance (73%), Disaster risk reduction (73%).

In their comments, respondents called for a rights-based approach to be transversally applied and recommended that UNESCO support freedom of expression for researchers. They expressed strong support for the Intergovernmental Programmes Man and the Biosphere (MAB) and Intergovernmental Hydrological Programme (IHP), and underlined the important role of UNESCO's Biosphere Reserves and Geoparks as effective models for environmental protection and sustainable development, offering concrete solutions to mitigate climate change and advance the implementation of the 2030 Agenda. Their relevance for education, in particular Education for Sustainable Development, was also mentioned. It was suggested that Biosphere Reserves and Geoparks be integrated further through a common platform. It was also indicated that the issue of biodiversity should be considered exclusively under the International Geoscience and Geoparks Programme (IGGP), MAB and IHP. Respondents called for UNESCO to monitor natural changes, raise awareness on potential risks and provide solutions for addressing them by nurturing and encouraging safe and environmentally friendly scientific innovation.

In relation to IHP, respondents highlighted the importance of hydrological sciences and other areas such as water governance, water supply and sanitation, development of methods for floods and droughts forecasting, water diplomacy and management of transboundary waters. A new area "water for sustainable development" was proposed, as well as the reformulation of 'water security' as "access to water for all", in line with SDG 6.

Respondents stressed the importance of science and reliable data to respond to global emergencies such as the COVID-19 pandemic and indicated that, to this end, evidence-based STI policy-making and linkages between science, policy and society should be further strengthened. They called for UNESCO's action for strengthening international cooperation in science and for inclusive open science which was considered as a cross-cutting area that puts forward the global dimension of scientific knowledge as a strategic common good and has the potential to reduce inequalities thus

contributing to the achievement of the 2030 Agenda. It was also indicated that Open Science should include “citizen science”.

Several respondents considered that in light of the interlinkages between the existing programmatic areas, a prioritization among them was not appropriate, and that focus should be achieved through “courageous integration”. It was also mentioned that UNESCO’s mandate in the field of Natural Sciences should not be broadened, and that a focus should be put on existing areas of action where the Organization has a clear comparative advantage, capacity to implement and proven track record of achievements.

INTERGOVERNMENTAL OCEANOGRAPHIC COMMISSION

INTERGOVERNMENTAL OCEANOGRAPHIC COMMISSION	Programmatic Areas	High	Medium	Low
	32. Healthy ocean ecosystems and sustained ecosystem services	79%	19%	2%
	33. Effective early warning systems and preparedness for tsunamis and other ocean-related hazards	74%	22%	4%
	34. Increased resilience and adaptation to climate change and variability	76%	21%	2%
	35. Scientifically-founded services for the development of the sustainable ocean economy	63%	31%	6%
	36. Enhanced knowledge of emerging ocean science issues	61%	35%	4%
	37. Data collection and analysis	70%	27%	3%

Respondents indicated that the IOC should continue to give priority to all six areas, and that these areas should be given priority in UNESCO’s overall agenda. Among the six, the areas of healthy ocean ecosystems and sustained ecosystem services; increased resilience and adaptation to climate change and variability; effective early warning systems and preparedness for tsunamis and other ocean-related hazards; and data collection and analysis, were indicated as priority areas for the next years by 79%, 76%, 74% and 70% of Member States, respectively.

Noting the connections and in some cases overlap between the six areas, it was indicated that a ranking between them was not appropriate and that efforts should be made to increase focus and integrated actions, taking into account lessons learnt and passed achievements. It was also noted that the six areas included both High-Level Objectives of the draft IOC Medium-Term Strategy 2022-2029 and current functions of the IOC, and that the capacity-building function was missing.

Most respondents highlighted that the coordination and implementation of the UN Decade for Ocean Science should remain central to IOC’s future work, and that interdisciplinary and intercultural approaches and cooperation with other UN agencies should be pursued to this end.

It was indicated that IOC should also give priority to: capacity development; successful implementation of UN Decade for Ocean Science; strengthening and integration of global ocean observation systems; searching, testing and promoting innovative technologies (in light of the Decade’s focus on technology); promoting conservation of the ocean, ensuring that it is kept free from (plastic) pollution harmful to the marine environment; promoting exchange of knowledge and transfer of know-how between developed and developing countries in the field of research and innovation.

Many respondents called for IOC to show leadership in promoting international collaboration and coordinating programmes in ocean observation and data sharing, research, services, and capacity-building. In this regard, the need for more focused actions in the field of ocean data, including in communicating its results, and redefining the ocean research programme were mentioned. Referring to the need for IOC to contribute to increasing the resilience of the ocean to climate change and

other anthropogenic pressures, respondents recalled the role of intangible cultural heritage as a tool for resilience, recovery and reconciliation.

It was also indicated that IOC should continue to address the specific needs of SIDS in line with UNESCO's Action Plan on SIDS, and that IOC platforms should not be used by its Member States to push forward political issues and territorial and maritime disputes.

SOCIAL AND HUMAN SCIENCES

SOCIAL AND HUMAN SCIENCES	Programmatic Areas	High	Medium	Low
	38. Ethics and human rights (equity, inclusion)	7%	12%	2%
	39. Management of social transformation	64%	31%	5%
	40. Intercultural dialogue	77%	21%	2%
	41. Sport (physical education, anti-doping, traditional sports and games)	58%	36%	6%
	42. Data collection and analysis	65%	29%	6%

Respondents noted that all UNESCO's work must be based on respect for and the promotion of human rights and that human rights should be a transversal priority throughout the Organization. It was suggested that UNESCO should focus on [the human rights of] vulnerable groups including genocide survivors and on preventing terrorism, human trafficking, drug abuse, the proliferation of small arms and gun use. It was noted that the boy child should be given priority in future programmes, and support was voiced for UNESCO's initiative to create a recommendation on the Ethics of Artificial Intelligence. The importance of data collection was also noted especially as it pertained to women journalists and other human rights issues. UNESCO was encouraged to deliver/present data collection in more effective ways, and to reconsider the interlinkages between health and safety as part of the Human Rights or Management of Social Transformation portfolios.

Noting that intercultural dialogue is a prerequisite for social cohesion and peace at national and international levels, and it is both multi- and interdisciplinary in nature, calls were made for continuing open and respectful dialogue among people of different cultural backgrounds and world views, with UNESCO providing guidance to Member States on how best to progress in this area. Expanding the Silk Roads projects to undertake youth activities, research and cooperation with World Heritage and intangible cultural heritage, and with the goal of promoting communication and mutual learning among civilizations could contribute to intercultural dialogue, as is enhancing transversal and inter-sectoral work on hate speech.

It was suggested that UNESCO strengthen its ability to identify today's/emerging challenges by anticipating the future, as well as future skills and competences (Futures Literacy) and this should be addressed through intersectoral cooperation with all Sectors, and function as a laboratory of ideas. It was also noted that social transformations will play an increasingly important role in our globalized society, as the COVID-19 pandemic has also demonstrated. In post-industrial and service-oriented economies, there is a need for prioritization of quantity and quality of social research and social work as well as evidence-based policy on social welfare reforms. Stronger collaboration with the entire UN network was suggested, especially in light of the COVID crisis.

Support was expressed for the work on sports as well as on anti-doping in sports. It was suggested that UNESCO encourage popular sports policy, promote the feminization of the sports movement, and advocate for programmes to sensitize youth to the risks of doping in sport. It was also noted that since UNESCO is undoubtedly representing the governmental part of WADA activities through the provisions of the UNESCO Anti-doping Convention, the Conference of Parties might consider intensifying relationships with WADA, with the support of and in agreement with all UNESCO Member States.

Respondents suggested that UNESCO could use and benefit more from its vast educational, scientific and research networks and institutions in particular in terms of microbiology, medicine, chemistry and above all in digitalization, modern communication technologies and artificial intelligence. Support was expressed for the right to science and the implementation of UNESCO's 2017 recommendation on the status of scientific researchers, for academic freedom within SHS, as well as for the inclusion of fundamental human sciences in education. A focus on interdisciplinary and intercultural approaches was requested, as well as the promotion of results. It was also requested that new C/5 programmes and projects must take into consideration lessons learned from previous biennia.

CULTURE

CULTURE	Programmatic Areas	High	Medium	Low
	43. World heritage (1972 Convention)	94%	5%	1%
	44. Illicit trafficking of cultural property (1970 Convention)	82%	17%	1%
	45. Return and restitution of cultural property	69%	27%	4%
	46. Museums (2015 Recommendation)	62%	36%	2%
	47. Cultural property in armed conflict (1954 Convention and its Two Protocols)	68%	25%	7%
	48. Underwater cultural heritage (2001 Convention)	59%	35%	7%
	49. Living heritage (2003 Convention)	86%	12%	2%
	50. Diversity of cultural expressions (2005 Convention)	84%	13%	3%
	51. Creative economy	76%	20%	4%
	52. Culture and emergencies	70%	26%	4%
	53. Cultural policies and sustainable development	79%	17%	3%
	54. Data collection and analysis	73%	23%	4%

The majority of respondents consider that the World Heritage (1972 Convention) should be prioritized (with 94% of respondents ranking it “high” priority). Other Conventions also considered as priority by a large number of respondents were the 2003 (86%), 2005 (84%) and 1970 (82%).

The status of artists and the 1980 Recommendation were mentioned by some respondents as a major current challenge. They considered that reflection on the social status of artists and of cultural workers in general must be deepened, especially in the light of the challenges that the pandemic has imposed on the cultural sector, and that artists must be placed at the centre of cultural and creative policies. Respondents should therefore be urged to implement concrete actions aimed at guaranteeing social and health coverage and even an adequate and appropriate minimum income to artists. It was suggested that the 1980 Recommendation could be revised in this regard and transformed into a more solid instrument, working in closer collaboration with other UN agencies. Artistic freedom and the safety of artists must be protected and reinforced.

Respondents underlined the importance of culture and emergency situations, noting the current global situation. In this context, capacity building and training in risk preparedness and mitigation for the protection and management of heritage should be promoted. There was support for the adoption of a holistic approach to all designations of illicit trafficking and natural hazards and for the establishment of a rapid emergency response mechanisms in cooperation with the international judiciary, including for emergencies generated by climate change. Some respondents were of the opinion that the interdependence between cultural and natural heritage and climate change should be highlighted in the 41 C/4, and which could lead to a holistic approach to the interpretation of heritage and sustainable development.

The importance of strategically stimulating international awareness on the concrete contribution of culture to sustainable development was also raised. It was noted that UNESCO should focus in particular on the implementation and monitoring of the culture-related SDGs, as well as their reporting in the High-Level Political Forum for Sustainable Development. Work on the development of culture indicators, data collection and analysis is central to broadening the evidence base on the contribution of culture to development.

The creative economy was mentioned by respondents as a major tool for UNESCO to ensure its impact and global positioning for sustainable development, especially in the post-pandemic context. The promotion of the Creative Cities Network was also mentioned as a facilitator for the development of peaceful communities in a context of increased migration and urbanization. However, it was also suggested that the role and functioning of the Network should be reviewed, and that the different UNESCO city networks (such as the World Heritage Cities Programme and Creative Cities) should not operate in separate entities, but work in alignment with other networks such as learning cities and sustainable and inclusive cities.

Respondents considered that creating a better geographical balance on the World Heritage list should be a top priority. However, in a context of limited resources, focus should be placed on properties already listed and reduce new listings except where it would lead to a rebalancing of the list. It was underlined that developing countries (especially those in Group V) need support in order to increase their capacities to submit nomination files to UNESCO and to benefit more widely from the benefits of these mechanisms. The need to give priority to the protection of Arab cultural heritage in the context of the threats they face was also mentioned.

Respondents also raised a number of other issues such as the importance of access to digital cultural content, as well as the need for adapting cultural policies to an increasingly digital environment, especially in order to protect and promote the diversity of cultural expressions. They considered that UNESCO's role in defining norms and standards in the field of culture should be prioritized, and that there is a need for continuous work on the promotion and implementation of UNESCO conventions, amplifying the Organization's role as a facilitator between Member States and relevant stakeholders. The strengthening of the transversal and interdisciplinary approaches to culture was mentioned, with respondents noting that it is essential to strengthen arts education and cultural diversity as a cross-sectoral programme area, since it can ensure a wide dissemination of culture while contributing to the positive renewal of education systems. Research and foresight in the cultural sector were also seen as important by Member States.

Finally, some respondents considered that the breakdown of themes in this question (based on the naming of Conventions and Recommendations) was not the best way to assess the importance of these mechanisms in relation to each other, since they are all interconnected and fundamental.

COMMUNICATION AND INFORMATION

COMMUNICATION AND INFORMATION	Programmatic Areas	High	Medium	Low
	55. Freedom of expression and safety of journalists	91%	6%	2%
	56. Access to information	91%	8%	1%
	57. Digital transformation	80%	19%	1%
	58. Media and information literacy	86%	13%	2%
	59. Media development and journalism education	72%	25%	3%
	60. Documentary heritage preservation	80%	17%	2%
	61. Data collection and analysis	77%	20%	3%

In designing the new C/5, it was recommended that UNESCO take into consideration lessons learnt from the previous biennium and build on achievements. Respondents (91%) accorded highest

priority to issues of Access to information and Freedom of expression and safety of journalists; Media and information literacy was considered the next highest priority by 86% of respondents. This was followed by Digital transformation and Documentary heritage preservation, each with support from 80% of replies. Data collection and analysis and Media development and journalism education brought up the rear with 77% and 72% respectively of respondents support.

Noting a trend towards the shrinking space for freedom of expression in its different manifestations, several respondents considered that UNESCO must remain at the forefront of free, independent and pluralistic media offline and online, and that a human rights-based approach should underpin all the Organization's work, including in this area. Actions to protect and promote the safety of journalists and media workers, especially the safety of women journalists, including to prevent online harassment, is crucial and must be reinforced. Support was provided for work on the UN Plan of Action on the Safety of Journalists and the Director-General's Report on the Safety of Journalists and the Danger of Impunity. It was suggested that UNESCO also focus on ending impunity – as it is one of the critical initiatives that governments can take to protect journalists, given that the majority of lethal attacks on journalists are from non-State actors. Support was expressed for the Global Media Defense Fund which will focus on protecting, training and supporting journalists, as well as supporting governments and other institutions to develop national frameworks, action plans and legislation relevant to the safety of journalists and the issue of impunity. Several respondents noted that in the near future there would be a need to create tools to support the implementation of international standards on freedom of expression, especially on issues that lack clear guidance and leave room for actions that undermine the right to freedom of expression.

Several respondents addressed the important role of media and information literacy. It was noted that UNESCO has an important role to play in promoting access to reliable information and in countering misinformation, disinformation, fake news and hate speech, including through Media and Information Literacy (MIL), both offline and online. It was suggested that the Organization devise non-conventional means of providing information to all sections of society. There was broad support for achieving the SDGs of the Agenda 2030, especially as regards SDG 16. As the custodian agency of SDG indicator 16.10.2, and as a contributing agency for the monitoring of SDG indicator 16.10.1, UNESCO has a unique and value-add role towards the achievement of SDG target 16.10, in particular through the development of free, independent and pluralistic media as well as the safety of journalists, offline and online. Aligning UNESCO's work with SDG 16 should be a core focus and guiding principle for the Organization's work until 2030. It was noted that UNESCO's work on access to information should be seen within the broad context of SDG 16.1, and should not be restricted to The Information for All Programme (IFAP). Calls were made for expanding the concept of Media and Information Literacy; for increased focus on the role of information in countries undergoing conflicts or natural disasters; and for strengthened intersectoral collaboration, notably with the Education Sector.

Numerous respondents noted that the COVID-19 pandemic has clearly demonstrated the importance of UNESCO's mandate in building inclusive knowledge societies, and the IFAP. Additionally, reducing the digital and technological divide was one of the most important challenges for UNESCO in the short and medium term, as well as the need to create distance education systems using communication and information technologies. UNESCO should be at the forefront of the global debate on the impact of emerging technologies. Several countries suggested that UNESCO should work to build national ICT capacities. There were calls for increased focus on internet governance, and follow-up of the ITUC agreements, as well as for the Organization to expand its multi-stakeholder partnerships, convening regular meetings among stakeholders to discuss the implementation of the different pillars of the UN Plan of Action, and other programmes such as with international actors working in the field of justice to strengthen our joint work on combatting impunity. Multilingualism in cyberspace, with special attention to indigenous languages, was advocated. With respect to capacity building, it was pointed out that journalistic ethics was needed even before freedom of expression. There were also calls for the work relating to Open Educational Resources (OER) to be emphasized in the future, in collaboration with Education and Science Sectors.

Noting that the International Programme for the Development of Communications (IPDC) is the only multilateral forum in the UN system designed to mobilize the international community to discuss and promote media development in developing countries, respondents called for increased Regular Programme budget allocation to the International Programme.

It was noted that achievement of SDG 5 in the context of gender and the media is highly relevant as well and so UNESCO's work on addressing gender-specific risks to women journalists should continue to be strengthened. It was further suggested that all activities should be gender-transformationally programmed and that it might be timely to investigate the impact and effectiveness of the Gender-Sensitive Media Indicators. In fact, several respondents called for strengthening transversal, interdisciplinary and intercultural approaches in the different programme areas. It was also noted that the programmatic areas were mutually connected, and interdependent and so prioritization was not very useful. Data collection must be presented in more effective ways, and more emphasis should be placed on results achieved.

Regarding the Memory of the World Programme the importance of successfully completing its reform was noted. Calls were made for both the registration and preservation of documentary heritages to take place in a balanced manner under the reformed mechanism and to prevent further politicization of UNESCO. Calls were made for a revision of the roles of Member States and experts and it was also suggested that digital documentary heritage should receive focus as it is of utmost importance to safeguarding access to digital documents.

II.2 Programmes to be re-oriented/discontinued

Question B5. Building on your responses to Question B4, and taking into consideration the results presented in the SRR 2020, as well as the findings and recommendations from past evaluations, which programmatic area(s) and/or programme(s) would you recommend to be reoriented or discontinued during the 2022-2025 period?

90 respondents

Many comments did not directly respond to the question posed. Additionally, a number of respondents commented that it was not possible to reorient or discontinue programmes, referring to previous resolutions of the General Conference that requested the application of sunset clauses for programmes that are not very operational or impactful. Further, it was pointed out that this approach was not very effective, where each country states its priorities (or lack of) based on very divergent national agendas. As seen in the past, it is highly unlikely that this will yield positive outcome. Instead respondents proposed that a discussion revolving around a set of objective criteria that can help the Secretariat and the Director-General make these decisions be organized. This was seen as a more realistic and objective approach.

It was noted that the Strategic Results Report (SRR) is based on a set of objective and non-political criteria which may serve as a good starting point for the reorientation and discontinuation exercise, with key outcomes achieved, demonstrable results, capacity to deliver, sustainability of outcomes and continued relevance/comparative advantages. A priority-setting mechanism is crucial, but should be intrinsically linked to the consistent implementation of a results framework across all programmes. It was noted that re-orientation or discontinuation of a programmatic area or a type of action should be supported and justified by an objective evaluation or audit, and it was suggested that activities with little impact or which cannot be scaled up easily could be deprioritized. Further, it was noted that Member States need information on the impact of UNESCO's activities according to beneficiaries, updated baselines and measurable performance indicators in order to make such decisions.

Respondents pointed out that it is crucial to fine-tune all activities in order to fully align them to the achievement of the SDGs, and that results-based reporting and the cross-cutting role of each sector should be given greater emphasis. Monitoring systems should be further developed to take into

account all aspects of the SDGs, and as a guideline, UNESCO should focus on programmes and activities contributing to the SDGs where the Organization has a leading role, and on those with specific targets which can be closely linked to its mandate and operational capacities. Other criteria/guidelines for prioritization of programmes included those that contribute to the implementation of existing/emerging standard-setting instruments and international and intergovernmental programmes.

Education

Some respondents felt that all programmes in the education sector are worth continuing, with delivering SDG 4 and Research and Foresight as the core business. The main issue is that more core funding would need to be allocated to this sector and this could be done at the expense of shorter term initiatives with no impact across the different sectors in UNESCO. In addressing this goal – SDG 4, an up-to-date vision should be adopted, taking technological developments into account and focusing chiefly on enabling young people to acquire skills for the future. Stronger leadership to monitor the achievement of SDG 4 was suggested and there should be support to Member States in translating the high-level goal and targets into concrete policies and initiatives, and to develop robust monitoring frameworks and mechanisms.

It was suggested that Education for sustainable development and global citizenship could be re-oriented to provide good practices and encourage governments to introduce Sustainable Development and Values Education as a school and university subject; the Right to education could be reoriented along with “Education for vulnerable groups” and “Gender equality in education” as these themes overlap. “Research and foresight” could focus more on helping Member States establish frameworks for the continuity of education and flexibility of education delivery and produce cutting edge research for policy solutions. It was also suggested that this programme could focus on innovative teaching and learning methodologies to cater to all learners without leaving anyone like the vulnerable and disadvantaged behind. Research will enable countries to easily adapt to new trends and unexpected disasters and epidemics like the COVID-19 pandemic. Emphasis should be on the application of knowledge in order to solve societal challenges through innovation.

Some respondents also felt that Curriculum Development and Education for Health and Well-being should be reoriented. It was also noted that States can adopt their own policies on curriculum development and so this programme should be brought to an end in the period 2022-2025 by developing a framework and general policies to support curriculum development and integrate this into research and future forecasting. A strengthened and broadened focus on basic health practices to control and minimize the effects of common diseases, as well as the inclusion of mental health was suggested in reorienting Education for Health and Well-being. There were also calls for the better integration of health education programmes in other activities.

There were calls for the re-orientation of digital education, distance learning and constructive cooperation between States in the field of education during emergencies, disasters and epidemics (such as the coronavirus pandemic). It was further suggested that education for vulnerable groups and Education in emergencies should be reoriented to take into account war situations, emergencies and pandemics in various countries, particularly in the wake of the COVID-19 pandemic. It was noted that UNESCO’s expertise on Global Citizenship Education was insufficiently accessible and known, and that the information was very technical and not user-friendly. Other areas in which respondents suggested reorientation were Youth and adult literacy to focus more on youth and adult learning and education with emphasis on skills acquisition, not just literacy; Education and lifelong learning policies and plans; Technical and Vocational Education and Training; and teacher development to ensure continuity of learning, such as ICTs training for teaching in the classroom. There were calls for the prioritization of new technologies and development of distance learning and teacher training tools to overcome the consequences of the current health context in the short term and face the challenges of mass education in the medium and long term. It was suggested that technology and artificial intelligence in education be reoriented to concentrate on the development of students’ skills and creation of effective solutions to a range of challenges. Re-orienting the programme so that this

becomes a priority of UNESCO given its leadership role in developing educational systems and addressing many of the challenges facing systems in times of crisis was also mentioned as a way to expand access to education. Calls were also made for a reorientation of the Early Childhood Programme to clearly define UNESCO's added value in relation to the contribution of UNICEF. Stronger leadership for the international decades in education was also suggested.

Respondents considered that the UNESCO ASPNet programme should be either re-orientated or discontinued as UNESCO's work in ESD and GCED are more relevant for today and the future we want.

It was suggested that work in Higher Education should be discontinued as in the majority of Member States there is very limited scope for UNESCO's action and impact beyond the adoption of the Global Convention on Recognition of Higher Education Qualifications.

Natural Sciences

Respondents noted that as most of the activities undertaken in UNESCO environmental programmes are co-financed by funding from international scientific organizations or entities in the Member States, they merit full support and budget in the coming biennium. Also, there is scope for more synergies between the different natural science programmes.

There was support for increased focus on Climate change monitoring, mitigation, adaptation, with calls for increased support to Member States. However, some respondents called instead for the discontinuation of this area of work noting that UNESCO does not have a clear added value and comparative advantage within the UN system and on its contribution to the 2030 Agenda.

Reorientation of Natural Sciences was suggested to emphasize science, technology and innovation management and policy for advancing technical progress in all countries, notably Africa. It was suggested that the more theoretical activities are areas that could be reduced such as STI Policy and Governance, Science diplomacy, while other respondents considered that Science diplomacy and Geoscience could be discontinued as they were not sufficiently effective. Since scientific data collection is performed by many institutions globally, there was less need for UNESCO to engage in data collection, but rather focus on gathering already collected data and then using them to produce analytical reports (such as the World Water report). Reorientation was suggested by some respondents for the science policy interface and Open Science programmes; whereas others called for discontinuation of the science policy interface.

Respondents suggested the strengthening of the Biosphere Reserves as a demonstration and experimentation device for the implementation of the SDGs. In the fields of water and biodiversity, programs should be limited to specific niches which highlight scientific diplomacy/applied science policy interface and be part of inter-institutional cooperation. Noting a need to reduce duplication with the mandates of other UN agencies such as the UN Environment Programme, there were calls for changes to programmes such as the Biosphere reserves and ecosystems, Biodiversity, and Climate change monitoring, mitigation and adaptation. With respect to Climate change, it was suggested to reorient resilience and adaptation aspects so as to enhance abilities to effectively cope with increasing emergency situations. UNESCO was encouraged to provide a report with digital and graphic contents to illustrate the consequences of climate change, as well as provide guidelines on how best to adapt to climate change challenges.

It was considered that the Basic Science, Geoscience and Engineering programmes could be reduced and restricted to areas of need because most countries do basic science and engineering, and to refocus on technology and artificial intelligence. Alternatively, it was suggested that for Geoparks, the designation procedures need to be revised and become more transparent and coherent. Clearer guidelines are needed in order to better prepare submissions, and UNESCO should shift its focus to providing Member States with technical advice on science policy, rather than supporting small research projects in the field of basic and engineering sciences. There were also

calls for the discontinuation of Basic Sciences and Engineering programmes, with respondents arguing that UNESCO does not have clear added value and comparative advantage within the UN system and contribute little to the 2030 Agenda.

Re-orientation of Disaster Risk Reduction was suggested, with a special section focusing on disaster risk reduction, preparedness and recovery included in every Management Plan of cultural and natural World Heritage sites, in order to enhance their abilities to effectively cope with emergencies and risks.

Intergovernmental Oceanographic Commission

Respondents noted that the International Decade of Ocean Science for Sustainable Development offers a framework and opportunity to reinforce existing networks, and to develop new synergies through transversal collaboration with other sectors. Ocean systems are critically important for some of the world's most marginalized communities, therefore a "just transitions" approach to marine management was suggested. Actions to enhance awareness of sustainable maritime heritage must be oriented towards coastal states as they are most affected and their economies are dependent on maritime systems. It was suggested that programs be re-oriented to promote healthy ocean ecosystems and sustained ecosystem services, increased resilience and adaptation to climate change and variability, and scientifically-based services for the development of sustainable ocean economies.

In reorienting data collection and analysis, it was proposed that UNESCO seek to coordinate data collection and analysis through category 2 institutions that have a mandate in this regard. The Organization itself could then focus on disseminating and using such data through its "laboratory of ideas" function.

It was noted that the IOC Advisory Body of Experts on the Law of the Sea (ABE-LOS) is defunct and has not functioned for several years. However, given its importance vis-a-vis the United Nations Convention on the Law of the Sea (UNCLOS), the IOC needs to carefully consider how it re-engages with this forum of scientific, technical and legal experts who provide advisory opinions and publications. It was also suggested that there needs to be greater emphasis on the value of the General Bathymetric Chart of the Oceans (GEBCO) within the IOC, in particular given the Nippon Foundations investment in Seabed2030 and its partnering with GEBCO where significant traction has been made and yet there is little visibility of the IOC's role. Likewise, given the increasing risk of sea level rise, the IOC's Global Sea Level Observing System (GLOSS) has limited visibility even though it provides global coverage of sea level trends. The apparent disconnect between the two programmes need to be addressed.

Social and Human Sciences

In re-orienting work in the Sector, respondents suggested that the articulation between the generation of knowledge and the application of that knowledge to policy should be clarified, and a more integrated approach to the social and human sciences knowledge base is needed. It was considered that the paradigms, concepts and methods are not specific to one field of work and the different thematic fields offer vast possibilities for strengthening synergies.

Respondents suggested a reorientation of Ethics and Human Rights which would allow UNESCO to reassess its activities based on social changes as a consequence of pandemics, and provide more support to Member States was needed. It was also suggested that in reorienting Sports it would be sensible for SHS to hand over the physical education and sports programme to the Education Sector and focus on anti-doping as part of its Ethics mandate. There was also a suggestion that this reorientation could allow increased normative and standard-setting work such as the anti-doping recommendation.

In reorienting the Management of Social Transformation (MOST) programme, it was suggested that UNESCO create a new agenda focused on social transformation in the post-COVID-19 era. This will contribute to revitalizing the MOST Programme while meeting the needs of the global community. The discontinuation of the MOST Programme was also suggested as its added value and comparative advantage within the UN system and contribution to the 2030 Agenda were not clear.

Respondents considered that the Intercultural dialogue programme should be re-oriented as most projects and initiatives within this area tend to focus on cultural diversity, creativity and heritage, which ultimately falls under the scope of work conducted in the Culture sector. However, there were calls for the discontinuation of Intercultural dialogue programme on the grounds that it provided no added value.

Some respondents considered that a major reorientation of the Sectors was necessary, creating one sector for the Sciences (SC, IOC, and SHS) which supports interdisciplinary programming, and with the transfer of certain SHS programmes to other sectors. It was considered that there are elements that bind the Science sectors together and that an integrated science sector, involved as partners in a reconstruction of the scientific agenda would be more effective. Programmes such as ethics, foresight, and youth could be established as transversal priorities.

Culture

Respondents felt that emphasis continues to be placed on the mechanisms for inscription onto the lists of the 1972 and 2003 Conventions to the detriment of longer-term objectives such as the conservation, management and safeguarding of cultural heritage. Therefore, there is a need to start the thinking exercise of a possible reorientation of the 2003 Convention, to also allow sharing of expertise as well as the Register of good safeguarding practices. UNESCO should avoid dispersing its limited resources on the elaboration of new normative instruments and programmes under the next Medium-Term Strategy 2022-2029, and instead focus principally on the implementation of existing culture Conventions.

Respondents considered that the UNESCO Thematic Indicators for Culture in the 2030 Agenda initiative should be pursued to support Member States in measuring the contribution of culture to the SDGs and the impact of the Conventions to inform national policy.

Heritage risk prevention and management are issues that concern World Heritage, Intangible Cultural Heritage and the 1954 Convention on the Protection of Cultural Property in the Event of Armed Conflict. Building coherence and synergy between the programmes for the sake of increased efficiency and utilizing a pragmatic approach are important considerations, and the capacity of the Secretariat to invest in more strategic interventions that can bring about real transformations for the protection and transmission of cultural heritage was encouraged.

Respondents suggested that the World Heritage Convention should be re-oriented to allow for its inclusion within national and local policies, legislative frameworks and regulation measures, as well as to be sensitive/adaptive to different cultural environments. International recognition systems are very useful tools for raising awareness of the importance of preserving and transmitting heritage. They are essential for UNESCO's visibility and generate significant benefits for the States Parties. However, they also lead to politicization of governing bodies, affect the scientific credibility of conventions and, ultimately, can damage UNESCO's reputation. The World Heritage Centre could shift its balance of focus more towards the well-being of existing sites, and less to new inscriptions, for example by only considering new inscriptions every two years. Further, the restricting of new nominations could serve to bring increased credibility for the list.

Reorientation was suggested for the 1970 Convention on Illicit trafficking of cultural property, and the return and restitution of cultural property. UNESCO should further increase its efforts, also with increased financial support, providing guidance and developing tools for Member States, to facilitate the return and restitution of cultural property, and restitution measures should be strengthened.

Respondents also supported reorientation of the programmes on Cultural property in armed conflict (1954 Convention and its two Protocols), and Cultural policies and sustainable development, with increased support for policy and strategy work and for coordination regarding protection of property in conflict rather than deliver on the ground. UNESCO could look to simplify the framework of protection to make it more comprehensible. The discontinuation of the return of cultural property programme was also suggested on the grounds that this was a domain for bilateral negotiations between concerned States and is not of interest to all of UNESCO Member States.

It was noted that decisions regarding reorientation and discontinuation should be based on the findings of monitoring and evaluation mechanisms and evidence-based audits, and that it is the collective responsibility of Member States to close the programmes and activities that have not been working properly, for instance, the International Fund for the Promotion of Culture (IFPC). It was further pointed out that following the External Auditor's recommendation, it was proposed that the Fund be closed (202 EX/32 Part II) at the 202nd EXB meeting. Concerning the International Fund for Cultural Diversity (IFCD) it was suggested that its strengthening could be based on a mandatory requirement for support by the State Parties to the 2005 Convention.

Respondents suggested that the Creative Cities Network should be re-oriented to align with the overarching priorities of UNESCO, and its attractiveness and notoriety could be further developed to take advantage of the unique laboratory features it provides for promoting sustainable urban development by experimenting with innovative solutions at the local level. The prioritization of the creative economy with the identification of common cultural indicators to measure progress of the cultural sector was requested. A reorientation of the 2005 Convention on the Diversity of cultural expressions was suggested to put more resources at the disposal of Member States.

Based on information contained in the Strategic Results Report a number of detailed suggestions for reorientation of the Culture Sector were made such as on reinforcing institutional and human capacities and supporting policy-making; deepening investments in UNESCO's operational capacity to respond to emergencies, mitigate threats and damage to cultural and natural heritage worldwide and remain a credible actor in this field; working more closely with, and championing the funding of, existing specialized NGOs; avoid attracting State Party funding for posts that replicate the work of supporting NGOs; avoid overlaps and build synergies between the six conventions, noting also the importance of standardized and clear key messages and definitions in influencing key external partners.

Communication and Information

Respondents considered that Freedom of expression and the Safety of Journalists should place increased focus on freedom of expression online, including in the context of countering hate speech and disinformation, as well as to take advantage of the opportunities and challenges for freedom of expression and related rights presented by emerging technologies. It was suggested that UNESCO continue to study the impacts of technology on the way people communicate, express themselves, and access information, given that technologies and platforms multiply the possibilities for expression and access to information. UNESCO must redouble its efforts to promote diverse media which would be beneficial for freedom of expression. Support for the development of media and quality journalism must be intensified notably with regards to the global challenges such as climate change. It was also suggested that UNESCO could contribute to an intersectoral programme entitled "information science" with collaboration of the other sectors such as Natural Science and Culture, to support the study and development of new technologies.

It was suggested that the Memory of the World Programme should maintain its original focus on the preservation of documentary heritage. UNESCO's main work should be on capacity-building, in particular in the Global South with a special focus on Africa (even while acknowledging that there exists also north-north gaps that could be bridged). The current problems caused by the implementation of the Register of the Programme should be brought to an end, and focus should be placed on the elaboration and dissemination of recommendations linked to documentary heritage.

With respect to the reorientation of the Information for All Programme (IFAP), it was suggested that synergies be developed with other Conventions and programmes. There is need to strengthen the linkage between the IFAP's priority and the major programmes of the CI Sector such as on press freedom, media and information literacy, and the safety of journalists. In addition, IFAP's strategic plan requires careful consideration, to ensure that it can readily address emerging global challenges and play an effective role as a platform for international policy discussions that contribute to the achievement of SDG 16. The discontinuation of IFAP was also suggested, and its high relevance programmatic areas such as in promoting universal access to information, be reoriented.

Respondents also suggested that UNESCO should identify how it will contribute to the implementation of the International Decade of Indigenous Languages 2022-2032; increase focus on Media and Information Literacy as well as future delivery modalities for the programme following its evaluation; strengthen intersectoral cooperation with Education and Social and Human Sciences for example through initiatives to empower youth with digital skills; and reduce duplication between the work of the Communication and Information Sector and the Human Rights Council and other UN organizations

II.3 Strengthening interdisciplinary and intersectoral work

Question B6. In your view, which programmatic area(s) need, as a priority, to be handled in a transversal /intersectoral manner in the next Programme and Budget? Please provide up to three suggestions.

103 respondents

Respondents strongly advocated for all Major Programmes, including the IOC, as well as the two Global Priorities Gender Equality and Africa, and the priority target group Youth, to be handled in a more transversal/intersectoral manner. They also underlined that in order to advance the implementation of the 2030 Agenda, UNESCO's cross-cutting and interdisciplinary approaches should be applied as a whole, both among Sectors and Major Programmes and inside Major Programmes, to avoid duplication and inefficient use of funds. It was also suggested that intersectoral and interdisciplinary approaches were paramount for the Organization to fulfill its functions of laboratory of ideas and catalyst for international cooperation.

Recalling the critical role of Education for achieving all the SDGs, several respondents indicated that Education should be a transversal/intersectoral programmatic area. The following education areas were indicated as needing transversal approaches: the Organization's leading role in coordinating the achievement of SDG 4 "Education – 2030"; quality equitable inclusive education; ICTs in education; open educational resources; life-long education; technology and artificial intelligence in education; environmental education; education for sustainable development; cultural educational programmes; educational programmes of a humanitarian nature; arts education; TVET; teacher development; education for health and well-being; girls education in STEM; global citizenship education; education and training for communities in post-conflict and post-disaster situations; poverty reduction education and awareness.

Respondents called for UNESCO to build stronger linkages between Education and all the other Major Programmes, for example, between (1) Education and Culture by promoting education in and through culture; promoting intangible cultural heritage, advocacy and inter-faith dialogue in education materials; SHS's intercultural dialogue programme was cited in this context as providing a transversal approach which is at the core of UNESCO's peace building, humanistic and normative mandate; (2) Education and Information and Communication, in particular for digital skills, access to education and knowledge, open educational resources; Media Information Literacy (MIL); teaching materials; (3) Education and IOC for enhancing knowledge of emerging ocean science issues; (4) Education and Science for STEM education. It was also suggested that in order to strengthen interdisciplinary and intersectoral work, UNESCO should clarify the role and potential of UNESCO

designated cities and sites (e.g. World Heritage sites, Global Geoparks, Biosphere Reserves, Creative Cities, and Learning Cities) in education.

Respondents indicated that transversal approaches should be applied in the implementation of the Natural sciences programme. Specific reference in this context was made to, *inter alia*, STI policies and governance; science-policy interface; gender equality in sciences; biodiversity, MAB and IHP Programmes which should be implemented through transversal, intersectoral approaches. It was suggested for example, that Natural Sciences and Social and Human Sciences Sectors should work together in the framework of the MAB Programme and that climate change and biodiversity should be tackled from an interdisciplinary perspective.

Several respondents suggested that intersectoral cooperation would greatly benefit the work of the IOC, e.g. using the experience of the Culture Sector in supporting traditional knowledge for healthy ocean ecosystems and sustained ecosystem services and bringing the values of the UNESCO's heritage networks to contribute to the Decade.

Numerous respondents highlighted the need for stronger synergy between the Culture Sector and all the other Sectors of the Organization, for example Culture and Information and Communication by strengthening digital environments in relation to the 2003 and 2005 Conventions (improving access to culture via digital means; promoting the creation and development of creative markets in the digital sector; helping to ensure fair remuneration for artists in the digital environment; recognizing the role of culture in developing ethical standards for artificial intelligence). It was suggested that interdisciplinary linkages between the Culture Conventions should be enhanced and that a broader approach to culture as a pivotal role in achieving sustainable development should be adopted.

The following areas were suggested as needing transversal approaches: ethics and ethics of artificial intelligence; human rights and fundamental freedoms, including freedom of expression and rights of teachers, scientists, journalists, artists; increased resilience to climate change; climate change mitigation and adaptation; technology and artificial intelligence; digital transformation; culture of peace; intercultural dialogue; UNESCO's Conventions and other normative instruments; prevention of violent extremism; open science; disaster risk reduction; data collection and analysis. It was considered that human rights should become a transversal priority, and reflected and articulated in relation to all overarching strategic objectives of the next Medium-Term Strategy.

Question B7. In your view, how could UNESCO best facilitate interdisciplinary approaches in programming and implementation, as needed, in the next Programme and Budget?

126 respondents

	Yes	No	No opinion
Formulate transversal expected results	89%	2%	9%
Create pooled funding mechanisms across sectors	76%	10%	14%
Establish dedicated intersectoral agile teams	77%	11%	12%

The overwhelming majority of respondents (89%) indicated that the formulation of transversal expected results would facilitate the programming and implementation of the next Programme and Budget. The creation of pooled funding mechanisms across sectors and the establishment of intersectoral agile teams have also been considered as important facilitation mechanisms by over 76% of Member States. It was suggested that the three proposed approaches were mutually reinforcing and should go hand-in-hand.

While several respondents underlined that “interdisciplinarity was not optional”, that it should not be a compulsory add on when “all other things” are done and that intersectoral work should be applied to all Sectors and teams, other respondents indicated that there should be only a few cases where transversal and intersectoral is absolutely essential and that each sector must retain its expertise and specificities to enrich the common work and achieve the assigned objectives.

Some respondents indicated that sharing ownership and introducing joint budget codes could facilitate intersectoral and multidisciplinary work; while other respondents suggested that, on the contrary, developing synergies does not necessarily imply the creation of joint financial mechanisms among Sectors and that pool funding across sectors can endanger core actions as adopted by the General Conference, favouring priorities of donors.

Several respondents indicated that it was the prerogative of the Director-General to decide how the Secretariat organizes its work and which mechanisms would be most appropriate to facilitate intersectoral approaches.

Other mechanisms proposed to facilitate interdisciplinary approaches included:

- creating *ad hoc* rather than permanent intersectoral agile teams, based on specific tasks and requirements;
- training staff for transversal approaches, instead of creating transversal teams;
- developing practical guidance on how the various sectors can work together for joint efficiency and impact, as well as tackling trade-offs;
- developing cooperation as a culture and value of the Organization, including with all its stakeholders/contributors;
- developing programmes with a limited focus;
- driving greater selectivity and prioritization of the programmes of work across the Organization and enabling different disciplines to converge towards designated targets;
- allowing for efficiency and reducing duplication of functions;
- ensuring that Expected Results are not owned by a single Major Programme;
- developing UNESCO’s fundraising capacity and techniques, both in the public and private sector;
- learning from best practices of and cooperating with other international organizations;
- developing interdisciplinarity of programmes/projects in the design phase.

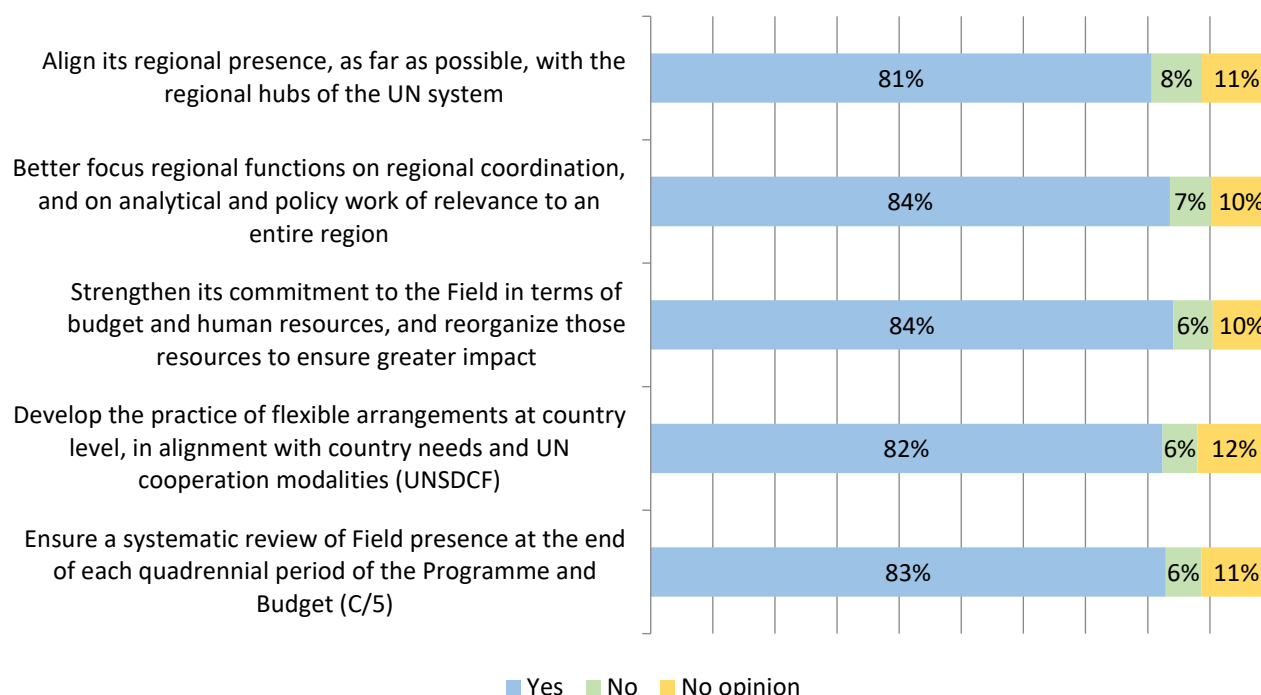
The following actions areas were suggested as necessitating interdisciplinary approaches: UNESCO’s role and funding for emergency response especially with regard to culture and cultural heritage; UNESCO human rights strategy through systematic, coherent and crosscutting monitoring approaches, and in close/strategic cooperation with the UN, in particular UNHCR; a UNESCO strategy that articulates how education/SDG 4 contributes to the achievement of other SDGs, including how the human rights education elements of SDG 4.7 can further a human rights-based implementation of the 2030 Agenda for Sustainable Development.

III. UNESCO'S PRESENCE IN THE WORLD

Field Office Network

Question B8. In the framework of the global UN development system reform, what changes do you think UNESCO could make to optimize its operations at the regional, sub-regional and national levels?

126 respondents



In order to optimize its operations, 84% of respondents considered that UNESCO needed to better focus on regional coordination and on analytical and policy work of relevance to the region, and on strengthening its commitment to the field in terms of budget and human resources and reorganize those resources to ensure greater impact. Eighty-three percent (83%) of respondents was of the opinion that ensuring a systematic review of Field presence at the end of each quadrennial period of the Programme and Budget (C/5) would lead to optimized operations of the field network. Eighty-two percent (82%) considered that developing the practice of flexible arrangements at country level, in alignment with country needs and UN cooperation modalities (UNSDCF) would optimize resources; whereas 81% thought that to align UNESCO's regional presence, as far as possible, with the regional hubs of the UN system would work.

In their comments, several respondents noted that the added value of UNESCO field offices lay in its presence on the ground, as well as with its direct contact with National Commissions and other partners at the national and regional levels to implement the 2030 Agenda and leave no one behind. The experiences generated by the COVID-19 pandemic demonstrated the essential role of the Offices in gathering information on national priorities and responding to the demands of each country in UNESCO's areas of competence. The importance of having sufficient capacity to collect evidence from beneficiaries on UNESCO's impact and the authority and the expertise of the Organization to influence decision-making was noted, and a case was made for the impact of such work to be better articulated in UNESCO's reporting and communication. In this vein respondents called for strengthening field offices human resources and budget and for the completion of the reform process, with suggestions for increasing the effectiveness and better utilization of the existing Field

Network on the one hand and for moving towards a system of Multisectoral Regional Offices (MRO) on the other.

It was also suggested that a redesign and optimization of the field offices (FO) according to UNESCO's five core functions at global, regional and national levels, with clearly defined and differentiated functions for regional, cluster, and national offices could optimize operations. It was proposed that Regional Offices should be strengthened to support the development and implementation of standard-setting instruments, as well as coordination and promotion of regional cooperation. Cluster and National Offices would focus on capacity development and project implementation functions and provide advice for policy coordination. Respondents also suggested that more efforts be undertaken to increase coordination and resource-sharing between Headquarters (HQ) and the field offices, and to establish synergies with the UN system and relevant international organizations to optimize resource allocation and to develop the policy environment. It was also suggested that FOs' functions should be reinforced in a way that maximize their output.

Several respondents considered that the development of the Field Office Network be seen within the broader context of the reform of the UN Development System. This could result in tangible synergies (in costs and in activity), as the reform is aimed at enhancing cooperation between UN agencies, funds and programmes to enable them to better support countries to achieve the SDGs, and may, in some instances, lead to reducing UNESCO's field presence. The rationalization of UNESCO's field office presence, oriented as much as possible to the regional hubs of the UN system, with flexible arrangements at the country level depending on actual needs was also suggested. While some respondents considered that UNESCO's field presence at the country level should be reviewed and be consistent with the UNSCDF cycle (four years), it was also suggested that this was not necessary but instead it would be more useful to undertake a regular and close follow-up of the implementation of the 2018 Audit recommendations on this matter. It was also suggested that UNESCO realign both its country and regional footprint with Member State expectations and requirements pursuant to the UN ongoing reform.

On the issue of setting criteria for field office location, it was noted that UNESCO's field network needs to be homogenous and rational in terms of the presence; that it should be lean and effective, structured on an evidence-based approach that takes into consideration the priorities of the Organization and the overall strategic transformation currently underway. Given the limited resources, priority should be given to field offices in developing countries, with a reduction of offices in middle-income countries. It was also suggested that the clustering of offices makes better sense at the subregional level. There must be alignment towards one UNESCO field structure, with a minimum set of common characteristics and architecture. One option was that of a flexible presence at country level engaged in project and programme development, implementation, engagement with and support to the UNDAF, and complemented by Multi-country offices (MCOs), which are formal UNESCO Offices with a UNESCO Director/Representative, and with sufficient capacities in all areas of mandate of UNESCO. The decision on the location of field offices should not be compromised by political considerations. It was also suggested that UNESCO implement a mobility policy that is equitable, transparent, and which values performance.

Respondents suggested that systematic and continuous review was needed to monitor the effectiveness of field office operations and reflect global trends. It was considered that guiding principles also need to be addressed and gradual steps undertaken to improve the sustainability of the field network including in follow-up to and building on the principles of the comprehensive reform of the field network endorsed by the General Conference at its 36th session and the Executive Board decisions, e.g. 204 EX/Decision 5.II.A, that requests the Director-General to present to it biennially comprehensive analyses of the performance of the field network using all available sources of information). Several respondents noted that the "balanced score card" system introduced at the 204th session of the Executive Board should continue to be applied, adapted and improved to monitor and assess performance (and cost-effectiveness) of all field units. It was requested that proposed adjustments should not take substantial preparation time and be implemented almost immediately or within a short-term period (one year).

The recreation of a strong entity to coordinate the network of field offices was recommended, as well as clear reporting lines, with separate reporting by African field offices through the Africa Department. Better linkages between the field offices and the Executive Board should be established, and it was considered that regional programmes should be presented to the Executive Board and General Conference for endorsement. Respondents noted that UNESCO's work in the Pacific region needs to be strengthened; there should be equal treatment for all multi-sector cluster offices, and regional cooperation must take into consideration the peculiarities of countries that they serve even when there is no UNESCO Office. There were calls for better communication among field offices to avoid duplicity and multiplicity of channels; strengthening the relationship and communications with National Commissions, especially at the field offices level; and for strengthening awareness-raising amongst the general public.

IV. WORKING TOGETHER WITH ITS PARTNERS

IV.1 UNESCO networks

Question B9. In your view, how best can UNESCO harness cooperation with its 'family' members to increase synergies, efficiency and impact of its actions? Please limit to three suggestions.

107 respondents

It was noted that within the "UNESCO family" a clearer approach to the different types of partners may be useful to improve visibility of their activities with UNESCO and avoid potential confusion in their missions and roles.

With National Commissions, it was suggested that UNESCO could increase synergies, efficiency and impact by undertaking actions to:

- (a) Strengthen partnerships, communications and information sharing. Suggested actions include creating a network of strategic partnerships in UNESCO's domains of competence and which allow UNESCO family members to connect with the relevant sectors; Promoting partnerships and the exchange of good practices such as a "UNESCO Family Magazine/Report", distributed/exhibited in side events during the General Conference, and which can serve as a platform for exchange among UNESCO family members and motivate them to perform well and share their projects/activities; Sharing with National Commissions UNESCO material sent to Chairs, ASP Network, Clubs and other partners; Improving communication mechanisms including organization of annual initiatives such as meetings, conferences, focus groups, webinars, and engaging in systematic and transparent dialogue on the results achieved particularly those related to the global priorities of Africa and Gender Equality; Promoting increased flexibility and more fluid communication and giving regular feedback to UNESCO partners through digital, online platforms and presenting mid-term plans; Strengthening the Structured Financing Dialogue at the national, regional and global levels so it can serve as an important element in the partnership and the resource mobilization strategies; and Ensuring that responsible officers in the field offices have appropriate internal controls, capacity and systems in place to monitor the reliability and performance of implementing partners.
- (b) Enhance capacities and modalities of cooperation between National Commissions and the Secretariat. Suggested actions include enhancing the capacities of National Commissions for implementation at the national level and to act as an envoy for the UNESCO Secretariat when coordinating activities with national/regional UNESCO designation and eliminating futile competition between field offices and National Commissions over mandate and visibility; Facilitating training for Secretariat and Permanent Delegations' staff on the role and comparative advantage of National

Commissions; Consulting and utilizing the National Commissions for implementation of UNESCO work at the national level; Advocating for the involvement of National Commissions in all high-level interaction with ministers and government officials; Maximizing National Commissions participation in programme planning and implementation; Allocating funds specifically for Regional Offices to collaborate with National Commission; Increasing Participation Programme funding support; and Empowering UNESCO staff to better advise on the Organization's procedures.

- (c) Strengthen bilateral cooperation among National Commissions based on national needs; and explore more creative formats of cooperation with a focus on trilateral cooperation, North-South and South-South. The creation of opportunities/platforms for UNESCO family members to identify common issues and challenges at the regional level and develop collaborative projects to tackle them was also suggested. Finally, the conducting periodic reviews were also suggested as a way to increase synergies, efficiency and impact of its actions.

With non-governmental organizations (NGOs), respondents considered that UNESCO could increase synergies, efficiency and impact by undertaking actions to:

- (a) Promote partnerships and communications by ensuring that UNESCO family partners are more aligned and contribute to UNESCO's strategic objectives and Global Priorities; establish a platform for the exchange of good practices such as a "UNESCO Family Magazine/Report", distributed/exhibited in side events during the General Conference, and which can serve as a platform for exchange among UNESCO family members and motivate them to perform well and share their projects/activities; improve communication mechanisms, including through the UNESCO website; and Establish the Partners' Forum as a recurring event and opportunity to serve as an important element of the partnership and the resource mobilization strategies;
- (b) Strengthen the role and participation of civil society organizations as development actors, take advantage of their expertise, and maximize NGO participation in the planning and implementation of UNESCO programmes, as well as implementing joint projects especially those related to the SDGs; Facilitate the participation of civil society in consultations concerning the functioning of UNESCO, as well as in reporting exercises; Empower UNESCO staff to better advise on the Organization's procedures and ensure that responsible officers in the field offices have appropriate internal controls, capacity and systems in place to monitor the reliability and performance of implementing partners.

With respect to category 2 institutes and centres, UNESCO Chairs, ASP Network and other such programmes/networks operating as part of the Organization or under its auspices, respondents considered that the following measures could be applied to increase synergies, efficiency and impact of its actions.

- ✓ Curb the proliferation and acceptance of the ever-growing number of new UNESCO designations/networks/institutes/centres and implement stronger quality control and stricter acceptance for some designations with more regional selectiveness for instance, to tackle the underrepresentation of Africa. This could facilitate better monitoring and assistance. Provide an institutional framework for the partners by introducing systemized management tools and frameworks which helps designations to align themselves with UNESCO's mandates, mission statement and the links to the SDGs. Improve coordination of the numerous networks including UNITWIN/UNESCO Chairs and strengthen the governance of category 2 institutes and centres for example by reactivating periodic meetings including at the country level.
- ✓ Conduct regular formative and summative reviews of the contributions of partners to the consolidated Comprehensive Partnership Strategy, and strengthen monitoring and

evaluation to assess their impact. Promote learning and development by connecting relevant category 2 institutes and identifying training and capacity-building opportunities to enhance competencies and productivity. Foster and strengthen internal coordination, collaboration and networking with centres, across sectors, and with country and regional offices as well as National Commissions. Strengthen communication and coordination with UNESCO family networks such as (bi-)weekly or monthly mails and make press releases, communication materials and kits available. Strengthen, including transversally, inter-network cooperation and cooperation between various networks of designations including around specific and cross-cutting issues for example a “UNESCO CITY” network with sufficient resources and federating the current networks of World Heritage Cities, Creative Cities, Learning Cities, Cities against Racism and Discrimination, etc. Motivate outstanding partners and “family” through recognized awards.

- ✓ Create more concrete and more intersectoral offers and facilitate opportunities/platforms for UNESCO family members to identify common issues and challenges at the regional level and develop collaborative projects to tackle them. Promote partnerships and the exchange of good practices such as a “UNESCO Family Magazine/Report”, distributed/exhibited in side events during the General Conference, and which can serve as a platform for exchange among UNESCO family members and motivate them to perform well and share their projects/activities. Maximize their participation in the planning and implementation of UNESCO programmes and make greater use of the expertise of category 2 centres and UNESCO Chairs in the preparation of major UNESCO reports. Engage youth organizations and private sector more actively in all spheres of UNESCO activities. Communicate the impact of UNESCO designations at the local, national, and regional levels. Assist category 2 institutes/centres which are traditionally state-funded as well as other designations to internationally raise funds for programme implementation.

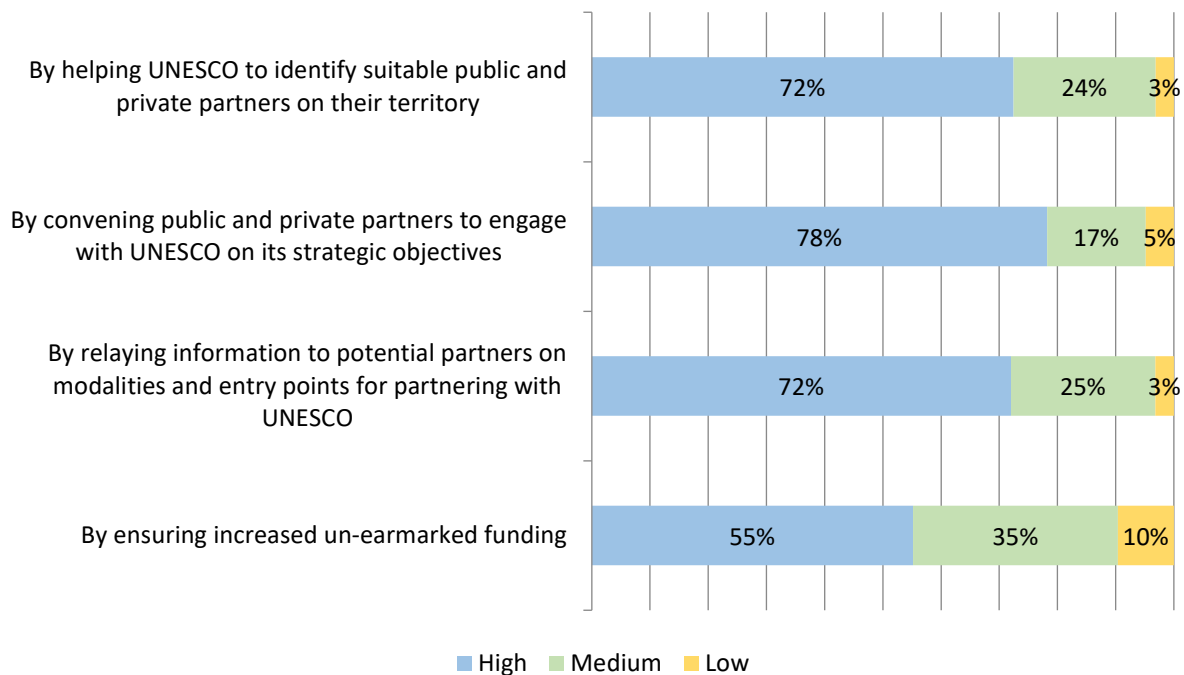
Respondents considered that UNESCO could increase synergies, efficiency and impact of its actions with other UN agencies by increasing coordination with other UN agencies, development partners and other stakeholders and developing work plans based on comparative advantages. This will facilitate greater harmonization of actions and avoid overlapping functions. Enhancing the use of various types of digital platforms to engage including in online high-level exchanges and policy sharing with Member States and other UN agencies could help strengthen UNESCO’s political presence. Further, UNESCO could establish effective partnerships with those who deliver programmes within the UN and beyond, e.g. the Global Partnership for Education, as well as national governments. Finally, in the domain of Education, UNESCO could organize more effective dialogue with other actors such as UNICEF, for improved coordination and greater efficiency.

With other members of the UNESCO family such as the private sector, respondents considered that synergies, efficiency and impact of the Organization’s actions could be increased by building long-term public-private partnerships, along the lines of UNESCO’s collaboration with L’Oréal, and investing more efforts in the efficient follow-up of these partnerships. Information about the different ways for a potential new partner to collaborate with UNESCO should be made as simple as possible, easily accessible on UNESCO’s web page, and be based on a “one-entry” principle. There should be centralized portals for cities or private companies, for example, about the available options for collaboration. Sufficient resources should be allocated for the management of partnerships and coordination of networks. Once operational, focus should be placed on efficient implementation of projects and activities as it is the best way to communicate and get the visibility and credibility which would attract new partners. Implementation of high-quality projects responding to the need of Member States will help attract partners and have efficient and impactful results. UNESCO should also organize inclusive consultations with partners; ensure that partnership agreements are transparent and mutually beneficial; share best practices and create synergies, as well as hashtag campaigns and webinars to increase visibility.

IV.2 Public and private partnerships

Question B10. How best can Member States assist UNESCO in leveraging partnerships to support programme implementation and the achievement of the 41 C/5 results? Please indicate the degree of significance on a scale of High/Medium/Low

127 respondents



The majority of respondents (78%) indicated that convening public and private partners to engage with UNESCO on its strategic objectives was highly significant for leveraging partnerships; two other proposed mechanisms, i.e. relaying information to potential partners on modalities and entry points for partnering with UNESCO, and helping UNESCO to identify suitable public and private partners in their territory were also considered as highly relevant by 72% of Member States; ensuring increased un-earmarked funding was considered highly relevant by 55% of Member States.

Respondents commented that the first three suggestions were highly linked to each other which made it very hard to prioritize between them. Several noted that the question was improperly formulated and that the main role of Member States and National Commissions was not to leverage funds for UNESCO, but that it should be the other way around with UNESCO helping its Member States to find partners and resources.

Many respondents highlighted that for leveraging resources, there is need to build more targeted cooperation/partnerships, based on UNESCO's strategic objectives, avoid ad hoc fundraising and focus on partnerships associated with projects with clear results and impact, measurable indicators, as well as implementation and evaluation capacities.

Other modalities suggested by respondents to leverage partnerships included reinforcing the role of National Commissions for UNESCO as privileged partners on the ground; providing biennial funds under the Regular Budget for National Commissions operations; improving the communication and visibility of the activities of the National Commissions; increasing UNESCO's ability to rapidly adapt to new situations, such as the consequences to the COVID-19 pandemic and combining existing priority strategies with new strategies arising due to emergency situations; focusing on longer-term, flexible and un-earmarked funding when establishing partnerships; developing alternative sources of financing and building alliances with the private sector and development banks at the regional and

subregional levels; updating continuously the UNESCO's transparency portal and coordinating fundraising at the organizational level (Sectors, field and institutes); integrating the objectives of sustainable development within UNESCO's domains into the calls for research grants of Member States, which would give a better perception of the Organization actions in universities. It was also recommended that UNESCO develop strong partnerships with companies which fully respect the SDGs supported by UNESCO and with the private sector (e.g. big technology and media companies, foundations, fashion industry, cultural outlets, etc.), especially in terms of securing additional budget resources for implementation of its mandate. UNESCO was also called upon to help Member States, especially LDCs, to reach out to potential partners for support.

ADDITIONAL COMMENTS

Question B11 (optional). Do you have any additional comments concerning the future Programme and Budget for 2022-2025?

63 respondents

Respondents also made a number of additional comments on the future Programme and Budget. Most prominent was a call for the effective management of the consequences of the COVID-19 pandemic. Many respondents consider that the next C/4 and C/5 must take into account the current global health crisis and its lasting consequences across societies, adequately reflecting this emerging global priority. UNESCO's mandate and functions are seen as particularly relevant in this context, namely the Organization's forward-looking and intellectual function, as evidenced by its initiatives in the field of Open Science and the Futures of Education. The Secretariat was called upon to include its response to the pandemic in the next strategic documents, planning its activities in such a way as to be able to react in a flexible and timely manner to changing circumstances and new challenges. UNESCO should lead global efforts to examine the effects of the pandemic on our society; support scientific communities and research; continue and intensify its efforts to build the capacities and resilience of the culture and creative industries; support Member States to design and implement new forms of large-scale learning; conduct the economic and financial analyses necessary to ensure the sustainability of its programme and budget over the period 2022-2025.

General observations on the format and technical aspects of the Questionnaire

Respondents positively appreciated the format of the questionnaire, including its availability in Word and the new function allowing to "save" data in the survey form itself, which allowed the gradual cumulative completion of the questionnaire, as well as the availability of a Word version of the document for internal consultation. It was suggested that these features be extended to other surveys carried out by UNESCO. However, the inability to view all the questions upfront prevented respondents from being better able to manage and coordinate their responses to individual questions. It was also noted that the format of the questionnaire was a little easier to complete than during the previous exercise, however wide and open consultation with national stakeholders remain restricted as the document is not user-friendly with the use of too much institutional language. Other suggestions made were to include a budgetary reflection in the C/5 questionnaire, and alongside the questionnaire's focus on internal processes and practices, there is a need to increase focus through some questions on visibility and impact in the public domain.

B. Analysis of the replies of non-governmental organizations in official partnership and foundations and similar institutions in official relations with UNESCO

A total of hundred and one (101) non-governmental organizations and foundations replied to the questionnaire.

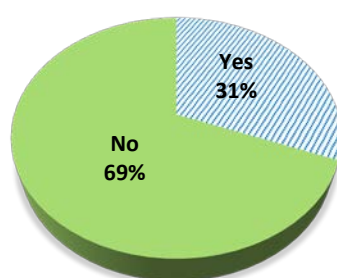
Draft Medium-Term Strategy for 2022-2029 (41 C/4)

I. MISSION AND FUNCTIONS

I.1 Mission statement

Question A1. When designing the future Medium-Term Strategy that will guide the Organization's efforts in addressing emerging global challenges, should UNESCO revise its mission statement and formulate it differently? (Y/N)

97 respondents



A large majority of responding organizations agreed that the Organization should keep its current mission statement (69%). Among the respondents who commented (30), some recommended an explicit reference in the mission statement to inclusion, equity and combating inequalities. Others stressed the notion of social justice, respect for human rights and the fight against all forms of discrimination, while suggesting that the notion of human dignity be clearly reflected in the Organization's Medium-Term Strategy. A few respondents also insisted upon the Organization's capacity to adapt to the unpredictability of events and the need for the preparation of the Medium-Term Strategy to take into account the current global context and the changes following the COVID-19 pandemic. In that regard, they considered that the concept of security should be re-emphasized.

I.2 Functions

Question A2. Please indicate the degree to which your organization would be capable and willing to support the delivery of each of UNESCO's functions as detailed below (scale: High/Medium/Low)

99 respondents

Function	High	Medium	Low
Laboratory of ideas	65%	27%	8%
Clearing house	35%	40%	25%
Standard setter	37%	39%	24%
Catalyst for international cooperation	72%	25%	3%
Capacity-builder	49%	42%	9%

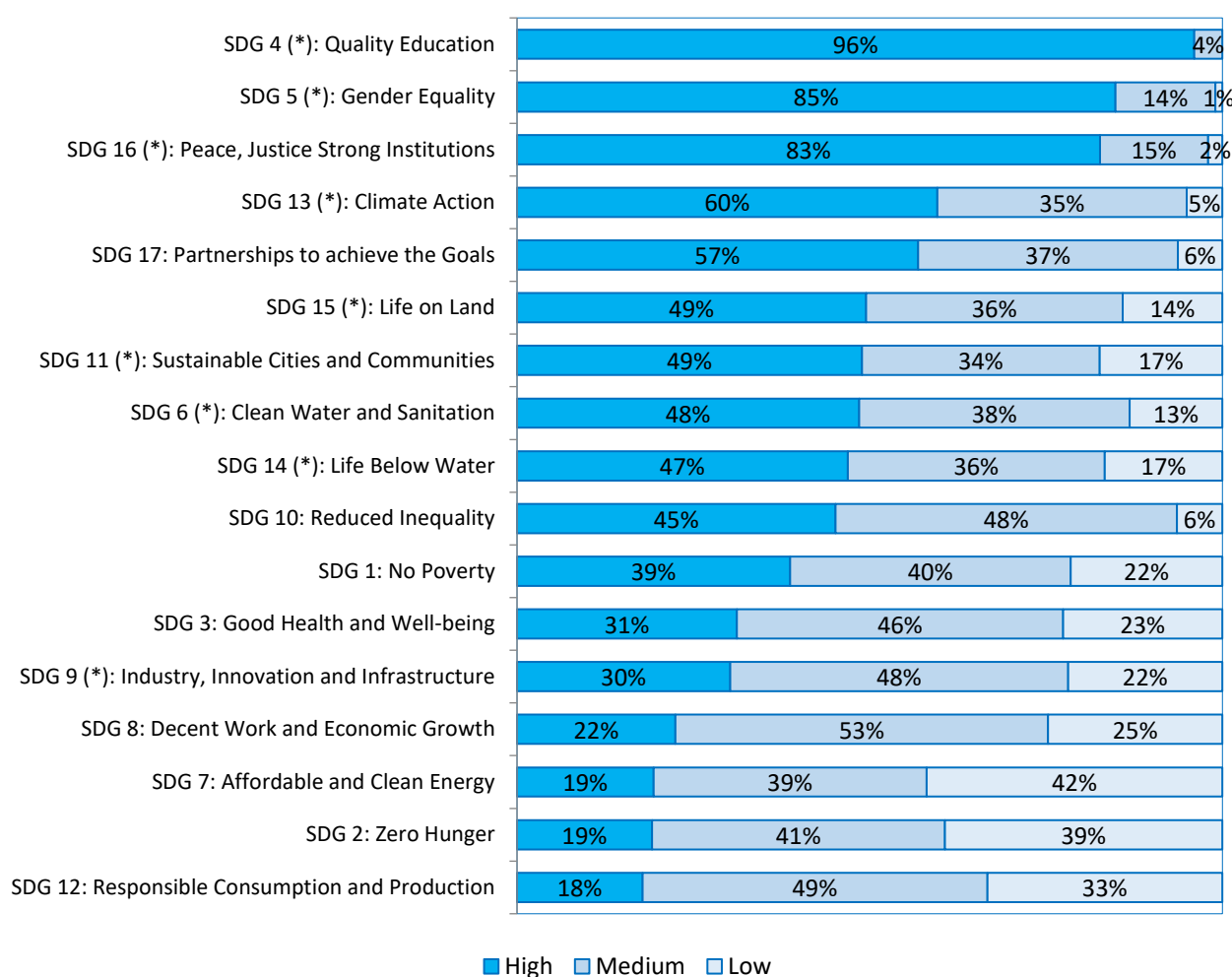
The functions of "catalyst for international cooperation" and "laboratory of ideas" were the two functions of the Organization to which a large majority of organizations (72% and 65% respectively) considered that they could contribute, particularly in view of their respective expertise and skills and the networks they mobilized. Regarding other functions, about half of the respondents (49%) said they were able and willing to contribute to capacity development, while a more limited number seemed to be able to contribute in the area of standard-setting (37%) and the clearing-house function (35%), reflecting the different degrees of specialization and expertise of the organizations concerned.

Some organizations considered that international NGO forums and the reflections of the Collective Consultation of NGOs on Education 2030 (CCNGO/Education 2030) should be taken into account to a greater extent in order to support the Organization's function as a laboratory of ideas. Respondents also considered that other thematic collective consultations could be established to exchange views on a greater number of UNESCO's fields of competence.

II. GUIDING FRAMEWORK: THE 2030 AGENDA

Question A3. In light of the above, please indicate on a High/Medium/Low scale those SDGs where you believe UNESCO has a strategic role and contribution, and towards which the Organization should concentrate its efforts and resources during the 2022-2029 period.

100 respondents



For those SDGs that you have indicated as "High", please also provide comments on the overall positioning, specific comparative advantages and challenges or opportunities regarding UNESCO's future contribution to these SDGs and their related targets.

66 respondents

Respondents considered that UNESCO should generally continue focusing on the SDGs previously approved by the General Conference. They highlighted SDG 4 (education) and SDG 5 (gender equality) as areas where UNESCO has the highest strategic role and contribution (96% and 85% respectively), followed by SDG 16 (peace and justice) (83%). SDG 13 (climate action) and SDG 17 (partnership for the goals) were also assessed as highly relevant for UNESCO's work in the future by respectively 60% and 57% of organizations.

While underlining the interdependency and transversality of the SDGs, respondents considered that UNESCO should mostly and particularly concentrate its efforts and resources on these SDGs, while reinforcing its positioning within the United Nations in these fields where its comparative advantages are recognized, while avoiding overlapping. UNESCO can leverage its partnership with NGOs and further engage new partners from civil society in order to achieve the mentioned goals.

III. STRATEGIC CROSS-CUTTING AREAS OF ACTION

Question A4. Taking into account major challenges and opportunities identified by Member States during the 40th session of the General Conference, the following are possible cross-cutting areas of action aligned with the SDGs, which could guide UNESCO's Medium-Term Strategy, and be translated into both strategic objectives and programmatic terms of relevance to all sectors in the next two quadrennial Programmes (see also Question B4 in Part B). Please indicate the level of relevance of each of the following transversal areas of action, as a basis for future strategic investment and prioritization.

99 respondents

Areas of Action	High	Medium	Low
1. Promote lifelong learning, inclusive and creative societies (SDGs 1, 3, 4, 5, 8, 10, 11, 16, 17)	92%	7%	1%
2. Enhance environmental sustainability and mitigate and adapt to climate change (SDGs 4, 5, 6, 10, 11, 12, 13, 14, 15, 16, 17)	58%	38%	4%
3. Foster open, diverse and peaceful societies (SDGs 1, 4, 5, 8, 10, 11, 16, 17)	83%	15%	2%
4. Advance ethical standards and policy frameworks adapted to the new digital environment and reduce the digital divide (SDGs 1, 4, 5, 8, 9, 10, 11, 16, 17)	68%	28%	4%

All four transversal areas of action proposed were deemed highly relevant by the majority of respondents, with a considerable approval for two areas in particular: area 1 on promoting lifelong learning, inclusive and creative societies with 92% rating it as highly relevant, and area 3 on fostering open, diverse and peaceful societies, with 83% of high relevance rating.

Area 4, on advancing ethical standards and policy frameworks adapted to the new digital environment and reducing the digital divide, and the cross-cutting area 2, on enhancing environmental sustainability and mitigating and adapting to climate change, were indicated as highly relevant for respectively 68% et 58% of respondents.

Several respondents found rather difficult to choose or prioritize as they consider all issues equally important. Some organizations also felt that the field of Culture was missing from UNESCO's cross-cutting areas of action and should be more clearly reflected.

IV. GLOBAL PRIORITIES AND PRIORITY TARGET GROUPS

IV.1 Global priorities

Africa

Question A5. In your view, how could Priority Africa be better mainstreamed and prioritized in UNESCO's next Medium-Term Strategy?

72 respondents

The responding organizations all stressed the importance of including global priority Africa in UNESCO's new Medium-Term Strategy. Some organizations noted the importance of the evaluation of global priority Africa and the Operational Strategy for Priority Africa (2014-2021), which should, inter alia, enable the priority to be redefined and clear and traceable actions for Africa to be identified.

In general, respondents recommended building on existing good practices and experiences on the ground and giving them greater visibility. Some organizations suggested that the regional bureaus in Africa should be given more resources to work with actors on the ground. Others also called for increased UNESCO cooperation with regional organizations, including the African Union, and for continued alignment with its Agenda 2063.

Some 40% of the respondents considered education as the main thrust of UNESCO's action in Africa, including education for women and girls, with an emphasis on literacy, but also on peace education, the teaching of digital skills, entrepreneurship and agricultural training.

Nearly a third of the responding organizations (28%) considered youth as the main target group and stakeholder in any new strategy in Africa, in view of the demographic composition and trends on the continent. Some stressed the particular need for a youth-centred approach.

Finally, some organizations highlighted the promotion of African cultural heritage sites and monuments, the safeguarding of cultural traditions, and the necessary support for African creative and cultural industries.

Gender equality

Question A6. Please indicate the level of importance of the following SDGs and their related targets for UNESCO to pursue and prioritize in its Medium-Term Strategy for 2022-2029 (H/M/L).

97 respondents

	High	Medium	Low
1. Gender disparities in education are eliminated (SDG target 4.5)	95%	5%	0%
2. Women and girls live a life free from violence, harassment and oppression (SDG targets 5.1 and 5.2)	87%	12%	1%
3. Women have income security, decent work, economic autonomy and social protection (SDG targets 8.5 and 8.8)	74%	21%	5%
4. Women are leaders, participate in and benefit equally from inclusive and participatory systems of governance (SDG target 5.5)	69%	26%	4%
5. Women have universal access to sexual and reproductive health and rights (SDG target 5.6)	72%	20%	7%
6. Women and girls have access to and fully participate in technological developments and frontier technologies that are free of gender biases (SDG target 5.b)	71%	27%	2%
7. Women and girls lead action for climate justice (SDG 13)	41%	41%	17%
8. Sex-disaggregated statistics are gathered for evidence-based policy making and monitoring (SDG target 17.8)	55%	34%	11%
9. Enforceable legislation and inclusive policies are in place for the promotion of gender equality policies and the empowerment of all women and girls (SDG target 5.c)	68%	30%	2%

Gender equality and the empowerment of women and girls were considered a high priority in UNESCO's new Medium-Term Strategy by all responding organizations.

Respondents were thus almost unanimous (95%) in their wish that UNESCO should give a high level of importance and priority to the elimination of gender disparities in education (SDG 4, target 4.5). Almost half of the respondents who made an additional observation (16 out of 34) also considered education to be the main lever against gender inequality.

An overwhelming majority (87%) of respondents recommended that SDG targets 5.1 and 5.2 (a life free of violence, harassment and oppression for women and girls) be given priority in the Medium-Term Strategy, a concern that was echoed in the comments.

A high priority was also indicated by the vast majority of respondents (69-74%) to the other targets of SDG 5 (5.5, 5.6 and 5.b) and those of SDG 8 (8.5 and 8.8), particularly with regard to equal participation in and access to governance systems, health, technological developments, work and social protection.

A strong majority of organizations (68% of respondents) also believed that applicable legislation and inclusive policies (SDG 5, target 5.c) should guide the Organization's Medium-Term Strategy. In their comments, several respondents stressed the imperative nature of such provisions and policies, and their intrinsic link to other targets.

The collection of gender-disaggregated statistics for policy-making and monitoring (SDG 17, target 17.8) was found to be highly supported by a majority of respondents (55%). In the comments, some organizations raised the key role of UNESCO in that regard and called on governments to commit

themselves to collecting and publishing gender-disaggregated statistics, with an emphasis on comprehensive and inclusive data.

IV.2 Priority target groups

Youth

Question A7. In your view, and in light of past experience, how best could UNESCO ensure that youth engagement is better integrated in the future Medium-Term Strategy for 2022-2029?

86 respondents

Almost a third of the responding organizations (30%) encouraged the active and direct participation of young people in the entire decision-making process of the Organization: from strategy development to decision-making. According to those organizations, the authorities must take into account the vision of young people and their aspirations. In order to monitor the effectiveness of the contribution of young people, they pointed out that quantitative and qualitative indicators could be established in the framework of the next Medium-Term Strategy.

Several organizations (20%) supported the strengthening of cooperation between UNESCO and its civil society partners in order to mobilize more young people. Several partner organizations that are youth-oriented, youth-led or have a youth-branch were ready to make their network available and thus provide young people as representatives to raise awareness of UNESCO's programmes and actions among their generation.

For example, the organizations proposed to organize thematic collective consultations through such partners in order to find out the position of young people on a specific area. Some organizations would also like to encourage greater participation of their young members in meetings of the Organization's governing bodies.

Some organizations drew attention to a more inclusive youth strategy to take into account young people with disabilities or from disadvantaged backgrounds, with whom some organizations are also in direct contact.

In view of the nature of UNESCO's mandate in the field of education, some organizations also encouraged the establishment of training courses adapted to young people in order to promote their inclusion in the Organization's activities.

Most organizations also highlighted the need to strengthen a youth-oriented digital strategy as a priority. It seemed essential, in their view, to adapt to the way young people communicate and not the other way round. As an example, organizations suggested increasing the number of webinars and the use of social networks. Respondents highlighted the success of that method during the COVID-19 health crisis.

Small Island Developing States (SIDS)

Question A8. What would you recommend for UNESCO to do during the period 2022-2029, in order to respond more effectively to the needs of the SIDS? Please provide up to three recommendations on priority areas to be addressed.

56 respondents

The priority area most shared among respondents (35%) concerned the resilience of SIDS to climate change, natural disasters and sea-level rise. Some respondents, for example, saw the launching of capacity-building programmes in disaster risk reduction (DRR) as an effective means of reducing the vulnerability of SIDS.

Almost a third of respondents (30%) recommended actions in the field of culture, in a triptych:

- protection of the tangible and intangible cultural heritage, through environmental protection programmes and the preservation of traditional skills;
- sustainable cultural tourism, integrated into economic development and fostering cultural cooperation between SIDS and continental neighbours;
- artistic and cultural events and the promotion of the voices of SIDS that would contribute to the well-being, visibility and economy of SIDS.

Nearly a third of respondents (28%) recognized the importance of education as a major lever for addressing the medium- and long-term needs of SIDS, including education for sustainable development (ESD). Several organizations suggested including ESD and climate change awareness in formal and non-formal curricula in SIDS.

The economy was a major concern among a quarter of respondents (24%), with calls for the promotion of a resilient, sustainable and diversified economy, focusing on ecology and the promotion of sustainable consumption and production patterns.

Finally, some organizations highlighted the fight against the digital divide and the promotion of the digital environment, which would contribute in particular to increased connection with the outside world, distance education, and the enhancement and safeguarding of indigenous languages through the development of appropriate online content.

V. PARTNERING FOR DEVELOPMENT

Question A9. Which innovations would you suggest in UNESCO's approach to partnerships? Please limit to three proposals.

78 respondents

Respondents expressed satisfaction with UNESCO's Comprehensive Partnership Strategy and stressed the need for a strong enabling environment at UNESCO in order to ensure its successful implementation. Overall, respondents considered crucial to seize the true potential of these partnerships, in terms of the specialized knowledge, expertise, technology, financial resources, human resources and field presence that partners can contribute to the achievement of UNESCO's mission, objectives and programmatic priorities.

A number of respondents suggested that UNESCO should encourage and actively facilitate connections, interactions and an effective communication between its different types of partners, including governments, international and regional intergovernmental agencies, civil society organizations, foundations and private sector companies.

Many respondents further praised UNESCO's initiative in engaging with the private sector. Respondents called for enhancing the private-public partnerships in specific fields, such as driving innovation through technology, using the reach of media corporations to increase access to open education data and resources at all levels, mobilizing funding for cultural and creative industries and funding in general, when public funding is not available.

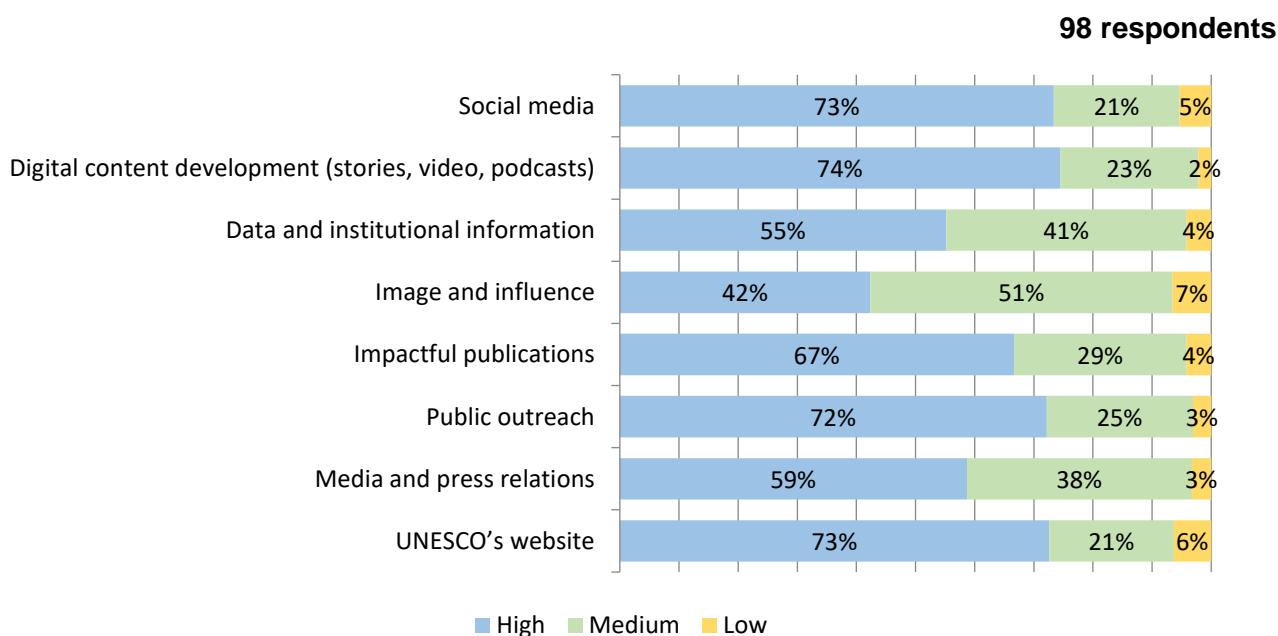
Examples of suggestions brought forward by respondents include:

- Map all UNESCO partners, in order to more easily recognize where synergies can be leveraged. Making such a database available to all relevant actors could facilitate an efficient and dynamic collaboration between these different actors.

- Adapted spaces and platforms allowing for interconnection and exchanges among UNESCO's partners. Strengthen the capacity of UNESCO Sectors and field offices to mobilize resources, build new partnerships and cultivate existing partnerships.
- Increase visibility of the contribution of NGO partners to UNESCO's programme implementation.
- Innovate through technology, including through the use of e-tools to maximize outreach of UNESCO's Communication Strategy on partnerships.
- Invite National Commissions for UNESCO to establish dynamic and efficient permanent country networks with UNESCO key partners in order to promote and implement the UNESCO agenda at the national level.
- Encourage the establishment of thematic coalitions, collective consultations or consultative committees, on emerging issues, which facilitate cross-sectoral impact-driven partnerships, intellectual cooperation, knowledge-sharing schemes, and operational collaborations between UNESCO and its different types of partners.
- Foster more collaborative partnerships based on global action and integration, including by strengthening partnerships between UNESCO and major international NGOs and through targeted partnerships in common areas of action.
- Bring together multi-stakeholder regional task forces focused on accomplishing UNESCO's mission within each region. Chairs of each task force could periodically meet at UNESCO HQ in order to report and exchange with their peers and thus inform UNESCO's programme implementation in their respective regions.

VI. COMMUNICATION

Question A10. As part of a wider ambition to develop a renewed vision of the communication function of UNESCO, please indicate which of the areas listed below should be given priority for investment in future (Scale: High/Medium/Low).



As shown in the graph, the majority of respondents considered most of the options as “high” priority areas in which UNESCO should invest as part of a wider ambition to develop a renewed vision of its communication function.

Many of the respondents made recommendations related to the options listed, such as: improvement of UNESCO’s website (accessibility, user-friendliness, client-orientation of information and data); social media and digital content development (powerful storytelling, reflecting diverse voices); data and institutional information (clarity, reliability of sources, quality of data, metrics with results/benchmark-focused mindset), among others.

Respondents suggested “other” areas of investment that they considered as of “high” priority. These “other” areas brought forward cover a range of issues and examples include:

- Optimize the clarity and public accessibility of UNESCO’s communication, including through the simplification of the language used, ensuring accessibility for people with disabilities, and building on good practices (UNESCO’s World Heritage specifically named as a positive example).
- Capitalize on the potential of mobile devices to reach and engage with a wide cross-section of the population around the world – especially youth – through a collaborative, cooperative and interdisciplinary approach to digital content development, which should not rely heavily on written and verbal language (as it faces geographical boundaries) and may associate young talents (graphic designers, videographers, actors, singers, ...) with producing messages intended for the public.
- Consider the use of community communication vehicles, such as local radios and other media in schools, as a means of strengthening UNESCO’s impact concerning education, countering fake news, promoting media literacy, democratic internet management frameworks, etc.

- Make use of the network of UNESCO National Commissions to relay UNESCO communications to the public and civil society and follow-up on possible actions.
- Production of advocacy materials to be used and disseminated by grassroots stakeholders.
- Promote, through UNESCO's website and communication tools, the visibility of NGO partners and their contribution to UNESCO's programme implementation.

ADDITIONAL COMMENTS

Question A11 (optional). Do you have any additional comments concerning the future Medium-Term Strategy for 2022-2029?

31 respondents

Among the 31 organizations that made remarks, several referred to the current health crisis, stressing that the Medium-Term Strategy should take into account the COVID-19 pandemic and its future implications for humanity, particularly in areas such as education, health, culture, lifestyles, ecosystems and the environment, and the particular role that UNESCO could play. The Strategy was therefore required to integrate unpredictability, responsiveness and adaptability.

In that context, respondents considered that the contribution of civil society should be fully recognized and integrated into the Strategy. Several organizations stressed the effective role of NGOs in carrying out the Organization's missions; through their presence in the field, their know-how and their expertise, NGOs are a privileged partner to support UNESCO both in the design and the implementation of its Strategy. In that connection, some organizations expressed the wish that UNESCO facilitate and clarify the modalities of cooperation and dialogue with NGOs.

Through local initiatives in support of populations at risk of educational, vocational, cultural, social and food insecurities, NGOs in the field are partners able to work with Member States locally as actors close to the people and the crises experienced. They would be called upon to play their role as sentinels and solution seekers.

The following themes and orientations were also raised: the need to accelerate progress towards the achievement of SDGs 4 and 5; inclusion of young people; climate change and the fight against inequalities as priorities; the strengthening of arts education; the notion and emergence of "third places"; and distance education (in primary and secondary education).

Draft Programme and Budget for 2022-2025 (41 C/5)

I. FOCUSING ON THE ORGANIZATION'S GLOBAL PRIORITIES

I.1 Africa

Question B1. How could collaboration between NGOs and UNESCO be improved to ensure more impactful implementation and greater visibility of UNESCO's action in and for Africa? Please provide up to three suggestions.

73 respondents

Respondent organizations highlighted the potential of civil society in increasing the impact and visibility of the Organization's action in and for Africa. More than a fifth (21%) of the organizations considered NGO partners, and in particular their regional and national branches, as a network of reliable partners and potential relays in the field for UNESCO-led programmes. Others (15%) insisted on developing links with local NGOs.

Some 15% of the respondents highlighted the effectiveness of targeted thematic partnerships in the region. One organization in 10 thus wished to involve specialized NGOs active in Africa in the formulation of action plans, strategies and programmes in Africa alongside UNESCO, as well as in their implementation, at an early stage, which would make it possible to align efforts and avoid duplication of work. Some 16% of the respondents suggested increased calls for proposals and expertise aimed at NGOs, as well as a specific allocation for Africa in the Participation Programme.

Almost a quarter of the respondents (22%) stressed the need to increase the visibility of the expertise and good practices of NGOs in Africa, particularly vis-à-vis Member States and National Commissions, as well as the Secretariat and its field offices. Several possible tools were mentioned, including joint meetings, the strengthening and sharing of a database of partners in order to build a local network of experts, the publication on the UNESCO website of good practices, newsletters and so forth.

Some 13% of the responding organizations encouraged increased collaboration with field offices, and 15% of respondents called for enhanced interaction with National Commissions for UNESCO and continued dialogue with African Member States. The organizations generally called for more openness and recognition from those players.

Lastly, several organizations (12%) considered it advisable to organize interactive regional forums to measure the progress of the implementation of the 2030 Agenda for Sustainable Development and Agenda 2063 in Africa, or seminars and webinars on specific subjects relating to UNESCO's action in Africa.

I.2 Gender Equality

Question B2. In your view, and based on relevant decisions of UNESCO's Executive Board to date, what would be the actions to be taken in order to achieve a greater impact of UNESCO's work to support Global Priority Gender Equality? Please indicate your choice on a scale of High/Medium/Low.

94 respondents

	High	Medium	Low
1. Develop a third Gender Equality Action Plan (2022-2029)	61%	28%	11%
2. Pursue transversal gender transformative initiatives across all areas of work	72%	25%	3%
3. Design and implement an operational budget tracking tool	44%	47%	9%
4. Enhance dedicated gender equality expertise in UNESCO field offices, specifically at the regional level	69%	28%	2%

A large majority of respondents (72%) gave high priority to pursuing transversal gender transformative initiatives across all areas of work.

A majority (69%) considered that UNESCO should prioritize the strengthening of its specific gender equality expertise in the field, especially at the regional level. While drawing attention to the need to strengthen the role of field offices, some organizations (five) proposed to take into account also the experience of relevant international and local NGOs and to take advantage of the Organization's strategic partners (other than governments) in carrying out actions in the field.

More than half (61%) of the respondents called for the development of a third Gender Equality Action Plan (GEAP) for 2022-2029. However, one organization pointed out that it was first necessary to carry out an evaluation of the previous action plan (GEAP II).

The proposal to design and implement an operational budget tracking tool received only 44% of high priority votes, with 47% of respondents considering it a medium priority.

II. **ENHANCING UNESCO'S PROGRAMMATIC FOCUS**

Question B3. Please highlight up to 3 cases where UNESCO's actions (including standard-setting instruments; key publications; guidance material and tools; good practices, etc.) have had an impact on your organization's work and performance.

78 respondents

Respondents largely referred to the positive impact resulting from UNESCO's actions related to its role as a clearinghouse, a standard-setter, a laboratory of ideas and as a catalyst for international cooperation. They underlined that UNESCO's actions such as leading forward the global agenda on key topics, adopting milestone international conventions and recommendations, and issuing key publications, reports and guidance material relating to UNESCO's fields of competence, have had a fundamental impact on the work of NGOs acting in those fields. Moreover, respondents indicated that these actions provide leverage to scale up their own advocacy action, material to mainstream UNESCO's programme and priorities, including by integrating these within their own NGOs' programme, and empowerment for NGOs to play a leading role in national and international activities in these areas.

Additionally, respondents indicated that UNESCO's standard-setting instruments and publications have provided the basis for producing guidelines for implementation, surveys to monitor implementation or even subfield-specific standard-setting instruments. Some of the key instruments

and publications cited include: the 1972 Convention on the Protection of the World Cultural and Natural Heritage, the 1980 Recommendation concerning the Status of the Artist; the 2017 Recommendation on Science and Scientific Research; the 2019 Global Convention on the Recognition of Qualifications concerning Higher Education; the Global Education Monitoring Report; and, the Global Report “Re|Shaping Cultural Policies”, among others.

Respondents further indicated that that their work was often developed upon or informed by the resources available through UNESCO's website, library and UIS Open Data, which are key for the NGOs' own research, publications, grant applications or policy positions, as well as for preparing background material of thematic events and seminars relating to their fields of competence.

Respondents also mentioned UNESCO's central role in organizing or facilitating international events, conferences and forums, some of which are considered critical in fostering intellectual cooperation, knowledge-sharing and theme-focused collaborations between different experts and policy-makers within the same field.

In addition, UNESCO's cooperation and support to civil society, including joint initiatives, funding schemes, thematic prizes, and patronage are considered as highly valuable as they facilitate or enhance NGOs' actions. Some respondents additionally referred to the support provided by National Commissions for UNESCO as having a positive impact.

Question B4. Bearing in mind the need to focus on the areas in which UNESCO has a clear added value and comparative advantage within the UN system and on its contribution to the 2030 Agenda, and considering your organization's priorities for engagement with UNESCO, which of the following programmatic areas should be prioritized in future (please also refer to the strategic cross-cutting areas of action identified in your response to Question A4)?.

It should be noted that the replies provided by the organizations may have been formulated in the light of their own fields of competence and priorities. It is therefore possible that the results below also highlight trends in the engagement of organizations in one area rather than another.

In general, the respondent organizations recommended the strengthening of an intersectoral approach in document 41 C/5 so that the Organization could best respond to the challenges in its fields of competence.

In addition, in the light of the recent health crisis, some organizations particularly highlighted the crucial role that UNESCO should play in providing access to information and in developing critical thinking skills through education in response to information flows.

97 respondents

	Programmatic Areas	High	Medium	Low
EDUCATION	1. Leadership in the coordination of SDG 4 – Education 2030	85%	15%	0%
	2. Education and lifelong learning policies and plans	75%	22%	3%
	3. Technical and Vocational Education and Training	60%	36%	3%
	4. Youth and adult literacy	80%	17%	3%
	5. Higher education	44%	48%	8%
	6. Teachers	66%	31%	3%
	7. Education for sustainable development and global citizenship	83%	17%	0%
	8. Education for health and well-being	58%	37%	4%
	9. Gender equality in education, incl. education for girls and women	84%	16%	0%
	10. Right to education	86%	14%	0%
	11. Education for vulnerable groups and Education in emergencies	75%	23%	2%
	12. Technology and Artificial Intelligence in education	46%	38%	16%
	13. Research and foresight	44%	47%	9%
	14. Curriculum development	34%	51%	16%
	15. Education for Early Childhood and Care (ECCE)	60%	31%	9%
	16. Data collection and analysis	57%	33%	10%

The organizations unanimously identified four priority areas for the Education programme. The Organization's leadership in the coordination of SDG 4-Education 2030 was strongly supported (85%). In addition, respondents stressed the importance of the right to education (86%), of the Organization's actions with regard to gender equality in education, including education for girls and women (84%), as well as education for sustainable development and global citizenship (83%).

At least three-quarters of the responding organizations supported three additional themes: youth and adult literacy (80%), education for vulnerable groups and education in emergencies (75%) and education and lifelong learning policies and plans (75%).

In their remarks, some organizations stressed the need to strengthen the relationship between education and the social and human sciences. They therefore recommended that the two areas be linked in the drafting of document 41 C/5. By way of example, it was proposed that work plans link intercultural dialogue to education for global citizenship, and combating inequalities and racism to education.

82 respondents

NATURAL SCIENCES	Programmatic Areas	High	Medium	Low
	17. STI policy and governance	47%	40%	13%
	18. Science-policy interface	40%	42%	18%
	19. Open science	49%	40%	11%
	20. Science diplomacy	36%	48%	16%
	21. Gender equality in science	81%	17%	3%
	22. Basic sciences and engineering	31%	57%	12%
	23. Biosphere reserves and ecosystems	53%	35%	13%
	24. Biodiversity	59%	30%	11%
	25. Climate change monitoring, mitigation and adaptation	68%	29%	4%
	26. Indigenous and local knowledge systems	63%	32%	5%
	27. Water security	64%	29%	6%
	28. Geoscience	29%	61%	10%
	29. Disaster risk reduction	59%	31%	11%
	30. Data collection and analysis	54%	38%	8%

A very large number of respondents (81%) identified gender equality in science as a high priority theme.

A strong majority also prioritized three other programmatic areas: climate change monitoring, mitigation and adaptation (68%), water security (64%), and indigenous and local knowledge systems (63%).

A majority of respondents considered that UNESCO should also give high priority to biodiversity (59%), disaster risk reduction (59%), data collection and analysis (54%) and biosphere reserves and ecosystems (53%).

In their remarks, some NGOs called for greater involvement of researchers and teacher-researchers in the action programmes.

71 respondents

INTERGOVERNMENTAL OCEANOGRAPHIC COMMISSION	Programmatic Areas	High	Medium	Low
	31. Healthy ocean ecosystems and sustained ecosystem services	58%	30%	12%
	32. Effective early warning systems and preparedness for tsunamis and other ocean-related hazards	57%	23%	20%
	33. Increased resilience and adaptation to climate change and variability	66%	24%	10%
	34. Scientifically-founded services for the development of the sustainable ocean economy	51%	30%	19%
	35. Enhanced knowledge of emerging ocean science issues	45%	38%	17%
	36. Data collection and analysis	48%	35%	17%

According to 66% of the organizations, increased resilience and adaptation to climate change and variability should be the priority work plan of the Intergovernmental Oceanographic Commission (IOC).

A majority of organizations responding to the question also highlighted the importance of three other work plans: healthy ocean ecosystems and sustained ecosystem services (58%), effective early warning systems and preparedness for tsunamis and other ocean-related hazards (57%) and scientifically-founded services for the development of the sustainable ocean economy (51%).

It should be noted that 30% of the responding NGOs considered that they were not in a position to respond to the prioritization of issues dealt with by IOC.

93 respondents

SOCIAL AND HUMAN SCIENCES	Programmatic Areas	High	Medium	Low
	37. Ethics and human rights (equity, inclusion)	89%	10%	1%
	38. Management of social transformation	43%	48%	9%
	39. Intercultural dialogue	91%	8%	1%
	40. Sport (physical education, anti-doping, traditional sports and games)	29%	51%	20%
	41. Data collection and analysis	46%	46%	8%

The responding organizations overwhelmingly identified two programmatic areas to be prioritized: intercultural dialogue (91%) and ethics and human rights (equity, inclusion) (89%). Furthermore, in their additional comments, many organizations stressed the transversal nature of the two fields, which should be taken into account in the preparation of draft document 41 C/5.

Those areas were the subject of several additional comments. Some organizations recommended, in particular, that the “duty of the human being” aspect be taken into account in ethical issues. Others stressed the need to consider the religious dimension of intercultural dialogue. Some organizations also mentioned the importance of the notion of multilingualism alongside the intercultural dialogue priority.

86 respondents

CULTURE	Programmatic Areas	High	Medium	Low
	42. World heritage (1972 Convention)	76%	18%	6%
	43. Illicit trafficking of cultural property (1970 Convention)	51%	33%	15%
	44. Return and restitution of cultural property	44%	42%	14%
	45. Museums (2015 Recommendation)	51%	40%	9%
	46. Cultural property in armed conflict (1954 Convention and its two Protocols)	56%	31%	13%
	47. Underwater cultural heritage (2001 Convention)	41%	39%	20%
	48. Living heritage (2003 Convention)	59%	30%	10%
	49. Diversity of cultural expressions (2005 Convention)	79%	17%	4%
	50. Creative economy	47%	40%	13%
	51. Culture and emergencies	51%	41%	8%
	52. Cultural policies and sustainable development	76%	17%	7%
	53. Data collection and analysis	46%	43%	11%

At least three-quarters of the responding organizations highlighted three priority programmatic areas in culture: diversity of cultural expressions (2005 Convention), world heritage (1972 Convention), and cultural policies and sustainable development. A majority of respondents also highlighted five other themes requiring significant mobilization by the Organization: living heritage (2003 Convention) (59%), cultural property in armed conflict (1954 Convention and its two Protocols) (56%), and culture and emergencies, trafficking in cultural property (1970 Convention) and museums (2015 Recommendation), all three considered as a high priority by 51% of respondents.

In their comments, a majority of responding organizations recommended an intersectoral approach. Some noted, for example, the importance of culture in the fight against poverty, or were in favour of intercultural dialogue.

90 respondents

COMMUNICATION AND INFORMATION	Programmatic Areas	High	Medium	Low
	54. Freedom of expression and safety of journalists	79%	16%	5%
	55. Access to information	88%	11%	1%
	56. Digital transformation	70%	26%	3%
	57. Media and information literacy	72%	25%	3%
	58. Media development and journalism education	42%	51%	7%
	59. Documentary heritage preservation	62%	29%	8%
	60. Data collection and analysis	48%	44%	7%

Eighty-seven organizations (90% of respondents) identified two priority programme areas: access to information (88%) and freedom of expression (79%). This last area was the subject of several additional comments by organizations, which suggested a focus on access to new technologies in the fight against inequalities. In addition, the organizations expressed interest in a major mobilization in two other areas: digital transformation (70%) and documentary heritage preservation (62%). Organizations identified two programmatic areas in which engagement was less of a priority but required mobilization on the part of the Organization: data collection and analysis (48%) and media development and journalism education (42%).

In their comments, three organizations referred to the importance of combating misinformation and disinformation. Those organizations suggested the inclusion of such a theme in document 41 C/5 so that the Organization could play a key role in that very topical issue.

Moreover, some organizations suggested other policy themes such as reliable training for journalists and access to new technologies.

III. WORKING TOGETHER WITH ITS PARTNERS

Question B5. How best can UNESCO harness cooperation with its partners and ‘family’ members to increase synergies, efficiency and impact of its actions?

86 respondents

In general, the respondent organizations considered that strengthened, better defined and more strategic collaboration with UNESCO’s partners, including NGOs, would increase the synergy, effectiveness and impact of its action. In that connection, the respondents suggested more regular meetings and/or exchanges between the Organization and its partners (Headquarters and field offices), stronger interaction between field offices and National Commissions, increased support for NGOs in project implementation, upstream consultation of partners, particularly on major campaigns of the Organization, and clearer and simpler communication.

Respondents pointed out that more fruitful cooperation could be facilitated by mapping all of UNESCO's partners and bringing them into synergy. Thus, a database in that regard seemed important and could help to coordinate the different partners thematically.

Some organizations also highlighted UNESCO's convening role, which could facilitate greater synergies with its partners, for example through the organization of global partners' forums, a "partners village" at the General Conference, or thematic round tables bringing together all relevant partners, which could lead to the implementation of joint projects.

Question B6. How can UNESCO's partnership with non-governmental organizations be strengthened at country level?

80 respondents

Respondent organizations proposed rethinking and increasing cooperation with UNESCO at the local and regional level.

They considered that intensified cooperation with the various players in the field seemed indispensable and that, to that end, UNESCO should rely more on its field offices, which could make national administrations aware of the value of working with UNESCO's NGO partners. Another channel to be considered, according to some organizations, was the identification of coordinators or focal points for regional or subregional cooperation with NGOs within field offices.

Several organizations stressed the importance of triangular communication, between field offices, NGOs and National Commissions. In that regard, they considered that the Secretariat could organize round tables in the countries concerned to discuss the challenges faced by the countries, especially in Africa. In particular, several organizations saw the National Commissions as an effective lever for strengthening partnerships with NGOs at the local level.

A few organizations considered clear communication on the means of cooperation with UNESCO to be indispensable, as well as less bureaucratic requirements and streamlining of processes.

Question B7. How can UNESCO better foster interconnections among its partners, networks and key constituencies?

75 respondents

Respondent organizations emphasized UNESCO's power as a catalyst and convener. Many organizations considered that UNESCO could do a better job of promoting and fostering real interconnections among partners, including through online modalities. Several solutions were proposed, including webinars, online forums or a more adapted use of social networks. An online mapping of partners, with their data and areas of expertise, was also proposed to that end.

Other respondent organizations considered that networking of partners, by field of competence or work, and in some cases by geographical scope (local, national or regional), would make it possible to establish effective and targeted interconnections, for example through the creation of thematic groups or the organization of targeted partner meetings, also involving the programme sectors and field offices concerned.

More inclusive participation of all partners in meetings, such as the UNESCO Partners' Forum, was also proposed to encourage interconnections. The International Conference of NGOs was mentioned as an excellent space for sharing and interaction. An annual training to explain UNESCO's different partners and networks to new NGOs was also among the proposals.

Finally, maintaining open communication channels and providing a good vision of emerging projects and opportunities were also highlighted by respondents.

Question B8. How can UNESCO enhance its communication around and improve the visibility of its partnerships?

76 respondents

A large majority of respondents recommended making a more effective use of UNESCO's website and social media presence, by further developing the dedicated section for partnerships, showcasing the contribution of partners to UNESCO's activities and programme implementation, engaging with partners on social media and developing digital content aimed at wider audiences, including through enhanced accessibility and availability in more languages.

Additionally, some respondents further advocated for showcasing the positive results of civil society partnerships, including "small" partnerships, through periodic reports and newsletters, exhibitions, and events, at UNESCO Headquarters and Field Offices, accessible to Member States and the general public.

Respondents also suggested increasing UNESCO's presence in traditional media, including audiovisual media, to further grow the Organization's image and influence and strengthen the visibility of its partnerships with NGOs and their contributions to UNESCO's work.

A few respondents further insisted on increasing interdisciplinary activities and offering access to forums (and other events) through the UNESCO website or social media, as to follow UNESCO activities/priorities and inviting stakeholders to connect and comment.

Question B9. Please provide up to three examples, if any, of how your organization has contributed to increase UNESCO's impact in a specific area, and how this contribution has been reported and/or assessed.

81 respondents

Respondents mentioned contributions to increase UNESCO's impact mainly concerning: Education (literacy, access, inclusivity, lifelong learning, GCED, ESD), Natural Sciences (Water Security, promotion of STEM, scientific innovation, Climate and sustainable development), Gender Equality and Women Empowerment (girls education, women's leadership, gender approach in media), Social and Human Sciences (intercultural dialogue, youth), Communication and Information (Media Development and Journalism Education, Media and Information Literacy) and Culture (Cultural Conventions and Recommendations).

The majority of respondents provided examples involving contributions relating to programme implementation, advocacy, promotion and dissemination of UNESCO's programme and priorities, including by generating platforms or occasions for knowledge exchange and shared learning (such as organizing international or local events and conferences), as well as by facilitating ample access to UNESCO-produced guidance material and tools either by disseminating these or by producing their own material based on UNESCO's policy, key publications and standard-setting instruments.

Respondents also provided examples regarding the mobilization of financial and non-financial resources, including human resources, in support of UNESCO's programme and priorities, contributing with expertise, data collection and analysis, and supporting UNESCO in the production of guidance material and tools.

Some respondents also referred to their active engagement in the statutory mechanisms of collective cooperation as a means to increase UNESCO's impact, including the International Conference of Non-Governmental Organizations, the NGO-UNESCO Liaison Committee and the International Forums of NGOs, established under the Directives concerning UNESCO's partnership with non-governmental organizations.

Very few respondents elaborated on how these contributions were reported and/or assessed, with the few referring either to sending periodic reports of activities to the Secretariat or reporting to their members through the NGO's website or other means of institutional communication.

Some examples of contributions brought forward include: the development of guidance material and tools for policy analysis, monitoring and benchmarking related to equity in higher education and the pursuit of SDG4; providing active promotion, monitoring, expertise, drafting and support to the Secretariat for the implementation of Cultural conventions and decisions of their statutory meetings as well as thematic recommendations (in particular the 1954, 1970, 1972, 2003 and 2005 Conventions and the 2015 Recommendation on Museums); direct contribution to UNESCO's work with human resources; supporting UNESCO's efforts in literacy, as well as in media and information literacy, bringing together both information and expertise to inform UNESCO's work, and ensuring that it reaches a wider audience; active participation in the International Steering Committee of the Global Alliance of Partnerships for Media Information Literacy (GAPMIL), through several NGO members who are currently working to build the relevance and visibility of the initiative.

ADDITIONAL COMMENTS

Question B10 (optional). Do you have any additional comments concerning the future Programme and Budget for 2022-2025?

31 respondents

Thirty-one organizations made additional comments, many of which expressed thanks for the opportunity to contribute to the process.

Several respondents emphasized the importance of the Organization's relationship with non-governmental organizations as a component for general and technical expertise resources. In that connection, one organization considered that partnership with NGOs should be more visible in document 41 C/5.

With a view to a constructive partnership, some of them recalled the importance of the visibility given at Headquarters and in the field to partner NGOs, their fields of competence and expertise, so that the Member States and the Secretariat could benefit fully from them. Other respondents pointed out that efforts should be made to create the conditions for NGOs to engage effectively with the Organization - programme sectors, field offices or National Commissions – in the implementation of UNESCO's programmes.

Existing collective relations mechanisms (International Conference of NGOs, NGO-UNESCO Liaison Committee, NGO Forum, etc.) were mentioned as tools likely to foster cooperation. However, it would be advisable to promote dialogue between the various players (Member States, NGOs, Secretariat) in order to allow a collective vision of the resources present.

Some organizations stressed the increased visibility – with regard to UNESCO's action, priorities, activities, publications and so forth – that civil society partners could offer through their communication tools, including their websites for example.

Finally, the following comments and proposals were also made for consideration in the preparation of draft document 41 C/5:

- Strengthen IOC, so that it can act as a clearing house, facilitate the engagement of NGOs active in SDG 14, play a more coordinating role and avoid the "silo" mentality;
- Further develop activities to combat hate speech and ensure Holocaust education in order to respond to the rise in anti-Semitic, Islamophobic and anti-LGBT acts;

- Give greater visibility to early childhood and its corresponding rights to education, science and culture;
- Make ecological conversion one of the Organization's top priorities;
- Support projects for media capacity building and media engagement implemented by other organizations;
- Give priority to the survival of populations when drawing up budgets.

C. Analysis of intergovernmental organizations replies

A total of 13 intergovernmental organizations (IGOs) replied to the questionnaire.

Draft Medium-Term Strategy for 2022-2029 (41 C/4)

I. MISSION AND FUNCTIONS

I.1 Mission statement

Question A1. When designing the future Medium-Term Strategy that will guide the Organization's efforts in addressing emerging global challenges, should UNESCO revise its mission statement and formulate it differently?

13 respondents

All 13 respondents mentioned that there is no need for UNESCO to revise its mission statement. However, among the respondents, one UN agency used the occasion to identify areas for strengthening efforts such as with respect to the following: the global platforms on education, which already exist; coordinating across global education platforms for greater synergy and cooperation especially in the areas of global and national policy reforms; on the future of learning especially in light of COVID-19; and on addressing more coherently emergent global issues such as climate change. Another respondent was also supportive of the strengthening responses to global challenges, especially post COVID-19 crisis.

I.2 Functions

Question A2. Please indicate the degree to which your agency/organization would be capable and willing to support and/or cooperate with UNESCO in the delivery of each of its functions as detailed below (scale: High/Medium/Low)

12 respondents

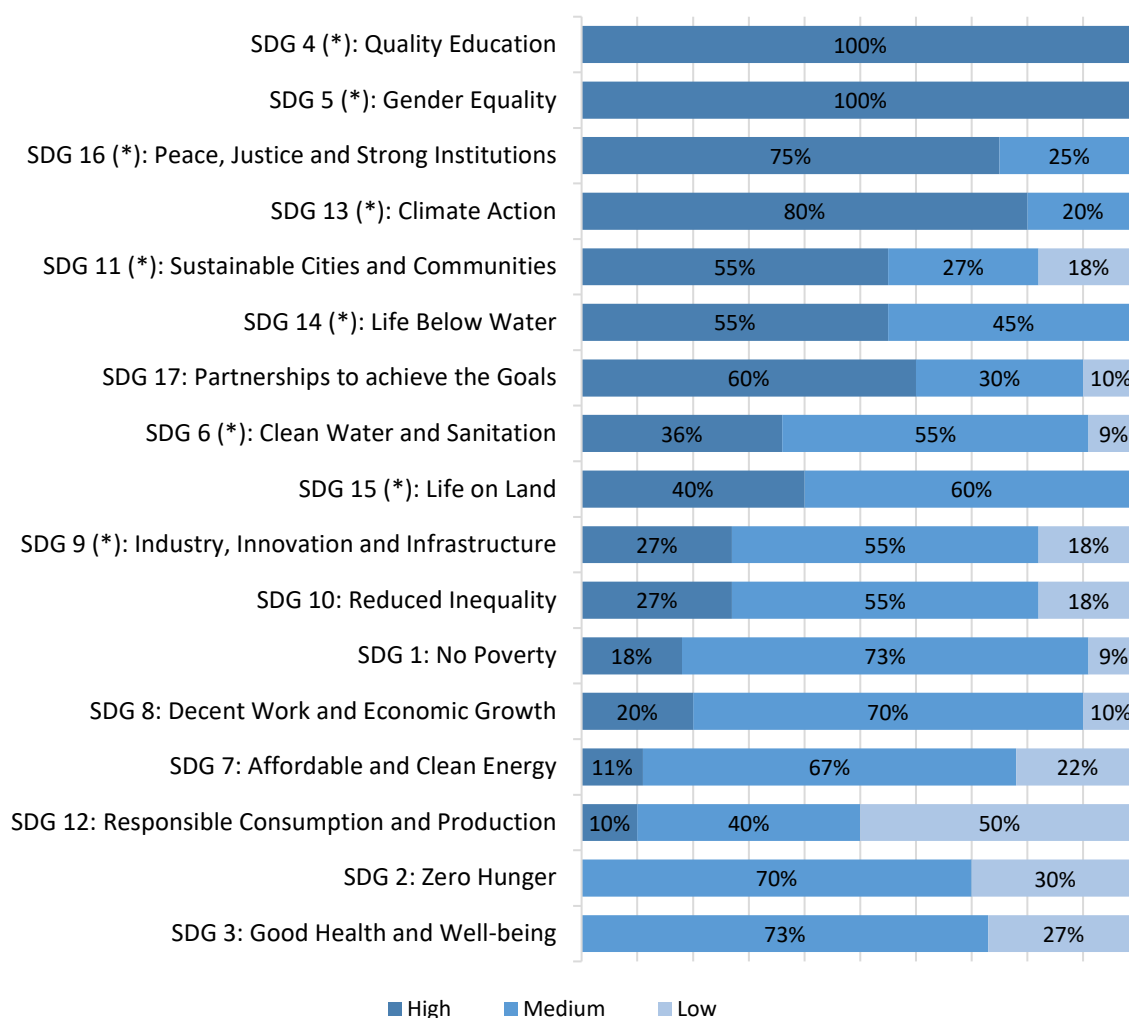
Function	High	Medium	Low
Laboratory of ideas	82%	18%	0%
Clearing house	64%	27%	9%
Standard setter	45%	36%	18%
Catalyst for international cooperation	75%	17%	8%
Capacity-builder	75%	17%	8%

Twelve IGOs responded to this question indicating a high priority of 82% for the laboratory of ideas function. UNESCO's functions as a catalyst for international cooperation and capacity builder was second with the same ranking (high 75%; medium 17%; low 8%). The Clearing house function was ranked fourth (64%) and standard setter fifth (45%). Again, IGOs used the opportunity to identify areas for collaboration, in terms of provision of advice, and ; developing capacity-building activities in science, notably with the International Basic Sciences Programme; or strengthening partnerships to promote the functions of laboratory of ideas (common projects), clearing house (sharing existing tools and mechanisms, developing new ones together), and capacity building, primarily to achieve SDG 4 through standard-setting and through policy analysis, monitoring and benchmarking.

II. GUIDING FRAMEWORK: THE 2030 AGENDA

Question A3. *In light of the above, please indicate on a High/Medium/Low scale those SDGs where you believe UNESCO has a strategic role and contribution, and towards which the Organization should concentrate its efforts and resources during the 2022-2029 period. Please note that the nine SDGs that the Organization is focusing on currently are marked with an asterisk in the list below.*

12 respondents



Twelve IGOs responded to this question and ranked as high (above 75%) UNESCO's role and contribution to SDG 4 on Quality Education, SDG 5 on Gender Equality, SDG 16 on Peace, Justice and Strong Institutions, and SDG 13 on Climate Action. The Organization's role and contribution to SDG 11 on Sustainable Cities and Communities, SDG 14 on Life below Water, and SDG 17 on Partnerships to achieve the goals were ranked medium high importance (60-55%). UNESCO's contribution to SDG 1: No Poverty, SDG 3: Good Health and Well-being, SDG 2: Zero Hunger and SDG 8: Decent Work and Economic Growth were judged as being of high medium importance (73-70%). Interestingly SDG 15 (*) Life on Land, SDG 9 (*): Industry, Innovation and Infrastructure and SDG 6 (*): Clean Water and Sanitation to which UNESCO currently contributes were not judged to be of high importance (above 75%) or medium importance (above 70%).

For those SDGs that you have indicated as “High”, please also provide comments on the overall positioning, specific comparative advantages and challenges or opportunities regarding UNESCO’s future contribution to these SDGs and their related targets.

8 respondents

UNESCO was called upon to strengthen its efforts notably on SDGs 4, 5, 16, and to communicate better the positioning of its contribution to implementation of SDGs identified as being of medium high importance. The work of the Organization should serve to transform social settings, paradigms and institutional practices for a new development model, while promoting the social inclusion of all peoples.

It was noted that UNESCO’s contribution to SDG 4 was an area of strength and should remain a priority. The history of presenting studies based on evidence, the contribution to regional and global educational policies and the definition of standards, in quantity and quality, demonstrate that joint action can benefit Member States, despite their specificities of development.

With respect to SDG 5 it was noted that gender equality and the empowerment of women and girls remains an objective to be pursued, given that disparities in access to education and equitable treatment in the labour market persist. The work developed so far has produced results, through raising awareness and designing activities that seek to promote changes, both in mentality and in structure, to achieve this SDG. Future work must ensure consistency with the UN approach.

On SDG 13- Climate Action, it was considered that UNESCO could contribute more prominently to the science-policy interface, linking science to action that speaks broadly and inclusively, especially in a post-COVID scenario.

The contribution to more peaceful and inclusive societies for Sustainable Development (SDG 16) remains an objective of widespread interest, which can be boosted through the training and awareness of young people and adults, as well as the sharing of information and good practices on local, national and regional initiatives

III. STRATEGIC CROSS-CUTTING AREAS OF ACTION

Question A4. Taking into account major challenges and opportunities identified by Member States during the 40th session of the General Conference, the following are possible cross-cutting areas of action aligned with the SDGs, which could guide UNESCO’s Medium-Term Strategy, and be translated into both strategic objectives and programmatic terms of relevance to all sectors in the next two quadrennial Programmes (see also Question B4 in Part B). Please indicate the level of relevance of each of the following transversal areas of action, as a basis for future strategic investment and prioritization.

13 respondents

Areas of Action	High	Medium	Low
1. Promote lifelong learning, inclusive and creative societies (SDGs 1, 3, 4, 5, 8, 10, 11, 16, 17)	85%	15%	0%
2. Enhance environmental sustainability and mitigate and adapt to climate change (SDGs 4, 5, 6, 10, 11, 12, 13, 14, 15, 16, 17)	69%	31%	0%
3. Foster open, diverse and peaceful societies (SDGs 1, 4, 5, 8, 10, 11, 16, 17)	54%	46%	0%

4. Advance ethical standards and policy frameworks adapted to the new digital environment and reduce the digital divide (SDGs 1, 4, 5, 8, 9, 10, 11, 16, 17)	62%	31%	8%
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All 13 IGOs responded and there was general agreement with the objectives proposed (they accorded high ratings of over 50% to the proposed areas of actions). In their comments, respondents mentioned the need to focus on UNESCO's comparative advantage and on delivering results; placing greater alignment between strategic sectoral plans and the priorities of national development plans; and investing resources in the development of policy frameworks in its areas of work that are adapted to the new digital environment.

IV. GLOBAL PRIORITIES AND PRIORITY TARGET GROUPS

IV.1 Global priorities

Africa

Question A5. In your view, how could Priority Africa be better mainstreamed and prioritized in UNESCO's next Medium-Term Strategy?

11 respondents

A number of suggestions were made such as: women's and girls' empowerment in sciences; IIEP Pole de Dakar supporting government and partners with their Education Sector Analysis and expanding support to English and Portuguese speaking countries; placing youth at the heart of the Strategy, especially their technical and professional training to help combat youth unemployment; increased consultation with the national entities responsible for planning and implementing public policies for education and development, and strengthened trilateral and South/South cooperation involving governments, civil society, academia and the private sector, as well as greater coordination with regional and intergovernmental organizations such as developing synergies with the European Union on its upcoming EU/Africa strategy; better integration of the SDGs and targets in the Flagship programmes of Priority Africa; and greater focus on key priorities identified by African countries.

Gender equality

Question A6. Please indicate the level of importance of the following SDGs and their related targets for UNESCO to pursue and prioritize in its Medium-Term Strategy for 2022-2029.

13 respondents

	High	Medium	Low
1. Gender disparities in education are eliminated (SDG Target 4.5)	85%	15%	0%
2. Women and girls live a life free from violence, harassment and oppression (SDG Targets 5.1 and 5.2)	77%	15%	8%
3. Women have income security, decent work, economic autonomy and social protection (SDG Targets 8.5 and 8.8)	58%	33%	8%
4. Women are leaders, participate in and benefit equally from inclusive and participatory systems of governance (SDG Target 5.5)	45%	45%	9%
5. Women have universal access to sexual and reproductive health and rights (SDG Target 5.6)	50%	25%	25%
6. Women and girls have access to and fully participate in technological developments and frontier technologies that are free of gender biases (SDG Target 5B)	82%	9%	9%
7. Women and girls lead action for climate justice (SDG 13)	36%	36%	27%

8. Sex-disaggregated statistics are gathered for evidence-based policy making and monitoring (SDG Target 17.8)	91%	9%	0%
9. Enforceable legislation and inclusive policies are in place for the promotion of gender equality policies and the empowerment of all women and girls (SDG Target 5C)	68%	30%	2%

With all 13 IGOs responding, the top priorities selected were (in order of importance accorded over 60%) gathering Sex-disaggregated statistics for evidence based policy-making and monitoring (SDG Target 17.8); eliminating Gender disparities in education (SDG Target 4.5); ensuring Women and girls have access to and fully participate in technological developments and frontier technologies that are free of gender biases (SDG Target 5B); Women and girls live a life free from violence, harassment and oppression (SDG Targets 5.1 and 5.2); and that enforceable legislation and inclusive policies are in place for the promotion of gender equality policies and the empowerment of all women and girls (SDG Target 5C). UNESCO's comparative advantage in connection with education, particularly for adolescent girls and comprehensive sexuality education was highlighted. UNESCO was encouraged to adopt and apply a gender transformative approach and strengthen cooperation with civil society.

IV.2 Priority target groups

Youth

Question A7. In your view, and in light of past experience, how best could UNESCO ensure that youth engagement is better integrated in the future Medium-Term Strategy for 2022-2029?

12 respondents

It was suggested that UNESCO should build on its good initiatives already in place (e.g. Youth Spaces, Youth Climate Action Network, PVE and the Education for Justice), providing enhanced platforms and mechanisms to elevate and amplify youth voices, ideas and creativity in decision-making including but not limited to education, at subnational, national, regional and global levels. Leveraging existing platforms e.g. ECOSOC Youth Forum, the Office of the UN Secretary-General's Envoy on Youth, and global coalitions and partnerships e.g. Generation Unlimited, were recommended, as was the promotion of more spaces for sharing information, accessing free resources and dialogue among young people and for intergenerational discussion, in formal and informal settings. It was suggested that UNESCO invest more in promoting equitable access to inclusive quality education, including higher education, technical and vocational education and training, distance learning, and formal and non-formal learning; and encourage open, free and secure access to digital technologies, services and connectivity and enhance the digital competences and literacy of youth. Other recommended programmes were on Sports among the Youth for Development and Peaceful coexistence, Media and Information Literacy for Youth, youth-led journalism and research in the context of COVID-19 response and SDG implementation, youth and human rights, creative cities, biodiversity. UNESCO may also wish to focus on implementation of youth-related decisions already taken; on diversifying the venue of the UNESCO Youth Forums' and organizing this in collaboration with other international organizations.

Small Island Developing States (SIDS)

Question A8. What would you recommend for UNESCO to do during the period 2022-2029, in order to respond more effectively to the needs of the SIDS? Please provide up to three recommendations on priority areas to be addressed.

7 respondents

The seven responding IGOs noted the following areas in which UNESCO could more effectively respond to the needs of SIDS: Building institutional capacities to strengthen national competencies for planning, implementing, and managing public policies; supporting the creation of regional and international partnerships; strengthening national scientific research capacities; building resilience to climate change; recognition and protection of traditional knowledge and indigenous culture; promoting the production of technology and local initiatives; supporting the SIDS to have appropriate access to quality infrastructure; protecting natural heritage through ecosystem-based adaptation; and implementation of the SAMOA Pathway.

V. PARTNERING FOR DEVELOPMENT

Question A9. Which innovations would you suggest in UNESCO’s approach to partnerships? Please limit to three proposals.

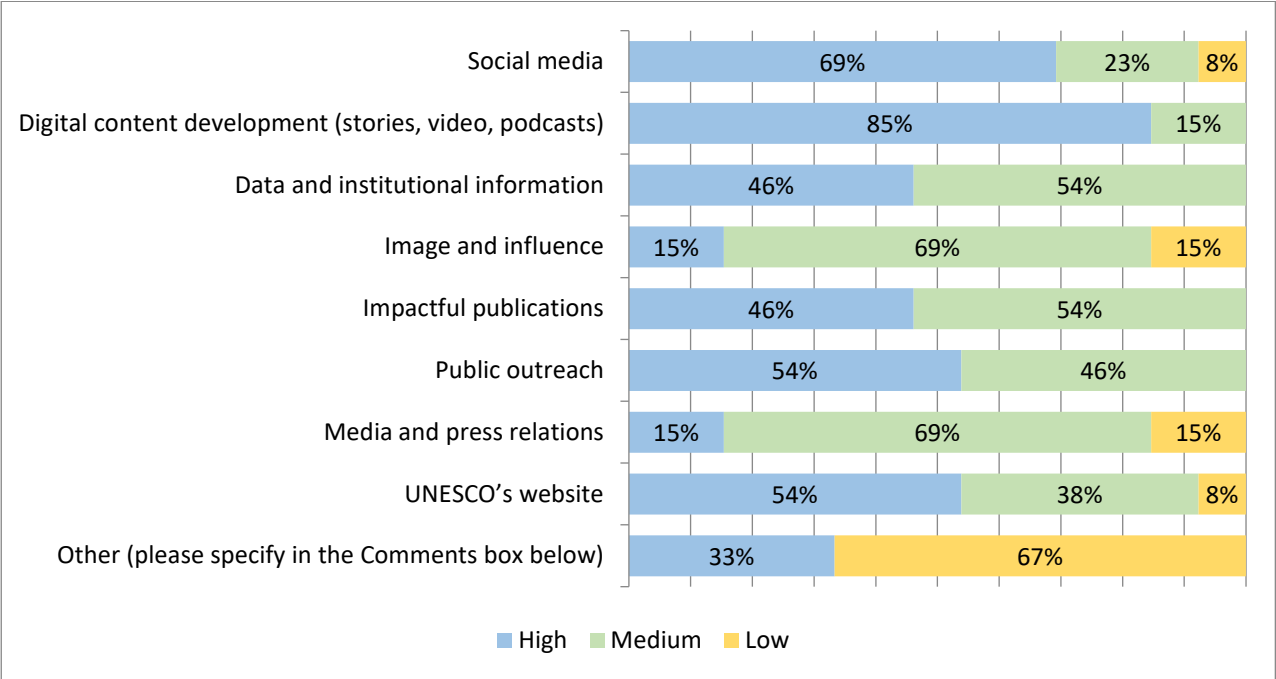
12 respondents

Suggestions from the 12 respondents on innovations for better Partnerships included cooperating with the private sector in the area of artificial intelligence to develop distance learning, research on human security, and monitoring the protection of cultural and natural heritage. It was also recommended that UNESCO strengthen the capacities of Member States for engaging with the private sector and clarify roles and responsibilities in partnerships based on comparative advantage. UNESCO should organize regular consultations with partners, foster the building of synergies and joint proposals for intervention, and value and recognize non-financial contributions. New partnerships should be fostered with other international organizations. Clear commitments, visible results and transparent accounts would also help the Organization attract new partners.

VI. COMMUNICATION

Question A10. As part of a wider ambition to develop a renewed vision of the communication function of UNESCO, please indicate which of the areas listed below should be given priority for investment in future (Scale: High/Medium/Low).

13 respondents



Digital content development (stories, videos, podcasts) was the premier area for investment in future communications according to the 13 respondents (85%), with social media (69%), public outreach and the UNESCO website rounding out the top priorities with over 50%. Respondents provided additional suggestions that could improve communication, such as: public advocacy messages carry more weight when UN agencies speak with one voice and achieving this requires consultations and co-creation on matters of global importance; more external validators, influencers and non-UNESCO voices could be used to magnify and amplify UNESCO's mission (over its brand); and better leveraging of high quality data to influence stakeholders' actions.

ADDITIONAL COMMENTS

Question A11 (optional). Do you have any additional comments concerning the next Medium-Term Strategy for 2022-2029?

13 respondents

It was suggested that UNESCO should adapt its new Medium-Term Strategy within the context of new realities, such as COVID-19, climate change, and migration. The elaboration of a new Strategy presents an opportunity for UNESCO to review and expand partnership and explore possibilities for more operational alliances. Strengthening the UIS should be a priority, in order to (i) increase the ability to provide technical support at the country level, (ii) enhance data collection from country to UIS (quality assurance to be improved), and (iii) improve data availability and visualization. Expanding IIEP by establishing Poles in other regions around the world so that the Institute's good work can be replicated. Field and operational presence is key in delivering on UNESCO's mandate, and the current process allows for rebalancing of functions at global, regional and national levels with a better equilibrium of staffing. The Organization should also work more closely with least developed countries, to assist them to create and implement their own national development plans.

Draft Programme and Budget for 2022-2025 (41 C/5)

I. FOCUSING ON THE ORGANIZATION'S GLOBAL PRIORITIES

I.1 Africa

Question B1. How could collaboration between UN Agencies and Intergovernmental Organizations and UNESCO be improved to ensure more impactful implementation and greater visibility of UNESCO's action in and for Africa? Please provide up to three suggestions

11 respondents

Eleven IGOs responded. A number of suggestions concerning the work of the IIEP/ Pole de Dakar, including resumption of the EFA follow-up reports produced between 2000 and 2015, which could support governments and partners mobilization, and enhance visibility of progress and constraints on achievement of SDG 4; adopting a flexible approach to education sector analyses by supporting governments and partners to undertake alternative exercises; and expanding support to English and Portuguese speaking countries. Further harmonization of coordination on SDG 4 in Africa was recommended, and the prioritization of work in areas such as out of school children, addressing the learning crisis, issues affecting teachers, and Education Sector Analysis and Planning. It was also suggested that UNESCO consult/organize meeting with the IGOs to identify regional priorities, engage in joint planning and implementation of interventions. Pilot projects designed around the SDGs could be implemented involving triangular cooperation at the regional and international levels, and the focus should be on relevance, impact and sustainability of actions. Some suggested areas include post-COVID scenarios; green transition and energy access; digital transformation; sustainable growth and jobs through education and culture and targeting women and youth; gender equality in action and cooperation; protecting and improving social rights; knowledge society and economy; academic and scientific cooperation; research and innovation capacities; peace, good governance and the rule of law.

I.2 Gender Equality

Question B2. In your view, and based on relevant decisions of UNESCO's Executive Board to date, what would be the actions to be taken in order to achieve a greater impact of UNESCO's work to support Global Priority Gender Equality? Please indicate your choice on a scale of High/Medium/Low.

12 respondents

	High	Medium	Low
1. Develop a third Priority Gender Equality Action Plan (2022-2029)	58%	33%	8%
2. Pursue transversal gender transformative initiatives across all areas of work	58%	42%	0%
3. Design and implement an operational budget tracking tool	42%	58%	0%
4. Enhance dedicated Gender equality expertise in UNESCO field offices, specifically at the regional level	67%	25%	8%

Twelve IGOs responded to this question with highest priority being accorded to enhancing dedicated Gender equality expertise in UNESCO field offices, specifically at the regional level. Suggestions for achieving greater impact of UNESCO's work on Gender Equality included integrating gender equity across all areas of work; using budget and operational tracking tools; enhancing institutional capacities both in terms of gender specialization and in mainstreaming a gender lens; engaging youth particularly adolescent girls and young women in UNESCO's work. This work should be

aligned with the SDGs, be results oriented and use disaggregated data and information by sex and age as called for in the CEDAW, Beijing Platform for Action, and the 2030 Agenda for Sustainable Development.

II. ENHANCING UNESCO'S PROGRAMMATIC FOCUS

Question B3. Please highlight up to 3 cases where UNESCO's actions (including standard-setting instruments; key publications; guidance material and tools; good practices, etc.) have had an impact on your agency/organization's work and performance.

12 respondents

Twelve IGOs responded to this question. Work carried out especially at IIEP on building institutional capacities and providing technical assistance on Education Sector Analysis has been useful. The work of UIS has also had a strong impact in monitoring SDG 4, and in providing technical support for data collection and analysis, leading to calls for its prioritization and strengthening. Mention was also made of the importance of UNESCO publications and good practices such as: the Global Education Monitoring Reports, the Different aspects of Islamic Culture, History of civilizations of Central Asia, and the policy brief on Preventing violent extremism through education. Partnership for the institutionalization of the health and productivity of marine, freshwater and terrestrial ecosystems, the provision of technical assistance, and the establishment of early warning systems/disaster risk reduction were mentioned as impactful UNESCO work. UNESCO's work on the Silk Roads, in Sport, on youth development, in combatting the illicit trafficking of cultural property (1970 Convention), on diversity of cultural expressions (2005 Convention), in UNGIS and the WSIS Forum, interagency collaboration on ICTs, and in keeping ICTs and the digital development on the CEB agenda were also mentioned as impactful. Finally, UNESCO's work on gender equality also provided guidance.

II.1 Prioritization of programmatic areas

Question B4. Bearing in mind the need to focus on the areas in which UNESCO has a clear added value and comparative advantage within the UN system and on its contribution to the 2030 Agenda, and considering your agency/organization's priorities for engagement with UNESCO, which of the following programmatic areas should be prioritized in future (please also refer to the strategic cross-cutting areas of action identified in your response to Question A4)? The list below is based on the current 40 C/5 programme.

11 respondents

	Programmatic Areas	High	Medium	Low
EDUCATION	1. Leadership in the coordination of SDG 4 – Education 2030	91%	9%	0%
	2. Education and lifelong learning policies and plans	73%	27%	0%
	3. Technical and Vocational Education and Training	82%	18%	0%
	4. Youth and adult literacy	55%	45%	0%
	5. Higher education	73%	27%	0%
	6. Teachers	82%	18%	0%
	7. Education for sustainable development and global citizenship	45%	55%	0%
	8. Education for health and well-being	55%	36%	9%
	9. Gender equality in education, incl. education for girls and women	82%	18%	0%
	10. Right to education	91%	9%	0%
	11. Education for vulnerable groups and Education in emergencies	64%	27%	9%
	12. Technology and Artificial Intelligence in education	55%	36%	9%
	13. Research and foresight	27%	64%	9%
	14. Curriculum development	27%	64%	9%
	15. Education for Early Childhood and Care (ECCE)	36%	45%	18%
	16. Data collection and analysis	55%	45%	0%

In Education, areas prioritized at over 70% (in descending order) were Leadership in the coordination of SDG 4 – Education 2030, the Right to education, Technical and Vocational Education and Training, Teachers, Gender equality in education, incl. education for girls and women, Higher education, and Education and lifelong learning policies and plans. Respondents made a number of suggestions such as: the prioritization of the core elements of education delivery – curriculum, teachers, right to education, and data collection and analysis; the need to promote values through physical education and sports; further work on mapping the results of countries and data collection to improve the quality of and opportunities/access to education; and a number of areas for focus in the C/5 including standard setting in education; addressing existing gaps with respect to women's and girls' education and the right to education of crisis-affected people on the move; leveraging education systems to prepare Africa for the digital transformation and to promote sustainable development models notably for climate change and biodiversity loss.

11 respondents

NATURAL SCIENCES	Programmatic Areas	High	Medium	Low
	17. STI Policy and governance	73%	27%	0%
	18. Science-policy interface	45%	55%	0%
	19. Open science	64%	36%	0%
	20. Science diplomacy	67%	33%	0%
	21. Gender equality in science	64%	36%	0%
	22. Basic sciences and engineering	50%	50%	0%
	23. Biosphere reserves and ecosystems	78%	22%	0%
	24. Biodiversity	78%	22%	0%
	25. Climate change monitoring, mitigation and adaptation	80%	20%	0%
	26. Indigenous and local knowledge systems	70%	30%	0%
	27. Water Security	67%	22%	11%
	28. Geoscience	56%	33%	11%
	29. Disaster Risk Reduction	70%	20%	10%
	30. Data collection and analysis	70%	30%	0%

In the Natural Sciences areas prioritized at over 70% (in descending order) were Climate change monitoring, mitigation and adaptation, Biosphere reserves and ecosystems, Biodiversity, STI Policy and governance, Indigenous and local knowledge systems, Disaster Risk Reduction and Data collection and analysis. It was noted that to address the contemporary challenges of development today meant addressing issues in the Natural Sciences such as climate change, mitigation and adaption, water security, disaster risk reduction. Further, as the only UN agency with a mandate for science, UNESCO's work is essential for an evidence-based approach to sustainable development and achieving the SDGs. Consequently, UNESCO needs to improve its capacity to swiftly respond to new and rapidly evolving challenges. Open Science and open access should remain a priority and should ensure involvement of all priority groups, and as shown in the current COVID pandemic responses, efforts to enhance the global and local science-policy-society interface should make use of trans-sectoral approaches. Trust in science should be restored by strengthening scientific communication and education. Member States should be assisted in ensuring water security by mutualizing their research capacity and sharing their water data and promoting water diplomacy including among decision-makers.

10 respondents

INTERGOVERNMENTAL OCEANOGRAPHIC COMMISSION	Programmatic Areas	High	Medium	Low
	31. Healthy ocean ecosystems and sustained ecosystem services	60%	40%	0%
	32. Effective early warning systems and preparedness for tsunamis and other ocean-related hazards	80%	20%	0%
	33. Increased resilience and adaptation to climate change and variability	100%	0%	0%
	34. Scientifically-founded services for the development of the sustainable ocean economy	40%	60%	0%
	35. Enhanced knowledge of emerging ocean science issues	30%	70%	0%
	36. Data collection and analysis	44%	56%	0%

With respect to the IOC areas prioritized at over 60% (in descending order) were Increased resilience and adaptation to climate change and variability, Effective early warning systems and preparedness for tsunamis and other ocean-related hazards, and Healthy ocean ecosystems and sustained ecosystem services. One respondent commented that the challenges identified in the UN Decade of Ocean Science for Sustainable Development (2021-2030) are cross-cutting to all oceans and have at its core the societal benefits of the sustainable use of the ocean. Two respondents expressed interest in collaborating with the IOC, including the possibility for the exploration of a youth component in such work.

10 respondents

SOCIAL AND HUMAN SCIENCES	Programmatic Areas	High	Medium	Low
	37. Ethics and human rights (equity, inclusion)	90%	10%	0%
	38. Management of social transformation	60%	40%	0%
	39. Intercultural dialogue	60%	40%	0%
	40. Sport (physical education, anti-doping, traditional sports and games)	44%	56%	0%
	41. Data collection and analysis	67%	33%	0%

In the Social and Human Sciences areas prioritized at over 60% (in descending order) were Ethics of human right (equity, inclusion), Data collection and analysis, the Management of social transformation, and Intercultural dialogue. One respondent noted areas in which the work of the Sector could contribute to the realization of the SDGs, notably SDG 5 on gender equality and the empowerment of all women and girls including gender equality in sport, SDG 8 on decent work (and economic growth), SDG 16 on peace (justice and strong institutions), and SDG 3 by developing UNESCO's Quality Physical Education Guidelines. They also highlighted areas for strengthening youth engagement notably with respect to the cultural and creative sectors, and in raising awareness and understanding of democracy, equality, respect for human dignity, human rights, pluralism and diversity, increased skills in media and information literacy.

10 respondents

CULTURE	Programmatic Areas	High	Medium	Low
	42. World heritage (1972 Convention)	90%	10%	0%
	43. Illicit trafficking of cultural property (1970 Convention)	60%	40%	0%
	44. Return and restitution of cultural property	56%	44%	0%
	45. Museums (2015 Recommendation)	89%	11%	0%
	46. Cultural property in armed conflict (1954 Convention and its Two Protocols)	56%	44%	0%
	47. Underwater cultural heritage (2001 Convention)	33%	67%	0%
	48. Living heritage (2003 Convention)	67%	33%	0%
	49. Diversity of cultural expressions (2005 Convention)	78%	22%	0%
	50. Creative economy	44%	56%	0%
	51. Culture and emergencies	78%	22%	0%
	52. Cultural policies and sustainable development	70%	30%	0%
	53. Data collection and analysis	56%	44%	0%

With respect to the Culture areas prioritized at over 60% (in descending order) were World heritage (1972 Convention), Museums (2015 Recommendation), Diversity of cultural expressions (2005 Convention), Culture and emergencies, Cultural policies and sustainable development, Living heritage (2003 Convention), and Illicit trafficking of cultural property (1970 Convention). Additionally, the importance of preservation and protection of cultural heritage, especially in armed conflict and natural hazards was noted. To enhance this, training for technical officers should be promoted, including for the prevention of the illicit trafficking in cultural property. The Organization should implement a rapid response mechanism in case of emergencies. It was also suggested that UNESCO work on the development of culture indicators, data collection and analysis to expand the evidence base of culture's contribution to development and promote international awareness of this contribution. It should strengthen cross cutting and interdisciplinary approaches towards implementation of the SDGs, enhance its cooperation with universities and research poles, and play a strengthened role as a privileged "observatory", namely in case of issues which may become critical on the international level.

11 respondents

COMMUNICATION AND INFORMATION	Programmatic Areas	High	Medium	Low
	54. Freedom of expression and safety of journalists	100%	0%	0%
	55. Access to information	80%	20%	0%
	56. Digital transformation	73%	27%	0%
	57. Media and information literacy	60%	40%	0%
	58. Media development and journalism education	56%	44%	0%
	59. Documentary heritage preservation	67%	33%	0%
	60. Data collection and analysis	44%	56%	0%

Finally, with respect to Communications and Information areas prioritized at over 60% (in descending order) were Freedom of expression and safety of journalists, Access to information, Digital transformation, Documentary heritage preservation, and Media and information literacy. Additionally, UNESCO was called upon to support human rights organizations working on the abuse and assassination of journalists. It was noted the Strategic Objective 9 of the 37 C/4 is still very valid, and that monitoring and reporting on SDG 16.10 is central to UNESCO's work. The Organization should be at the forefront of the global debate of the impact of emerging technologies and platforms on Freedom of Expression and Artificial Intelligence, ensuring that a human rights-based approach is pursued and that rights are not curtailed and new forms of exclusion and the digital gap are addressed. Transversal and inter-sectoral work on hate speech, disinformation, misinformation, media information literacy (MIL) and digital skill should be enhanced and leadership strengthened in the implementation of the UN Plan of Action on Safety of Journalists, with particular attention to the safety of women journalists.

II.2 Strengthening interdisciplinary and intersectoral work

Question B5. In your view, and based on your agency/organization's experience, how could UNESCO best facilitate interdisciplinary approaches in programming and implementation, as needed, in the next Programme and Budget?

11 respondents

Eleven IGOs responded to this question. Feedback provided for better facilitating interdisciplinary approaches included working with partners to maximize synergies based on comparative advantages at the global, regional and national levels, and leveraging the UN and partners' presence and resources on the ground for implementation. The establishment of diverse, interdisciplinary teams with different perspectives and opinions was encouraged. Establishing from the outset clear

objectives and outcomes that contribute to implementation of the SDGs, prioritizing work that have demonstrable impact, and developing organizational policies to support the change environment would facilitate interdisciplinary approaches. It was also suggested that UNESCO play an active role in the UN Reform

III. UNESCO'S PRESENCE IN THE WORLD

Field Office Network

Question B6. In the framework of the global UN development system reform, and based on your agency/organization's experience, what changes do you think UNESCO could make to optimize its operations at the regional, sub-regional and national levels?

9 respondents

Nine IGOs responded to this question. Suggestions repeated for optimizing UNESCO's field network included fostering alliances and knowledge sharing including at the UN level within the Country Teams and the RC network, with regional and national institutions including research bodies and National Commissions, and with IGOs working on issues relevant to UNESCO's mandate. There were calls for increased decentralization of decision-making and autonomy, and increased transparency. UNESCO's work should be more results-oriented and build on its comparative advantage and leadership, for example in advancing SDG 4, enhancing institutional and human capacities, and involve local actors especially their direct participation in decision-making and evaluation of actions. Strengthening resource mobilization linked to action was also mentioned.

IV. WORKING TOGETHER WITH ITS PARTNERS

Question B7. How best can UNESCO harness cooperation with its partners and "family" members to increase synergies, efficiency and impact of its actions?

12 respondents

Twelve IGOs responded to this question. Suggestions for increasing synergies, efficiency and impact included the elaboration/update of guidelines for working with various groups of partners. The Strategy, which should include a good balance of strategies and priorities, must be flexible as "one size does not fit all"; building on UNESCO's comparative advantages and leadership for example on SDG 4; inviting IGOs to participate as observers in the UNESCO General Conference and creating opportunities for the IGOs to contribute their inputs to decision-making; strengthening joint partnerships including formulation of transversal expected results, joint financing mechanisms, and co-organize events; strengthen programme implementation in the field. One UN Agency suggested building special partnership initiatives with one or more other UN agencies and other partners into the partnership strategy, based on specific themes of particular relevance to the agencies. Promote information and experience sharing and ensure linkages at the country and global levels.

Question B8. How can UNESCO's partnership with UN agencies and Intergovernmental Organizations be strengthened at country and regional levels, in the context of the global UN development system reform?

12 respondents

Twelve IGOs responded to this question. Suggestions included the establishment of a mechanism for strengthening collaboration between UNESCO regional and national offices and their IGO partners at the regional and national levels. Their collaboration should work towards providing strategic responses based on the comparative advantages of both partners and support country-driven processes of Member States. UNESCO should also strengthen its participation in the formulation of the Cooperation Frameworks, assuming a lead role and providing strategic and normative guidance on topics such as education, gender, culture, tolerance and discrimination. The

Organization should also play a leading role in supporting with data and statistical capacities, contributing to the regional knowledge management hub, relevant issue-based coalitions, and strengthening regional results reporting. Partnership on joint communication campaigns, effective participation in local donor coordination mechanisms, collaboration on projects and on co-organizing events were also suggested. Finally, it was recommended that field office presence be reviewed at the end/start of each quadrennium.

Question B9. How can UNESCO better foster interconnections among its partners, networks and key constituencies?

11 respondents

Eleven IGOs responded to this question, recommending that UNESCO leverage the strengths of its UN and other partners based on their comparative advantage, creating spaces for dialogue and sharing with a regional focus by themes. The Organization was called upon to build institutional capabilities for partnering, strengthen dialogue with partners, identify common/shared priorities, promote open and inclusive planning of development priorities, and improve its responsiveness to IGOs. The creation of more UNESCO Chairs and centres in least developed countries was recommended. One UN agency suggested specific areas of cooperation on Biosphere reserves, biodiversity, and the Great Apes Survival Partnership.

Question B10. How can UNESCO enhance its communication around and improve the visibility of its partnerships?

10 respondents

Ten IGOs responded to this question, suggesting the development of joint messaging that is focused on results and impact; is tailored to different contexts and audiences; speaking with one voice as a member of the UN family; inviting public and private partners to contribute to UNESCO's strategic objectives; providing spaces for partners in UNESCO's corporate communications and publications; and citing the works of partners in UNESCO's publications. Sharing information on the different modalities to partner with UNESCO, as well as on the Organizations plans and strategies were mentioned.

ADDITIONAL COMMENTS

Question B11 (optional). Do you have any additional comments concerning the future Programme and Budget for 2022-2025?

3 respondents

It was requested that the names of all IGOs that contributed to the definition of the future Programme be mentioned in the document. One respondent noted that it is developing a response programme to COVID-19 pandemic with several areas directly related to UNESCO's mandate. Hence, a strong and coordinated multilateral response to this global pandemic could be envisaged, with implications as well for UNESCO's future Programme in the C/5.

ANNEX

LIST OF RESPONDENTS

MEMBER STATES AND ASSOCIATE MEMBERS

MEMBER STATES

- | | | |
|--|----------------------------|---|
| 1. Andorra | 43. Grenada | 86. Panama |
| 2. Angola | 44. Guatemala | 87. Papua New Guinea |
| 3. Antigua and Barbuda | 45. Guinea | 88. Peru |
| 4. Argentina | 46. Guinea-Bissau | 89. Philippines |
| 5. Armenia | 47. Haiti | 90. Poland |
| 6. Austria | 48. Honduras | 91. Portugal |
| 7. Azerbaijan | 49. Hungary | 92. Qatar |
| 8. Belgium | 50. Iceland | 93. Republic of Korea |
| 9. Benin | 51. India | 94. Romania |
| 10. Botswana | 52. Indonesia | 95. Russian Federation |
| 11. Brazil | 53. Iraq | 96. Rwanda |
| 12. Brunei Darussalam | 54. Ireland | 97. Saint Kitts and Nevis |
| 13. Bulgaria | 55. Italy | 98. Saint Lucia |
| 14. Burkina Faso | 56. Japan | 99. Saint Vincent and the
Grenadines |
| 15. Cabo Verde | 57. Jordan | 100. Saudi Arabia |
| 16. Cameroon | 58. Kenya | 101. Senegal |
| 17. Canada | 59. Lao People's Dem. Rep. | 102. Seychelles |
| 18. Chad | 60. Latvia | 103. Sierra Leone |
| 19. China | 61. Lebanon | 104. Slovakia |
| 20. Colombia | 62. Lesotho | 105. Slovenia |
| 21. Congo | 63. Libya | 106. South Africa |
| 22. Côte d'Ivoire | 64. Lithuania | 107. Spain |
| 23. Croatia | 65. Luxembourg | 108. Sudan |
| 24. Cuba | 66. Madagascar | 109. Suriname |
| 25. Cyprus | 67. Malawi | 110. Sweden |
| 26. Czechia | 68. Malaysia | 111. Switzerland |
| 27. Democratic People's
Republic of Korea | 69. Maldives | 112. Syrian Arab Republic |
| 28. Democratic Republic of the
Congo | 70. Mali | 113. Thailand |
| 29. Denmark | 71. Malta | 114. Timor-Leste |
| 30. Ecuador | 72. Mauritania | 115. Togo |
| 31. Egypt | 73. Mongolia | 116. Turkey |
| 32. El Salvador | 74. Morocco | 117. Uganda |
| 33. Equatorial Guinea | 75. Mozambique | 118. Ukraine |
| 34. Estonia | 76. Myanmar | 119. United Arab Emirates |
| 35. Eswatini | 77. Namibia | 120. United Kingdom of Great
Britain and Northern
Ireland |
| 36. Ethiopia | 78. Nauru | 121. United Republic of
Tanzania |
| 37. Finland | 79. Nepal | 122. Uruguay |
| 38. France | 80. Netherlands | 123. Uzbekistan |
| 39. Gabon | 81. New Zealand | 124. Viet Nam |
| 40. Gambia | 82. Nigeria | 125. Zambia |
| 41. Germany | 83. Norway | 126. Zimbabwe |
| 42. Ghana | 84. Oman | |
| | 85. Palestine | |

ASSOCIATE MEMBERS

1. Aruba (AM)
2. Curaçao (AM)
3. Sint Maarten (AM)
4. Tokelau (AM)

NON-GOVERNMENTAL ORGANIZATIONS IN OFFICIAL PARTNERSHIP AND FOUNDATIONS AND SIMILAR INSTITUTIONS IN OFFICIAL RELATIONS WITH UNESCO

NON-GOVERNMENTAL ORGANIZATIONS IN OFFICIAL PARTNERSHIP

1. ACTIONAID INTERNATIONAL
2. AFS INTERCULTURAL PROGRAMS
3. ASIA-PACIFIC BROADCASTING UNION
4. ASSOCIATED COUNTRY WOMEN OF THE WORLD
5. ASSOCIATION FRANCOPHONE D'AMITIE ET DE LIAISON
6. ASSOCIATION NATIONALE CULTURES DU MONDE
7. ASSOCIATION OF ARAB UNIVERSITIES
8. ATD -FOURTH WORLD INTERNATIONAL
9. B'NAI B'RITH INTERNATIONAL
10. BPW INTERNATIONAL - INTERNATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN
11. CASAMEMOIRE
12. CATHOLIC INTERNATIONAL EDUCATION OFFICE
13. CISV INTERNATIONAL
14. CLOWNS WITHOUT BORDERS INTERNATIONAL
15. COORDINATING COMMITTEE FOR INTERNATIONAL VOLUNTARY SERVICE
16. DIANOVA INTERNATIONAL
17. EUROPEAN CULTURAL NETWORK FOR DEVELOPMENT COOPERATION
18. EUROPEAN NETWORK ON CULTURAL MANAGEMENT AND POLICY
19. FOUNDATION FOR ENVIRONMENTAL EDUCATION
20. GLOBAL ALLIANCE FOR LGBT EDUCATION
21. GRADUATE WOMEN INTERNATIONAL
22. HOPE 87 (HUNDREDS OF ORIGINAL PROJECTS FOR EMPLOYMENT)
23. INSTITUT AFRIQUE MONDE
24. INTER-AMERICAN ORGANIZATION FOR HIGHER EDUCATION
25. INTERNATIONAL COUNCIL ON MONUMENTS AND SITES
26. INTERNATIONAL ACADEMY OF CERAMICS
27. INTERNATIONAL ALLIANCE OF WOMEN
28. INTERNATIONAL ASSOCIATION FOR EVALUATION OF EDUCATIONAL ACHIEVEMENT
29. INTERNATIONAL ASSOCIATION FOR EXCHANGE OF STUDENTS FOR TECHNICAL EXPERIENCE
30. INTERNATIONAL ASSOCIATION OF ART
31. INTERNATIONAL ASSOCIATION OF ART CRITICS
32. INTERNATIONAL ASSOCIATION OF CHARITIES
33. INTERNATIONAL ASSOCIATION OF SOUND AND AUDIOVISUAL ARCHIVES
34. INTERNATIONAL ASSOCIATION OF UNIVERSITY PROFESSORS AND LECTURERS
35. INTERNATIONAL CATHOLIC CENTRE FOR COOPERATION WITH UNESCO
36. INTERNATIONAL CATHOLIC SOCIETY FOR GIRLS
37. INTERNATIONAL CHRISTIAN ORGANISATION OF THE MEDIA
38. INTERNATIONAL COUNCIL FOR ADULT EDUCATION
39. INTERNATIONAL COUNCIL FOR TRADITIONAL MUSIC
40. INTERNATIONAL COUNCIL OF ASSOCIATIONS FOR SCIENCE EDUCATION
41. INTERNATIONAL COUNCIL OF JEWISH WOMEN
42. INTERNATIONAL COUNCIL OF ORGANIZATIONS FOR FOLKLORE FESTIVALS AND FOLK ART
43. INTERNATIONAL COUNCIL OF WOMEN
44. INTERNATIONAL COUNCIL ON SOCIAL WELFARE
45. INTERNATIONAL FEDERATION OF ANCIENT VEHICLES - FIVA
46. INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS AND INSTITUTIONS
47. INTERNATIONAL FEDERATION OF RURAL ADULT CATHOLIC MOVEMENTS
48. INTERNATIONAL MEDITERRANEAN WOMEN'S FORUM
49. INTERNATIONAL MUSIC COUNCIL
50. INTERNATIONAL NETWORK FOR QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION
51. INTERNATIONAL OCEAN INSTITUTE
52. INTERNATIONAL ORGANIZATION FOR CHEMICAL SCIENCES IN DEVELOPMENT
53. INTERNATIONAL PHARMACEUTICAL STUDENTS' FEDERATION
54. INTERNATIONAL SOCIETY FOR EDUCATION THROUGH ART
55. INTERNATIONAL THEATRE INSTITUTE

56. INTERNATIONAL YOUNG CATHOLIC STUDENTS
57. INTERNET SOCIETY
58. JUNIOR CHAMBER INTERNATIONAL
59. LATIN AMERICAN ASSOCIATION FOR HUMAN RIGHTS
60. LATIN AMERICAN CAMPAIGN FOR THE RIGHT TO EDUCATION
61. LEONARD CHESHIRE DISABILITY
62. MAISON DE SAGESSE (LA)
63. MAKE MOTHERS MATTER INTERNATIONAL
64. MEDITERRANEAN INFORMATION OFFICE FOR ENVIRONMENT, CULTURE AND SUSTAINABLE DEVELOPMENT
65. MOTHER CHILD EDUCATION FOUNDATION
66. NATIONAL BOARD FOR CERTIFIED COUNSELORS
67. NEW HUMANITY
68. OBSERVATORY OF CULTURAL POLICIES IN AFRICA
69. PATRIMOINE SANS FRONTIERES
70. PAX ROMANA - INTERNATIONAL MOVEMENT OF CATHOLIC STUDENTS and INTERNATIONAL CATHOLIC MOVEMENT FOR INTELLECTUAL CULTURAL AFFAIRS
71. ROTARY INTERNATIONAL
72. RUSSIAN PEACE FOUNDATION
73. SERVICE CIVIL INTERNATIONAL
74. SIL INTERNATIONAL (Summer Institute of Linguistics)
75. SOROPTIMIST INTERNATIONAL
76. THE WEST INDIA COMMITTEE
77. TRADITIONS FOR TOMORROW
78. UNION OF INTERNATIONAL ASSOCIATIONS
79. UNIVERSAL ESPERANTO ASSOCIATION
80. UNIVERSITY OF THE ARCTIC ASSOCIATION (Uarctic)
81. WOMEN'S INTERNATIONAL LEAGUE FOR PEACE AND FREEDOM
82. WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS
83. WORLD COMMITTEE FOR LIFELONG LEARNING
84. WORLD COUNCIL OF COMPARATIVE EDUCATION SOCIETIES
85. WORLD FEDERATION OF ENGINEERING ORGANIZATIONS
86. WORLD FEDERATION OF SCIENTIFIC WORKERS
87. WORLD FELLOWSHIP OF BUDDHISTS (THE)
88. WORLD ORGANIZATION FOR EARLY CHILDHOOD EDUCATION
89. WORLD ORGANIZATION OF FORMER STUDENTS OF CATHOLIC EDUCATION
90. WORLD ORGANIZATION OF THE SCOUT MOVEMENT
91. WORLD UNION OF CATHOLIC TEACHERS
92. WORLD UNION OF CATHOLIC WOMEN'S ORGANIZATIONS
93. ZONTA INTERNATIONAL

FOUNDATIONS

94. ABU DHABI MUSIC & ARTS FOUNDATION
95. AL SAAD FOUNDATION FOR KNOWLEDGE AND SCIENTIFIC RESEARCH
96. GOI PEACE FOUNDATION
97. KING FAISAL FOUNDATION
98. RAMAKRISHNA MISSION
99. SOUTH ASIA FOUNDATION
100. TURKISH CULTURAL FOUNDATION
101. UNESCO CENTRE-ETXEA EUSKAL HERRIA

INTERGOVERNMENTAL ORGANIZATIONS

1. Commonwealth Secretariat
2. Conférence des ministres de l'Éducation de la Francophonie (CONFEMEN)
3. Coordinating Committee for Geoscience Programmes in East and Southeast Asia (CCOP)
4. CPLP - Community of Portuguese Speaking Countries
5. International Bureau of Weights and Measures (BIPM)
6. International Institute for Central Asian Studies (IICAS)
7. Joint Institute for Nuclear Research
8. Organismo Internacional de Juventud para Iberoamérica (OIJ)
9. Organization of Islamic Cooperation (OIC)
10. The European Union
11. United Nations Children's Fund (UNICEF)
12. United Nations Development Programme (UNDP)
13. United Nations Environment Programme (UNEP)



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

Two hundred and tenth session

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Item 22 of the provisional agenda

PRELIMINARY PROPOSALS BY THE DIRECTOR-GENERAL CONCERNING THE DRAFT MEDIUM-TERM STRATEGY FOR 2022-2029 (41 C/4) AND THE DRAFT PROGRAMME AND BUDGET FOR 2022-2025 (41 C/5)

CORRIGENDUM

The introduction paragraph in Part I.A. "Report of the consultation of the National Commissions for UNESCO of the Arab States, Cairo, Egypt (26-27 February 2020)", should read as follows:

"The Consultation of National Commissions for UNESCO in the Arab States took place on 26 and 27 February 2020 in Cairo, Egypt. Fourteen National Commissions participated in the consultation, which was chaired by the Secretary General of the Egyptian National Commission for UNESCO, Dr Ghada Abdelbary, with the support of two rapporteurs, Dr Tala Zein, Secretary General of the Lebanese National Commission for UNESCO and Ms. Aisha Al Suwaidi, Director of Office of the United Arab Emirates National Commission for Education, Culture, and Science. The results of this consultation are presented below."

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