



United Nations
Educational, Scientific and
Cultural Organization



Handbook for National Commissions for UNESCO

Sector for External Relations and Cooperation
Division of Relations with Member States and National Commissions
National Commissions Section



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Handbook for National Commissions for UNESCO



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Foreword

As a constituent element of UNESCO and a unique network within the United Nations system, National Commissions are a very special resource for the Organization and contribute significantly to the pursuit of its objectives and the conceptualization and delivery of its programmes.

Today, 60 years after the launching of this institution, National Commissions are more important than ever, at a time when UNESCO and the United Nations as a whole are moving forward to improve and reform. National Commissions are crucial to forging partnerships with civil society, local authorities, the academic community, the private sector and other core stakeholders. They are vitally important to enhancing the visibility of the Organization and protecting its image. They are also actively helping to strengthen UNESCO's action in the field, as well as in UN common country programming exercises.

UNESCO is committed to furthering its fruitful cooperation with National Commissions and will count on the latter's firm support to fulfil its duties and attain its major objectives. Strong, capable and active National Commissions are in the best interest of both Member States and UNESCO. Together with Member States, my Secretariat colleagues and I will do our utmost to help enhance the operational capacities of the Commissions. This is exactly the purpose of this new *Handbook for National Commissions for UNESCO*.

Let us work together for a better future for the Organization, and the world as whole.

Koïchiro Matsuura
Director-General
of UNESCO



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Preface

Twelve years have elapsed since the publication of the previous *Practical Guide for National Commissions*, and in that time many changes have taken place at UNESCO, as indeed in the United Nations and worldwide.

The dozen years have seen the implementation of two Medium-Term Strategies, the ongoing adoption of a third for 2008-2013 and the completion of six biennia.

During all these years, UNESCO has been working to get closer to its National Commissions.

The new *Handbook for National Commissions for UNESCO* is the result of collective work based on discussions between National Commissions, field offices, and the National Commissions Section. They agreed on updating and choice of the themes addressed in the Handbook as well as on its possible format.

I am very grateful to the French National Commission and its Secretary-General, Mr Jean-Pierre Boyer, for their invaluable contribution. I also wish to thank Mrs Margaret Austin, the former Chairperson of the New Zealand National Commission, for her expert advice.

All the information in the *Handbook* is intended for the use of all National Commissions personnel, whatever their duties. But it can also be shared with all civil society actors and the institutions that are active in UNESCO's fields of competence, in order to familiarize them with what the National Commissions do both in the Organisation and at country level.

The *Handbook* comes in two parts, the first of which is devoted to the National Commissions as such: their structure, role, functioning, partners, action to publicize UNESCO at large, and relations with other National Commissions. This constitutes an information tool that will be new to some and a reminder for others.

The second part provides a comprehensive view of UNESCO and offers a wide range of information concerning its organs, its programmes and the means of promoting them.

The *Handbook* is published in the form of fact sheets for regular and continuous updating, and greater clarity and simplicity. Moreover, it abounds in documentary sources whose Internet links afford online access to those wishing to go further into any of the different themes addressed.

In general, the fact sheets follow the same pattern "General considerations", "Current Situation" and "UNESCO's role" or "Role of the National Commissions". The latter section enables the National Commissions to better understand the role they play in UNESCO of which they constitute an essential element. It also assists them to draw full benefit of their position to promote efficient cooperation between the Organization and its partners in the Member States.

This *Handbook* also strives to show the key part the National Commissions play in the reform process of UNESCO and that of the United Nations. I do hope it will prove useful to them in carrying out their essential liaison, coordination and information mission among different stakeholders and partners of the Organisation.

A handwritten signature in black ink, consisting of a large, stylized 'S' followed by a horizontal line and a small dot.

Ahmed Sayyad
Assistant Director-General for
External Relations and Cooperation



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Introduction



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Raison d'être

Under the terms of Article VII of the UNESCO Constitution, each State that becomes a Member of the Organization undertakes to form a National Commission and ensure that it functions properly.

The composition of a National Commission as defined above is somewhat mixed, with governmental and non-governmental components, thereby reflecting the nature of UNESCO itself, which is not merely a technical agency but has a far broader mission and aims, at the global level, **to foster international intellectual cooperation**. It is not merely an intergovernmental organization in that, to be effective, its action must be supported not just by its Member States, but far more broadly by the educational, scientific and cultural communities in each country. It has often been noted that, historically, the National Commissions are the result of an extremely productive compromise and underpin UNESCO's existence.

Indeed, at the London Conference in 1945, Article VII of the Constitution was debated by those in favour of a strictly intergovernmental organization (justified in particular on the ground that States contributed to the Organization's budget) and those in favour of a body in which scholarly communities, education experts and writers would take precedence, as in the International Institute of Intellectual Cooperation which had been founded in the interwar period under the League of Nations. In fact, UNESCO is indeed an intergovernmental organization, but the existence of National Commissions enables individuals and groups representing the intellectual community of every country to become involved in the various decision-making processes and take an active part in its programmes.

“Each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission broadly representative of the government and such bodies”.

Article VII of the UNESCO Constitution



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Unity and diversity

As they are national bodies, the Commissions are necessarily diverse: the text of the Constitution acknowledges fully the specific situation of each State and, consequently, its responsibility for setting up a commission with statutes consistent with its administrative traditions and political choices.

In other words, **there is no single model National Commission** and, looking at the composition, administrative status and structure of the 193 existing National Commissions, one can only be struck by their diversity.¹ A sort of typology of National Commissions has been established, identifying governmental commissions, non-governmental commissions and commissions of an intermediary nature.

The first make up quite a large majority: their secretariat operates as a unit within a ministry and their President, appointed *ex officio*, is usually a minister in office. Other commissions on the other hand are quite clearly non-governmental in nature and are largely independent from the government authorities in their country; they draw especially on experts and representatives of specialized institutions and usually have a Secretariat that is outside the national administrative structure and has its own budget; lastly, their President, usually elected to that office, is well known in UNESCO's fields of competence.

Between these two extremes there are many commissions with an intermediate status: the secretariat may be attached to a ministry, which gives it a measure of authority and substantial means for action, but enjoys considerable independence in determining its own activities. On the other hand, many commissions, especially those established more recently, are more likely to have an interministerial status, which allows them to cooperate effectively with all ministerial departments with responsibilities in UNESCO's various fields of action.

This typology of the various National Commissions is ultimately, however, somewhat theoretical: the differences are often less marked than appearances would suggest, and are mostly differences of degree, in particular in the representation and participation of non-governmental bodies and administrative authorities.

Beyond their specific characteristics, the National Commissions have a shared, strongly asserted identity: for legal purposes they are all, in accordance with the provisions of the *Charter of National Commissions for UNESCO*, established under a statutory provision (decree, law or regulation) adopted as part of their country's legislation. Above all, their tasks and responsibilities, towards both their country and UNESCO, are very similar. They are deeply rooted in their national culture and in its values and can thus provide the Organization with the skills and local expertise which it surely needs. Conversely, they derive their essential purpose and legitimacy from UNESCO and **they have the duty to promote its activities, programmes and values to the benefit of their country.**

It is through these two features that they concomitantly maintain their country's presence

¹ See on this point the brochure *Architecture of National Commissions for UNESCO* published by the Sector for External Relations and Cooperation, UNESCO, Paris, 2003.

in the Organization and UNESCO's presence in each Member State. They also constitute a dynamic network for cooperation among UNESCO's Member States.



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A means of influence in the service of Member States

Since UNESCO was founded, the mandates and functions of the National Commissions have changed and expanded significantly. The Constitution first assigned them the tasks of consultation and liaison, to which were added, at the 14th session of the General Conference in 1966, responsibilities in the field of public information and the execution of UNESCO activities.

In 1978, under the Charter of National Commissions for UNESCO, **they were granted programme elaboration and evaluation functions.** The General Conference, at its 26th session, in 1991, recognized them as being among the **chief participants in the decentralization process.** Their field of action was gradually extended to **fund-raising** for UNESCO and the establishment of **partnerships at the national level.** In fact, the activities of National Commissions are numerous and diverse and help to ensure that the intellectual community of every country participates actively in the life of the Organization.

First of all, regardless of their administrative status, they are designed to constitute a **pool of high-level expertise**, with a watch function and a forward-looking role in UNESCO's fields of competence at the national level. A National Commission is above all a **forum for dialogue and exchange of ideas** among its members, be they intellectuals, experts or government representatives. It is within the National Commissions that proposals are developed in line with the priorities of each country and are subsequently brought to the attention of the international community. Accordingly, most National Commissions establish committees specializing in each of UNESCO's fields of competence and working groups on specific themes that produce studies, reports and proposals concerning the Organization.

The expertise of National Commissions is useful to governments in several ways: it may be used directly to meet some concerns in the fields of education, science, culture or communication; it may also be used to assess UNESCO's various programmes; lastly, National Commissions usually contribute to the formulation of their country's proposals concerning the elaboration of the Organization's programmes. On this last point, their role is particularly important throughout **UNESCO's programming process:** they are required first of all to conduct national consultations with the governmental bodies and other sectors concerned in order to reply to the questionnaire sent to Member States at the beginning of each biennium, and then to take part in regional consultation meetings on the draft Programme and Budget organized by the Director-General of UNESCO. Lastly, the Constitution stipulates that they *"shall act in an advisory capacity to their respective delegations to the General Conference"* and in practice their officials are very often involved, in agreement with government authorities, in ensuring active participation in the General

Conference by drawing up, for instance, draft resolutions and statements for the various bodies of the Conference.

The above role, which may be described as an advisory role in the broadest sense, is closely linked to their liaison role since a National Commission's expertise depends largely on the representativeness of its members and on its relations with the major national educational, scientific and cultural bodies. It is from this standpoint that it may liaise effectively with UNESCO and the other commissions by acting as a pivot of sorts, routing questions and answers to the competent service or person. It is particularly in a position to answer, in conjunction with the national bodies concerned, the many questions raised by the Organization: dispatch of questionnaires and statistical surveys, consultations on different national projects for which support or patronage might be provided. It also makes it easier for national experts and bodies to participate in international meetings held by UNESCO or by other National Commissions.

It goes without saying that this liaison role can only be performed in the context of close **cooperation between the National Commissions and the Permanent Delegations** to UNESCO. The existence of strong, steady relations enables the commission to play its advisory role to the full and to optimize somewhat the participation of the Member State in UNESCO's activities. Several institutional mechanisms may foster such cooperation, especially when the Permanent Delegates to UNESCO are ex officio members of the National Commission.

The current process of decentralization at UNESCO reaffirms how important it is for the National Commissions to maintain **close ties with the Field Offices** and the need for active cooperation. To that effect, the *Guidelines for interface and cooperation between UNESCO field offices and National Commissions for UNESCO* (174 EX/34) set forth the modalities and means of effective cooperation between these two key entities in the field.



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UNESCO's presence in the Member States

Each National Commission endeavours to promote UNESCO's influence in the society of the country concerned; it *“ensures the permanent presence of UNESCO in its country and contributes to the Organization's effort to promote international cooperation in the field of intellectual activities”*¹.

Ensuring the presence of UNESCO means first and foremost giving publicity to its objectives, activities and programmes and the debates by means of information and awareness-raising activities. To **raise UNESCO's profile nationally**, National Commissions have initiated a whole range of various activities: dissemination of newsletters and UNESCO documents, creation of websites and establishment of sustained relations with the press and other media. Action to raise public awareness of UNESCO's ideals and objectives may also be taken to mark international days celebrated by the Organization (World Teachers' Day and World Science Day for Peace and Development, for instance). Obviously, such awareness-raising activities are extremely varied, but in every country the National Commissions play a key part in reaching the various audiences concerned by the Organization's work.

Furthermore, it is through the various partnerships forged by the National Commissions that UNESCO's action is made perceptible in each country: for instance, various forms of cooperation are frequently established with parliamentarians, stakeholders in the voluntary and private sectors and many local government bodies.

In addition to national administrative bodies, large sectors of **civil society** may be **mobilized in furtherance of UNESCO's ideals**. It is in particular the task of the National Commissions to liaise almost constantly with non-governmental organizations: in many cases, the national branches of NGOs maintaining official relations with UNESCO are represented on the commission, as are national NGOs that are particularly active in UNESCO's fields of competence.

UNESCO's influence is also exerted through the various networks established by the Organization and coordinated by the National Commissions. For example, the Associated Schools network enables, in each Member State, an excellent level of dissemination of information to the school audience and the conduct of flagship activities related to world heritage education, education for sustainable development and education for citizenship, for instance.

The work of the National Commissions is also vital **in involving academics** in the Organization's action through the UNESCO Chairs network: owing to their expertise in the Organization's fields of competence, they can propose partnerships with higher education institutions and develop cooperation with universities on a multinational level. Lastly, the

¹ Article III of the
*Charter of National
Commissions for
UNESCO*, UNESCO,
Paris, 1978.

UNESCO Clubs movement, based on the establishment of associations, which must act in close cooperation with the National Commission, can also play an important role in disseminating the Organization's ideals.

However important information and network operational activities may be at the national level, participation in the implementation of UNESCO's programme is the primordial task of most National Commissions. This executory function naturally takes highly diverse forms depending on the situation in each country. They cannot be examined in detail here; their main features may at most be noted.

First of all, the UNESCO Secretariat often assigns to a National Commission, under a contract, an activity under the Organization's regular programme: the National Commission can then rally other national agencies, **developing synergies to optimize the implementation of UNESCO's activities**. This is genuine functional decentralization of UNESCO's programme to Member States.

For example, by entrusting the organization of a conference or an international meeting of experts to a commission, UNESCO can rely not only on the operational capacities of a National Commission but also on the ministerial departments concerned and the major institutions in the country that work in the specialized field covered by the international meeting. This form of activity contract, which defines the responsibilities of the National Commissions precisely, is absolutely necessary for the smooth execution of UNESCO's programme. Moreover, it takes many forms such as the organization of international meetings, workshops and seminars, the conduct of studies, surveys and syntheses, the production of teaching materials, films, exhibitions, and the preparation and implementation of pilot projects, etc.

These various activities effectively translate UNESCO's programme into reality at the national, subregional, regional and interregional levels. Moreover they are not necessarily implemented directly by the National Commission or its secretariat, but the National Commission is required in each case to ensure smooth implementation in cooperation with the national agencies concerned. It is therefore generally desirable that UNESCO contracts with a given country's institutions be concluded as far as possible through the National Commission.

Apart from such contractual arrangements, the Participation Programme enables UNESCO's presence to be maintained in the Member States, since it is not an assistance mechanism but a programme that aims to **ensure that UNESCO participates in Member States' activities**. The Organization's financial contribution, often a very modest amount, is used by the National Commissions to establish a wide range of partnerships in order to carry through to a successful conclusion activities that fall directly within the framework of the Organization's programme. Here too, even though the activities funded under the Participation Programme are not all carried out directly by the National Commissions, they are always responsible for them, including in terms of accountability, and must ensure that they are carried out smoothly.

The National Commissions also play a decisive role in one of the key areas of UNESCO's programme, that of standard-setting action. They act both "upstream", when a standard-setting instrument is being drafted, and "downstream", in implementing the various declarations, recommendations and conventions adopted by the General Conference. In many cases, the National Commissions have been, in agreement with the governmental authorities, the prime movers of proposals to draw up new standard-setting instruments.

When the decision to draw up a new instrument is then taken by the General Conference, they play an active role in providing expertise through the various consultations held by UNESCO; their experts often take part in meetings organized with a view to the adoption of the instrument by the General Conference. It may however be at the time of adoption of a standard-setting instrument by the General Conference that their role is particularly decisive, in that they contribute to its follow-up and implementation in conjunction with the government authorities concerned.

It is important first to make the various instruments drafted by UNESCO known not only to a variety of specialist audiences, but sometimes to the general public. The 1972 Convention for the Protection of the World Cultural and Natural Heritage is a particularly interesting example in this respect: in most countries, its implementation depends directly on two ministerial departments, with responsibility for culture and the environment; but many National Commissions also play an active role, either in inter-ministerial coordination, or in promoting the Convention within the general public, or by leading the various networks of officials responsible for sites inscribed on the World Heritage List. In regard to the other conventions, the role of National Commissions may be one of coordinating action taken by the various agencies concerned at the national level, or simply of replying to UNESCO's various surveys and questionnaires. On this point too, the action of the National Commissions is multifaceted, in that it mirrors the diversity of UNESCO's standard-setting action.

Generally speaking, the National Commissions render many services to UNESCO. For instance, as underlined by Article III of the Charter, they are *“important sources of information for UNESCO on national requirements and priorities in regard to education, science, culture and information, thereby enabling the Organization to take Member States' requirements more fully into account when preparing its programmes”*. Structurally, they consist mainly of committees specializing in each of UNESCO's major fields of competence and, where necessary, they set up study groups to review a range of themes which they consider to be priorities, their aim being to contribute to the Organization's work. They thus foster involvement of their country's stakeholders and secure for UNESCO all the assistance that it needs.



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A dynamic network in furtherance of international cooperation

The National Commissions' action is most often UNESCO-oriented and it is from such cooperation that they derive to some extent their legitimacy and very purpose. However, they also constitute a **vast network** that is in every respect **unique in the United Nations system**. The various forms of cooperation within the network, which do not necessarily involve the UNESCO Secretariat, are particularly numerous and are established according to procedures and at levels that vary considerably.¹

They can include coordination meetings, conducted systematically and rigorously with a view to establishing sustained cooperation at the subregional level. Such cooperation is now very widespread; it forms part of the current decentralization process and receives support from the cluster offices.

Activities are also carried out on a very regular basis by National Commissions at the regional and international levels. Furthermore, projects are frequently launched jointly by two National Commissions on an interregional basis: the various activities carried out by the National Commissions in the context of Euro-Arab dialogue are particularly significant in this respect, but there are other examples of interregional cooperation.

The National Commissions therefore have a very special role to play in driving, unifying and implementing international cooperation, without UNESCO intervening directly in such cooperation. It is often the case that, in so doing, they cooperate with subregional or regional organizations active in the fields of education, science, culture and communication. For example, most of the National Commissions in the Arab States are statutorily National Commissions for the Arab League Educational, Cultural and Scientific Organization (ALECSO) and the Islamic Educational, Scientific and Cultural Organization (ISESCO); several European National Commissions maintain sustained relations and carry out joint projects with the Council of Europe and, in some cases, with the European Commission; the Agence Intergouvernementale de la Francophonie and the Agency of Francophonie Universities provide support for various activities of the National Commissions belonging to that language community. It should also be noted that in some developing countries, the National Commission is involved in programmes funded by the United Nations Development Programme (UNDP), the World Bank or the United Nations Children's Fund (UNICEF).

In short, given their missions and membership of a global network, the National Commissions are particularly well qualified to coordinate and forge partnerships on practical

¹ Successful experiences are many: see in particular the book by UNESCO entitled *A Compendium of Good Practices of National Commissions for UNESCO*, UNESCO, Paris, 2004.

and specific projects between various international organizations and UNESCO, outside the institutional framework of cooperation among the organizations themselves.

On the other hand, **the network of the National Commissions is enriched by regular exchanges.** For instance, some National Commissions organize training courses attended by members of the secretariat of other National Commissions. Such courses, which are sometimes backed financially by UNESCO, are particularly rewarding: they allow each National Commission to benefit from the experience of others so that it may accomplish its own missions; they also contribute to improved mutual knowledge with a view to the implementation of joint projects.

It is therefore important that National Commissions make their activities known by submitting a summary or report to their Member State and to UNESCO. It is vital, too, that closer communication and consultation among the National Commissions, the Permanent Delegations and the field offices be established in order to ensure a better interface and better cooperation among the various parties. Such initiatives help to ensure that National Commissions follow through and at the same time demonstrate how vital National Commissions are to UNESCO and the Member States as a means of drawing attention to the Organization's activities and fields of competence.



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Shared responsibility

The existence of active National Commissions is one of the prerequisites for the optimum achievement of the objectives assigned to UNESCO by its Member States, and a vital means of enabling each Member State to take part fully in the Organization's activities and programmes. This means that UNESCO and its Member States have a shared responsibility towards their National Commissions.

Each Member State must accordingly give its commission the means to enable it actually to accomplish its missions. This is a political responsibility, and it may be said that a Member State's interest in the smooth functioning of its National Commission depends quite directly on the importance that it attaches to UNESCO as an organization and, more generally, to international cooperation in the fields of education, science, culture and communication.

This responsibility is translated in many ways and takes many forms that obviously vary depending on the situation in each country. In regard to financial resources first of all, no figure can possibly be set that would be valid for all countries, but a minimum amount is required everywhere for a National Commission to be able to meet its responsibilities such as holding statutory meetings and taking part in major international meetings; informing bodies and audiences interested in UNESCO's action, and participating fully in the implementation of its programme at the national level. In any event, it is also important for the National Commissions to have some **budgetary autonomy** so that they may take initiatives, launch projects and forge partnerships.

Emphasis is also placed, quite rightly, on the importance of the human resources assigned to the secretariat of the National Commission, for a commission's effectiveness, in particular in its relations with UNESCO, which often depends on its secretariat's **dynamism** and **operational capacity**. A certain critical mass is necessary to enable the staff to cover all of UNESCO's fields of competence: each National Commission should have at least one official for each of UNESCO's major programmes who would also be responsible for coordinating the committees and working groups on that programme. The staff component must not only be sufficiently large but also **sufficiently qualified** in the various fields of specialization. A measure of **continuity**, which guarantees good knowledge of a relatively complex organization such as UNESCO, must also be sought. Administrative and managerial staff and documentation services are also necessary to ensure effective operation, not to mention the sufficient material and technical resources (suitable premises, modern information and communication tools, and so on).

However, Member States' responsibilities towards their National Commission are not confined to the question of financial and human resources. They also concern the status of the commission within the administration, which should **grant it the requisite authority** to work effectively with its various institutional partners.

Each Member State should, lastly, ensure that the composition of the National Commission, generally established by decree, is consistent with Article VII of the Constitution. In particular, it must ensure that it is **broadly representative** of both the administrative authority and the intellectual community of the country, which implies, on the one hand, that each ministry or public body responsible for matters in UNESCO's fields of competence is represented on the National Commission and, on the other, that a balance is maintained through eminent persons representing non-governmental circles, otherwise the National Commission would merely become another branch of government.

It is therefore first and foremost the responsibility of Member States to provide their National Commissions with the requisite **human, financial and statutory means to accomplish their missions**. It is not UNESCO's responsibility to do so. UNESCO may, of course, provide valuable assistance, in particular to the National Commissions of developing countries: it may, for instance, under the Participation Programme, enable some National Commissions to develop their material and technical resources; it may also contribute to developing the human resources of National Commissions through training courses or the provision of expertise on specific issues. UNESCO's real responsibility, however, consists, under the terms of Article V of the Charter, in working *"to involve National Commissions in the formulation, implementation and evaluation of the Organization's programme and activities and to ensure that close liaison is established between its various regional services, centres and offices and the National Commissions"*.

In other words, UNESCO is duty-bound to make full use of the network of National Commissions to attain its objectives; it must seek the means of cooperating with them as broadly as possible in implementing programme activities. This responsibility is fundamental; it takes the form of a series of very specific, almost daily, measures that involve the National Commissions closely in the activities of the Organization: information on missions by staff members or consultants to a given country, systematic consultations on the follow-up to requests by a national body concerning, for instance, the granting of UNESCO's patronage for a specific event and, as mentioned above, the execution of programme activities under contract. The National Commissions are therefore usually involved, even if such involvement may differ in form from one case to another, in all UNESCO activities in a Member State.

Consequently, in order for the National Commissions to fully assume their functions, it is vital that appropriate financial and human resources be placed at their disposal, essentially through the Member States. This is all the more necessary because such resources will increase their ability to undertake and execute projects and make it possible for them to carry out their activities effectively.

These provisions obviously concern the relations maintained by the National Commissions with the Secretariat at the Organization's Headquarters, and they also apply to the various field offices since, under the decentralization process, the National Commissions are the main national partners of cluster offices. To be coherent and effective, UNESCO's action in the field must take place in the context of regular consultation, which alone can make it possible to avoid overlapping and conflicts of competence between the National Commissions and field offices. It is particularly important in the interest of UNESCO itself that heads of field offices demonstrate, in their contacts with the government authorities of the countries within their geographical jurisdiction and the value that they attach to sustained cooperation with the National Commissions. Field units, which are the decentralized bodies of the UNESCO Secretariat, and National Commissions, which are emanations of the Member States and which bring together the highest level of national expertise in the fields of education, science, culture and communication, must obviously work closely together in order to reach the same objectives.

It can therefore be said that as long as UNESCO and its Member States fulfil their responsibilities with respect to the National Commissions, the commissions will be able

to render **valuable services** to them. They are, then, in every country living realities, fully aware of their own responsibilities towards UNESCO and their national authorities. Their role is determinative in that they are at **the interface between UNESCO and each of its Member States**, just as their activity is at the crossroads of the priorities of their country and those of the Organization. The quality of National Commissions' work is often linked to the personality and the intellectual and moral authority of their President, or their Secretary-General, who coordinates their activities. Beyond that, however, **the true wealth** of the National Commissions lies in all their members: a grouping of high-level skills, specialized expertise and volunteers, enthusiasm and dedication in the service of international cooperation.



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Part I

National Commissions: UNESCO in its Member States



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The National Commissions: nature, structure, members, budget

General considerations

National Commissions for UNESCO are established in accordance with Article 7 of the Organization's Constitution, which provides: "Each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission broadly representative of the government and such bodies".¹

The network of National Commissions serves to promote international understanding through intellectual cooperation by involving governmental and nongovernmental institutions in the formulation and execution of UNESCO's programme. The Charter of National Commissions for UNESCO, adopted at the 20th session of the General Conference of UNESCO in 1978, underlines the importance that the international community and Member States in particular attach to the National Commissions and to the global network they constitute.

Despite the organizational diversity of the National Commissions, reflecting the varied historical and geopolitical contexts and economic and social situations of Member States, they have in common the following:

- a legal status;
- a permanent secretariat;
- a budget.

Current situation

1. Nature

There is no standard model for National Commissions. However, we may distinguish three main types of Commissions:

- **governmental** Commissions, which function as a unit in a ministry or ministerial department;
- **autonomous** Commissions, whose administrative functioning is not dependent on the governmental authorities of their countries, of which they are independent;

¹ UNESCO is the only Specialized Agency of the United Nations to provide for the establishment of a National Commission by each of its Member States.

- **semi-autonomous** Commissions, which have a status midway between the other two categories.

This classification is very relative and does not determine the effectiveness of National Commissions in discharging their functions.

2. Structure

In accordance with UNESCO's Constitution, it is incumbent upon each Member State², by virtue of its sovereignty, to organize its National Commission and to decide on its mode of operation.

As a rule, it is the legal instrument establishing the National Commission that dictates its structure and composition. It is desirable for the legal instruments or the provisions of the statutes concerning the Commission's structure to be sufficiently flexible to enable it to adapt to changes in UNESCO's priorities or in the country's interests. Choices concerning the way a National Commission is organized are influenced by the following factors:

- historical, political and cultural context;
- economic and social situation;
- national priorities.

Some Commissions tend to align their structure with that of UNESCO by setting up bodies similar to those of the Organization, for example:

- the general assembly, comprising all the members of the Commission, is the decision-making body, which at its sessions:³
 - informs members of the Commission of UNESCO's new policy priorities;
 - considers the Commission's general policy and programme activities;
 - approves future policy priorities;
 - provides a forum for the discussion of topics relating to the Organization's fields of competence;
- the executive committee or standing committee, a supervisory and coordinating body, that:
 - advises the Commission's officials on questions relating to the policies to be followed and programmes to be implemented;
 - assures the Commission's priorities are implemented within available resources; and
 - oversees the implementation of activities.
- the secretariat,⁴ an executive body responsible for:
 - ensuring continuous contact between the Commission and the UNESCO Secretariat, as well as with national partners (civil society) and international partners;
 - implementation of the Commission's activities;
- programme committees or similar bodies, whose essential role is to help reflect on UNESCO topics and formulate proposals on future activities (forward thinking) and ongoing activities (support for UNESCO's programme activities). Some committees model themselves on the intergovernmental committees (IOC, MOST, IPDC, etc.)⁵ in order to address scientific issues relating to these programmes;
- working groups, composed of experts and high-level specialists who underpin the thought and action of the National Commission in the areas corresponding to its programme priorities;

² States have obligations and responsibilities towards their Commission.

See Article 4 (Responsibilities of Member States towards National Commissions) of the *Charter of National Commissions for UNESCO*.

³ The sessions are chaired by the Chairperson/President of the National Commission.

⁴ See the specific data sheet « The Secretariat of a National Commission ».

⁵ IOC – Intergovernmental Oceanographic Commission; MOST – Programme for the Management of Social Transformations; IPDC – International Programme for the Development of Communication.

⁶ These units can be found in Member States that are divided into administrative regions, States or departments.

- decentralized units within some National Commissions⁶, which seek to involve the intellectual community more directly in the Commission's activities.

3. Members of National Commissions

In accordance with the Charter of National Commissions for UNESCO, a National Commission is composed of members who can further the fulfilment of UNESCO's mission. Members of National Commissions are essentially representatives of ministerial departments and other national bodies concerned with education, science, culture and information, and may also include:

- Executive Board representatives and/or Permanent Delegates to UNESCO;
- members of UNESCO's intergovernmental councils and committees;
- representatives of the national committees of intergovernmental programmes (MOST, MAB);
- representatives of the national coordinating bodies of UNESCO Clubs and Centres;
- distinguished scientists, writers, journalists and artists;
- UNESCO goodwill ambassadors;
- UNESCO prize-winners;
- representatives of the media;
- officials of the National Federation of UNESCO Clubs;
- those responsible for UNESCO Chairs in the country;
- representatives of non-governmental organizations;
- representatives of the private sector;
- former members of the Organization's Secretariat

Striking a balance between members belonging to governmental circles and those coming from a nongovernmental background is essential and enables civil society to participate in the activities of the Organization.

The length of the term of office of Commission members is generally from four to six years.

4. Budget

The National Commissions require sufficient financial resources to enable them to fulfil their mission and perform the tasks entrusted to them. Their main sources of funding are:

- governmental authorities, in particular one of the Commission's supervisory bodies. The Commission's budget may be administered directly by the supervisory body or else managed by the Commission itself. This principal budget serves primarily to cover staff costs and other operating expenditure.
- a variety of partnerships with public institutions and bodies, international organizations, the private sector and even private individuals. This type of funding is earmarked for activities and usually covers all the costs.
- UNESCO.⁷ The National Commissions may receive funds from the Organization for:
 - national, subregional and regional activities organized by Member States under the Participation Programme;⁸
 - commitments, under contract with the UNESCO Secretariat at Headquarters and with its Field Offices, involving specific activities under the Organization's regular programme⁹.

⁷ Each biennium, UNESCO invests some 2 million US dollars in supporting the network of National Commissions.

⁸ See the specific data sheet "The Participation Programme".

⁹ See the specific data sheet "The regular budget".

Note

UNESCO funds can only be used to cover expenses pertaining to the activities specified in the contract and can in no circumstances take the place of the regular budget of National Commissions.

UNESCO's role

Upon the accession of a new Member States, UNESCO enters into contact with the governmental authorities to draw their attention to Article 7 of its Constitution and remind them of their responsibility for establishing a National Commission.

In accordance with the Charter of National Commissions for UNESCO, it is incumbent upon the Director-General to take the measures that he deems most appropriate in order to involve National Commissions in the formulation, implementation and evaluation of the Organization's programme and activities.

UNESCO, through its Sector for External Relations and Cooperation (ERC):

- helps Member States, at their request, to establish or reorganize their National Commissions;
- provides assistance for the establishment, reorganization or strengthening of National Commissions;¹⁰
- provides support, including financial, in particular through the Participation Programme, for the development of National Commissions.

The UNESCO Secretariat may carry out a financial audit to check that the funds allocated by the Organization to National Commissions have been used efficiently and for the purposes specified in the signed contract(s).

10 The same assistance may also be provided to a country by the Secretary-General of a more experienced Commission.

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The Secretariat of the National Commission

General considerations

Article IV.4(b)¹ of the Charter of National Commissions for UNESCO makes the Secretariat the operational arm or daily management section of the National Commission.

The operational capacity (i.e. human, technical and financial resources) of the Secretariat and its dynamism are essential factors in the effectiveness of a National Commission. Member States are responsible for allocating sufficient resources to their National Commissions to enable them to discharge their responsibilities.

Current situation

The Secretary-General

The Secretariat of the National Commissions is headed by a Secretary-General, who may in some Commissions be called Permanent Secretary, Director, Coordinator or Executive Secretary. The Secretary-General's post description should place the emphasis not only on the incumbent's competence for the job but also on the need for open-mindedness, breadth of knowledge and leadership abilities.

To perform his/her functions, the Secretary-General should have:

- a status matching his/her high responsibilities;
- sufficient autonomy to be able to take initiatives and decisions without prior authorization;
- a renewable term of office lasting several years, conducive to the stability and continuity of the Commission's activities.

In some cases, the Secretary-General is also the focal point within a particular ministry for international relations with other intergovernmental organizations, such as the Arab League Educational, Cultural and Scientific Organization (ALECSO), the Islamic Educational, Scientific and Cultural Organization (ISESCO), etc.

Staff

The composition of the staff² employed by National Commissions varies from one Commission to another. The average staff consists of five to ten persons, having the status of

¹ "For their effective operation, National Commissions require (...) a permanent secretariat, provided with (...) a high-level staff".

² Deputy Secretaries-General, programme specialists, documentalists, accountants, technicians, secretaries as well as volunteers.

civil servants or regarded as public servants. The Secretary-General may be empowered to make proposals on staffing levels to the employing authority, whether that is a Ministry within the Government or the National Commission itself. The formulation and implementation of staff policy are based on the following principles:

- **professional competence:** members of the Secretariat staff, who cover all UNESCO's fields of competence, are required to have not only a good knowledge of their areas of specialization but also a sound general knowledge;
- **continuity of experience:** the stability of staff is essential for the effective operation of the Secretariat;
- **linguistic skills:** knowledge of at least one of the two working languages of the Secretariat is equally essential.

The supervisory authority, which can be a Ministry or the National Commission itself, oversees staff policy. The Secretary-General has management authority to ensure that the policies of the National Commission are implemented by the staff.

Documentation

The Commissions generally possess a documentation centre, supplied mainly with documents from UNESCO, whose function is to inform Member States, including intellectual and academic circles, about the Organization's major programmes and their implementation.

A Commission's documentation consists essentially of:

- documents of the Executive Board and General Conference of UNESCO;
- books, publications, periodic and thematic newsletters;
- statistical yearbooks;
- major world reports;
- documents and information leaflets on important bodies, training institutes and internship opportunities;
- general information on UNESCO's major programmes and fields of competence: education, science, culture, communication and the social sciences;
- the Director-General's speeches and circular letters on a wide variety of subjects.

The Commissions not only use the Organization's documentation for their own purposes but also distribute them to their correspondents, notably interested governmental and nongovernmental bodies.

UNESCO's role

To contribute to the development of the human resources of National Commissions, UNESCO:

- provides their officials with training opportunities at the national, regional and interregional level;
- supplies the necessary advice and reference documents to enable them to perform their work.

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9

The functions of National Commissions

General considerations

National Commissions ensure that UNESCO's mandate is promoted and implemented in the Member State. The sphere of action of National Commissions is very wide and involves three sets of relationships:

- partners at the national level;
- the UNESCO Secretariat at Headquarters and in the field;
- the worldwide network of National Commissions.

They often promote the activities of UNESCO in their country.

They have the task of promoting the involvement of interested bodies, authorities, groups and individuals, at the governmental or non-governmental level in UNESCO's activities, so as to enable States:

- to achieve their goals in UNESCO's fields of competence; and
- to play an increasing role in the work of the Organization.

Despite their institutional diversity, they have similar objectives:

- to represent and make UNESCO visible in each Member State; and to make aware the public of its goals and ideals ;
- to harness intellectual capacities and resources to UNESCO's activities; and
- to demonstrate the benefits of belonging to the Organization.

Current situation

The key tasks of National Commissions are to formulate a Strategic Plan for delivery of the four functions set out in the Charter for National Commissions within the member state, to set priorities for action for a biennium, define policy and approve budgets, monitor implementation of the policies by its Secretariat and evaluate performance.

National commissions have responsibility to ensure that the following functions are implemented within the Member State:

- 1. Consultation.** The National Commissions :
 - advise Member States on all matters relating to UNESCO and its Programme;
 - supply the national authorities with expert advice on the formulation and evaluation of UNESCO's programmes;

2. **Liaison.** They serve as a liaison agency between UNESCO and the ministerial departments, bodies, institutions and national experts in the Organization's fields of competence. They are therefore advantageously placed to:
 - establish contacts with national partners of other United Nations institutions and agencies active in UNESCO's fields of competence;
 - ensure the national coordination of activities relating to UNESCO's work;
 - offer guidelines and advice to national partners in the framework of their cooperation with the Organization;
 - maintain relations with other National Commissions;
 - cooperate with the Permanent Delegations to UNESCO.
3. **Information.** The National Commissions:
 - disseminate to the general public, by their own means and through national and local media, information on UNESCO's aims, activities and programme by way of contributing to the visibility of the Organization's work at the national level and enhancing public understanding of UNESCO's activities;
 - collect national data and statistics relating to UNESCO's fields of competence for the purposes of their worldwide dissemination;
 - serve as intermediaries for the dissemination of publications and documents, ensuring their translation into national languages.
4. **Programme formulation, implementation and evaluation.** The decentralization policy has tended to reinforce these functions, which serve to involve countries directly in UNESCO's programmes and activities. Thus the National Commissions may:
 - represent the Member States and advocate for their priorities and needs at UNESCO meetings to assure those priorities and needs are taken into account in programme emphases;
 - involve the intellectual and scientific communities of the country in the process of preparing and implementing UNESCO's programmes;
 - participate in the Organization's standard-setting work and in the drafting and adoption of international legal instruments in UNESCO's fields of competence;
 - assume responsibility for the implementation of certain of the Organization's projects;
 - participate in the planning and implementation of activities entrusted to UNESCO that benefit from the assistance of UNDP, UNEP, UNFPA or other international programmes;
 - participate in studies on questions of concern to UNESCO;
 - monitor the use of UNESCO's name and logo at the national level¹; and
 - respond to documents and questionnaires originating from UNESCO Headquarters.

UNESCO's role

UNESCO endeavours to promote close relations with National Commissions to ensure their effective contribution to the formulation, implementation and evaluation of its programme. It provides assistance for the establishment or development of National Commissions through regular support for the strengthening of their operational capacities, particularly through assistance for continuous training of their officials and the acquisition of basic equipment.

¹ See the specific data sheet "Use of the Name, Acronym, Logo and Internet Domain Names of UNESCO".

The Organization can support the operational activities of National Commissions through the Participation Programme, covering fields of activity specified in the programme and budget (the C/5 document) and in the Director-General's letter inviting applications.

UNESCO can also entrust the implementation of specific projects to National Commissions under the regular programme, by way of contracts specifying the obligations of both parties².

² Regular programme contracts do not affect the number of requests that National Commissions can submit under the Participation Programme.

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Raising public interest in UNESCO's activities

General considerations

National Commissions publicize UNESCO's aims and activities as well as their own activities. They provide information to governmental authorities, to decision-makers in the administrative and political structures and to the general public with the aim of:

- furthering the implementation of the Organization's programme;
- securing the involvement of a broad and motivated public.

They can perform this information function through the media and through the distribution of appropriate documentation. Each National Commission frames its own strategy for raising the level of interest among its target public. It defines the content of the message to be disseminated and the means to be used.

Current situation

Strengthening the role of National Commissions in the public information sphere

UNESCO is developing a public information policy to promote its ideals, the implementation of its programmes and the mobilization of the resources necessary for its work. To do so, it needs the support of the National Commissions at the local level.

In 2001, the "Comprehensive Strategy Devised to Raise the Visibility of UNESCO's Action through Strengthening the Coordination of Information and Dissemination Activities within the Secretariat" (161 EX/43) invited the National Commissions to play an increasingly prominent role in ensuring the Organization's visibility at the local level.

To perform this information function more effectively, National Commissions are called upon to improve their public relations sense. They are encouraged to:

- include among their members experienced journalists who can facilitate the dissemination of information;
- equip themselves with a documentation centre, open to the public at large, and the services of a documentalist (even on a part-time basis).

National Commissions may regularly consult the Flash Info site¹ to keep up to date concerning events in the life of UNESCO: official visits of the Director-General, the celebration of International Years and Days proclaimed by the United Nations.

Management of the information sent by UNESCO

One of the most complex tasks of the National Commissions is that of managing through its Secretariat the different kinds of information sent by UNESCO:

- reports and publications;
- questionnaires (including those relating to the C/5 document);
- requests for statistics;
- data on staff recruitment;
- requests for nominations for UNESCO prizes;
- data for proposed evaluation exercises, etc.

National Commissions are called upon by Member States to provide detailed replies to most requests of this kind received from UNESCO. Whereas well-staffed National Commissions can cope with the management of information, this is much more difficult for understaffed Commissions. It is for this reason that the Secretariat is making efforts to establish a calendar for dispatching requests for information.

Responding efficiently to requests from UNESCO

In order to respond efficiently to requests from UNESCO, National Commissions should:

- process within the specified time limits the requests involving priorities for Member States;
- plan the management of substantial requests;
- establish close relations with the national experts that supply the information requested by UNESCO;
- inform the UNESCO Secretariat when it is not possible, for whatever reason, to supply the data requested.

However, as the decentralization process evolves, it is possible that certain public information tasks may be transferred to the Field Offices, which will facilitate the circulation and management of information.

Publication and dissemination of National Commissions documents

Many National Commissions produce a newsletter in **their own languages** and with varying frequencies – monthly, quarterly, half-yearly and even annually. While differing widely in content, the newsletters offer information on:

- the role of the Member State and the Commission in relation to UNESCO;
- participation in the Organization's conferences and projects;
- UNESCO's action in the country ;
- the activities of networks and institutional partners (UNESCO Clubs, Associated Schools, UNESCO/UNITWIN Chairs and civil society partners);
- the latest publications from Headquarters or the Field Offices;
- national achievements in UNESCO's fields of competence.

In addition, the National Commissions publish monographs, activity reports, studies, translations of UNESCO documents and reference works. They also publish the official documents of the National Commission, such as the annual report of the Secretary-General.

All these documents are distributed nationally and sent to other National Commissions and to interested Secretariat units.

¹ See the Internet site:
http://portal.unesco.org/en/ev.php-URL_ID=32499&URL_DO=DO_TOPIC&URL_SECTION=201.html

Similarly, National Commissions are encouraged to establish relations with the local media (radio, television, newspapers and journals, etc.) in the interests of more rapid and effective dissemination and with a view to raising the visibility of UNESCO within civil society.

The National Commissions should submit their Annual Report and News bulletins to the Sector of External Relations and Cooperation of UNESCO for information and dissemination.

UNESCO's role

UNESCO - in particular the Section for National Commissions, in close cooperation with the Bureau of Public Information (BPI) and the Communication and Information Sector (CI) – organizes training workshops for National Commissions and their Secretariats to upgrade media relations skills (drafting of press releases, interviews, production of documentary videos, public information, etc.)

The Bureau of Public Information assists National Commissions in publicizing the events they organize.

Under its Participation Programme, UNESCO can provide financial support for the publications, periodicals and documentation of National Commissions, for the translation into their language of UNESCO reports and publications, and for the organization of training courses on communication and information tools.

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Conferences and meetings organized by National Commissions

General considerations

National Commissions organize two types of meetings - on their own initiative or at UNESCO's request.

1. Meetings organized on the initiative of the National Commissions

a. Requirements for organizing a meeting

It is necessary in the first place:

- to define the purpose of a meeting ;
- to consider the expected results and the best way of achieving them (status of experts, plenary or small group meetings, etc.).

Likewise important for the success of the meeting are: the dates; the venue, which may vary in keeping with the nature of the meeting (city or more out-of-the-way venue); and the duration, which will depend on the character of the meeting (training course, meeting to exchange views, etc.). The participants, who may attend as national representatives, experts or observers, may be designated by governmental or nongovernmental bodies, by specialized national institutions, by the media or by other National Commissions from the region or other regions.

b. Some practical information

The following documents – drafted by the National Commission, experts, consultants, foreign participants or UNESCO – are necessary for the holding of a meeting: the agenda, the rules of procedure, the working documents, reference or information documents.

The Chairperson, Vice-Chairpersons and Rapporteurs should be chosen before the opening of the meeting.

The subsidiary bodies of meetings (workshops, for example) should also be decided.

The working languages. If the participants do not share the same language, it will be necessary to recruit interpreters for the meeting, and possibly translators with a view to the publication of the report.

Note

It is advisable to plan the meeting along these lines whether in the case of events organized on the initiative of National Commissions or at the request of the UNESCO Secretariat.

2. Meetings organized at UNESCO's request

These meetings, organized for the purposes of implementing the programme, are usually non-representative in character¹. They are of three kinds:

- consultation (categories V et VI);
- promotion of the exchange of knowledge (categories IV et VIII);
- training (categories VII).

Current situation

Essential points concerning budgeting for meetings

UNESCO may be able to help National Commissions requiring financial assistance for the holding of meetings. Requests for assistance by the National Commission should be accompanied by a budget estimate, which will be examined by the Organization. The budget should be restricted to the following categories of expenditure:

- remuneration of the specialists responsible for drafting the working documents;
- publication, translation, reproduction and dispatch of documents, reports and recommendations;
- possible hire of meeting rooms and other premises for the meeting;
- travel and subsistence costs of participants;
- communication, equipment, office supplies;
- official events;
- contingencies.

At the conclusion of the meeting, this budget estimate should depart as little as possible from the expenditure actually incurred.

Note

The following advice may also be helpful:

- check the physical and technical facilities required for the smooth running of the meeting;
- do not forget all the details concerning the reception (badges, registration forms, reception facilities, etc.) and accommodation of participants;
- ensure the presence of the media and photographers;
- take the necessary protocol measures consistent with the status of the participants.

¹ For categories explanation, see the specific data sheet "Conferences and meetings".

UNESCO's role

The responsibility for meetings organized at the request of UNESCO is shared between the Organization and the National Commission. The division of tasks between UNESCO and the Commission is defined in an agreement concluded between the two parties by an exchange of letters. As a rule, the Organization undertakes the following:

- it may provide financial assistance;
- it provides technical and substantive support;
- it sets the aims and agenda of the meeting;
- it helps to identify trainers and/or experts;
- it advises on the choice of participants;
- it chairs or co-chairs the meeting;
- it receives copies of all the documents, including the final report.

The date and place of the meeting are generally fixed by mutual agreement between the Organization and the Commission.²

To ensure that such meetings run smoothly, National Commissions are asked to communicate regularly with Headquarters and/or with the Field Offices.

² The tasks undertaken by National Commissions are described in the specific data sheet “Conferences and meetings”.

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National Commissions and partnerships

General considerations

“Partnerships, alliances and other linkages and mechanisms are powerful instruments for addressing global issues, supported by a growing internationalization of civil society and the private sector”.¹

Cooperation with a wide range of actors, partners and correspondents (governmental and nongovernmental) is part of the remit of the National Commissions. It is vital to the effectiveness of its action to address global challenges. It is enriched by the widely differing concerns and sensibilities of the partners (local and national actors at the governmental and nongovernmental level) involved in the thinking and activities of the National Commissions.

Current situation

1. Local partners at the governmental level

The Commission, given its status and its structure, is in close contact with the governmental authorities, which participate in UNESCO's work. Its principal governmental correspondents are:

- **Ministries.** In accordance with the Charter of National Commissions, each Commission includes representatives of the ministerial departments that serve as the Commission's supervisory authorities. In some cases, the Commission is integrated in the ministerial structure and operates as a department of the ministry concerned.² In other cases, the administrative departments responsible for international cooperation are directly involved in the work of the Commission and cooperate with the Organization. The departments primarily concerned with UNESCO's work are those responsible for education, culture, communication, and science and technology, together with the departments responsible for foreign affairs, the status of women, action in favour of youth, etc.

¹ *Medium-Term Strategy 2002-2007 (31C/4)*, UNESCO, 2002, paragraph 37, p.11.

² See the specific data sheet “The National Commissions: nature, structure, members, budget”.

- **Permanent Delegation to UNESCO.** Most Member States are represented by a Permanent Delegation to UNESCO in Paris. This delegation ensures a permanent liaison between the Member State and the UNESCO Secretariat. The Permanent Delegate is frequently an *ex officio* member of his/her country's National Commission, with which he/she maintains close relations, in particular by informing it of ongoing developments at UNESCO.

Active cooperation by the National Commission with these potential partners serves to strengthen considerably UNESCO's action at the local level.

2. Local partners at the non-governmental level

Partners of the National Commissions at the non-governmental level are very varied. Some contribute directly to the impact of UNESCO in the country, while others may be concerned by particular activities. A distinction may be drawn between:

a. Partners linked to UNESCO's mission and created under its auspices:

- UNESCO Associated Schools.³
- UNESCO Chairs/UNITWIN network.⁴
- **UNESCO Clubs, Centres and Associations.** The National Commission has a particular responsibility with regard to the policies and action pursued by UNESCO Clubs, Centres and Associations. Invested with the task of helping to promote international solidarity, these clubs are generally organized autonomously in a national federation. The National Commission must ensure in particular that these clubs respect the ethical stance of UNESCO, being especially vigilant concerning the use of UNESCO's acronym and logo.

b. The new partners concerned by UNESCO's mission:

- **Parliamentarians.**⁵ Each National Commission endeavours to inform members of parliament about UNESCO's work and its participation in that work. In many cases, parliamentarians are members of the National Commission and thereby serve as a link between civil society and UNESCO.
- **Local authorities.** The National Commissions inform local authorities (towns, districts, regions) with a view to involving them in activities falling within UNESCO's fields of competence. It also seeks their partnership, particularly financial.
- **The private sector: private enterprises, foundations and other similar bodies.**⁶ The private sector acts as a partner in UNESCO's priority programmes. The National Commission can play an important role in persuading private enterprises to contribute financially to UNESCO's programme. It is also encouraged to involve them in its own activities.
- **National and local NGO's.**
- **The media.** To perform its information function effectively, the National Commission should cooperate with the media⁷ and involve them in its main projects in order to give the latter greater public visibility.

³ See the specific data sheet "The UNESCO Associated Schools Project Network (ASPnet)".

⁴ See the specific data sheet "UNESCO Chairs/UNITWIN network".

⁵ UN reforms seek to increase the influence of national elected representatives and link parliamentarians to international deliberative processes. For more information, see the Report of the Panel of Eminent Persons on Civil Society and UN Relationships (Cardoso Report) available at <http://www.un.org/reform/panel.html>

⁶ See the specific data sheet "National partners".

⁷ See the specific data sheet "Raising public interest in UNESCO's activities".

Given the potential embodied in civil society, these partnerships might be developed. Improving relations with civil society constitutes an important element in the reform programme of the UN, of which UNESCO is one of the Specialized Agencies.⁸

3. International partners (governmental and non-governmental)

The National Commissions cooperate with UNESCO's international partners⁹ and sometimes involve them directly in their work (e.g. United Nations Development Programme). A distinction may be drawn between three types of partners at the international level,¹⁰ whose action is relevant to the Millennium Development Goals¹¹:

- United Nations system;
- Other intergovernmental organizations, international (IGOs) or regional;
- International non-governmental organizations (NGOs)¹².

UNESCO's role

UNESCO's Constitution invests National Commissions with a pivotal role in the system of educational and cultural cooperation it establishes. UNESCO makes every effort to ensure the development of partnerships in close collaboration with the National Commissions concerned and in keeping with the values and goals the Organization has set itself.

UNESCO encourages National Commissions to cooperate with national and international partners, which stimulate their thinking and facilitate the achievement of the Organization's objectives.

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⁹ See the specific data sheet "International partnerships".

¹⁰ *Medium-Term Strategy 2002-2007 (31 C/4)*, UNESCO, 2002, paragraph 37, p.11.

¹¹ See the specific data sheet "UNESCO in the United Nations system" (3 – Millennium Development Goals).

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United Nations
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Cooperation amongst National Commissions

General considerations

The National Commissions form a network that gears itself to UNESCO's mission and programme to undertake activities, whether in the form of meetings or projects of common interest, liable to receive the Organization's support.

Examples of such activities are:

- **Regional conferences** of National Commissions organized every four years. The aim of these meetings is to strengthen cooperation between National Commissions and to facilitate an exchange of views on their activities. Under the reform process, these statutory conferences are now combined with the regional consultations described in the next paragraph.
- **Regional consultations.** All the National Commissions in a given region meet once every two years in a regional consultation. On this occasion, their members put forward proposals concerning the programme and budget (C/5) for the next biennium, enabling a start to be made on the formulation of UNESCO's programme.¹ Where relevant, they also make proposals concerning the Organization's medium-term strategy (C/4), which is adopted for a six-year period by the General Conference and is subject to preliminary examination at these consultations.
- **Meetings of the National Commissions**, organized during the sessions of UNESCO's General Conference. These provide an opportunity to treat all issues pertaining to the activities of the following years in cooperation with the UNESCO programme sectors and Fields Offices.
- **Meetings of the Presidents and Secretary Generals of National Commissions** organized during the sessions of UNESCO's General Conference.
- **The numerous working meetings**, expert meetings and working groups, including subregional meetings of the Secretaries-General, arranged in connection with the implementation of projects organized on the initiative of one or more Commissions in the framework of UNESCO's programme or with a view to future programmes.

¹ See the specific data sheet "Programming".

Current situation

Cooperation at various levels²

Currently, cooperation takes place mainly at three levels:

- **At the regional level**, National Commissions can undertake activities to reinforce their operational capacities, to contribute to the implementation of UNESCO's programme, or to fulfil their role as "laboratories of ideas". In this connection, training seminars are organized in each of the regions for new officials of the National Commissions to strengthen their skills in key areas and intensify mutual exchanges.
- **At the subregional or cluster office level**, activities can bring Secretaries-General together informally. In addition, the Commissions of small countries can organize a division of tasks by sharing UNESCO's spheres of action among themselves.
- **At the interregional level**,³ training workshops are organized regularly at UNESCO Headquarters for new Secretaries-General of National Commissions for UNESCO. Some forty new Secretaries-General from all parts of the world receive such training every biennium, which enables them to update their knowledge of the Organization and perform their tasks better in their country.

It should be noted that certain Commissions organize interregional consultations on specific themes or assume responsibility for individual projects.

Bilateral relations may be established between certain Commissions in the form of the twinning of Commissions at different stages of development, enabling the less experienced Commission to draw inspiration from its more experienced counterpart.

Cooperation between Chairpersons/Presidents and Secretaries-General of National Commissions

National Commissions are chaired either by eminent persons or by persons of ministerial rank in UNESCO's fields of competence. In either case, they are expected to exercise substantial intellectual and moral authority so as to mobilize the scientific and cultural resources of their country in the service of UNESCO's mission.

Cooperation between Chairpersons/Presidents and Secretaries-General of National Commissions necessarily helps to strengthen the network of National Commissions for UNESCO. The main occasions bringing together the Chairpersons/Presidents and Secretaries-General of National Commissions or a group of them are the following:

- sessions of the General Conference;
- sessions of the Executive Board;
- regional consultations for the formulation of documents C/5 and C/4;
- statutory conferences;
- Meetings of Chairpersons/Presidents and Secretaries-General⁴.

UNESCO's role

In accordance with the Charter of National Commissions, UNESCO encourages contacts between the National Commissions of the different regions by providing support for meetings of Secretaries-General from all regions to exchange ideas and experience.

² See the Internet site: http://portal.unesco.org/en/ev.php-URL_ID=11300&URL_DO=DO_TOPIC&URL_SECTION=201.html

³ See the Internet site: http://portal.unesco.org/en/ev.php-URL_ID=12076&URL_DO=DO_TOPIC&URL_SECTION=201.html

⁴ These meetings (regional and interregional) of Chairpersons/Presidents and Secretaries-General of National Commissions provide an opportunity to address key topics relating to the sound management of National Commissions and their relationship with the Secretariat and Governments as well as between the Commissions themselves. They are also the occasion for giving thought to:

- the unequal structures and human and financial resources of National Commissions;
- decentralization policy.

The National Commissions Section (ERC/NAC) provides technical support for training seminars at the regional and subregional level, with the joint participation of National Commissions, Field Offices and Headquarters units. The aim of these seminars is to help the representatives of National Commissions to improve their skills and performance with a view to strengthening the operational capacity of the Commissions concerned. Training is focused on the following areas:

- UNESCO: Strategy, programme priorities;
- Reform process and decentralization;
- Project management, including the Participation Programme;
- Partnerships with civil society;
- Media relations;
- Use of information and communication technologies (ICTs).

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United Nations
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Part II

UNESCO: understanding the Organization to better participate



United Nations
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UNESCO in the United Nations System

General considerations

The United Nations was established on 24 October 1945 by 51 countries (founder Member States) determined to maintain peace through international cooperation and collective security. It was Franklin D. Roosevelt, the President of the United States, who coined the term “United Nations”, which appeared for the first time in the *Declaration by United Nations* of 1 January 1942. The United Nations now has **192 Member States**, almost all the nations of the world.

The United Nations has six principal organs – the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the Secretariat and the International Court of Justice. The first five are located at the Headquarters of the United Nations in New York, and the sixth organ, the International Court of Justice, has its Headquarters in The Hague (Netherlands). In fact, the United Nations system¹ is much bigger, comprising 15 specialized agencies and numerous programmes, funds and agencies.

Under the United Nations Charter (Chapter I, Article 1), the purposes of the United Nations Organization are as follows:

- To maintain international peace and security;
- To develop friendly relations among nations;
- To achieve international cooperation in solving international problems and in encouraging respect for human rights;
- To be a centre for harmonizing the actions of nations.²

The relations between UNESCO and the United Nations are governed by the following instruments:

1. The Charter of the United Nations³ (1945). Under Article 63 of the Charter of the United Nations, “the Economic and Social Council may enter into agreements with any of the agencies referred to in Article 57, defining the terms on which the agency concerned shall be brought into relationship with the United Nations”.

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1 See Annex III (the Organizational Chart of the United Nations System) is available at: <http://www.un.org/aboutun/chart.htm>

2 United Nations Charter, Chapter I, Article 1. <http://www.un.org/aboutun/charter/index.html>

3 International Treaty established by the representatives of 50 countries at the United Nations Conference on International Organization, meeting in San Francisco from 25 April to 26 June 1945.

2. The Constitution of UNESCO (1945). Article X of the Constitution of UNESCO stipulates that: “This Organization shall be brought into relation with the United Nations Organization, as soon as practicable, as one of the specialized agencies referred to in Article 57⁴ of the Charter of the United Nations.” Under Article IV, the Organization “shall advise the United Nations Organization on the educational, scientific and cultural aspects of matters of concern to the latter”.
3. The Agreement between the United Nations and the United Nations Educational, Scientific and Cultural Organization⁵ (1946) recognizes UNESCO as a specialized agency responsible for taking such action as may be appropriate for the accomplishment of the purposes set forth in its Constitution.

Current situation

1. The United Nations system

The United Nations system comprises:

- the United Nations;
- the programmes and funds of the United Nations [such as the United Nations Save the Children’s Fund (UNICEF) and the United Nations Development Programme (UNDP)];
- specialized agencies⁶ (such as the World Health Organization (WHO), the United Nations Food and Agriculture Organization (FAO), and UNESCO);
- autonomous organizations linked to the United Nations by special agreements (such as the World Bank, the International Monetary Fund (IMF) and the World Trade Organization (WTO), all of which cooperate with each other within the framework of the Economic and Social Council at the intergovernmental level and the Chief Executives Board for Co-ordination at the Secretariat level.

Note

The programmes, funds and agencies have specific mandates and modes of operation, their own budgets and independent governing bodies.

2. UNESCO as a specialized agency

UNESCO, through its role in the construction of the defences of peace and the promotion of human rights, and its action in the field of development, occupies a special place among the specialized agencies of the United Nations system. Its primary purpose, – so aptly expressed by the now familiar precept that “since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed” – is to contribute to peace and security by promoting collaboration among the nations through education, science, culture and communication.

3. The Millennium Development Goals

In September 2000, the leaders of the entire world met at the United Nations Millennium Summit and pledged, on behalf of their respective countries, to increase efforts to promote peace, human rights, democracy, good governance, environmental sustainability and poverty eradication. They also agreed to advance the principles of human dignity, equality and social justice. In the resulting Millennium Declaration, the 189 signatory

⁴ The various specialized agencies established by intergovernmental agreement and provided with extensive international duties and responsibilities in specific areas connected with the United Nations in keeping with the provisions of Article 63 of the United Nations Charter are referred to as the “specialized agencies”.

⁵ Approved on 6 December at the first session of the General Conference and ratified on 16 December by the General Assembly of the United Nations.

⁶ See Annex IV.

countries made the solemn pledge to do all they could to overcome the poverty still afflicting the majority of human beings. They established a set of general and specific goals that the international community was to achieve by 2015.

These goals, grouped under the term Millennium Development Goals (MDGs), are quite unprecedented in terms of their ambition, their concrete and measurable character and their scope. They are also unique because they explicitly acknowledge that poverty can only be eradicated through strengthening of the partnerships between the various development stakeholders and the adoption of more resolute action by the rich countries – expanded trade, debt relief, technology transfers and the provision of aid. Eight principal goals⁷ were established and broken down into 18 quantifiable targets to be reached by 2015, and 48 indicators were set up to monitor the progress accomplished.

The eight Millennium Development Goals:

1. **Eradicate** extreme poverty and hunger;
2. **Achieve** universal primary education;
3. **Promote** gender equality and empower women;
4. **Reduce** child mortality;
5. **Improve** maternal health;
6. **Combat** HIV/AIDS, malaria and other diseases;
7. **Ensure** environmental sustainability;
8. **Develop** a global partnership for development.

UNESCO is also contributing as a member of the United Nations Development Group (UNDG) in order to achieve these goals and be closely associated with the efforts of the United Nations bodies involved in development activities, especially in the field.

The World Summit, which was held in New York in September 2005, revived the United Nations reform movement and reconfirmed the multilateralist mission of the United Nations. The final document of the Summit stressed the need to provide multilateral solutions to the problems arising in the following four areas:

- Development;
- Peace and collective security;
- Human rights and the rule of law;
- Strengthening of the United Nations.

4. Reforming the United Nations

Much has been achieved since 1997 in reshaping the internal structures and culture of the Organization. But many other reforms are needed, both in the executive branch – the Secretariat and the United Nations system as a whole – and in the United Nations inter-governmental organs. The guiding principle is that, given the challenges of the twenty-first century, the United Nations must change in order to be more useful to its Member States and the peoples of the world.

To this end, the leaders of the world adopted, at the United Nations Summit held in September 1997, a detailed document (Outcome document of the 2005 World Summit), concerning inter alia implementation of the reform that was the subject of consultations in the High-Level Panel before its examination by the General Assembly and ECOSOC.⁸

⁷ See <http://www.un.org/english/millenniumgoals/index.html>

⁸ The Economic and Social Council is the principal organ for coordinating the economic and social activities of the United Nations and its bodies and specialized agencies.

After an in-depth evaluation of the strengths and weaknesses of the United Nations system, the High-Level Panel made its recommendations for a United Nations “Delivering as One” at the country level, with one leader, one programme, one budget and, where appropriate, one office (“One United Nations”). The overall objective is to strengthen coherence at the centre of the United Nations system and to ensure that the United Nations functions as a single unit in the areas of development, humanitarian assistance and the environment, at the national, regional and world levels. To do this, the United Nations is making sure that it has the resources to achieve its goals by redefining its governance structures, a funding framework and its operational capacities.

UNESCO, as a United Nations specialized agency, has also begun a reform process. One of the Organization’s priorities is decentralization, representing as it does a major component of the process. A working group, the Decentralization Review Task Force, has therefore been reconstituted to enable the Organization to advance in the spirit of coherence of the United Nations system at country level.⁹

Note

The key points are to be found in:

- The Millennium Declaration and the Millennium Development Goals (2000);
- The 2005 World Summit Outcome Document, and the relevant resolutions of the General Assembly, including that concerning the Peace-building Commission;
- Report of the High-Level Panel on United Nations System-wide Coherence in the areas of development, humanitarian assistance and the environment.

Role of the National Commissions

UNESCO is the only organization in the United Nations system to possess National Commissions. They cooperate with all UNESCO actors, in particular with the Organization’s working on development projects in the field, and they help to implement UNESCO’s programme in close cooperation with the Secretariat and field offices.

With regard to the Millennium Goals, the National Commissions should:

- Be well informed about the follow-up being given to these goals by UNESCO and other organizations in their respective areas of competence;
- Contribute to the achievement of these goals locally according to the needs of each country in UNESCO’s fields of competence;
- In the context of the reform of the United Nations, the National Commissions enjoy particularly strong ties with their governments and various partners and can, therefore, participate in as well as contribute to the preparation of the CCA/UNDAF documents at national level.

⁹ See Fact Sheet “Decentralization”.

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15

The General Conference: the sovereign decision-making body

General considerations

The General Conference is the sovereign body of UNESCO and brings together representatives of the Member States every two years. While some sessions were held away from Paris in the past (Mexico 1947, Florence 1950, Sofia 1985), sessions now usually take place at UNESCO Headquarters unless an invitation by a Member State to hold a session on its territory is accepted. The principal structures and functions of the General Conference are set out in Article IV of the UNESCO Constitution. At present, a working group is studying ways and means of streamlining the work of the General Conference. Before each session, UNESCO publishes a *Guide to the General Conference* for delegations giving full details of its key aspects.

Principal functions of the General Conference

- **to determine** the general policy of UNESCO;
- **to act** an advisory capacity in relation to the United Nations (Article IV.5);
- **to adopt** the Organization's programme and budget for the following biennium and the Organization's medium-term strategy (every 6 years);
- **to adopt** draft recommendations to the Member States and international conventions to be ratified by the Member States;
- **to elect** the members of the Executive Board, and of certain committees, commissions and intergovernmental structures;
- **to appoint** the Director-General for a term of four years on the recommendation of the Executive Board (see Article IV of the UNESCO Constitution). A candidate for the post of Director General is eligible to stand for a maximum of two terms.

1. Preparations

The *Guide to the General Conference* informs delegates about essential details to be checked on arrival:¹

Structure and Procedures of the General Conference

Key aspects are:

- Organization of the plenary, the commissions (sectoral programmes, Administration/Finance), and the committees (the three statutory committees: the Credentials Committee, the Nominations Committee, the Legal Committee, and the General Committee which directs the work of the General Conference).
- Procedures for taking the floor, draft resolutions, voting and elections.²

2. Other aspects of the General Conference

▮ *Stages of the General Conference*

Specific procedures take place during the first three plenary meetings (for example, election of the President, report of the Executive Board) and during the last three days of the session (for example, adoption of the Commission reports, adoption of the resolutions).

▮ *Special events*

These may include ministerial round tables on important programme issues and meetings with specific partners. A major thematic exhibit is a traditional feature of each General Conference.

▮ *Other activities*

Examples are: electoral group meetings, information meetings arranged by programme sectors, regional meetings with National Commissions facilitated by the Secretariat, and guided tours of Paris organized by the French delegation.

3. Documents of the General Conference

The main documents are:

- C/1 : provisional agenda;
- C/2 : organization of the work of the conference;
- C/3 : Report of the Director General on the activities of the Organization during the previous biennium, including an introduction by the Director General on the evaluation exercise;
- C/4 : Medium-Term Strategy;
- C/5 : Draft Programme and Budget;
- C/6 : Recommendations of the Executive Board on the Draft Programme and Budget (based on the proposals of a drafting group).

¹ Registration procedures, credentials, information services (the Delegates' Information Office, the Mini Journal and the Manual of the General Conference), use of the six working languages (Arabic, Chinese, English, French, Spanish, Russian), organization of the General Policy debate, management of seating arrangements and recommended reading, notably the agenda (C/1) and the organization of the work of the session (C/2).

² Full details of each aspect are given in the *General Conference Guide*.

Other standard documents are:

- C/INF : information documents requiring no decision;
- C/REP : reports to the General Conference by bodies or on activities;
- C/NOM : information on the elections to be held during the General Conference;
- C/DR : draft resolutions submitted by Member States.

Other symbols relate to documents of a specific character or issued by a particular body, e.g.:

- C/BUR : documents of the Bureau;
- C/COM : programme commission documents;
- C/... Add/Corr : addendum/corrigendum to a document;
- C/... REV : revised version of a document;
- C/... Prov. : provisional version of a document.

4. Records of the General Conference

The plenary meetings are recorded on tape and by means of verbatim records which are published in the series *Records of the General Conference*. Meetings of the commissions and committees are tape-recorded only.

The published Records of the General Conference consist of:

- volume 1 : Resolutions and brief reports of the Commissions and the Legal Committee;
- volume 2 : Full statements made in plenary in the original language.

Role of the National Commissions

National Commissions have numerous useful roles before, during and after each General Conference.

These vary depending on the size of each National Commission and on the specific responsibilities given to this body by its government.

These roles are listed in a special annex.

Before the General Conference, the National Commission:

- may advise the Government on the composition of its country's delegation (as provided for in Article IV of the Constitution and Rule 21 of the Rules of Procedure of the General Conference). In practice, this is often done in liaison with the Paris-based Permanent Delegation of the Member State;
- examines the C/1 and C/2 documents to identify key agenda items for the Member State, thus setting priorities to be covered by its delegation. When a Member State decides to send a small delegation, the Secretary-General may have to cover numerous events;
- compiles advance files of relevant agenda documents for the Delegation, as well as notes on these resulting from preparatory meetings. Important key background texts include *Basic Texts*, the *Rules of Procedure of the General Conference*, the Drafts C/5 and C/4. A full set of documents is available for each delegation on arrival at the General Conference;
- may prepare, by the deadline set by the UNESCO Secretariat, the Member State's draft resolutions (known as DRs) which propose textual and/or financial modifi-

³ The recent reform to the planning cycle, which emphasizes bottom-up and consensual consultation on UNESCO's programme, has greatly reduced the need or justification for submitting DRs. Thus, today, these are usually submitted on an exceptional basis. Whenever appropriate, those with financial implications are directed to the Participation Programme. The aim is to reduce to a minimum the time devoted to DRs in the commission debates.

⁴ At the time of the General Conference, most Member States have already started to plan their requests for the forthcoming biennium, which must be submitted in February of the first year of the biennium. The National Commission may wish to discuss these future requests with UNESCO Secretariat staff. Since the programming cycle puts primary emphasis on cluster-level planning, the idea is to ensure closer alignment and coherence between the Participation Programme requests and regular programme activities, based on the main priorities of the cluster offices.

⁵ This task is handled in various ways, as decided by each Member State.

cations to the Draft Programme and Budget. DRs may be submitted by one or several Member States.³

- may draft or contribute to the general policy debate speech to be delivered by the Head of the Delegation who may be the Minister in charge of relations with UNESCO and thus often Chairperson of the National Commission.
- checks that the country delegation's credentials have been filed with the Secretariat of the General Conference by the date required (usually 2 months in advance).
- in consultation with the Permanent Delegation, informs the Secretariat of the General Conference by the required advance date that the Head of Delegation wishes to speak during the general policy debate, stating the theme of the speech.
- verifies the status of all its requests under the Participation Programme, including the activity report and financial report for requests approved during the most recent past biennium and for activities already executed during the current biennium.⁴

During the General Conference, the National Commission:

- registers the members of its Delegation at the reception desk, collects badges and checks that all names are correct;
- informs the Documents Service of the number and language of the documents to be received (moderate quantities are advised);
- checks with the General Conference Secretariat for the date and time of the statement to be given by the Head of Delegation;
- arranges for the Head of Delegation to be photographed behind the country nameplate;
- follows the daily events (such as the progress of the debates, the movements of delegations, forthcoming meetings, cultural events and so forth) in the Journal of the General Conference;
- if required, collects and distributes each day's documents to the members of the delegation;⁵
- organizes daily briefings for the delegation to review progress and plan forthcoming items;
- covers the meetings/session designated; providing advance copies of statements for interpreters and the rapporteur;
- monitors the presentation of DRs, noting the debate and decisions taken by the commission in question;
- maintains regular contact with the National Commissions Section which provides special support activities and services during the Conference;
- attends the regional meetings of National Commissions which review items of specific concern to each region and the planning for the forthcoming biennium, including the holding of statutory consultations on the next Draft Programme and Budget (C/5) and, if necessary, the Medium-Term Strategy (C/4);
- follows the work of the PRX Commission (General questions and programme support) where National Commission matters are discussed, as well as the Participation Programme and the Fellowships Programme;
- meets with UNESCO Secretariat staff to discuss projects and activities;
- takes as many opportunities as possible to interact with the many other National Commissions present at the Conference.

After the General Conference, the National Commission:

- files all relevant reports and evaluations for the attention of its government;
- finalizes Participation Programme requests by the required date (usually end February of the first year of the biennium);

- if possible, arranges a press conference or press release to explain the significance of the General Conference for the Member State's priorities to the public at large;
- informs its members and its Secretariat of the outcomes of the Conference;
- ensures appropriate follow-up to decisions and actions taken at the Conference which affect the Member State;
- may keep its own logbook of the General Conference to serve as a useful tool for future reference.

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United Nations
Educational, Scientific and
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16

The Executive Board: the body supervising programme execution

General considerations

1. General points

The Executive Board is a select body consisting of 58 Member States¹ (Article V.A.1) elected for a term of four years by the General Conference with due regard for balanced geographical distribution. Each Member State appoints one representative and may also appoint alternates. The Executive Board examines the programme of work for the Organization and the corresponding budget estimates. It supervises and monitors execution of the programme by the Director-General and may take important decisions between sessions of the General Conference.

2. Background

The Constitution's provisions relating to the Executive Board have undergone various amendments. Originally, the Executive Board comprised eighteen members elected for their expertise and in a personal capacity by the General Conference from candidates put forward by Member States. These members exercised the authority delegated to them by the General Conference on behalf of the Conference. Since UNESCO's foundation, the General Conference has altered the number of Board members nine times, from 20 in 1952 to 51 in 1980 and up to 58 in 1995 (28 C/Resolution 20.2).

Over the same period, four important reforms² of the Board were adopted and implemented:

- In 1954, the Montevideo General Conference stressed the need for States to be involved in Executive Board work. Consequently, the 1954 amendment by 8 C/Resolution II-1.1 conferred on each Member of the Board the status of representative of the government of the State of which he or she was a national. However, this reform did not nullify the principle of personal election.
- The 1968 amendment (15 C/Resolution 11.1) changed the duration of Board Members' terms of office from four to six years and introduced a new method of election for which Member States were divided into five groups.

¹ Referred to as "Members" of the Executive Board.

² See *The Executive Board of UNESCO*, 13th edition, UNESCO, Paris, 2006.

- In 1972, 17 C/Resolution 13.2 reduced Board Members' terms of office from six to four years.

The 1991 amendment adopted at the 26th session of the General Conference provided that the States themselves would now be elected to the Executive Board and would appoint their representatives on it, including alternates. This reform amended Article V of the Constitution concerning the nature of Executive Board Members; since 1993, the Executive Board has consisted of representatives of Member States rather than individuals elected in their personal capacity.

Current situation

1. Functions

The Executive Board, consisting of Member States which appoint their representatives, is an emanation of the General Conference. It exercises the powers delegated to it by the General Conference between the latter's sessions and deals with the specific questions that the General Conference assigns to it at each session.

The Board's functions and responsibilities arise primarily out of the Constitution and out of rules and directives laid down by the General Conference, supplemented by certain General Conference resolutions. Other powers stem from agreements concluded between UNESCO and the United Nations, the specialized agencies and other intergovernmental organizations. Under the terms of Article V of the Constitution³, the Executive Board:

- Prepares the agenda for the General Conference;
- Examines budget estimates submitted to it by the Director-General, together with the Organization's programme of work;
- Is responsible to the Conference for execution of the programme adopted by the latter;
- May discharge the functions of adviser to the United Nations between ordinary sessions of the General Conference provided that the question arises from General Conference decisions or has been dealt with by the General Conference;
- Recommends to the General Conference the admission of new States not members of the United Nations;
- May request advisory opinions from the International Court of Justice between sessions of the General Conference;
- Nominates a candidate for the post of Director-General with a view to his or her appointment by the General Conference.

The Executive Board is, moreover, a privileged observer of the life of UNESCO. It is involved in the Organization's work and can closely monitor its functioning. In particular, it may take decisions on problems requiring a solution before the next session of the General Conference and advise on a large number of subjects. The Executive Board may also initiate forward-looking discussion aimed at introducing new procedures or methods of action that might improve the functioning of UNESCO. It should be noted that a special committee mandated to examine the working methods of and relations between the three organs of UNESCO regularly ensures that the functioning of the Executive Board is streamlined in order to make it more efficient each time.

At the opening of the session following each ordinary session of the General Conference, the Executive Council elects a Chairman⁴ from among the representatives of the Member States for a term of two years. The Chairman is not immediately eligible for re-election. The Chairman of the Executive Board may convoke, if necessary, a Bureau consisting of the Vice-Chairmen of the Board and the Chairmen of the permanent commissions, the Special Committee, the Committee on Conventions and Recommendations and the

³ "Constitution of UNESCO", in *Basic Texts*, UNESCO, Paris, 2006.

⁴ See "Rules of Procedure of the Executive Board: Officers" in *Basic Texts*, UNESCO, Paris, 2006.

Committee on International Non-Governmental Organizations. The Chairman presides over the meetings of the Bureau.

2. Sessions

The Executive Board meets in regular session, usually at the Headquarters of the Organization, at least four times in the course of a biennium. Executive Board sessions are held in spring and autumn. The longest session in the biennial cycle is the spring session in the General Conference year. It is during this session that the Executive Board examines the “blue book” (the draft programme for the biennium) and prepares the agenda and timetable of work for the General Conference. It is also during this session that the name of the Member State whose delegation at the Conference will be allocated the left-hand side of the first row in all the meeting rooms will be drawn by lot. The other delegations will be placed in French alphabetical order, French being the language of UNESCO’s host country.

The Chairman of the Executive Board may consult Members of the Board between two sessions on any matter whose urgency warrants it. He or she participates in meetings of the General Committee of the Conference but without the right to vote. The President of the General Conference sits on the Executive Board in an advisory capacity.

The Executive Board may meet in special session at the written request of six members of the Board or when convened by its Chairman. It may also meet in private session, especially when considering staff questions.

The working languages of the Executive Board, like those of the General Conference, are Arabic, Chinese, English, French, Russian and Spanish.

3. Subsidiary bodies

From among its Members the Executive Board sets up two commissions (the Finance and Administrative Commission and the Programme and External Relations Commission) and three committees (the Special Committee, the Committee on Conventions and Recommendations, and the Committee on International Non-Governmental Organizations), which it needs to fulfil its remit. These subsidiary bodies are permanent and their chairmen are “elected by the Board by secret ballot from among the representatives appointed by the Members elected to the Board”⁵.

Role of the National Commissions

Some Member States call on the chairman or secretary-general of their National Commission to represent them on the Board or to act as alternate for their representative. Such initiatives enable the National Commissions thus “represented” to be involved in the Executive Board’s decision-making process and thus be more familiar with the life of UNESCO. This involvement allows contact with representatives of Members States on the Board as well as with the Secretariat and UNESCO. It also encourages joint work with other participating members (chairmen, secretaries-general and other members of National Commissions). Lastly, it is a method of providing information to National Commissions not represented on the Board.

It should be noted that members of National Commissions whose countries do not sit on the Executive Board can nevertheless follow its work as observers.

⁵ “Rules of Procedure of the Executive Board: Commissions and committees”, in *Basic Texts*, UNESCO, Paris, 2006.

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United Nations
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17

The Secretariat: serving the international community

General considerations

“The Secretariat shall consist of a Director-General and such staff as may be required.”¹ Members of the Secretariat are international civil servants who undertake to exercise “in all loyalty, discretion and conscience” the functions entrusted to them as international civil servants of UNESCO, to regulate their conduct with the interests of the Organization only in view and not to seek or accept instructions with regard to the performance of their duties from any government or authority external to the Organization.

Current situation

1. The Secretariat and its functions

The Director-General is UNESCO’s chief administrative officer. Under Article VI.2, twice amended (25 C/Resolutions, pp. 192-3; 31 C/Resolutions, p. 105), the Director-General is nominated by the Executive Board and elected by the General Conference for a period of four years. The Director-General may be reappointed for a further term of four years but is not then eligible for a subsequent term. The Director-General (or his representative) participates in all meetings of the General Conference, the Executive Board and the committees of the Organization. As stated in Article VI.4 of the Constitution and Article 4.1 of the Staff Regulations, the Director-General has the power to appoint the staff of the Secretariat.

In appointing staff members, the Director-General shall, except in the case of appointments resulting from post reclassifications, use a competitive process in order to secure the highest standards of efficiency, competence and integrity.

¹ “Constitution of UNESCO”, in *Basic Texts*, UNESCO, Paris, 2006.
<http://unesdoc.unesco.org/images/0014/001471/147115e.pdf>

The Director-General consults the Executive Board verbally or in writing for appointments and extensions of staff members classified as grade D-1 and above whose posts come under UNESCO's regular programme. The Director-General ensures that staff are recruited "on as wide a geographical basis as possible". Each Member State is entitled to a "quota", which is calculated mainly on the basis of its contribution to the Organization's budget. The General Conference determines the proportion, and the Executive Board systematically readjusts the quota range, specifying the number of posts available to nationals of each Member State. However, some posts are not subject to the rules of geographical distribution: posts funded from extrabudgetary sources, "language" posts (interpreting and translation) and General Service posts.

To improve geographical distribution, UNESCO has introduced a new programme – the Young Professionals Programme² – for training new staff members. This programme, intended for unrepresented or under-represented countries, facilitates recruitment of young graduates under the age of 30 in the Organization's fields of competence.

The Director-General and all the Organization's staff have purely international responsibilities. This is why UNESCO Member States pledge not to seek to influence the Director-General or staff in the performance of their duties and therefore to respect their independence.

2. A hierarchical staff structure

Initially, from 1946 to 1951, UNESCO had one category of staff members comprising some twenty grades. In 1950 the post classification system was reconsidered by the Florence General Conference. The change that came into effect the following year brought UNESCO into line with the United Nations classification system. This reform made the Secretariat structure more hierarchical by introducing two categories of staff: the Professional category and above, and the General Service category.

It is possible to be employed by UNESCO in one of the following posts:

1. **Director** (Deputy Director-General, Assistant Director-General, Director grade D-2 or D-1).³
2. **Professional**.⁴ Like the other United Nations agencies, UNESCO offers to its international professional staff the following career grades:
 - Junior professional (grades P-1/P-2);
 - Middle-ranking professional (grades P-3/P-4);
 - Management professional (grade P-5).
3. **General Service**.⁵ General Service staff members – clerks, secretaries – are ranked at career grades from G-1 to G-7.
4. **Temporary Assistance**.⁶ Temporary assistants are recruited to help the Organization meet the demands of a temporary additional workload or to provide the Organization with external expertise as needed. Temporary assistance staff is classified as follows:
 - supernumeraries;⁷
 - consultants;
 - fee contractors;
 - appointments of limited duration.⁸

It is also possible to work for UNESCO under the following programmes:

- Young Professionals;⁹
- Associate Experts.¹⁰

Lastly, UNESCO offers internships¹² of one to four months at the Organization's Headquarters and in its field offices to students in various fields and to researchers.

^{2, 4, 5, 6, 9, 10 and 11} See

website: http://portal.unesco.org/en/ev.php-URL_ID=11707&URL_DO=DO_TOPIC&URL_SECTION=201.html

³ Director of Division or Director of a UNESCO field office.

⁷ Applicants for supernumerary positions at Headquarters must have authorization to work in French territory.

⁸ This type of contract is limited to technical cooperation in the field and posts financed from extrabudgetary funds in the field and at Headquarters.

All vacancies are advertised online¹² on the UNESCO website and are accompanied by a post description. It should be noted, however, that there are two types of recruitment: internal and external. Descriptions of vacant posts indicating the incumbent's title and required qualifications (profile), the duties to be performed (main responsibilities), the remuneration (conditions of employment) and how to apply for the post, are sent to all National Commissions.

In 2007, the Secretariat comprises 2068 staff members (professionals and non-professionals), of whom two thirds work at UNESCO Headquarters. According to 2007 figures, the Secretariat is composed of 55% women and 45% men. The Organization's gender ratio is one of the most balanced in the United Nations system.

Role of the National Commissions

1. National Commissions ensure that vacancy descriptions are publicized.
2. National Commissions inform short-listed candidates about the Organization by providing them with key documents on UNESCO (its history, fields of competence and working methods) to help them prepare for the interview.
3. While National Commissions may support applications from their nationals, going through a National Commission is not a precondition for applying for a vacancy.

¹² See website:
http://recrutweb.unesco.org/postes/postes_visualisation.asp?AffLangue=gb&CATPOSTE=1

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“Organizational Chart of the UNESCO Secretariat”, see Annex V.



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Structure of the Secretariat

General considerations

In 1945, at the request of the French delegation, the constitutive conference in London took the decision to establish UNESCO Headquarters in Paris. After having been housed in the former Hotel Majestic, UNESCO moved to Place de Fontenoy in 1958, into the building (known as the “main building”) designed by the architects Marcel Breuer (United States), Pier Luigi Nervi (Italy) and Bernard Zehrffuss (France). The building in Rue Miollis was opened in 1970, while the two parts of the building in Rue Bonvin came into commission in 1978 and 1984 respectively.

The structure of the Secretariat at Headquarters as shown in the UNESCO Organizational Chart¹ is flexible and subject to change. Since the reform introduced in 2000, it has comprised three main elements: the programme sectors, the support sectors, and the central services reporting to the Director-General. The Office of the Director-General provides general management and coordinates UNESCO central services.

Current situation

1. Programme sectors

UNESCO’s major programmes correspond to the Organization’s fields of competence: education, natural sciences, social and human sciences, culture, communication and information. These programmes are paralleled by five programme sectors: the Education Sector (ED), the Natural Sciences Sector (SC), the Social and Human Sciences Sector (SHS), the Culture Sector (CLT) and the Communication and Information Sector (CI).

Each is headed by an Assistant Director-General (ADG) and comprises a number of divisions and units. Each sector also provides the secretariat for one or more councils and committees connected with UNESCO’s major intergovernmental programmes.

A sector’s structure can vary according to programme requirements: a unit may be attached to a different sector depending on how its work develops.

2. Support sectors

There are two support sectors at UNESCO: the Sector for External Relations and Cooperation (ERC), which is responsible for relations with Member States and National Commissions, and the Sector for Administration (ADM). Their purpose is to guarantee the

¹ See Annex V, Draft Organizational Chart of the UNESCO Secretariat.

internal and external conditions needed for efficient execution of UNESCO programmes. Each support sector is under the authority of an Assistant Director-General (ADG) and covers divisions and sections.

3. Central services

Upstream, the central services are mainly responsible for formulating policy and strategy. Downstream, they have supervisory, monitoring and coordinating functions. They provide services to the Directorate in order to improve the Organization's effectiveness.

The central services cover:

- The Bureau of Strategic Planning (BSP), which has an important role in preparing and monitoring UNESCO programme implementation;
- The Bureau of the Budget (BB), which, in close coordination with the Bureau of Strategic Planning (BSP), prepares and monitors execution of the UNESCO budget;
- The Bureau of Human Resources Management (HRM), which provides human resources management and strategic planning;
- The Bureau of Public Information (BPI), which, through its links with the media and its outreach to the relevant audiences, is responsible for publicizing UNESCO, its values, its missions and its work and raising awareness of the issues with which it is dealing;
- The Internal Oversight Service (IOS), which has the task of covering internal audits, investigations, evaluations and other types of supervision;
- The Office of International Standards and Legal Affairs (LA), which is responsible for providing legal advice to the Director-General;
- The Secretariat of the General Conference (SCG) and the Secretariat of the Executive Board (SCX), which provide support services to the directors and subsidiary bodies of these two organs;
- The Africa Department (AFR), which monitors and coordinates activities concerning Africa, mobilizes resources for activities to benefit Africa, and maintains relations with African Member States;
- The Bureau of Field Coordination (BFC), which is a focal point for field offices;
- The Office of Foresight (FOR), as it has been known since 2006, puts its work at the service of all the fields of competence of the Organization to help it to take better account of international issues and developments;
- The Bureau of the Comptroller (BOC), which collects Member States' contributions and ensures internal financial control.

Role of the National Commissions

National Commissions cooperate closely with the National Commissions Section in the Sector for External Relations and Cooperation (ERC)), which has the task of:

1. maintaining and reinforcing the network of National Commissions;
2. promoting cooperation between UNESCO and National Commissions;
3. fostering exchanges and cooperation amongst National Commissions;
4. increasing the participation of National Commissions in the conception, formulation and implementation of UNESCO's programme;
5. helping to build the operational capacities of National Commissions.

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“Organizational Chart of the UNESCO Secretariat”, see Annex V.



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Decentralization

General considerations

Guidelines for the decentralization of UNESCO were laid down in 1999 in 30 C/Resolution 83. At the 159th session of the Executive Board in April 2000, this policy was placed at the heart of the reform process that was submitted to the Board for consideration in document 159 EX/5 and approved by it in 159 EX/Decision 3.1.2. Pursuant to this decision, document 160 EX/6 Part III set out an action plan which the Board similarly approved. The current system is the result of these decisions.

Taking 74 field offices as its starting point, the reform has introduced a more compact system organized around offices serving a cluster of countries (cluster offices). Twenty-seven cluster offices have been set up to create the framework for implementing the Organization's programme. This goes far beyond a mere reduction in numbers: it means that these offices are no longer just distant branches of Headquarters but rather a real UNESCO presence, the actual new centre of the system. It is a plural centre which immediately suggests the idea of networking and interaction at the heart of the new conception of how UNESCO should operate.

As an exception, some offices have been kept at national level. They are the exact counterparts of cluster offices but cover only one country, either because that country is vast (as in the case of the E-9 countries¹) or because, for the time being, it presents such special problems that it must be treated separately (countries in transition or in post-conflict situations). Twenty-one national offices thus complement the network of cluster offices.

The regional bureaux, inherited from the very first stage of decentralization in UNESCO's infancy, have been kept as resource centres in a role similar to the institutes, namely to provide specialized support to cluster offices. That is the case of the eight regional bureaux in Dakar, Nairobi, Beirut, Cairo, Bangkok, Jakarta, Havana and Montevideo (counted among the 27 cluster offices). The bureaux in Venice and Santiago bring the number of regional bureaux to ten. Lastly, the decentralized network also includes two offices providing liaison with the United Nations in New York and in Geneva. In total, there are 52 field offices.

The introduction of this system forestalled the potential disadvantages of closing offices, since every country was included in the area of a cluster office responsible for ensuring closer cooperation between countries within the cluster. Nevertheless, a number of interim measures have been taken to guarantee a smooth transition from one situation to the other.

At the same time, a sustained effort has been made to strengthen field units, whose complement of professional-category staff has risen from 226 to 271 over the past three biennia. Three quarters of the directors have been replaced, a substantial outlay has been made on training and, last but not least, meetings of all the directors with their counterparts at

¹ The nine high-population countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan.

Headquarters , in March 2004 and in June 2007, helped to foster genuine cooperation, paving the way for UNESCO to operate as a network. The development of communication and integrated management systems is directed to the same end, and when they are finally deployed at the end of the current biennium, they should enable the Organization to be fully unified in terms of its day-to-day operation.

Current situation

On this foundation the Organization is moving towards an improved and wider reaction capability by developing a synergy between the forward echelons and all of its services to allow prompt mobilization of trained teams of the requisite size, whether to participate in United Nations county-programming exercises (CCA,² UNDAF,³ JAS⁴) or to intervene in the field for an extended period in an emergency. It is a matter of suitably mobilizing and organizing resources and capabilities brought in mainly from outside by bringing together the local level (the relevant national or cluster office), the combined strength of all UNESCO services and the Organization's moral and political influence to find effective answers to new situations.

A study of the system by IOS⁵ has helped to identify what remains to be done without calling into question the overall logic. The study found, on the contrary, that progress should be made on three factors in particular: a sense of solidarity between Headquarters and the field, communication of all kinds between these levels, and quantitative and qualitative strengthening of field units.

Un bureau multipays doit en effet faire face à un ensemble de responsabilités :

- **Representing the Director-General and the Organization** in the cluster countries;
- **Participating in cooperation exercises and meetings** of all kinds involving the United Nations system (CCA, UNDAF and so forth) and/or countries within its area;
- **Cooperating closely with each of the Member States** in its area, and in particular with the National Commissions, for their work in UNESCO's fields of competence;
- **Coordinating international cooperation within its area** and participating in it with neighbouring and more distant clusters;
- **Managing UNESCO's interests in its own country** and the cluster countries and facilitating access to innovative funding;
- **Planning, implementing, monitoring and evaluating the UNESCO programme** and for this purpose cooperating closely with Headquarters and all the other units concerned;
- **Coordinating the often very active work of various partners** whether or not they belong to UNESCO's immediate circle (Clubs and Associated Schools, but also NGOs, donors and so forth).

All this demands a minimum level of staff and resources and above all considerable abilities on the part of the Director and his or her staff, working closely with central services and sectors. From this point of view there is scope for progress. The object of subsequent stages is to achieve this gradually.

Two pioneering areas now constitute a focus of development for national and cluster offices and consequently for UNESCO:

- Cooperation with National Commissions (and, beyond this, with civil society through the various intermediaries available to UNESCO such as UNESCO Chairs, Clubs, Associated Schools and so forth).

² Common Country Assessment.

³ United Nations Development Assistance Framework.

⁴ Joint Assistance Strategy.

⁵ Internal Oversight Service.

- Involvement in inter-agency cooperation in developing countries, since common country programming is tending to become a decisive aspect of the United Nations system.
- In both cases UNESCO has to strike the right balance between, on the one hand, legitimate support for policies developed jointly with numerous stakeholders and, on the other, strong affirmation of the line decided by the General Conference in accordance with the Organization's mandate. It is a matter of promoting the spirit of "mutual assistance", which UNESCO's Constitution establishes as "a sacred duty" for states, by seeking to facilitate international cooperation in all circumstances. The Secretariat is responsible in this connection for implementing the guidelines laid down by the Organization.

The focus of these guidelines is determined by the Medium-Term Strategy (C/4) and the Programme and Budget (C/5) approved by the General Conference. Implementation of the programme entails achieving results at the global level rather than dispersal into fragmented activities, so that the work of the offices – the main platform for programme implementation at country level – tends towards a goal extending beyond the bounds of just a local office and, on the contrary, encourages interaction between each of the countries and the international community. This is possible only in so far as UNESCO itself can properly coordinate all its parts so as to combine all its functions harmoniously. Quality is the key: the quality of the people, their organization, their corporate culture and their methods of cooperation. This is the focus of the progress under way, with establishment of clear lines of authority, development of an RBM⁶ culture, staff training in management and team leadership, deeper sharing of common values, and the concentration of action around priorities and through increased synergies.

The IOS evaluation, the in-depth decentralization review submitted to the Executive Board at its April 2005 session (document 171 EX/6) and the guidelines approved by the latter, entail:

- **Consolidating the existing** network by improving resource and staffing levels;
- **Continuing the organizational integration of Headquarters and field** to make UNESCO a genuinely global organization in its day-to-day-operation;
- **Improving rapid-reaction capacity** by developing skills networks to work together on new situations;
- **Strengthening cooperation at national and local levels** so that UNESCO activities and programming may more effectively harness broader synergies;
- **Strengthening cooperation and partnerships more generally**, especially with civil society and with the intermediaries that exist within UNESCO.
- **Increasing the capacity and quality of expertise available in the field**, starting with the Education Sector.

The exponential growth in security costs constitutes a serious challenge to the deployment in the field of a rather broad network. If these costs continue to absorb a substantial and growing share of decentralized resources, the scope of the system might inevitably have to be reviewed, although its logic would remain the same.

Since the 2005 World Summit and, in particular, in light of the conclusions of the High-Level Panel on United Nations System-Wide Coherence, established by the Secretary-General in 2006, UNESCO has moved forward the examination of its own decentralization strategy initially scheduled for 2008-2009 and has reactivated the Decentralization Review Task Force.

The Organization fully supports United Nations reform, namely the need for greater harmonization among United Nations bodies, closer alignment of country development processes and increased transparency and accountability, already a part of UNESCO's approach.

⁶ Results-based programming, management and monitoring.

To join in the movement towards a unified United Nations system (One UN⁷) at the country level, the UNESCO Task Force will endeavour to:

- refine the current decentralization system, modelling it on the decentralization framework recently developed for the reform of the Organization's Education Sector (in order to build its capacity to achieve EFA⁸ in particular and to increase the impact of its action);
- review the initial decentralization strategy (document 176 EX/6);
- keep field offices better informed about the reform process.

The Task Force's ultimate purpose will be to strengthen UNESCO's presence in the field in the new context of a reformed United Nations at the country level and to redefine its strategy accordingly.

Role of the National Commissions

National Commissions play a key role as the principal interlocutors for the field network, notably for the cluster offices. National Commissions are mandated to coordinate dialogue with the Ministries in UNESCO's fields of competence, to identify and mobilize civil society partners and to help enhance UNESCO's visibility at country level.

Furthermore, C/5 programme planning is now under review to ensure a more distinct bottom-up approach which will ensure due consideration for national priorities. In this regard, the importance of National Commissions will increase.

In 2004, Guidelines for Interface and Cooperation between Field Offices and National Commissions were prepared in consultation with the two networks. The Guidelines cover the networks' respective roles and responsibilities in relation to advisory services, C/4 and C/5 programme planning, liaison, advocacy and outreach, fundraising, bilateral consultation, information exchange and participation in events of common interest. The Guidelines were approved by the Executive Board at its 174th session in 2006 (document 174 EX/34).

⁷ One programme, one leader, one budget and one office.

⁸ Education for All

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<http://unesdoc.unesco.org/images/0011/001193/119368e.pdf>

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Programmes

General considerations

UNESCO's major programmes bear on the Organization's fields of competence: education, natural sciences, social and human sciences, culture, and communication and information. These programmes are matched by five programme sectors:

- Education Sector (ED);
- Natural Sciences Sector (SC);
- Social and Human Sciences Sector (SHS);
- Culture Sector (CLT);
- Communication and Information Sector (CI).

Current situation

1. Education Sector (ED)

During the last biennium of the previous Medium-Term Strategy, UNESCO took some active measures with a view to playing its role as international lead agency in the area of EFA (Education for All) and improving its implementation capacity at the country level. It successfully initiated the formulation of the Education for All Global Action Plan and the UNESCO National Education Support Strategy (UNESS) in response to the international community's appeal inviting it to improve the harmonization and coordination of support for national efforts to achieve EFA and to contribute to the United Nations reform process under way. The National Education Support Strategy will give UNESCO the road map that it needs to meet pertinently and effectively the needs and requests of the Member States, and will be the keystone of its Global Action Plan. It will ensure that the action undertaken by UNESCO nationally will be based on national priorities and strategies in the field of educational development, by supporting countries' policy priorities and filling their considerable gaps in terms of expertise, capacities and financing, in cooperation with development agencies.

In carrying out its mission, UNESCO has five main roles:

- **Think tank:** It identifies roots of problems, develops strategies to solve them, creates space for dialogue and tests innovative solutions;
- **Standard-setting:** It develops new standards in key areas such as technical and vocational education and recognition of higher-education qualifications;
- **Capacity-building:** It expands the capacities of governments, experts, civil society and communities through advisory services, training materials and workshops, international conferences and information-sharing;

- **Clearing house:** It gathers and shares information on educational matters of all kinds, starting with best practice and innovations. The UNESCO Education portal¹ is part of this work;
- **International catalyst:** It stimulates international cooperation in education and ensures that bilateral and multilateral projects reflect UNESCO's goals and priorities.

Six institutes and two centres are working to implement the programme in close cooperation with UNESCO's Education Sector and within the framework of priorities decided by the General Conference, thus providing major support for development and renewal of education systems.

The principal priorities of the biennial programme for 2008-2009 are: leading EFA, ensuring global coordination and providing assistance to Member States to achieve the EFA goals and education-related MDGs based on the Global Action Plan; and fostering quality education for all at all levels and in both formal and non-formal education throughout life, with particular emphasis on vulnerable and disadvantaged groups.

2. Natural Sciences Sector (SC)

The Natural Sciences Sector³ has the task of promoting and fostering development of scientific knowledge. It also endeavours to improve human security, further build capacity and promote ethical norms in science. It is responsible for the implementation of two programmes:

- Science, environment and sustainable development: promoting a better understanding of natural and social systems and providing a scientific basis for human and environmental security. UNESCO's international and intergovernmental programmes (IGCP, IHP, IOC, MAB, MOST)⁴ are a privileged tool for addressing these issues from an interdisciplinary angle by means of research, training, education, policy advice and information.
- Science and technology capacity-building for sustainable development: promoting capacity-building in science, technology, engineering and mathematics. The object of these activities is to build up the scientific strength needed to combat poverty and pursue sustainable development in line with the Plan of Implementation of the World Summit on Sustainable Development.

Through its work, the Natural Sciences Sector contributes to the following international goals and commitments:

- United Nations Millennium Declaration and Millennium Development Goals;
- 2005 World Summit Outcome
- Declaration and Science Agenda Framework for Action adopted at the World Conference on Science (1999);
- Johannesburg Plan of Implementation adopted at the World Summit on Sustainable Development (2002);
- International Implementation Scheme for the United Nations Decade of Education for Sustainable Development (2005-2014);
- International Decade for Action, "Water for Life" (2005-2015);
- Mauritius Declaration and Strategy for the further Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States (2005);
- Hyogo Declaration and Hyogo Framework for Action (2005-2015): Building the resilience of nations and communities to disaster (Kobe, 2005).

¹ This can be consulted at: <http://portal.unesco.org/education/en/>

² Since the Dakar Forum in 2000, UNESCO has been recognized as the lead agency for the Education for All initiative, which involves numerous international partners (World Bank, UNICEF, UNDP, regional development banks, national cooperation agencies, etc.).

³ For an overview of the work of the Natural Sciences Sector, see its website: <http://www.unesco.org/science/index.shtml>

⁴ International Geoscience Programme; International Hydrological Programme; UNESCO Intergovernmental Oceanographic Commission; Programme on Man and the Biosphere; Management of Social Transformations Programme.

The principal priorities of the biennial programme for 2008-2009 are: promoting research and capacity-building for the sound management of natural resources ; promoting policies and strengthening human and institutional capacities in science, technology and innovation, with special emphasis on the basic sciences ; and promoting knowledge networks for disaster preparedness and mitigation and enhancing national and regional coping capacities.

3. Social and Human Sciences Sector (SHS)

The mission of the Social and Human Sciences Sector is to advance knowledge, define standards and promote intellectual cooperation to support and facilitate social transformations whilst promulgating the values of justice, freedom and respect for human dignity. Social and human sciences perform a number of tasks. They:

- help us understand and interpret the social, cultural and economic environment;
- provide research and trend analysis;
- propose courses of action.

The task of the Social and Human Sciences Sector is to:

- determine what should be (ethics and human rights);
- anticipate what could be (philosophy and prospective studies);
- study what is (empirical social science research).

Management of Social Transformations (MOST)⁵, an intergovernmental programme established in 1994, is part of the Social and Human Sciences Sector. This is a special project intended to promote use and development of social science knowledge in order to provide information specifically for decision-makers. The MOST programme closely involves Member States and the National Commissions for UNESCO.

The principal priorities of the biennial programme for 2008-2009 are: promoting principles, practices and ethical norms relevant for scientific and technological development; enhancing research-policy linkages relevant to social transformations; and to contribute to the dialogue among civilizations and cultures and to a culture of peace through philosophy, the human sciences, the promotion of human rights and the fight against discrimination.

Note

At its 33rd session, the General Conference decided in 33 C/Resolution 2 to launch an overall review of Major Programmes II (Natural Sciences) and III (Social and Human Sciences). A Review Committee was therefore set up in February 2006 to formulate a strategic forward-looking framework for UNESCO's science programmes. In its conclusions, submitted to the Executive Board at its 176th session, the Committee pointed to the need for a new vision and a strategic reorientation in the field of the sciences that would enable UNESCO to meet society's new needs. The Organization is currently seeking to redefine its action, while remaining faithful to its mandate, so as to promote greater interaction between the Natural Sciences Sector and the Social and Human Sciences Sector.

⁵ See the programme's website: http://portal.unesco.org/shs/en/ev.php-URL_ID=3511&URL_DO=DO_TOPIC&URL_SECTION=201.html

4. Culture Sector (CLT)

The Culture Sector's basic mission today is mainly to protect cultural diversity across the world – a basic ingredient of humanity – through the following action⁶:

- Drafting and implementing UNESCO conventions and recommendations on protection of the cultural heritage in all its forms (cultural, natural, intangible and underwater heritage, and immovable cultural property). In this connection the Culture Sector is responsible for promoting and monitoring enforcement of a number of legal instruments including the Hague Convention (1954) and its two Protocols of 1954 and 1999, the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Cultural Property (1970), the Convention for the Protection of the World Cultural and Natural Heritage (1972), the Convention on the Protection of the Underwater Cultural Heritage (2001), the UNESCO Universal Declaration on Cultural Diversity (2001), and the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), which entered into force on 20 April 2006.
- Identifying, protecting and preserving cultural heritage throughout the world, whether intangible (practices, expressions, knowledge and skills that communities and groups recognize as part of their cultural heritage), cultural or natural. UNESCO also endeavours to protect not only movable cultural property but also heritage in which many cultural identities find expression, which is representative of minorities and/or which is of fundamental value for the peoples living in a particular area. This heritage also covers collections of archaeological, historical and ethnographic artefacts, as well as manuscripts. Concerning protection of the intangible cultural heritage, efforts focus on helping States to identify and define appropriate policies to safeguard the most vulnerable forms of this heritage, which constitutes the wealth and vitality of the cultural expression of peoples.
- Assisting Member States in defining and/or reviewing their cultural policies with a view to local and national capacity-building for cultural management, to promoting sustainable development and to making States aware of the need to promote cultural diversity and intercultural dialogue. In this connection, at its 33rd session the General Conference adopted the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)⁷, a standard-setting instrument based on the principles of the UNESCO Universal Declaration on Cultural Diversity (2001) with the aim of protecting and promoting diversity of cultural expressions in a context of globalization. This convention, centred on strengthening international cooperation with developing countries, has the principal goal of facilitating the creation, production and dissemination of all forms of cultural expression fairly at international level. Special attention is also being given to encouraging partnerships between public sector, private sector and vocational institutions in the field of crafts and industry.

⁶ For an overview of the Sector's work, see its website: http://portal.unesco.org/culture/en/ev.php-URL_ID=2309&URL_DO=DO_TOPIC&URL_SECTION=201.html

⁷ The Convention entered into force in March 2007.

The principal priorities of the biennial programme for 2008-2009 are: promoting cultural diversity through the safeguarding of heritage in all its dimensions and enhancement of cultural expressions; promoting social cohesion by fostering pluralism, the dialogue of cultures and the establishment of a culture of peace.

Note

To enable the Culture Sector to continue promoting dialogue in favour of cultural diversity locally, nationally and internationally, its structure at Headquarters was modified in January 2007. The Sector now comprises four separate units: the UNESCO World Heritage Centre (CLT/WHC), the Division of Cultural Objects and Intangible Heritage (CLT/CIH), the Division of Cultural Expressions and Creative Industries (CLT/CEI), and the Division of Cultural Policies and Intercultural Dialogue (CLT/CPD).

In addition, the Director-General has taken steps to reinforce interdisciplinary, intersectoral, inter-agency and multipartner approaches to the dialogue among cultures and to ensure that the Report of the High-level Group for the Alliance of Civilizations is taken into account in the Draft Medium-Term Strategy for 2008-2013 (34 C/4) and the Draft Programme and Budget for 2008-2009 (34 C/5).

5. Communication and Information Sector (CI)

The Communication and Information Sector has three divisions (the Communication Development Division; the Division for Freedom of Expression, Democracy and Peace; and the Information Society Division), which are responsible for promoting the free flow of ideas by word and image in line with UNESCO's mission and the programme approved by Member States. Moreover, under the Medium-Term Strategy for 2008-2013 (34 C/4), the overarching objective for Major Programme V (Communication and information) is to build inclusive knowledge societies through information and communication. To that end, the Communication and Information Sector is working to implement, in the 2008-2009 biennium, the following principal objectives:

- promoting an enabling environment for freedom of expression and freedom of information;
- fostering universal access to information;
- promoting the development of free, independent and pluralistic media;
- strengthening the role of communication and information in fostering mutual understanding, peace and reconciliation, particularly in open- and post-conflict areas;
- fostering the development of infrastructures;
- promoting people's participation in sustainable development through communication media.

The Sector manages two intergovernmental programmes:

- The International Programme for the Development of Communication (IPDC);
- The Information for All Programme (IFAP).

These programmes play a particularly important role in forging strategic partnerships and strengthening international cooperation.

The principal priorities of the biennial programme for 2008-2009 are: fostering free, independent and pluralistic communication and universal access to information; promoting innovative applications of ICTs for sustainable development.

Note

The 2005 World Summit on the Information Society (WSIS) recognized the capacity of communication and information to promote the Millennium Development Goals (MDGs) and concluded its work with an action plan setting out goals to be attained by 2015 which serve as a framework of action for UNESCO in this area, at the global and national level.

Role of the National Commissions

National Commissions help to realize UNESCO's goals and are closely involved in implementing programmes at national level. According to the Charter of National Commissions for UNESCO, they:

- Play a role in UNESCO's work and particularly in the formulation, execution and follow-up of its programmes;
- Encourage participation of national and governmental institutions and various individuals in the formulation and execution of UNESCO's programmes so as to secure for the Organization all the intellectual, scientific, artistic and administrative assistance that it may require;
- Disseminate information on UNESCO's programme and activities;
- Contribute to national activities relating to UNESCO's programme and its evaluation.

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Programming

General considerations

Programming¹ is a broad process involving the mobilization and active participation of various actors – the Secretariat, Member States and Associate Members, National Commissions, international intergovernmental organizations (IGOs) and non-governmental organizations (NGOs). The two main programme planning instruments are the **Medium-Term Strategy (the C/4 document)** and the biennial **Programme and Budget (the C/5 document)**. These two documents are submitted to the Executive Board and the General Conference for approval.

The Bureau of Strategic Planning (BSP) has, among its principal programming responsibilities, the preparation of the Medium-Term Strategy of the Organization and the biennial Programme and Budget documents, the supervision of programme execution and the preparation of reports. It thereby ensures that the strategic objectives and the priorities established by the General Conference on the advice of the Executive Board, including the integration of the needs of Africa, the least developed countries (LDCs), women and young people, are taken fully into account at all stages of programme preparation and execution.

The Bureau of Strategic Planning also participates in the various mechanisms of inter-agency cooperation and programming established in the framework of the United Nations system to ensure the coherence of the main lines of emphasis and the integration of activities, take advantage of synergies and contribute to the effort to simplify, harmonize and improve quality system-wide, globally and in the field, pursuant to the Millennium Declaration adopted by the United Nations General Assembly in 2000, to the Millennium Development Goals and to the provisions of the Outcome Document of the 2005 World Summit.

Medium-Term Strategy (C/4)

The Medium-Term Strategy² sets out the Organization's mission, functions, main thrusts, priority fields of action, programming principles, main lines of action and strategic objectives for a period of six years. It is aimed at defining, in each of the Organization's field of competence, the activities to be carried out that emphasize UNESCO's particular role as a specialized agency of the United Nations system, its comparative advantage and the specific contribution that the Organization makes to the resolution of global problems. The Medium-Term Strategy provides the frame of reference for the programming, implementation and evaluation of the Organization's activities that are set out in detail in the biennial Programme and Budget documents (C/5).

The Medium-Term Strategy for 2002-2007 (31 C/4) is formulated around a single unifying theme, three main strategic thrusts and, for the first time, defines a limited number of strategic objectives to be carried out in UNESCO's fields of competence: education,

¹ See on this site:
http://portal.unesco.org/en/ev.php-URL_ID=36907&URL_DO=DO_TOPIC&URL_SECTION=201.html

² See on this site:
http://portal.unesco.org/en/ev.php-URL_ID=36920&URL_DO=DO_TOPIC&URL_SECTION=201.html

science, culture, communication and information. Around these strategic objectives are built two cross-cutting themes, which are intrinsic to all programmes: the eradication of poverty, especially extreme poverty; and the contribution of information and communication technologies to education, science, culture and the building of knowledge societies. Another innovation is that document 31 C/4 builds into all the Organization's strategies and programmes the needs and requirements of Africa, the least developed countries, women and youth. Equally, there is special focus, in the overall programme, on the excluded and most vulnerable segments of society.

Note

The present Medium-Term Strategy is completed by five regional strategies³ and some subregional strategies which, under the new decentralization policy, relate the Organization's global action to the features and specific needs of the various geographical regions and subregions.

This Medium-Term Strategy was conceived for an initial period of six years, but can be revised by the General Conference, if necessary, in order to take into account new international and regional developments in the Organization's fields of competence, lessons learnt from in-country assessments undertaken by field offices and the results and outcomes of programme activities.

A new Medium-Term Strategy for 2008-2013 (34 C/4) is under preparation. This new Strategy is submitted for approval to the General Conference at its 34th session in October 2007.

Programme and Budget (C/5)

The C/5 (Programme and Budget) document, approved by the General Conference of UNESCO for a two-year period, indicates the strategic approaches per major programme, programme and subprogramme, the main lines of action, expected outcomes at the end of the biennium, and the corresponding budget amounts financed by Member States' contributions, which can be supplemented by extrabudgetary contributions.

This programme and budget document operates in tandem with the Organization's Medium-Term Strategy; it integrates all the decisions of the General Conference relating to UNESCO's commitments during this period. The General Conference establishes the budget ceiling.

Current situation

Programming Cycle

UNESCO's programming is six-yearly for the Medium-Term Strategy and two-yearly for the biennial Programme and Budget. The Director-General sends a circular letter to the Member States and Associate Members, the National Commissions, the international intergovernmental organizations (IGOs) and the non-governmental organizations (NGOs) to gather their opinions on the C/4 and C/5 documents. Regional and subregional consultations (at the cluster level) of the National Commissions are also organized in order to promote dialogue and interaction among Member States of the same region and the setting of common priorities.

³ See on this site:
http://portal.unesco.org/fr/ev.php-URL_ID=12950&URL_DO=DO_TOPIC&URL_SECTION=201.html

The Bureau of Strategic Planning (BSP) prepares these consultations in close collaboration with the Sector for External Relations and Cooperation (ERC). It then examines the replies to the questionnaire before making a summary of them that is then submitted to the Executive Board, together with the reports on the five regional consultations of the National Commissions. The data gathered in this way and the results of the consultations are used by the Director-General to prepare the “preliminary proposals” that are submitted to the Executive Board concerning the main lines of emphasis, content and structure of the Medium-Term Strategy, as well as, with respect to the biennial Programme and Budget, the priority main lines of action contemplated. After examining these “preliminary proposals”, the Executive Board establishes, by its decision, the detailed framework within which the draft Programme and Budget is to be established and, as appropriate, guidelines for the preparation of the draft Medium-Term Strategy.

The draft Medium-Term Strategy and/or draft Programme and Budget prepared by the Director-General are then examined by the Executive Board and submitted for consideration and approval by the General Conference, together with the recommendations of the Board. The General Conference examines the draft(s), using the following documents as reference:

- The present Medium-Term Strategy (C/4) and any adjustments made to the latter;
- Reports of the Director-General on the activities of the Organization in the previous biennia (C/3);
- Recommendations by the Executive Board on the draft Medium-Term Strategy (C/11) and on the draft Programme and Budget (C/6);
- Reports by the Director-General on the results achieved in the execution of the programme adopted by the General Conference during the last 18 months of the biennium;
- Draft resolutions (DRs) submitted by Member States and Associate Members under the established procedure, together with the Director-General’s comments on the proposed amendments;
- Comments by Organizations of the United Nations system on the draft Programme and Budget.

After the adoption by the General Conference of the draft C/4 and C/5 documents, the Bureau of Strategic Planning (BSP), in close consultation with the Bureau of the Budget (BB) and all the programme sectors and concerned services of the Secretariat, is responsible for finalizing the documents on the basis of the decisions taken by the Conference.

Role of the National Commissions

The National Commissions play a key part in programme planning and the preparation of the C/4 and C/5 documents. Pursuant to the Charter of the National Commissions for UNESCO, the Commissions participate in the formulation and execution of UNESCO’s programmes. The Director-General consults them on the content and presentation of the C/4 and C/5 documents. This gives the National Commissions the opportunity to convey the priorities of their countries so that UNESCO’s programmes can reflect the specific needs of each region.

The National Commissions also have an advisory role in the programming of UNESCO’s activities and, where implementation is concerned, vis-à-vis their governments.

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The budget

The draft UNESCO budget is prepared by the Director-General. It is submitted to the General Conference, which approves and gives final effect to it and to the apportionment of financial responsibility among Member States. It is then executed by the Organization's Secretariat under the supervision of the Executive Board.

UNESCO's funds come from the regular budget and extrabudgetary resources.

The Director-General may accept voluntary contributions, gifts, bequests and subventions directly from governments, public and private institutions, associations and private persons.

Use of regular budget resources and extrabudgetary funds is subject to dual supervision: internal (by the Secretariat's administrative and financial departments) and external (by an external auditor appointed by the General Conference).



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The regular budget

General considerations

The regular budget draws its revenue from contributions by Member States, the amount of which varies according to a country's resources, area and number of inhabitants. This contribution indicates that a country is a member of the Organization.

This is copied from the United Nations model. However, Member States' rights within UNESCO do not differ with the amount of their assessments: each country has one vote in the General Conference. However, the amount of the contribution does affect a country's quota of professional posts in the Secretariat.

Current situation

For the 2006-2007 financial period the regular budget totals 610 million United States dollars.

Once the budget has been adopted by the General Conference the Director-General sends Member States a circular letter requesting them to pay half of their contributions for the current budget period¹.

Under Article IV.C.8 of the Constitution, a Member State cannot vote in the General Conference if "the total amount of contributions due from it exceeds the total amount of contributions payable by it for the current year and the immediately preceding calendar year". However, the same article permits the country concerned to vote if the Conference "is satisfied that failure to pay is due to conditions beyond the control of the Member State".

It should be observed that a large number of Member States do not meet their financial obligations. This situation leads to budgetary restrictions, which limits implementation of the programme approved by the General Conference.

The regular budget covers staff and operating costs as well as funding activities relating to international intellectual cooperation. It can be used to identify and define cooperative development projects, formulate strategy, etc.

¹ Contributions become payable on 1 January each year.

Role of the National Commissions

National Commissions are the natural partners of the UNESCO Secretariat. As such, they are required to play a major role in executing the UNESCO programme and to participate in project implementation by signing contracts with the Secretariat.

The funds provided through these contracts can help to establish other national or international financial partnerships, allowing the projects and activities being implemented to expand in scope.

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Extrabudgetary funds

General considerations

Extrabudgetary funds¹ consist of sums paid to UNESCO apart from Member States' mandatory assessments. They may be described as voluntary contributions.

The UNESCO budget can be supplemented by voluntary contributions in three main ways:

- **Amounts credited to the regular budget** are assigned to supplement an existing budget item. UNESCO does not submit a special narrative or financial report to the donor.
- **Special accounts** are established to fund UNESCO institutes or large-scale programmes. The multiple donors have no direct influence on the use of their contributions, and narrative or financial reports will not be submitted to individual donors.
- **Funds-in-trust agreements**² concerning specific projects or programmes identified by the funding source in cooperation with UNESCO. Detailed narrative or financial reports are submitted to donors.

For funds-in-trust agreements, there is an additional flat-rate contribution of 13% of the total amount for administrative expenses.

Current situation

At present, the following are the main sources of funding for cooperation for development:

1. Governments;
2. The United Nations system, whose funds and programmes remain UNESCO's most important partners. The main partners are as follows:
 - United Nations Development Programme (UNDP), which, of all the members of the UN family, is UNESCO's oldest partner;
 - United Nations Development Group (UNDG);
 - United Nations Population Fund (UNFPA), which allows implementation of the population-related education and communication projects assigned mostly to field units;
 - United Nations Fund for International Partnerships (UNFIP);

¹ In 2006, the amount of extrabudgetary funds allocated to project execution totalled more than \$494 million.

² Governments are the main (but not the only) donors of funds-in-trust.

- UNAIDS, which coordinates the policy framework for activities undertaken by the United Nations system in the field of AIDS prevention and treatment;
 - United Nations Environment Programme (UNEP);
 - United Nations Children's Fund (UNICEF), which works with UNESCO in the field of education policy;
 - World Food Programme (WFP), which supports some of UNESCO's educational projects.
3. Multilateral development banks as well as funds for development:
- World Bank (particularly concerned with education projects);
 - Asian Development Bank (AsDB);
 - Inter-American Development Bank (IADB);
 - African Development Bank (AfDB);
 - Islamic Development Bank (IDB);
 - Arab Bank for Economic Development in Africa (ABEDA).
 - Fund of the Organization of the Petroleum Exporting Countries (OPEC) for International Development;
 - Arab Fund for Economic and Social Development.
4. European Commission:
- the cooperation agreement between UNESCO and the Commission signed in 1996 and revised in 2003 is intended to harmonize financial and administrative procedures;
 - North/South and South/South interregional cooperation is intended to promote regional integration of developing countries and strengthen civil society by creating networks of universities, local authorities, etc.
5. Private sector (foundations, businesses of all sizes in all sectors and regions, the media, investors, business federations and professional associations): In a context of (increasingly pronounced) opening-up of the United Nations system to these stakeholders, partnerships with the private sector are expanding and suggest a promising future. Individuals and philanthropic foundations represent a not inconsiderable potential source of funding. The business world, for its part, offers specific resources, networks and methodologies at local, national and international levels which are vital to pursuing the Millennium Development Goals and UNESCO strategies.

Note

Contributions to funds-in-trust have become the main source of extrabudgetary contributions.

Donors are increasingly turning to fields such as research and some areas of culture.

Under the Medium-Term Strategy (2002-2007), extrabudgetary funds constituting part and parcel of UNESCO's resource base must become an integral part of the Organization's programming.

Role of the National Commissions

National Commissions play a part in UNESCO's pursuit of extrabudgetary funding sources:

- they inform UNESCO of their countries' main needs by providing the necessary information and helping to identify projects.
- they have an advisory role with their government to ensure that UNESCO is involved in negotiations with donors, which subsequently facilitates UNESCO's execution of projects in its fields of competence.

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The Participation Programme

General considerations

The Participation Programme is one of the methods introduced by UNESCO “to achieve its objectives, through participation in activities carried out by Member States ... This participation is designed to strengthen the partnership between UNESCO and its Member States”¹.

The term “Participation Programme” was used for the first time in the Programme and Budget for the 1957-1958 biennium. The Director-General at that time, Luther Evans, agreed that many of UNESCO’s initiatives in the field of special activities should “cross over to the Participation Programme”.

Current situation

1. Budget

The approved budget for the 2006-2007 Participation Programme stands at 20 million United States dollars². The programme is open to all Member States without exception. However, priority is given to countries in transition, developing countries and especially the least developed countries, in order to achieve a more equitable distribution of funds. The Director-General has moreover requested the member countries of the OECD Development Assistance Committee to refrain from submitting requests for financing projects under the Participation Programme. The funds to be set aside for applications under the Participation Programme appear in the resolution on this programme adopted at each session of the General Conference.

2. Main conditions for submitting projects

For each biennium a circular letter is sent by the Director-General to the National Commissions, the Ministers responsible for relations with UNESCO, and the Permanent Delegations. It specifies:

- The maximum number of applications per country (maximum of 10 requests for the 2006-2007 biennium);
- The deadline for submitting projects (28 February 2006 for the 2006-2007 biennium);
- The preparation of a list showing order of priority of these projects (from 1 to 10);
- The requirement to give starting and completion dates for each project.

¹ 33 C/Resolution 60.

² See Handbook on the Participation Programme, UNESCO, Paris, 2006.

The circular letter contains the following enclosures:

- A specimen form for submission of an application;
- A specimen form for submission of financial reports;
- A specimen fact sheet.

If a further contribution is to be paid, financial reports and activity reports for previous biennia must have been submitted by 31 December of the first year of the previous biennium.

1. Applications relating to regional or subregional projects must be supported by at least two or three Member States in addition to the one submitting them.
2. International non-governmental organizations (NGOs) maintaining official relations with UNESCO can submit their applications directly (maximum of two requests per organization).
3. The maximum amount of financial assistance that can be provided is specified in the General Conference resolution (\$26,000 for a national activity; \$35,000 for a subregional activity; \$46,000 for a regional activity, maximum of three requests per region, in addition to the national quota of ten requests).
4. The General Conference may make special arrangements for high-priority programmes. In this case, it will specify the percentage of funds earmarked for activities coming under these programmes.

Role of the National Commissions

1. National Commissions submit projects in accordance with the Participation Programme resolution adopted by the General Conference.
2. Each National Commission submits applications to the Director-General. Participation Programme funds are meant to provide development support for Member States, especially the poorest.
3. In the event of a natural disaster in a Member State, the National Commission may submit a request for emergency assistance under the Participation Programme. The amount must not exceed \$50,000 and the planned action must be within UNESCO's fields of competence.
4. National Commissions assume responsibility for coordinating and implementing projects with the assistance of national or international institutions, as the case may be, and for monitoring activities by endorsing and submitting the financial reports of the completed projects to the Secretariat by the required deadline.

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UNESCO's *partners*

The increasing role of civil society, now extending to certain fields traditionally covered by central government, raises new challenges for international players: international intergovernmental organizations (IGOs) and international non-governmental organizations (NGOs). These players have to seek new partnerships at national and international level to attain their basic goals, namely:

- Development;
- Peace.

UNESCO's activities are now built on two requirements:

- Optimizing existing links¹;
- Developing new alliances.

¹ In 32 C/Resolution 87, three objectives were laid down to strengthen UNESCO partnerships: continuing to expand cooperation with Member States, National Commissions for UNESCO and existing partners; ensuring better coordination and full cooperation with United Nations bodies, programmes and specialized agencies and other international players; and strengthening cooperative links with partners in order to implement human rights strategy.



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International partnerships

General considerations

The need to cooperate with international players was recognized as soon as the Organization was founded.

1. Since its foundation, UNESCO, as a member of the United Nations family, has had close relations with the whole of the UN system. Relations with the United Nations are governed principally by Article X of the Constitution and the Agreement between the United Nations and the United Nations Educational, Scientific and Cultural Organization¹.
2. Article XI (paragraphs 1-3) of the Constitution provides for establishment of working relationships and conclusion of formal arrangements with “other specialized intergovernmental organizations and agencies”.
3. Given the growth in relations between UNESCO and international non-governmental organizations, the General Conference in 1991 adopted “Directives concerning UNESCO’s relations with foundations and similar institutions” and, in 1995, further “Directives concerning UNESCO’s relations with non-governmental organizations”².

Current situation

1. United Nations system

The importance of cooperation with the UN system rests on the following principles:

- Better integration of resources;
- Eliminating duplication.

Links between the United Nations and UNESCO have become stronger over recent years. There is regular consultation concerning:

- Policy and programmes;
- Launching and management of joint projects;
- Concerted and complementary action in the field.

UNESCO makes a substantial intellectual contribution to implementation of United Nations goals. This is reflected mainly by the following activities:

- Standard-setting;
- Collaboration on reports and studies in its fields of competence;
- Compilation of statistics.

¹ See specific sheet “UNESCO in the UN system”.

² These directives were supplemented in 1996 by an Executive Board decision covering (financial and material) arrangements for cooperation.

In 2003, UNESCO signed a Memorandum of Understanding with the Office of the United Nations High Commissioner for Human Rights that sets out priority fields for cooperation between the two bodies:

- Human rights;
- Combating racism and discrimination;
- Gender equality.

2. Intergovernmental organizations (IGOs – international and regional)

At present, partnership with regional and international intergovernmental organizations is being appreciably strengthened. UNESCO maintains and is developing several types of relations with intergovernmental organizations:

- Continuous close cooperation covered by formal agreements³;
- Working relations limited in scope and duration and covered by an ad hoc arrangement;
- Occasional informal contacts constituting de facto relations.

3. International non-governmental organizations (NGOs)

Cooperation with these organizations, which continue UNESCO's work within civil society, demonstrates the Organization's determination to open up to all elements of society working in the same fields and sharing its concerns.

Their number and impact on global society have been constantly growing in different regions across the globe. That is why UNESCO is expanding collaboration with non-governmental organizations and supplementing the arrangements for their involvement in the Organization's activities. Two types of relations⁴ have been established between UNESCO and international non-governmental organizations:

- Formal relations (sustained cooperation both upstream and downstream from the Organization's programming and priorities);
- Operational relations (a flexible and dynamic partnership in the implementation of UNESCO's programmes).

However, UNESCO can have informal relations with other international non-governmental organizations.

The nature of the cooperation between UNESCO and international non-governmental organizations may be:

- Regular or specific;
- Occasional.

³ IGOs with which UNESCO has entered into formal agreements are invited to Executive Board and General Conference sessions.

⁴ See "Directives concerning UNESCO's relations with non-governmental organizations", in *Basic Texts*, UNESCO, Paris, 2006.

Note

International non-governmental organizations maintaining statutory relations with the Organization are entitled to submit requests under the Participation Programme.

4. The private sector

Lastly, in the current context of globalization, UNESCO recognizes the need for a partnership with the private sector at the international level in order to contribute to peace and human development. It is to that end that the Organization is endeavouring to develop alliances of all kinds with such diverse partners as:

- multinational firms;
- philanthropic foundations;
- professional and economic associations;
- other commercial organizations.

This partnership with the private sector is not limited exclusively to traditional philanthropic and sponsorship activities but also includes:

- drawing attention to the Organization's priorities and mobilizing markets in the service of development;
- exchanging resources and skills;
- implementing joint action in UNESCO's five fields of competence;
- participating actively in UNESCO's programmes (Education for All, promotion of cultural diversity, safeguarding of global water resources and so forth);
- establishing international norms and regulations.

Cooperation with the private sector is a dynamic exchange which produces practical results. By way of example, it can be noted that:

- the World Economic Forum (which brings together 1000 leading global companies) has pledged to achieve the Millennium Development Goal of ensuring primary education for all in all countries by 2015;
- in partnership with UNESCO, L'Oréal awards an annual prize (L'ORÉAL-UNESCO Prize "For Women in Science") to the work of five leading women scientists representing the five continents.

Role of the National Commissions

National Commissions are called on to cooperate with UNESCO's partners, specialized agencies, programmes and funds belonging to the UN family, intergovernmental organizations (IGOs), international non-governmental organizations (NGOs) and private sector partners that are working on projects in the field. Some National Commissions involve these partners, in particular international non-governmental organizations, directly in their work.

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National partnerships

General considerations

UNESCO's partners in Member States, whether public partners such as parliamentarians or private partners such as businesses, play a major part in implementing UNESCO's goals. The "Cardoso Report", presented in 2004 by the Panel of Eminent Persons established by the United Nations' Secretary-General, concluded that, in general, the United Nations should enhance its dialogue with civil society through greater involvement of all its representatives in all countries, in particular developing countries.

UNESCO, which is in close step with the United Nations reform, has also been turning to partners at the national level and has been actively seeking to develop all possible partnerships within countries.

It is becoming increasingly necessary to call on the reputation and expertise of such partners to attain the Organization's objectives.

For this purpose UNESCO has an administrative structure – the UNESCO Clubs and New Partnerships Section (PTC), in the Sector for External Relations and Cooperation (ERC), whose purpose is to:

- strengthen cooperation with civil society through parliamentarians, business circles, the third sector, associations, cities and local authorities as well as, of course, the UNESCO networks such as the UNESCO Clubs, Centres and Associations network.
- sever as a focal point for all matters relating to partnerships.

Current situation

The following are the main partners at national level:

1. Parliamentarians

Cooperation with parliamentarians enables the Organization to rely on an extensive network of legislators who wish to ensure that Programme objectives are reflected in national legislation.

The cooperation agreement signed in 1997 between UNESCO and the Inter-Parliamentary Union (IPU) commits the latter (its 148 national parliaments: of which 141 are members and 7 are associate members) to work for peace and security, cooperation among nations and universal respect for justice, human rights and fundamental freedoms.

From 2003, a network of cooperation between the National Commissions and national groups of the Inter-Parliamentary Union will gradually be set up. The network is intended to:

- Create links between the executive, the legislature and civil society;
- Facilitate UNESCO's support for formulation of national policy;
- Establish a permanent link at national level between the activities of the Parliaments and of the National Commissions.

There is also active cooperation with major regional parliamentary associations.

For its part, the Organization assists parliamentarians by providing international expertise on all matters within its competence that come under the legislative field.

2. Cities and local authorities

UNESCO supports action by cities and local authorities in the following fields:

- Policy;
- Welfare;
- Economics and culture;
- Education;
- Science;
- Communication and information.

The Sector for External Relations and Cooperation (ERC) is seeking new partnerships, in particular with cities – which today are home to half the planet's population – and local authorities. UNESCO's role of mediator in the international arena allows the Organization to:

- Provide local authorities with experience, research findings for action, as well as expertise and field practice;
- Bring cities together and also connect them with other partners through sponsoring, twinning and networking.

3. UNESCO Clubs, Centres and Associations

UNESCO Clubs, Centres and Associations¹ help to promote international solidarity. UNESCO has over 3700 associations, centres and clubs – formed of volunteers of all ages from all walks of life – in some 90 countries.

The World Federation of UNESCO Clubs, Centres and Associations (WFUCA) brings the whole movement together at international level. There are also regional groupings. UNESCO actively supports the UNESCO Clubs movement and ensures that its achievements in the field are consistent with the objectives laid down in the Organization's Constitution. To this end it relies on the National Commissions for UNESCO.

4. Private sector: private firms, foundations and other similar institutions

Under UNESCO's Medium-Term Strategy (2002-2007), the private sector is a partner in priority programmes. It represents for UNESCO:

- a major force in social and economic decision-making;
- a source of sustained funding support via longer-term projects;
- a potential provider of various in-kind contributions for specific activities;
- a partner in the debate on major issues of social change with regard to sustainable development.

¹ The first UNESCO Club was founded in Japan in 1947, well before that country became a member of UNESCO. Following an appeal launched by the Director-General in 1949 for the creation of "clubs of friends of UNESCO", the UNESCO Clubs movement gradually spread throughout the world.

Note

The United Nations Global Compact (drawn up in 1999) offers a general framework for cooperation with those business circles upon whose services UN bodies might have occasion to call.

The “Guidelines on Cooperation between the United Nations and the Business Community” drawn up in 2000 are intended to serve as a common framework for agencies within the United Nations system and for other organizations.

5. UNESCO Associated Schools²**6. UNESCO Chairs/UNITWIN Networks³****Role of the National Commissions**

As constituent elements of UNESCO in Member States, the National Commissions facilitate the Organization’s outreach to civil society.

In line with the mandate entrusted to them since their creation, and increasingly so since the publication of the Cardoso Report⁴, National Commissions are at the heart of a mechanism aimed at raising UNESCO’s profile in all sectors of society.

Their responsibilities in terms of cooperation with UNESCO partners have increased:

- In 1999, the General Conference recalled the absolute need to consult the National Commissions before concluding any contracts with national partners;
- UNESCO’s outreach to eminent members of the intellectual and academic community, research centres, arts and cultural centres, and the media must occur through the National Commissions.

Those strongest National Commissions that are the most influential and most effective in governmental and non-governmental circles are best placed to help accomplish UNESCO’s mission at national level.

² See specific sheet “UNESCO Associated Schools Project Network (ASPnet)”.

³ See specific sheet “The UNITWIN/UNESCO Chairs Programme”.

⁴ Report of the Panel of Eminent Persons on the United Nations-Civil Society Relations, UN, 11 June 2004.

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UNESCO Associated Schools Project Network (ASPnet)

General considerations

Founded in 1953, UNESCO's Associated Schools Project Network (ASPnet) is a global network of 7,900 educational institutions in 176 countries (2007 figures) ranging from nursery schools to primary and secondary schools to teacher training institutions. All work in support of quality education in practice.

Current situation

ASPnet priorities

1. Promote Education for All, in particular goals 3 (life skills) and 6 (quality education) of the Dakar Framework for Action, with emphasis on UNESCO ideals and the four pillars of learning as recommended by the *Report to UNESCO of the International Commission on Education for the Twenty-first Century*¹.
2. Systematically identify and diffuse examples of quality education in practice with emphasis on:
 - Education for sustainable development;
 - Preventive education (notably HIV-AIDS);
 - Peace and human rights;
 - Intercultural learning.

ASPnet activities

ASPnet schools conduct regional and international flagship projects on such issues as world heritage preservation, sustainable development, the transatlantic slave trade and intercultural dialogue. A number of projects (the Baltic Sea Project, the Great Volga River Route, the Caribbean Sea Project) involve specific regions of the world.

¹ See the website:
http://www.unesco.org/delors/delors_e.pdf

ASPnet schools also serve as laboratories for experimenting and validating educational material developed by UNESCO or partner organizations on such themes as HIV/AIDS prevention, desertification, world hunger or the Olympic spirit.

Through twinning and regional and international encounters, ASPnet teachers and students have many opportunities to work together beyond their classrooms to develop innovative educational approaches, pedagogical methods and materials from local to global levels in favour of a quality education for all.

Application requests must be addressed to the National Commission in each country which recommends the most motivated schools to the ASPnet International Co-ordinator in UNESCO (Paris).

Role of the National Commissions

The role of National Commissions for UNESCO is to provide information to Ministers of Education and senior officials of the goals and activities of ASPnet in order to obtain support and to ensure:

- Recognition of ASPnet schools as supporting quality education in practice;²
- Alignment of ASPnet activities with governmental priorities where these concern quality education relating to the promotion of human rights, democracy, intercultural learning and sustainable development;
- Coordination and development of a strong ASPnet national network as a testing ground for quality education combining top-down and bottom-up approaches;
- Sustainability of the ASPnet national network in order to secure long-term results and impact.

The National Commission appoints an ASPnet National Co-ordinator (often based at the Commission) and an ASPnet National Consultative Committee and elaborates a National Action Plan based on goals 3 (life skills) and 6 (quality education) of the Dakar Framework for Action.

Some National Commissions use quality control mechanisms such as a charter or contract between the school and the National Commission and/or a probationary year before full membership is granted. Inactive member schools who do not send in annual reports over a two-year period are excluded and their place is offered to newcomers.

Note

The ASPnet Strategy and Plan of Action (2004-2009) contains recommendations for ASPnet at school, national, regional and international level as well as a proposed a Job Description for National Co-ordinators.

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The UNITWIN/UNESCO Chairs Programme

General considerations

The programme was launched in 1992 by a resolution adopted by the General conference at its 26th session. UNITWIN is the abbreviation for the University Twinning and Networking Scheme. Linkages are established through a UNESCO Chair or by a UNITWIN network that formally links a number of higher education institutions around a common theme. It aims to develop interuniversity cooperation, while emphasizing the transfer of knowledge amongst universities and the promotion of academic solidarity throughout the world. In 2007, projects (which link universities whether they are Chairs or networks) involve over 730 institutions in 125 countries.

Current situation

Main Features of the Programme

The projects involve thousands of academics, scholars and graduate students, as well a partners form civil society and the private sector. Over the past five years, some \$30 million have been raised in support of activities.

UNESCO Chairs and UNITWIN Networks, whatever their field of competence and whether they focus on global or local issues, contribute directly to the renewal and internationalization of higher education: of its systems, institutions, programmes (both formal and informal at undergraduate, graduate and post-graduate levels). In this regard, all projects help achieve the reform of higher education, based on the objectives of the World Conference on Higher Education (Paris 1998): enhanced quality, relevance, innovative resourcing and the promotion of internationalization.

Today, the Programme has become a worldwide inter-university co-operation scheme based on interdisciplinarity, intersectorality and networking. It is one of UNESCO major intersectoral programmes and an integral part of the activities of Sectors, Field Offices, Institutes and Centres. Two evaluations has taken place in 1996 (internal) and 2000 (external) and the World Forum of UNESCO Chairs was organized in 2002. Particular attention is given to collaboration between the UNITWIN Programme and UNESCO major programme priorities and their impact on national development policies.

Administrative aspects

- Specific procedures for establishing, managing and joining projects can be located on the UNITWIN Portal.
- Major publications include a practical guide and new guidelines established in 2005 and “UNITWIN/UNESCO Chairs Programme, Ten Years of Action: Case Studies”
- New projects must be submitted by 30 April each year.

Role of the National Commissions

National Commissions play an important role in the processing of the proposals and in the monitoring and evaluation of the UNITWIN Programme. Proposals for UNESCO Chairs must be submitted to the Organization by the National Commissions.

Chairholders and network coordinators may sit on the National Commission or be associated with its activities.

Documentary sources

Directory: UNESCO Chairs and UNITWIN Networks, UNESCO, Paris, 2006.

<http://unesdoc.unesco.org/images/0014/001473/147331m.pdf>

Procedures for the UNITWIN/UNESCO Chairs Programme: a practical guide, UNESCO, Paris, 2005.

<http://unesdoc.unesco.org/images/0014/001400/140029e.pdf>

Guidelines and procedures for the UNESCO UNITWIN Programme, UNESCO, Paris, 2006.

<http://unesdoc.unesco.org/images/0014/001439/143918e.pdf>

Report by the Director-General on new strategic orientations for the UNITWIN/UNESCO Chairs Programme (176 EX/10), UNESCO, Paris, 2007.

<http://unesdoc.unesco.org/images/0014/001499/149919e.pdf>

The UNITWIN/UNESCO Chairs Programme: guidelines for the submission of project proposals, UNESCO, Paris, 2002.

<http://unesdoc.unesco.org/images/0014/001400/140030e.pdf>



United Nations
Educational, Scientific and
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Public information

General considerations

Public information and dialogue with international society are two of the Organization's main tools for pursuing its basic goals transparently whilst ensuring better public relations. This is an essential element of UNESCO's mandate. The purpose of keeping the public informed is to:

- share knowledge;
- encourage awareness and a change in attitudes;
- mobilize support;
- advance public policy.

Ensuring that UNESCO's image is conspicuous to the public is a task for the Organization itself. UNESCO takes a twofold approach to public information and communication:

- Substantive information on its programmes and activities in the fields of education, science, culture and communication¹;
- Communication on institutional processes and on the Director-General's messages, initiatives and official positions concerning major events².

Current situation

1. Director-General's spokesperson

The Director-General is responsible for corporate communication. The mission of the spokesperson, who works in the Office of the Director-General, comes within this framework.

The Director-General's spokesperson is involved in defining the Organization's communication strategy and supplies relevant information and analysis for decision-making.

The spokesperson relies on the human and material resources of the Bureau of Public Information (BPI) to discharge his or her duties.

2. Mission of the Bureau of Public Information

The Bureau of Public Information centralizes services for:

- providing information about the Organization;
- publicizing its ideas and activities.

¹ This activity is the fruit of permanent cooperation between the Bureau of Public Information (BPI) and the programme sectors.

² This task is coordinated within the Office of the Director-General by his spokesperson, with the assistance of BPI when needed.

It is responsible for the following:

■ **Relations with the press, radio and television;**

The Bureau of Public Information works directly with today's mass media. The Organization's communication work is directed at various audiences: intergovernmental organizations (IGOs) and international non-governmental organizations (NGOs), parliamentarians, the business world, the third sector, UNESCO Clubs, Centres and Associations, cities and local authorities, UNESCO Associated Schools and also the media themselves. To reach the media in different countries, the Bureau of Public Information uses various tools: press releases, media notices, feature articles, editorials and videos.

■ **Publications³ for sale;**

■ **Video productions and co-productions;**

■ **Editorial coordination;**

The Editorial and New Media Section has the task of bringing together in a single unit web portal activities, the New UNESCO Courier and documentation. Its role is, in close liaison with the sectors, to guarantee the consistency and quality of material for the public in the Organization's six official languages, whether it is published on the Internet or on paper (thematic dossiers, New UNESCO Courier, brochures and general background material). Given the increasing role of new technologies as the unifying element of communication strategy, the Section provides the guidelines and coordination needed to turn the Organization's website into a genuine UNESCO portal.

■ **Staging of public events.**

The Public Relations and Cultural Events Unit communicates with the general public through its cultural activities: exhibitions, concerts, film projections, etc.

Together with the spokesperson, it provides advice and technical support to UNESCO goodwill ambassadors in their initiatives to promote the Organization's work and ideals.

It provides assistance to permanent delegations for the organization of certain cultural events by facilitating relations with the press and public.

Note

The Bureau of Public Information runs a press room at Headquarters whose services are intended not only for journalists accredited to UNESCO but also for anyone wishing to obtain information about the Organization.

It manages the UNESCO souvenir counter and is also responsible for the Visitors' Service.

It works in close cooperation with regional bureaux, relying on a network enlarged by national and local contacts.

³ See website:
http://portal.unesco.org/en/ev.php-URL_ID=1793&URL_DO=DO_TOPIC&URL_SECTION=201.html

Role of the National Commissions

National Commissions are being asked to play an ever larger role in raising the awareness of selected audiences. They are being called upon to:

- participate in the development of public information in the Member States, by involving civil society organizations and in close cooperation with the field offices, in order to disseminate information about UNESCO's programmes and achievements and increase UNESCO's visibility;
- Develop media-oriented activities in the field;
- Assist in distributing the UNESCO Courier nationally in order to broaden its readership;
- organize national events in celebration of international days, years and decades proclaimed by the United Nations, as well as anniversaries with which UNESCO has been associated.

Documentary sources

Comprehensive strategy devised to raise the visibility of UNESCO's action through strengthening the coordination of information and dissemination activities within the Secretariat (161 EX/43), UNESCO, Paris, 2 May 2001.

<http://unesdoc.unesco.org/images/0012/001225/122549e.pdf>

Comprehensive and detailed proposal by the Director-General for the implementation of a communication and public information strategy (164 EX/44), UNESCO, Paris, 23 April 2002.

<http://unesdoc.unesco.org/images/0012/001256/125645e.pdf>

UNESCO Portal, Bureau of Public Information.

http://portal.unesco.org/en/ev.php-URL_ID=1793&URL_DO=DO_TOPIC&URL_SECTION=201.html

Media Relations, Barton, Michel, UNESCO, Paris, 2003.

<http://unesdoc.unesco.org/images/0013/001310/131054e.pdf>

Media Handling Skills, Huntley, John, UNESCO, Paris, 2004.

<http://unesdoc.unesco.org/images/0013/001379/137993eo.pdf>



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Special events of the United Nations and UNESCO

General considerations

UNESCO:

- commemorates the International Days observed by the United Nations system and the International Years and Decades proclaimed by the United Nations General Assembly;
- has, since 1956, been participating in the commemorations of historic events and eminent personalities organized by the Member States and Associate Members;
- awards prizes;
- issues commemorative medals illustrating exceptional monuments and sites of the cultural and natural heritage of humanity, and for the commemoration of famous personalities and historic events.

Current situation

Anniversaries

The Member States are invited every two years to submit proposals¹ for the celebration of eminent personalities and historic events with which the Organization could be associated. These celebrations promote international understanding, closer relations among peoples and peace. UNESCO has, therefore, been participating since 1956 in the commemoration of historic events and eminent personalities organized by Member States and Associate Members, in order to give them worldwide significance. The criteria and procedures for consideration of the proposals by the Member States concerning the celebration of anniversaries with which UNESCO could be associated were adopted by the Executive Board at its 154th (154 EX/Decision 7.7) and 159th (159 EX/Decision 7.5) sessions, and amended at its 166th (166 EX/Decision 9.3) session.²

¹ The list of the proposals by Member States for the celebration of anniversaries with which UNESCO could be associated is approved by the General Conference.

² See on the Internet site: http://portal.unesco.org/en/ev.php-URL_ID=15373&URL_DO_TOPIC&URL_SECTION=201.html.

International Days, Years and Decades proclaimed by the United Nations General Assembly

The commemoration of the international Days,³ Years⁴ and Decades⁵ may be, according to the theme:

- general and involve the entire United Nations system (for example: 1997-2006 – First United Nations Decade for the Eradication of Poverty;
- specific to a given programme of the specialized agencies and institutions (for example, 23 April – World Book and Copyright Day (UNESCO)).

Such Days (about 50) are listed in full on the Internet, as are the Decades and Years.⁶ The procedures for their proclamation are also available on the Internet.⁷

UNESCO Prizes

The total number of UNESCO prizes stands currently, in 2007, at 33 active prizes, managed by the various programme services and sectors.⁸

A clear distinction has now been established between a UNESCO prize, understood as a prestigious prize conferred on one or more recipients by the Director-General upon the recommendation of a jury, and awards involving different types of recognition, such as medals, diplomas, scholarships or fellowships awarded by the Director-General, or distinctions given by UNESCO at national or subregional level in consultation with the relevant National Commission(s).

The strategy approved by the Executive Board of UNESCO in 2005 (171 EX/Decision 24) concerns only the UNESCO prizes established by the Executive Board or the General Conference and not the other types of awards or distinctions.

The principal aim of the strategy is to enhance the impact and visibility of the various prizes, which should raise the profile and prestige of the Organization and draw attention to the programmes concerned. The strategy also seeks to introduce a coherent and uniform approach and practice in the management of prizes and related procedures.

Most of the prizes are global in scope, while two have a regional focus. The vast majority of prizes are at present funded from extrabudgetary resources. The Director-General is pursuing negotiations with existing donors of current UNESCO prizes and other parties concerned, with a view to adjusting and aligning current practices and provisions with the overall strategy approved by the Executive Board in 171 EX/Decision 24.

Donors of UNESCO prizes provide full funding throughout the life of a prize, covering the amount payable, all staff support and logistical costs related to the administration of the prize, including the jury costs, in addition to the cost of the prize-giving ceremony and the related information material and publications.

^{3, 4, 5, 6 and 7} See on the Internet site: <http://portal.unesco.org/culture/en/>

⁸ The breakdown of the 33 existing prizes per sector is as follows: 13 CLT, 7 SC, 7 SHS, 3 ED, 3 CI.

Note

Each UNESCO prize – together with its statutes and financial and administrative arrangements – must be approved and established by the UNESCO Executive Board, on the recommendation of the Director-General.

The Executive Board, in 171 EX/Decision 24, approved an overall strategy for UNESCO prizes, consisting of a set of criteria governing the management and promotion of current UNESCO prizes and the creation, management and visibility considerations for UNESCO prizes in the future.

UNESCO Goodwill Ambassadors

The Goodwill Ambassadors⁹ are public figures who have agreed to use their talent and their name to promote UNESCO's ideals and objectives.

Through the public interest they show in the major causes advocated by UNESCO, their prominence in the media, and their careers and repute, they help to enlist the general public in the collective effort to bring peace to the world.

The UNESCO Goodwill Ambassadors are thus the Organization's spokespersons who disseminate messages of peace, tolerance and the dialogue of cultures among the general public, through the activities that UNESCO carries out in its four areas of competence, namely education, science, culture and communication.

Role of the National Commissions

The National Commissions play a major role in the matter at national level:

1. They inform the Secretariat of the commemorations with which their countries would wish UNESCO to be associated;
2. They propose candidates for UNESCO prizes;
3. They distribute information material on ongoing events and may, at the same time, organize activities and celebrations of such events at national level.

⁹ The Goodwill Ambassadors are listed on the UNESCO Internet site: http://portal.unesco.org/en/ev.php-URL_ID=4049&URL_DO=DO_TOPIC&URL_SECTION=201.html

Documentary sources

UNESCO Portal: *Prizes and Celebrations*.

http://portal.unesco.org/en/ev.php-URL_ID=3545&URL_DO=DO_TOPIC&URL_SECTION=201.html

Report by the Director-General on the overall review of UNESCO Prizes (171 EX/19), UNESCO, Paris, 9 March 2005.

<http://unesdoc.unesco.org/images/0013/001385/138524e.pdf>

Proposals by Member States for the celebration of anniversaries in 2006-2007 with which UNESCO could be associated (33 C/12), UNESCO, Paris, 6 October 2005.

<http://unesdoc.unesco.org/images/0014/001411/141144e.pdf>

Proposals by Member States for the celebration of anniversaries in 2008-2009 with which UNESCO could be associated (176 EX/47), UNESCO, Paris, 2007.

<http://unesdoc.unesco.org/images/0015/001500/150036e.pdf>

UNESCO Portal, UNESCO Celebrity Advocates, *Goodwill Ambassadors*.

http://portal.unesco.org/en/ev.php-URL_ID=4053&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNESCO Goodwill Ambassadors, UNESCO, Paris, 2006.

<http://unesdoc.unesco.org/images/0014/001446/144698e.pdf>

"Review of the modalities and procedure to be followed for establishing the list of anniversaries proposed by Member States with which UNESCO could be associated" (159 EX/Decision 7.5) in Decisions adopted by the Executive Board at its 159th session (159 EX/Decisions), UNESCO, Paris, 15 June 2000.

<http://unesdoc.unesco.org/images/0012/001201/120127e.pdf>



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Publications, documents and periodicals, archives

General considerations

UNESCO publishes a large quantity of material for a wide range of readerships. This material falls into two main categories: documents and commercial publications.

- Documents include material relating to the General Conference and the Executive Board as well as books, periodicals and brochures arising out of UNESCO programmes and distributed free of charge. Most of this material is also available online. Among the free periodicals, the *New Courier*, published in the Organization's six official languages, is intended for a broad audience and reports on all UNESCO activities in the field.
- Commercial publications, brought out by UNESCO Publishing, include reports, specialized books, works in the "UNESCO Collection of Representative Works", books for young people and the general public, as well as scientific maps and multimedia products (CD-ROMs, DVDs). A large selection of these works for sale is available online¹.

Current situation

1. UNESCO Publishing brings out various publications.

- **Books.** The catalogue contains over 1000 titles, mainly in English, French and Spanish. Other titles are also available in Arabic, Chinese and Russian. In addition, UNESCO regularly co-publishes books in non-official languages.
- **Periodicals** such as *World Heritage*, *Museum International* and the *New Courier*² (which is aimed at a broad audience and reports on all UNESCO activities in the field).
- **Scientific maps.** A series of maps³ which, covering the globe, supply the necessary information for teaching in secondary schools or university. These maps provide a basis for discussion for anybody studying resources-development problems as well as a general framework calculated to encourage use and understanding of larger-scale maps. Compiled on the basis of international cooperation between specialists, they form part of a long-range map programme launched by UNESCO in the scientific field.

¹ The online publications portal is a paying service, but National Commissions have free access.

² A free periodical published in the Organization's six official languages.

³ Geological, hydrogeological, climatic, Quaternary, tectonic, mineral and metallogenic, metamorphic, oceanographic, population, soil and vegetation.

UNESCO Publishing offers a varied and abundant choice of titles, as either sole publisher or co-publisher, in some forty different series.

Since 1946 UNESCO has published over 10,000 works in a wide variety of languages in addition to the six official ones.

All genres (general interest, specialist, reference, yearbooks, catalogues, monographs, studies, art albums, young people's books, etc.) are represented and cover every facet of global culture. More specialized works such as the *History of Humanity* in seven volumes or the *History of Civilizations of Central Asia* in six are vast and scholarly enterprises but remain accessible to a wide audience.

The major *World Reports* have now become sources of reference used by researchers and the entire media. At present, the *EFA Global Monitoring Report*, published annually, and the *World Water Development Report*, published every three years, reflect major challenges for UNESCO in the fields of education and science.

The UNESCO *Thesaurus*, a structured list of terms used for indexing and document retrieval in the fields of education, natural sciences, social and human sciences, culture, communication and information, has also become a global source of reference.

UNESCO material is promoted through the usual channels as well as through an active Reader's Club. Launched experimentally in 1994, the Reader's Club has been a success amplified by the development of the UNESCO Publishing portal (online bookshop).

2. The UNESCO Library⁴ offers reference and information services, including online searches, to the Organization as a whole, as well as to the general public with an interest in UNESCO's fields of competence – education, natural sciences, social and human sciences, culture, communication and information.
3. The UNESCO Archives serve as the Organization's institutional memory. They were established in 1947 with three main tasks:
 - To be the archives repository of the Organization;
 - To help the Secretariat in ensuring accountability and efficiency in records management;
 - To disseminate information on the history and activities of the Organization from its creation up to the present day.
4. The Clearing House⁵ manages the UNESDOC/UNESBIB database and data transmission tools (HERMES, EDATS). As the main coordinator of UNESCO's information network, it defines and supervises procedures for disseminating electronic documents.

⁴ See the Library's website: <http://www.unesco.org/general/eng/infoserv/library/>

⁵ Visit the websites: <http://www.unesco.org/unescdi/index.php/eng/a/accueil.html>; <http://unesdoc.unesco.org/ulis/eng/index.html>

5. Statistics⁶, produced by the UNESCO Institute for Statistics, cover education (e.g. *Global Education Digest 2005*), science, technology, culture and communication. They are collected nationally with a view to offering a global analysis and promoting useful international comparisons.
6. The online bookshop⁷, in its English, French and Spanish versions, makes it possible to order any of the publications for sale. Comprehensive information is only a few clicks away: lists of themes and series, abstracts, prices and links to other UNESCO websites convey the wealth of UNESCO's publishing resources. The online publications portal (from January 2006) is an innovative and significant addition for disseminating UNESCO material in all Member States. This additional Internet outlet is the mark of a twenty-first century publishing house.

Role of the National Commissions

1. National Commissions may be consulted regarding publication of material.
2. They may suggest titles of works for the UNESCO *Collection of Representative Works*.
3. Some National Commissions promote UNESCO publications and periodicals.
4. A certain number of National Commissions have libraries or documentation centres that include a broad range of works produced by UNESCO Publishing.

⁶ Available on the website: http://www.uis.unesco.org/ev_en.php?ID=2867_201&ID2=DO_TOPIC

⁷ See <http://publishing.unesco.org/default.aspx?&change=E>

Documentary sources

UNESCO portal, *Online services: Media Services, New UNESCO Courier, Documentary Resources, Statistics, Legal Instruments, UNESCO Publishing, Employment, Business Opportunities.*
http://portal.unesco.org/en/ev.php-URL_ID=15073&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNESCO Catalogue.
<http://unesdoc.unesco.org/ulis/eng/index.html>

UNESCO Collection of Representative Works, 1948-2000, UNESCO, Paris, 2000.
<http://unesdoc.unesco.org/images/0012/001215/121532mb.pdf>



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Use of the Name, Acronym, Logo and Internet Domain Names of UNESCO

Disclaimer

This item of the Handbook is provisional and will be up-dated in light of the relevant debate and resolution of the General Conference at its 34th session.

Background

Since the creation of UNESCO, a number of decisions and resolutions have been adopted by the governing bodies on the use of the name, acronym and logo of the Organization. However, these have proved to be insufficient in achieving the dual purpose of both effectively protecting UNESCO from the misuse of its name and logo and of actively promoting the visibility of UNESCO. At the request of the Executive Board, a set of coherent directives concerning the use of the name, acronym, logo and internet domain names of UNESCO was presented to the 171st session of the Executive Board. The directives were subsequently amended and clarified in light of debates of the Executive Board, consultations with the Member States and surveys on the use of the domain names of the Organization.

At its 33rd session in October 2005, the General Conference adopted 33 C/Resolution 89 which approved the general principles that govern the use of the name, acronym, logo and internet domain names of UNESCO as well as a certain number of measures concerning the role of the governing bodies and of the Director-General. Furthermore, the General Conference asked the Director-General to pursue consultations with relevant parties, in particular with regard to article IV of the directives, which concerns the role of the Member States and the National Commissions. The General Conference also authorized the Executive Board to decide on the approval of the complete text of the directives on the subject.

At its 174th session on April 2006, the Executive Board adopted decision 174 EX/32, which approved the complete text of the Directives concerning the use of the name, acronym, logo and internet domain names of UNESCO. During its session, the Executive Board also decided that:

- the directives should be applicable for the governing bodies, the Secretariat and the Member States for a trial period lasting until the 34th session of the General Conference; the Director-General is authorized to give Member States, at their request, a transitional period for the implementation of the directives.

- the directives should be re-examined in light of the experience gained during this trial period and eventually be amended and adopted definitively by the General Conference at its 34th session.

Current situation



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

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

In accordance with the Directives concerning the name, acronym, logo and Internet domain names of UNESCO, only the Organization's Governing Bodies (the General Conference and the Executive Board), the Secretariat and the National Commissions for UNESCO have the right to use the name, acronym, logo and/or Internet domain names of UNESCO without prior authorization, subject to the rules set out by the Directives.

The UNESCO logo should be reproduced according to the graphical standards elaborated by the Secretariat, and should not be altered. Wherever possible, the full name of the Organization (United Nations Educational, Scientific and Cultural Organization) should appear beneath the logo in the language(s) of the document, so as to affirm the Organization's membership in the United Nations system and its specific fields of competence.

UNESCO's logo may be associated with the logo or logos of subsidiary bodies, intergovernmental programmes, other organizations or specific events (linked logo).

- **The General Conference and the Executive Board** authorize the use of the name, acronym or logo of UNESCO by means of resolutions and decisions, notably in the case of intergovernmental programmes, programme networks, bodies under the auspices of UNESCO (for example, category 2 centres), official partners, global or regional prizes, and special events in the Member States.
- **The Director-General** is empowered to authorize the use of UNESCO's name, acronym or logo notably in connection with patronage, the appointment of goodwill ambassadors, and other personalities promoting the Organization and its programmes, such as Artists for Peace or Sports Champions, and also contractual arrangements and partnerships, as well as specific promotional activities, provided that in each case the grantee uses a phrase or indication of how the entity or activity in question is thus linked.

Conditions applicable to the granting of patronage:

(i) UNESCO's patronage is granted in writing exclusively by the Director-General. (ii) In the case of national activities, the decision regarding the granting of UNESCO's patronage is made on the basis of obligatory consultations with the National Commission of the Member State in which the activity is held and the National Commission of the Member State in which the body responsible for the activity is domiciled. (iii) The Organization and the National Commission(s) concerned must be able to participate actively in the preparation and execution of the activities concerned. (iv) The Organization must be afforded an appropriate degree of visibility, notably through the use of its name, acronym and logo. (v) Patronage may be granted to individual activities or to activities which take place regularly. In the latter case, the duration must be fixed and the authorization renewed periodically.

- **The National Commissions for UNESCO**, except where another body has been designated by the Member States, are the competent body to deal with questions relating to the use at the national level of the name, acronym, logo or Internet domain names of UNESCO in national extensions or sub-extensions (ccTLDs), in accordance with national laws.

Role of the National Commissions

1. Rights of Use (see article IV.2 of the Directives)

National Commissions are encouraged to use the name, acronym and/or logo of UNESCO, under the condition that UNESCO's name, acronym and/or logo should always be used together with their own name and, if they so desire, their own logo. National Commissions are not authorized to use UNESCO's name, acronym or logo alone.

The UNESCO logo should be reproduced according to the graphical standards elaborated by the Secretariat, and should not be altered. Wherever possible, the full name of the Organization (United Nations Educational, Scientific and Cultural Organization) should appear beneath the logo in the language(s) of the document / support, in order to affirm the Organization's membership in the United Nations system and its specific fields of competence (see article II.1 of the Directives).

The following are, by way of example, two illustrations:

Without the logo of the National Commission:



With the logo of the National Commission:



2. Authorization (see article IV.3 of the Directives)

2.1 Patronage and Contractual Arrangements (see second paragraph of article IV.3 of the Directives)

National Commissions cannot authorize outside bodies to use UNESCO's name, acronym or logo alone. Such authorization is the prerogative of the governing bodies and the Director-General.

National Commissions can authorize outside bodies in the concerned Member States to use UNESCO's name, acronym and/or logo, under the condition that UNESCO's name, acronym and logo are always used together with the National Commission's own name and, if it so desires, its own logo (see second paragraph of article IV.3 of the Directives).

National Commissions can authorize outside bodies to use the name, acronym and/or logo of UNESCO in connection with patronage and contractual arrangements that they grant and enter into in their own name, and in connection with promotional activities and publications with which they are themselves associated. They should ensure that the authorization conforms to the Directives and the official graphic charter of UNESCO and, in particular, that:

- their own name and, if they so desire, their own logo is always featured together with the logo of UNESCO;

- a short text is always featured together with the UNESCO/National Commission linked logo that explains the entity concerned and the nature of association with the National Commission; for example: “With the support of”, “In cooperation with”, or “Under the patronage of”.

The following are, by way of example, three illustrations:



- In contractual arrangements, no blanket advance authorization should be given to partners for the use the name, acronym or logo of the National Commission. In order to ensure a consultation prior to each specific use, National Commissions should always include the following standard clause (see article III.2.1.2 of the Directives) in their contract with their national partners:

***“Use of the Name, Acronym or Official Logo of the
xxxx National Commission for UNESCO***

Unless authorized beforehand and in writing by the xxxx National Commission for UNESCO, [the Partner] shall not use the name, acronym or logo of the xxxx National Commission for UNESCO for advertising or any other purposes.”

- National Commissions should ensure that the scope, the graphic modalities and the duration of use are explicitly specified beforehand in writing (at least by e-mail) for each case of utilization (see article I.4 of the Directives).

2.2 Commercial Use

The sale of goods or services bearing the name, acronym, logo or Internet domain names of UNESCO mainly for profit purpose is regarded as “commercial use”. Any commercial use of the name, acronym, logo and/or Internet domain names of UNESCO, alone or in the form of a linked logo, must be expressly authorized by the Director-General under a special arrangement of agreement. National Commissions cannot authorize, by means of contractual arrangements nor by any other means, the use of the name, acronym, logo or Internet domains names of UNESCO for commercial purposes (see article III.2.1.3 of the Directives).

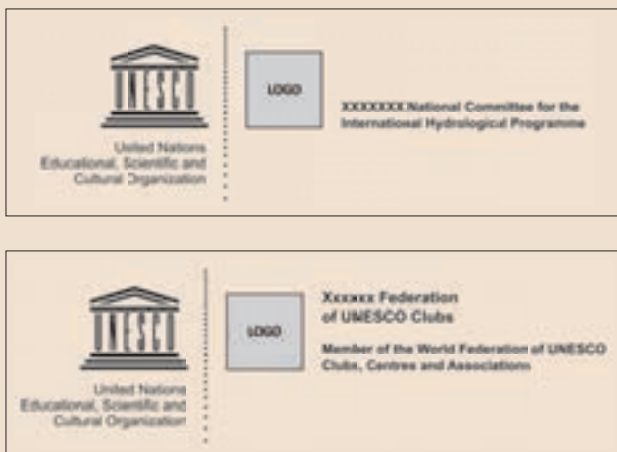
2.3 Use by national entities officially affiliated with UNESCO (see first paragraph of article IV.3 of the Directives).

In the framework of the intergovernmental programmes, the programme networks or the Clubs, Centres and Associations for UNESCO movement, the National Commissions, in keeping with their role as liaison bodies recognized by the Constitution, or the other competent authorities designated by then Member States, have the right to authorize the use of UNESCO's name, acronym or logo, but only in the form of a linked logo – which shall specify the identity of the programme or movement concerned and must therefore be in compliance with the specific regulations of the given entities, networks or programmes. This concerns, inter alia, the national committees of intergovernmental programmes, biosphere reserves, associated schools or UNESCO Chairs, as well as Clubs, Centres or Associations for UNESCO and their national coordinating bodies.

In such cases, National Commissions should ensure that :

- the UNESCO logo authorized for use is a linked logo; i.e. the UNESCO logo block together with the name and “secondary” logo of the concerned programmes, networks or movements;
- the proper name of the concerned entity is featured in the logo.

The following are, by way of example, two illustrations:



3. Role in authorization of use by the Secretariat

National Commissions play a crucial role in cases where requests for the authorization of the use of UNESCO's name, acronym and logo are sought from the Secretariat:

- National Commissions act as the first point of contact for and provide advice to those national entities who intend to make such requests;
- National Commissions examine requests and make recommendations to the Secretariat;
- National Commissions liaise between those who make such requests and the Secretariat;
- National Commissions contribute to the impact assessment of authorized utilizations.

4. Protection (see article IV.4 of the Directives)

National Commissions, or the other competent authorities designated by the Member States, are responsible for the consequences arising out of the authorizations made by them.

To achieve the objectives of the Directives, the provisions of national legislations and/or of the Paris Convention for the Protection of Industrial Property are to be taken into consideration.

The Secretariat and the Member States, through their National Commissions or other designated authorities, should cooperate closely, in order to prevent any unauthorized use of UNESCO's name, acronym or logo at the national level, in liaison with competent national bodies and in line with the Directives.

Registration and use of Internet domain names (see article II.2 of the Directives)

At the international level

All generic extensions (gTLDs) shall be linked to the sole name of UNESCO's active international domain: "unesco.org". The referenced Internet site at that address is managed by the Secretariat. Only a staff member duly authorized by the Director-General may register domain names under the existing or future generic extensions.

At the national level

National extensions (ccTLDs) afford an opportunity to highlight the presence of UNESCO in each country. Internet domain names should be, wherever possible, registered under national extensions or sub-extensions by the National Commissions and point towards the Internet site of the National Commission where it exists, or towards the "unesco.org" site, in order to avoid registration by third parties.

Policy on combined domain names

As the possibilities for registering Internet domain names associating the six letters of UNESCO's name with any letter(s) or symbol(s) are practically unlimited, the Organization shall not officially recognize any site operating with such domain names. To reference the Internet sites of bodies or of projects linked with the Secretariat or National Commissions, practices consisting of giving the names of official domains should be fostered. The Secretariat, National Commissions and/or other competent bodies shall take all appropriate measures to prevent third parties not expressly authorized from registering and using such combined domain names.

Focal Points at UNESCO Secretariat

The Secretariat has appointed a member of staff in each of the Programme Sectors and relevant central services (ODG, BPI, ERC, LA, BFC, BSP) as Focal Point for the use of UNESCO's name and logo. A list of the focal points as well as further guidance on this subject can be found on the following website: www.unesco.org/en/logo

Documentary sources

Directives concerning the name, acronym, logo and Internet domain names of UNESCO, 34 C/26, UNESCO, Paris, 2007.

UNESCO Portal, Use of UNESCO's name and logo.
www.unesco.org/en/logo (en)



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Standard-setting

General considerations

Article IV, paragraph 4, of UNESCO's Constitution provides that "the General Conference shall, in adopting proposals for submission to the Member States, distinguish between recommendations and international conventions submitted for their approval".

In some cases, the instruments¹ adopted under the Organization's auspices are adopted not by the General Conference but by international conferences of States convened by UNESCO. These instruments take the form of international conventions (agreements, treaties, etc.), recommendations to Member States or, although the Constitution makes no reference to them, declarations.

UNESCO's standard-setting has, generally speaking, been a great success and done much to raise the Organization's profile. We need only mention the 1972 Convention for the Protection of the World Cultural and Natural Heritage, which is the most widely ratified international legal instrument in the United Nations system.

The main legal instruments

1. **International Conventions:** International conventions adopted by the General Conference (and recommendations to Member States) are prepared in accordance with a pre-established procedure, namely, the "**Rules of Procedure concerning Recommendations to Member States and International Conventions covered by the terms of Article IV, paragraph 4, of the Constitution**". International conventions are subject to ratification by States. They lay down rules by which States undertake to abide.
2. **Recommendations:** For the purposes of the above-mentioned Rules of Procedure, recommendations are legal instruments in which "the General Conference formulates principles and norms for the international regulation of any particular question and invites Member States to take whatever legislative or other steps may be required in conformity with the constitutional practice of each State and the nature of the question under consideration to apply the principles and norms aforesaid within their respective territories" (Article 1 (b)). Recommendations are not subject to ratification.

¹ The list of standard-setting instruments adopted by UNESCO and the list of States parties to various conventions can be consulted on the Organization's website at: http://portal.unesco.org/en/ev.php-URL_ID=12024&URL_DO=DO_TOPIC&URL_SECTION=201.html

Role of the National Commissions

Action by National Commissions is important in encouraging governments to accede to international conventions. To this end, the UNESCO website makes it possible to check the situation regarding accessions and ratifications for each convention or agreement adopted under the auspices of UNESCO.

In addition, Commissions draw the attention of national institutions to UNESCO's standard-setting role and the existence and substance of General Conference recommendations and declarations.

They also promote the application in their countries of agreements and conventions to which their governments are parties.

Documentary sources

"Constitution of UNESCO", Articles I and IV; "Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution" in Basic Texts, UNESCO, Paris, 2006.

<http://unesdoc.unesco.org/images/0013/001337/133729e.pdf>

Draft Programme and Budget (C/5): The introduction to each sector programme indicates proposed action on standard-setting instruments.

UNESCO portal, *Resolutions of the General Conference and Decisions of the Executive Board*.

http://portal.unesco.org/en/ev.php-URL_ID=25830&URL_DO=DO_TOPIC&URL_SECTION=201.html

Director-General's report for each biennium (C/3) on the status of standard-setting instruments and their application.

UNESCO portal, Office of International Standards and Legal Affairs, *Standard-setting instruments*.

http://portal.unesco.org/en/ev.php-URL_ID=12024&URL_DO=DO_TOPIC&URL_SECTION=201.html



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Conferences and meetings

General considerations

For an intellectual organization such as UNESCO, the holding of meetings is an appropriate way to carry out its functions. Meetings convened by UNESCO can be divided into two groups, subdivided into eight categories (I to VIII):

1. Meetings of a representative character (Categories I to III):
 - I. International conferences of States;
 - II. Intergovernmental meetings other than international conferences of States;
 - III. Non-governmental conferences.
2. Meetings of a non-representative character (Categories IV to VIII):
 - IV. International congresses;
 - V. Advisory committees;
 - VI. Expert committees;
 - VII. Seminars, training and refresher courses;
 - VIII. Symposia.

Current situation

Participants

Participants in meetings of a representative character may be:

- States or governments;
- Intergovernmental organizations or international non-governmental organizations.

Participants in meetings of a non-representative character act in a private capacity.

Methods of organizing meetings

There are two methods of organizing meetings:

- The direct method applies to meetings convened by UNESCO acting alone or in collaboration with another body providing intellectual support.

Note

When a meeting is held away from Headquarters, an agreement is signed between the Director-General and the government of the host country.

- The indirect method applies to meetings convened and organized by an institution other than UNESCO (government, National Commission, etc.) but which is acting on behalf of the Organization, which generally makes a financial contribution.

Role of the National Commissions

When a meeting is organized by UNESCO or by another institution on its behalf, the National Commissions can assist Member States in forming their delegation, selecting participants and formulating positions to be taken at the meetings.

Meetings can be organized by National Commissions on UNESCO's behalf: the Organization determines the subject and the size of the meeting and may also have an influence on the choice of participants. For their part, National Commissions:

- Produce the working documents and the final report in the languages used for the meeting;
- Make all the necessary practical arrangements and come to agreement with the authorities to facilitate participants' entry, residence in and departure from the country;
- Send copies of all the documents, including the final report, to UNESCO.

Note

For these meetings, National Commissions are asked to:

- Send out invitations sufficiently in advance, accompanied by the provisional agenda and, if required, the rules of procedure;
- Send participants the working documents approximately four weeks before the meeting starts;
- Send participants the final report within one month of the close of the meeting.

Meetings organized by National Commissions on their own initiative should ideally be prepared on a similar plan.

Documentary sources

"Constitution of UNESCO", Article IV, paragraphs 3 and 4; "Regulations for the general classification of the various categories of meetings convened by UNESCO", in *Basic Texts*, UNESCO, Paris, 2006.

<http://unesdoc.unesco.org/images/0013/001337/133729e.pdf>

UNESCO Portal, *Calendar of Events*.

<http://events.unesco.org/>



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UNESCO Fellowships

General considerations

A fellowship in the United Nations system covers training specially designed for and tailored to the specific needs of the recipient and accompanied by a grant for a person qualified to achieve its specific objectives. Such training, which must be of at least 30 days' duration and can take place in an appropriate training establishment, often abroad, must fit in with national human-resources policies and projects and be aimed at lending impact and relevance to what is involved.

Training and fellowships are one of the main methods used by UNESCO to attain its sustainable development goals. The award of fellowships is therefore one of the Organization's forms of action and a method that has proved extremely effective in contributing to human resource development and national capacity-building in fields consonant with UNESCO's strategic objectives and programme priorities.

Current situation

1. Type of fellowship

Study and research fellowships are specially designed for qualified persons exercising or planning to exercise an occupation in fields closely associated with UNESCO's strategic objectives and programme priorities. They are intended for high-level specialist training abroad rather than credentialled study. Beneficiaries may receive a subsistence allowance at an *ad hoc* rate or aid in kind.

2. Sources of funds

- a. **Fellowships awarded under the UNESCO regular programme:** UNESCO fellowships are funded by UNESCO's regular programme. This is a two-year programme which offers short-term fellowships (six months maximum), generally amounting up to 15,000 United States dollars, for specialized training at postgraduate level. Priority is given to women¹, young people, nationals of least developed countries, and nationals of African Member States. In the regular programme there are two types of fellowship, which are distinguished by the nature of their funding (full or partial):

¹ Paragraph 13 of Decision 4.1 adopted by the Executive Board at its 141st session.

- **Individual (fully funded by UNESCO).** This scheme is meant to give qualified persons the option of pursuing high-level study consistent with the strategic objectives set out in the Medium-Term Strategy (C/4) and the principal priorities laid down in the Programme and Budget (C/5). The criteria, principles and conditions governing this scheme are set out in a circular letter sent to National Commissions at the beginning of each two-year period.
- **Co-sponsored².** The Organization negotiates terms for “sponsored” fellowships in order to allow more people to pursue research³ (short-term and high-level) abroad. The sponsored or co-sponsored fellowship scheme⁴ allows three types of “sponsor” (governments, institutions and individuals) to fund⁵ and offer fellowships in UNESCO’s fields of competence. Resolution 13.6 adopted in 1995 (28 C/Resolution 13.6) “urges governments of Member States, foundations and related organizations to provide further support to the UNESCO Fellowship Bank Scheme, particularly through their offer of sponsored fellowships, which should be operated jointly with UNESCO”.
- **Fellowships financed entirely by funds-in-trust,** such as the UNESCO/Keizo Obuchi Programme, which is financed by Japanese funds-in-trust.

Note

Under the regular budget UNESCO allocates funds to the participation programme to help Member States implement activities connected with the UNESCO programme. This participation is intended to increase the effectiveness of Member States’ action by sharing contributions and to strengthen collaboration between Member States and the Organization.

Award of fellowships as part of the Participation Programme is one of the ways in which the Organization can provide assistance to its Member States. In the light of the budget provisions adopted by the General Conference, Member States may request the Director-General to grant a certain number of fellowships, which are administered by UNESCO’s Fellowships Section.

- b. Extrabudgetary financial contributions:** Extrabudgetary funding for fellowships comes mainly from multilateral bodies such as:
- Regional investment banks;
 - Bilateral development bodies;
 - Industrialized countries.

Fellowships with extrabudgetary financing are governed by the provisions applying to UNESCO’s technical cooperation programmes.

² These fellowships are intended mainly for nationals from developing countries. They may cover a specific region, country or group of countries – depending on donors’ wishes and the characteristics of the fellowship – or even be open to nationals anywhere in the world.

³ Holders of fellowships usually pursue their research in the donor country.

⁴ A list of “co-sponsored fellowships” is available at: http://portal.unesco.org/en/ev.php-URL_ID=14133&URL_DO=DO_TOPIC&URL_SECTION=201.html

⁵ Contributions from Member States, some institutions and even individuals amount to over two million dollars for the two-year period.

Role of the National Commissions

The National Commissions play a multi-faceted role in the UNESCO Fellowships Scheme⁶.

1. Upstream, the Commissions **disseminate information about the fellowship** scheme using procedures specific to each country and encourage potential applications in accordance with the principle of equal access to education.
2. They have a very important role in **selecting applicants**⁷. Applications from individuals cannot be considered by the UNESCO Secretariat. It is therefore the task of the National Commissions to forward the selected applications to UNESCO⁸.
3. The National Commissions in the countries hosting beneficiaries of UNESCO fellowships have special responsibility for, amongst other things, **receiving and looking after them**.
4. Some Commissions in countries having taken part in fellowship programmes run **networks of former beneficiaries** of UNESCO fellowships.

⁶ Under Resolution 13.6 adopted by the General Conference at its 28th session, the National Commission is to be regarded “as the official channel in Member States for the submission of fellowship applications, which would enable the Commission to process them properly and ensure effective use of the allotted resources as well as supervision of the training.”

⁷ “The UNESCO Individual Fellowships Scheme”, in *UNESCO Fellowships*, UNESCO, Paris 1999.

⁸ The National Commissions are responsible for selecting candidates fairly according to expertise and merit. Under 28 C/Resolution 13.6 each National Commission can submit two candidates, clearly listed in order of priority, since the number of fellowships is restricted to one per Member State per biennium.

Documentary sources

UNESCO Portal, *UNESCO Fellowships*.

http://portal.unesco.org/en/ev.php-URL_ID=7972&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNESCO Portal, Fellowships, *Study Abroad*.

http://portal.unesco.org/en/ev.php-URL_ID=17738&URL_DO=DO_TOPIC&URL_SECTION=201.html



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UNESCO Coupons

General considerations

The UNESCO Coupons Programme was set up in 1949 to allow importation of books, publications and scientific material in many countries with a shortage of foreign currency. It is a means of payment whose value is denominated in United States dollars.

Coupons are issued:

- In the following values: \$1000, \$100, \$30, \$10, \$3, \$1;
- Blank: they can then be made out by the distributing body for amounts from 1 to 99 U.S. cents.

The programme is run by the UNESCO Coupons Programme Unit, attached since July 2004 to the Sector for External Relations and Cooperation. It works as follows:

- UNESCO issues coupons denominated in United States dollars;
- Users pay for them in national currency and, with their orders, send their suppliers coupons corresponding to the price of their purchases, to which must be added, where necessary, the cost of postage and insurance;
- Suppliers accept UNESCO coupons in payment and send them to the Organization together with their bank details and the invoices for goods supplied to customers. These documents are necessary for starting the redemption procedure;
- UNESCO redeems UNESCO coupons in the suppliers' national currencies but deducts a handling fee to cover part of the overhead costs of running the scheme. The fee charged is as follows: 5% up to 100 dollars, 4% from 100 dollars to 1000 dollars, and 3% over 1000 dollars.

The process thus entails a tripartite relationship between:

- UNESCO (represented by the National Commissions);
- Coupon users;
- Suppliers having accepted the coupons as payment for their goods.

National currencies are accepted in exchange for coupons through the United Nations Development Programme. The limits on purchasing UNESCO coupons are determined by the capacity of UNESCO or the United Nations Development Programme to absorb the national currency of the State in question.

Note

UNESCO cannot intervene in the actual commercial transaction between user and supplier.

Any exchange losses arising out of acceptance of national currencies for purchases of UNESCO Coupons under this facility shall be borne by the purchasing Member State¹.

Current situation

At present, all publications (books, school textbooks, periodicals, medical and scientific journals, maps, etc.), films and material (audiovisual, IT, school) intended for educational, scientific or cultural purposes can as a rule be purchased with UNESCO coupons.

All countries have access to UNESCO coupons but are divided into three groups according to their ability to pay:

- States whose national currencies are convertible or which are able to make their payments in a convertible currency normally used by UNESCO²;
- States whose national currencies are neither convertible nor used by UNESCO but which may, through the UNESCO Comptroller, secure agreements with the United Nations Development Programme³;
- States whose national currencies are neither convertible nor used by UNESCO and which do not have individual agreements with the United Nations Development Programme. However, the United Nations Development Programme and other United Nations agencies may, in certain circumstances, obtain allocations of UNESCO coupons for small amounts from the Working Capital Fund⁴ set up to help Member States acquire material necessary for their educational and technological development.

Note

Users of UNESCO coupons should take every precaution to prevent their loss, theft or misuse. In the event of loss or theft, the UNESCO Coupons Office must immediately be notified of the serial numbers of the missing coupons.

Some countries exempt material acquired abroad with UNESCO coupons from customs duties. Suppliers can obtain special labels from the Coupons Office which facilitate customs clearance in receiving countries.

¹ See 32C/Resolution 68.

² For this group of countries there is no limit on purchase of coupons.

³ However, these agreements are concluded for specific periods and amounts.

⁴ The ceiling for the Working Capital Fund is fixed by the General Conference. The authorized level of the Working Capital Fund for 2006-2007 was fixed at 28 million United States dollars.

Role of the National Commissions

1. The UNESCO National Commissions in the countries using coupons are usually the body responsible for their sale⁵.
2. They supply information on request concerning purchase of coupons.
3. In addition, if a country has only a limited allocation of coupons, they decide on an order of priority for the various requests received.

Note

Users pay for the coupons in national currency at the official United Nations rate of exchange on the day of purchase. National distributing bodies may add a surcharge to cover handling costs, but this may not exceed 5% of the value of the coupons.

⁵ See list of distributing bodies worldwide on the following website: <http://www.unesco.org/general/eng/about/coupon/couplist.shtml>

Documentary sources

Working Capital Fund: level and administration (33 C/31), UNESCO, Paris, 2005.

<http://unesdoc.unesco.org/images/0014/001402/140273e.pdf>

UNESCO Coupons Programme (facility to assist Member States in acquiring the educational and scientific material necessary for technological development), 31 C/33, UNESCO, Paris, 24 August 2001.

<http://unesdoc.unesco.org/images/0012/001234/123406e.pdf>

List of main suppliers participating in the UNESCO Coupons Programme, December 2003, UNESCO, Paris.

<http://www.unesco.org/general/eng/about/coupon/fournisseurs.pdf>

UNESCO Portal, UNESCO Coupons, Distributing Bodies.

<http://www.unesco.org/general/eng/about/coupon/couplist.shtml>

UNESCO Portal, UNESCO Coupons, General Information.

<http://www.unesco.org/general/eng/about/coupon/coupons.shtml>



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Human resources management¹

General considerations

UNESCO posts are filled mostly by people in occupations connected with the Organization's main activities in its fields of competence (culture, education, the sciences and communication).

However, the Organization also offers job opportunities in other occupational fields such as administration, finance, human resources, information technology and languages.

All the various posts in UNESCO have the following values and principles in common:

- Expertise and a professional attitude;
- Ability to work in an international intergovernmental organization and a highly multicultural environment;
- Multilingualism;
- Team spirit and openness to dialogue;
- International mobility².

Current situation

Bureau of Human Resources Management

The Bureau of Human Resources Management (HRM) has the task, amongst other things, of managing the following:

1. Human resources strategic planning;
2. Staff recruitment, management, training and career development;
3. Administrative management such as grading, pay, insurance, and medical and welfare services;
4. Performance management;
5. Staff relations.

¹ See specific entry on "The Secretariat: serving the international community".

² UNESCO staff members work either at the Organization's Headquarters in Paris or else in its field offices around the world.

Note

There are two types of recruitment: internal and external. All external recruitment vacancies are advertised online³ on the UNESCO website, accompanied by post descriptions.

Role of the National Commissions

1. National Commissions are encouraged to advertise descriptions of vacant posts at length nationally.
2. National Commissions play a major part in selecting young professionals:
 - At the request of the Bureau of Human Resources Management, they disseminate information about the Young Professionals Programme;
 - They select the applicants;
 - They send the selected applications to UNESCO Headquarters.

Documentary sources

UNESCO portal, Human resources homepage.

http://portal.unesco.org/en/ev.php-URL_ID=11707&URL_DO=DO_TOPIC&URL_SECTION=201.html

Staff Regulations and Staff Rules, Regulation 4.1, UNESCO, Paris, 2000.

<http://unesdoc.unesco.org/images/0011/001197/119748e.pdf>

Resolutions of the General Conference on “Staff questions”, 34 C/Resolutions.

³ See <http://recrutweb.unesco.org>



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Annexes



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Annex I

Constitution of UNESCO: Preamble and Articles I and VII

Constitution of the United Nations Educational, Scientific and Cultural Organization

Adopted in London on 16 November 1945 and amended by the General Conference at its 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 12th, 15th, 17th, 19th, 20th, 21st, 24th, 25th, 26th, 27th, 28th, 29th and 31st sessions.

The Governments of the States Parties to this Constitution on behalf of their peoples declare:

That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed;

That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;

That the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;

That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern;

That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

For these reasons, the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives.

In consequence whereof they do hereby create the United Nations Educational, Scientific and Cultural Organization for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international

peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims.

Article I: Purposes and functions

1. The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.
2. To realize this purpose the Organization will:
 - (a) Collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image;
 - (b) Give fresh impulse to popular education and to the spread of culture: By collaborating with Members, at their request, in the development of educational activities; By instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social; By suggesting educational methods best suited to prepare the children of the world for the responsibilities of freedom;
 - (c) Maintain, increase and diffuse knowledge: By assuring the conservation and protection of the world's inheritance of books, works of art and monuments of history and science, and recommending to the nations concerned the necessary international conventions; By encouraging cooperation among the nations in all branches of intellectual activity, including the international exchange of persons active in the fields of education, science and culture and the exchange of publications, objects of artistic and scientific interest and other materials of information; By initiating methods of international cooperation calculated to give the people of all countries access to the printed and published materials produced by any of them.
3. With a view to preserving the independence, integrity and fruitful diversity of the cultures and educational systems of the States Members of the Organization, the Organization is prohibited from intervening in matters which are essentially within their domestic jurisdiction.

Article VII: National cooperating bodies

1. Each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission broadly representative of the government and such bodies.
2. National Commissions or National Cooperating Bodies, where they exist, shall act in an advisory capacity to their respective delegations to the General Conference, to the representatives and alternates of their countries on the Executive Board and to their Governments in matters relating to the Organization and shall function as agencies of liaison in all matters of interest to it.
3. The Organization may, on the request of a Member State, delegate, either temporarily or permanently, a member of its Secretariat to serve on the National Commission of that state, in order to assist in the development of its work.



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Annex II

Charter of National Commissions for UNESCO

Charter of National Commissions for UNESCO

Adopted by the General Conference at its 20th session in 1978

Preamble

Whereas the purpose of the United Nations Educational, Scientific and Cultural Organization, as assigned to it by its Constitution, is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations,

Whereas it is essential, if the Organization is to achieve this purpose, that in each Member State it should have the active support of the intellectual and scientific communities and the cooperation of the population,

Considering the framework provided by Article VII of the Constitution, which stipulates to this end that “each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission broadly representative of the government and such bodies”,

Whereas National Commissions, established under Article VII of the Constitution, are helping in an effective way to make UNESCO’s objectives better known, broaden its range of influence and promote the execution of its programme, by involving the intellectual and scientific communities of their respective countries in this work,

Whereas the General Conference, on various occasions and particularly at its 19th session, has emphasized the need to associate Member States, through their National Commissions, more closely with the formulation, implementation and evaluation of the Organization’s programmes, and has recommended that National Commissions be strengthened as advisory, liaison, information and executive bodies and that cooperation between National Commissions be furthered at the subregional, regional and interregional levels,

The General Conference, meeting in Paris at its 20th session, this twenty-seventh day of November 1978 approves the present Charter of National Commissions for UNESCO.

Article I – Purpose and functions

1. The function of National Commissions is to involve in UNESCO's activities the various ministerial departments, agencies, institutions, organizations and individuals working for the advancement of education, science, culture and information, so that each Member State may:
 - a) Contribute to the maintenance of peace and security and the common welfare of mankind by participating in the activities of UNESCO which aim to advance the mutual knowledge and understanding of peoples, give fresh impulse to popular education and to the spread of culture, and preserve, increase and diffuse knowledge;
 - b) Play an ever-increasing role in UNESCO's work, and particularly in the formulation and execution of its programmes.
2. For this purpose, National Commissions:
 - a) Cooperate with their governments and with services, organizations, institutions and individuals concerned with questions within UNESCO's competence;
 - b) Encourage participation of national, governmental and non-governmental institutions and various individuals in the formulation and execution of UNESCO's programmes so as to secure for the Organization all the intellectual, scientific, artistic or administrative assistance that it may require;
 - c) Disseminate information on the objectives, programme and activities of UNESCO and endeavour to arouse public interest in them.
3. In addition, and depending on the requirements and arrangements of each Member State, National Commissions may:
 - a) Participate in the planning and execution of activities entrusted to UNESCO which are undertaken with the assistance of the United Nations Development Programme (UNDP), the United Nations Environment Programme (UNEP), the United Nations Population Fund (UNFPA) and other international programmes;
 - b) Participate in the search for candidates for UNESCO posts financed under the regular programme or from extrabudgetary sources, and in the placement of UNESCO fellowship holders;
 - c) Participate with other National Commissions in joint studies on matters of interest to UNESCO;
 - d) Undertake on their own initiative other activities related to the general objectives of UNESCO.
4. National Commissions collaborate with each other and with UNESCO's regional offices and centres in fostering regional, subregional and bilateral cooperation in education, the sciences, culture and information, particularly through the joint formulation and execution of programmes. This cooperation may bear upon the preparation, implementation and evaluation of projects and may take the form of joint surveys, seminars, meetings and conferences and exchanges of information, material and visits.

Article II – Role of National Commissions in their relations with Member States

1. Each Member State defines the responsibilities of its own National Commission. In general, National Commissions:
 - a) Foster close liaison between state agencies and services, professional and other associations, universities and other centres of research and education, and other institutions concerned with education, the sciences, culture and information;
 - b) Cooperate with the delegations of their respective governments at the General Conference and at other intergovernmental meetings convened by UNESCO, *inter alia* by preparing the contributions of their governments to the work of these meetings;
 - c) Follow the development of UNESCO's programme and call the attention of the appropriate agencies to the potential benefits of international cooperation;
 - d) Contribute to national activities related to UNESCO's programme and to the evaluation thereof;
 - e) Provide a channel for disseminating information obtained from other countries on matters of domestic interest in education, the sciences, culture and information;

- f) Encourage, at the national level, interdisciplinary dialogue and cooperation between institutions concerned with education, the sciences, culture and information, with a view to helping to bring intellectual resources to bear on certain priorities for development.
2. Depending on the arrangements made by each Member State, National Commissions may also be expected, *inter alia*:
 - a) To assume, alone or in collaboration with other bodies, responsibility for the operation of UNESCO projects in the country and for national participation in subregional, regional or international UNESCO activities;
 - b) To inform national agencies and institutions of the conclusions and recommendations adopted by the General Conference or by other meetings, or included in studies and reports; to encourage their discussion in the light of national needs and priorities; and to provide for such follow-up activities as may be required.

Article III – Services rendered to UNESCO by National Commissions

1. In each Member State, the National Commission ensures the permanent presence of UNESCO in its country and contributes to the Organization's effort to promote international cooperation in the field of intellectual activities.
2. National Commissions are important sources of information for UNESCO on national requirements and priorities in regard to education, science, culture and information, thereby enabling the Organization to take Member States' requirements more fully into account when preparing its programmes. They also contribute to the Organization's standard-setting work and to the orientation or execution of its programme by making their views known when surveys or inquiries are carried out and by replying to questionnaires.
3. National Commissions disseminate information:
 - a) To the mass media and the general public, on UNESCO's objectives, programmes and activities;
 - b) To individuals and institutions concerned with any aspect of UNESCO's work.
4. National Commissions must be able to contribute effectively to the implementation of UNESCO's programme:
 - a) By mobilizing on its behalf the assistance and support of the country's specialized communities;
 - b) By assuming operational responsibility for some of UNESCO's programme activities.

Article IV – Responsibilities of Member States towards National Commissions

1. It is incumbent upon each Member State, under Article VII of the Constitution, to provide its National Commission with the status, structure and resources necessary to enable it effectively to discharge its responsibilities to UNESCO and to the Member State.
2. Each National Commission will normally include representatives of ministerial departments, services and other bodies interested in matters of education, science, culture and information, as well as representative individuals belonging to the specialized communities involved. Its members should be sufficiently senior and competent to secure for it the support and cooperation of ministries, services, national institutions and persons capable of contributing to UNESCO's work.
3. National Commissions may include executive and standing committees, coordinating bodies, subcommissions and any other subsidiary body, as appropriate.
4. For their effective operation, National Commissions require:
 - a) A legal status which is consistent with Article VII of the Constitution of UNESCO and the provisions of this Charter and which clearly defines the responsibilities vested in the National Commission, its membership, the conditions governing its operation and the resources on which it may draw;
 - b) A permanent secretariat, provided with:

- (i) a high-level staff, whose status, and in particular that of its Secretary-General, should be clearly defined, and who should be appointed for a sufficiently long period to ensure the necessary continuity of experience;
 - (ii) sufficient authority and financial means to enable it to carry out efficiently the functions specified in this Charter and to increase its participation in the activities of the Organization.
5. It is important for close collaboration to be established in each Member State between its permanent delegation to UNESCO and its National Commission.

Article V – Responsibilities of UNESCO towards National Commissions

1. It is incumbent upon the Director-General of UNESCO to take the measures that he deems most appropriate in order to involve National Commissions in the formulation, implementation and evaluation of the Organization's programme and activities and to ensure that close liaison is established between its various regional services, centres and offices and the National Commissions.
2. The Organization fosters the development of National Commissions and supplies them, to the utmost of its ability, with the facilities needed for the discharge of their functions:
 - a) By giving advice and making available the services of consultants or members of the Secretariat in order to assist Member States, at their request, to establish or reorganize their National Commission;
 - b) By providing training for new Secretaries-General and other officials of National Commissions;
 - c) By providing them with material assistance;
 - d) By informing them of all missions of visiting UNESCO officials and consultants and of any other UNESCO activity planned in their country;
 - e) By providing them with documentation and information materials;
 - f) By providing support for the National Commissions in the translation, adaptation and dissemination of the publications and documents of UNESCO in national languages, and assistance in the production of their own publications.
3. UNESCO can extend and develop its action through National Commissions by:
 - a) Entering into contracts with them, wherever necessary, for the execution of activities included in its programme;
 - b) Providing financial support for regular subregional and regional meetings held by National Commissions for the purpose of discussing common concerns, formulating proposals relating to the programmes and arranging for the joint execution of specific projects;
 - c) Providing advice and technical support for such meetings through the participation of UNESCO officials;
 - d) Fostering the establishment of cooperative relationships enabling the decisions taken at subregional and regional meetings to be followed up;
 - e) Providing financial and technical support for the liaison machinery established by National Commissions;
 - f) Fostering the organization of meetings of Secretaries-General, particularly in connection with sessions of the General Conference.
4. UNESCO encourages contacts between the National Commissions of the different regions by continuing and increasing the support it gives to:
 - a) Meetings of groups of Secretaries-General from all regions to exchange ideas and experiences on specific problems;
 - b) Interregional collective consultations of Secretaries-General of National Commissions;
 - c) National Commissions of one region wishing to send an observer to the conferences of National Commissions of other regions;
 - d) Joint projects and other cooperative activities undertaken by National Commissions of different regions.



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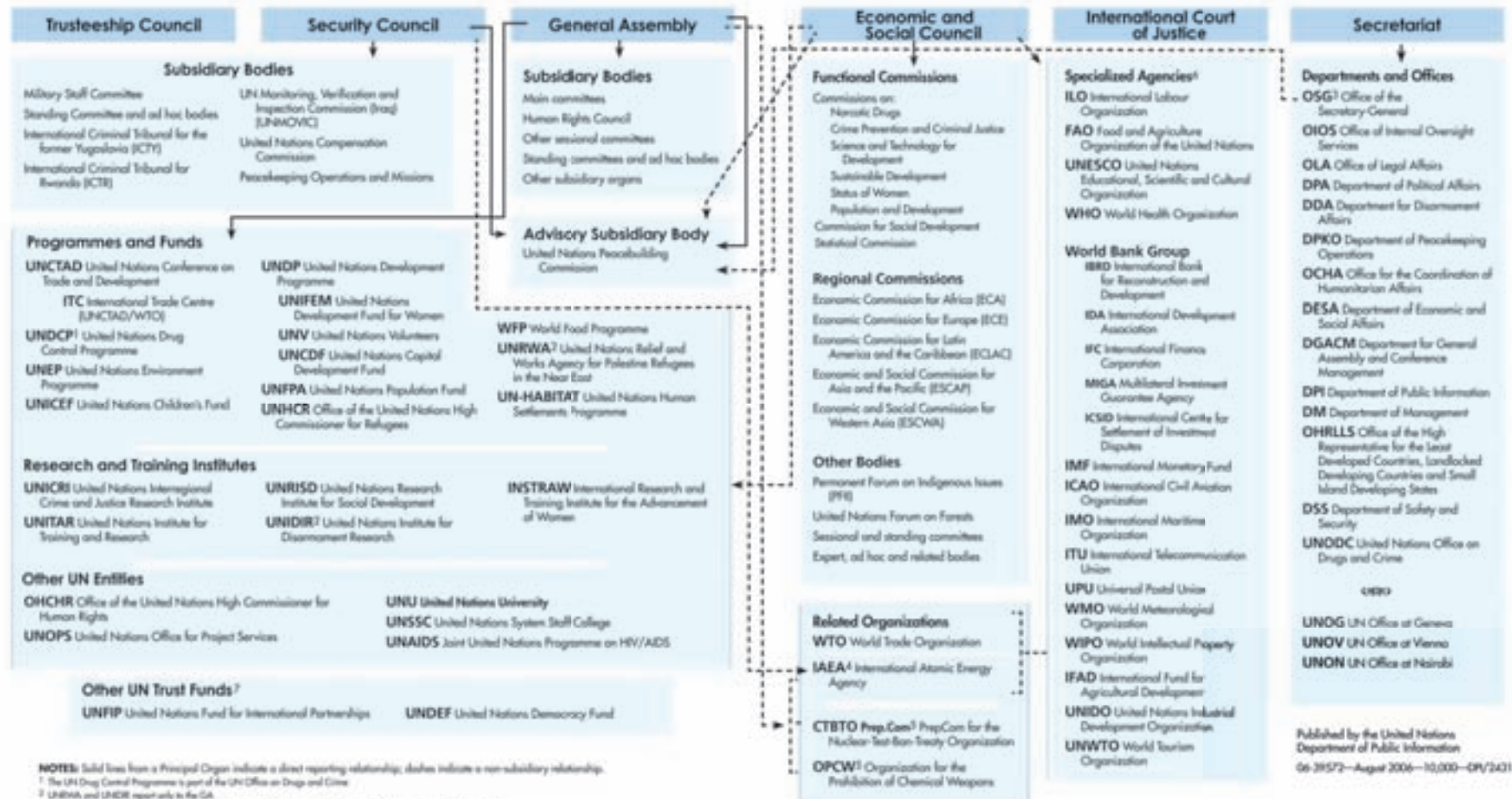
Annex III
Organizational
Chart of the United
Nations System

(See overleaf)



The United Nations System

Principal Organs



NOTES: Solid lines from a Principal Organ indicate a direct reporting relationship; dashes indicate a non-subsidiary relationship.

- The UN Drug Control Programme is part of the UN Office on Drugs and Crime.
- UNHWA and UNDRR report only to the GA.
- The United Nations Ethics Office and the United Nations Ombudsman's Office report directly to the Secretary-General.
- IAEA reports to the Security Council and the General Assembly (GA).
- The CTBTO Prep.Com and OPCW report to the GA.
- Specialized agencies are autonomous organizations working with the UN and each other through the coordinating machinery of the ECOSOC at the intergovernmental level, and through the Chief Executive Board for coordination (CEB) at the inter-secretariat level.
- UNFIP is an autonomous trust fund operating under the leadership of the United Nations Deputy Secretary-General. UNDEF's advisory board recommends funding proposals for approval by the Secretary-General.



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Annex IV

Specialized Agencies of the United Nations

There are 15 Specialized Agencies of the United Nations, including UNESCO. They are:

- the International Labour Organization (ILO), which formulates policies and programmes to improve working conditions and employment opportunities, and sets international labour standards used by countries around the world;
- the Food and Agriculture Organization of the United Nations (FAO), which works to improve agricultural productivity and food security, and to better the living standards of rural populations;
- the United Nations Educational, Scientific and Cultural Organization (UNESCO), which promotes education for all, cultural development, protection of the world's natural and cultural heritage, international cooperation in science, press freedom and communication;
- the World Health Organization (WHO), which coordinates programmes aimed at solving health problems and the attainment by all people of the highest possible level of health. It works in such areas as immunization, health education and the provision of essential drugs;
- the International Civil Aviation Organization (ICAO), which sets international standards for the safety, security and efficiency of air transport, and serves as the coordinator for international cooperation in all areas of civil aviation;
- the Universal Postal Union (UPU), which establishes international regulations for postal services, provides technical assistance and promotes cooperation in postal matters;
- the International Telecommunication Union (ITU), which fosters international cooperation to improve telecommunications of all kinds, coordinates usage of radio and television frequencies, promotes safety measures and conducts research;
- the World Meteorological Organization (WMO), which promotes scientific research on the Earth's atmosphere and on climate change, and facilitates the global exchange of meteorological data;
- the International Maritime Organization (IMO), which works to improve international shipping procedures, raise standards in marine safety and reduce marine pollution by ships;
- the World Intellectual Property Organization (WIPO), which promotes international protection of intellectual property and fosters cooperation on copyrights, trademarks, industrial designs and patents;

- the International Fund for Agricultural Development (IFAD), which mobilizes financial resources to raise food production and nutrition levels among the poor in developing countries;
- the United Nations Industrial Development Organization (UNIDO), which promotes the industrial advancement of developing countries through technical assistance, advisory services and training;
- the World Tourism Organization (WTO), which plays a central and decisive role in promoting the development of responsible, sustainable and universally accessible tourism, in order to contribute to economic development, international understanding, peace, prosperity and universal respect for human rights and fundamental freedoms;
- the World Bank Group, which provides loans and technical assistance to developing countries to reduce poverty and advance sustainable economic growth;
- the International Monetary Fund (IMF), which facilitates international monetary cooperation and financial stability and provides a permanent forum for consultation, advice and assistance on financial issues.

There are also 2 related organizations:

- the World Trade Organization (WTO), which aims to liberalize the global trade in goods and services;
- the International Atomic Energy Agency (IAEA), which works for scientific and technical cooperation for the safe and peaceful uses of atomic energy.



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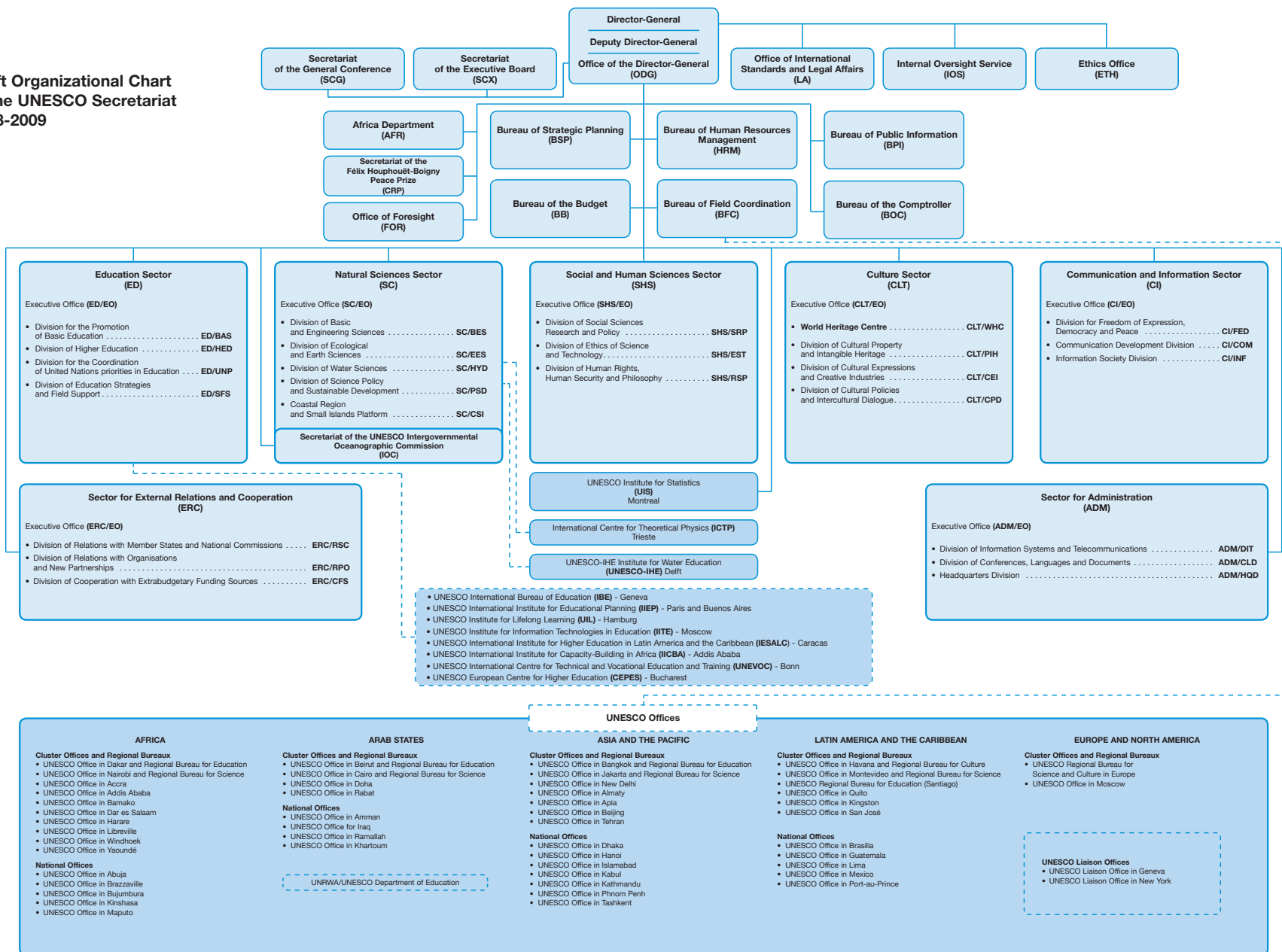
Annexe V
Draft Organizational
Chart of the
UNESCO Secretariat
2008–2009

(See overleaf)



United Nations
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Draft Organizational Chart of the UNESCO Secretariat 2008-2009



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