

INFORMATION MEETING OF THE EXECUTIVE BOARD

WITH THE DIRECTOR-GENERAL

Thursday, 4 February 2010

**CONSOLIDATED LIST OF QUESTIONS
SUBMITTED IN ADVANCE BY MEMBER STATES**

I. PROGRAMMES

Education

1. The “analytical and results-based report on progress made with respect to education for all”, which should have been submitted to the General Conference at its 35th session, in accordance with 181 EX/Decision 58 on monitoring and implementation of the recommendations of the meetings on education held in Dakar, Geneva and Oslo, was much anticipated by several Member States.

In the absence of that important document, we wish to know the follow-up given by the Secretariat to those recommendations. Of course, the follow-up action on the recommendations of the Education for Sustainable Development Conference (Bonn), the Sixth International Conference on Adult Education (CONFINTEA VI) (Belem) and the World Conference on Higher Education (Paris) is also awaited with interest. (*Morocco*)

2. Since Jomtien in 1990, this Organization along with some others have been pledging as well as supporting "Education for All" efforts so that this ultimately can become a reality by 2015. The initiative taken by the Director-General to launch the 2010 EFA Global Monitoring Report along with the UN Secretary-General Mr Ban Ki-moon in New York on 19 January 2010 is fully appreciated. The major bottleneck appears to be that the lack of funds will remain an obstacle in the realization of "Education for All" , no doubt in some respects due to the financial meltdown and ensuing recession that set in early last year. Under these circumstances, we wish to know :
 - (i) the number of Member States that have already achieved "Education for All";
 - (ii) the number of Member States that are not likely to do so;
 - (iii) which other UN Organizations and partners that have been providing funds and expertise to Member States either through UNESCO or directly to the Member States; and
 - (iv) in view of the critical phase in which we find ourselves on this issue, and at this point of time, whether the Director-General will be in a position to launch a direct appeal to Member States for their contributions in completing the goals we have set in Dakar for the achievement of EFA by 2015. (*Malaysia*)

3. There is a more or less widely held opinion that UNESCO has lost initiative and influence in its fields of competence at the international level. In fact some think that it occupies a peripheral place in the United Nations system. These perceptions are based upon its insufficient impact, even inefficacy, in key sectors such as education through literacy programmes. Could the Director-General put forward her vision and proposals for UNESCO's its greater involvement in achieving the Millennium Development Goals regarding education? (*Cuba*)
4. How will the Secretariat promote political and technical agreements and regional frameworks for action to promote Education for All, such as the Regional Education Project for Latin America and the Caribbean (PRELAC)? (*Chile*)
5. How will the work of the Task Force on Teachers for EFA be reflected in the regional bureaux? Will they receive special support? (*Chile*)
6. Do you plan to have an information meeting for delegations at UNESCO regarding the preparations and expected results of the EFA High-Level Group Meeting in Ethiopia next month? (*Group I*)
7. With reference to 182 EX/10 which reported the creation of the International Task Force on "Teachers for EFA" to address the issues of "teacher gap", we would like an update on the status of the International Task Force Secretariat, which was supposed to be fully operational last September, as mentioned in Paragraph 24 of the Report. Is it now fully staffed? What are its activities and timelines? (*Philippines*)
8. The Global Monitoring Report 2010 has once again proven to be a crucial tool to advocate action for the EFA agenda, and besides all the recommendations for other EFA stakeholders, we would like to ask whether the GMR 2010 has given rise to new ideas and reflection on UNESCO's own approach to the role as global coordinator. (*Group I*)
9. Recently released statistics in the Global Monitoring Report show that women still receive fewer educational opportunities than men. What can UNESCO do to ensure that girls are given equal access to education? (*Group I*)
10. The Executive Board at its 182nd session had approved a Fund Raising Strategy for the South-South Cooperation Programme /Fund in Education. The DG had been invited to report back to the Board at its 184th session on the success achieved in mobilizing funds through the implementation of the fundraising strategy, and on the progress achieved in the execution of the pilot projects. The Steering Committee of the Fund organized a Round Table on "South-South Cooperation/Funding in Education: Challenges and Opportunities" on 17 December 2009 as part of South-South Cooperation Day and as a fund-raising strategy.

Given DG UNESCO's commitment to strengthen South-South Cooperation, could the following issues be clarified :

- (i) What steps have been initiated to implement the Fund Raising Strategy and whether these steps have resulted in any new contribution to the Fund?
- (ii) Whether contribution would be provided from the regular budget to expand the existing 4 pilot projects ?

- (iii) Has South-South Cooperation been strengthened in all major programmes in the work plans prepared for implementing 35 C/5. Could DG illustrate a few examples of strengthening of South-South Cooperation ? (*India*)
11. In follow-up to 182 EX/Decision 5 (III) concerning South-South cooperation in the field of education, what is the present state of the implementation of the fund-raising strategy and of the progress achieved in the execution of the pilot projects? (*Morocco*)
 12. Great efforts have been made in literacy work, but the battle is still far from being won. We wish to know how things stand with regard to the division of tasks in literacy work between Headquarters, the specialized institutes and the field units. (*Morocco*)
 13. What progress has been made with regard to assistance for the educational and cultural institutions in the occupied Arab territories, including the occupied Syrian Golan? (*Morocco*)
 14. How do things stand with regard to UNESCO's action for the educational and cultural institutions in Iraq? (*Morocco*)
 15. In the area of capacity-building for literacy and non-formal education actors and for the professionalization of the subsector, could UNESCO grant fellowships to enable key personnel to be trained in a graduate school such as the one in Niger which provides training for non-formal education inspectors and counsellors? (*Burkina Faso*)
 16. In a programmatic statement delivered on the occasion of the 183rd session of the Executive Board the Director-General rightly referred to education as the "priority of all UNESCO priorities". To what extent will UNESCO take into consideration the practice and experience of various integrative and harmonizing actions at regional level, such as the processes that are taking place in Europe as far as higher education is concerned? (*Group II*)
 17. What follow-up action will be taken on conferences held by UNESCO in the field of education and how will such follow-up be reflected in the regional bureaux of education? (*Chile*)
 18. In your view, should UNESCO expand its endeavours to promote secondary education, technical and vocational education in the countries where population is huge and unemployed? (*Bangladesh*)
 19. In 35 C/Resolution 12, "Debt swaps for education", the General Conference recommended, among other things, that the Director-General "establish an advisory panel of experts on debt swaps and innovative approaches to education financing" with a view to convening in early 2010 the first meeting of this panel with funds from UNESCO's regular programme. It also requested the Director-General to create a special account to attract extrabudgetary resources in order to carry out the necessary follow-up activities on the subject. We would like to be informed of the progress made in applying this resolution. (*Argentina*)
 20. In the field of education in general as well as climate change education, UNESCO's role partly seems to collide with UNICEF or the IPCC. Examples are for one: the Schools for Africa Partnership (2004, UNICEF, Nelson Mandela Foundation and Hamburg Society). The purpose was to raise money for over 4 million children in Southern Africa to attend school. In a UN press-release (Sept. 15) it is noted that "a UN-backed campaign to bring education to millions of children in Africa is expanding to reach millions more after

exceeding its initial target by raising more than \$ 50 million". Has UNESCO been involved in this programme? Secondly, the IPCC Climate Education Programme was recently launched in Copenhagen by the UN Secretary-General and was established by UNEP and WMO as the leading body for the assessment of climate change. (*Group I*)

Natural Sciences

21. The Director-General indicated that science will be an important priority issue for UNESCO during her tenure. What needs to be done to strengthen (reestablish) UNESCO's leadership role in sciences? (*Group II*)
22. What were the results of the World Science Forum in Budapest and how will these be reflected in the work of UNESCO? (*Argentina*)
23. Should UNESCO take more initiatives in the field of natural sciences to address the issue of climate changes? (*Bangladesh*)
24. UNESCO plays a key role in the International Year of Biodiversity (to be launched at a meeting held at UNESCO in support of this initiative on 21-22 January 2010). In the light of the United Nations Climate Change Conference (Copenhagen, 7-18 December 2009) which, among other things, failed to achieve one of its main goals, namely the signing of a legally-binding international agreement, and given the lack of consensus on central goals in environmental policy, what strategy will UNESCO adopt in order to achieve better results in the discussions that will be held on the subject during the various activities carried out by the Organization to mark the International Year of Biodiversity? (*Chile*)
25. Though UNESCO is not a financial organization, do you think it can be more responsive to Member States' requests to provide financial assistance especially in the field of science and technology infrastructure development? (*Bangladesh*)
26. During a meeting of the Africa Group with the Natural Sciences Sector, we were informed that the African Virtual Campus would not continue its activities beyond January 2010, for budgetary reasons. In view of the positive results achieved in several West African countries, in particular Côte d'Ivoire, Benin, Cape Verde and Senegal, and considering the development of several projects with the European Commission and the African Development Bank (ADB,) how does UNESCO envisage the future of this major project adopted by the General Conference and approved by the Executive Board? (*Côte d'Ivoire*)
27. Within the framework of South-South cooperation, which is a great success in the field of education, is it possible to widen the areas of exchange of best practices to science? (*Côte d'Ivoire*)
28. How do you envisage ensuring the continuity and relevance of the Organization's two main scientific programmes – natural sciences and social sciences? (*Argentina*)

Social and Human Sciences

29. 182 EX Decision 57 called upon the DG to review her proposal on the possibility of amending the statutes of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) and submit to the EB a revised proposal on its 185th session.

Can we ask the DG for an update on the status of the review and possible amendment of the statutes of COMEST? (*Philippines*)

30. What measures has the Secretariat taken to guarantee the continuity of the Greater Horn Horizon Forum of Intellectuals for the Horn of Africa? (*Djibouti*)
31. What actions has the Secretariat taken recently – with respect to the feasibility study, in particular – towards the launching and opening of the Regional Research and Documentation Centre on Women, Gender, and Peace-Building in the Great Lakes Region, which will be based in Kinshasa in the Democratic Republic of the Congo? (*Djibouti*)

Culture

32. The Director-General had proposed to establish a High-Level Panel on Peace and Dialogue among Cultures, composed of eminent personalities in furthering the debate on culture, peace, tolerance, reconciliation and greater respect for diversity in our societies.

Could it be clarified whether :

- steps have been initiated by DG UNESCO to establish this High-Level Panel and what would be the criterion for the membership of this Panel?
- all the major cultures, civilizations and faiths including Hinduism, Buddhism, Sikhism, Jainism, Zoroastrianism, Taoism, etc. would be associated with this High Level Panel and in the Dialogue? (*India*)

33. As stated in the DG's Ivory Note of 8 January 2010, a High-Level Group for the Dialogue of Civilizations to be composed of intellectual and artistic personalities will be launched in mid-February.

Can the DG inform us of the following:

- What is the specific mandate of the task force?
- What are its criteria for appointment?
- Can Member States submit nominations for the members of the task force?
(*Philippines*)

34. As it was remarked, the release of the World Report on "Investing in Cultural Diversity and Intercultural Dialogue" will doubtless contribute to intellectual dialogue amongst Member States. To this end, and in connection with the International Year for the Rapprochement of Cultures in 2010, we wish to ascertain from the DG how she could utilize Member States, the Alliance of Civilizations and Expert Groups in some tangible way to advance their thinking on a theme that concerns all of humanity. (*Malaysia*)

35. The situation of the population and the distinctive character of the City of East Jerusalem are a source of great concern for us. We know of your commitment to preserving the outstanding character of this City, which is on the List of World Heritage in Danger. What measures do you plan to implement in order to deal with this situation? (*Morocco*)

36. What progress has been made on the subject of the Ascent to the Mughrabi Gate, in connection with the implementation of 182 EX/Decision 5 (II)? (*Morocco*)

37. Does the Director-General maintain the idea of attributing the implementation of certain projects, through bidding procedure, to NGOs or outside UNESCO experts? In what manner will Director-General use the UNESCO staff taking into account the fact that for the moment – even if they were recruited to do this work – they play hardly any role? How does the DG appreciate, in these conditions, the relationship between the UNESCO World Heritage Committee and ICOMOS, given that, according to the present practice, it is ICOMOS and not the WHC which is sovereign and which has the last word in the decision to inscribe on the World Heritage List or to take out the cultural or natural sites? (*Group II*)
38. With regard to world heritage, the preparatory phase of periodic reports for Latin America and the Caribbean has already begun. We know that this process, in which all sectors involved must work together, is very important to the region. How will category II centres work together in this process? (*Chile*)
39. 182 EX/Decision 33 called upon the Director-General to submit at the 184th session of the Executive Board a detailed report on the management and administration of the International Fund for the Promotion of Culture. What progress has been made on this report? (*Philippines*)

Communication and Information

40. In terms of access to ICTs or digitalization process, there is an ever increasing gap between developed countries and least developed countries. Does UNESCO have any concrete activities to reduce this gap? (*Bangladesh*)
41. Within the framework of South-South cooperation, which is a great success in the field of education, is it possible to widen the areas of exchange of best practices to information? (*Côte d'Ivoire*)

Intersectoral activities

42. Since the 34th session of the General Conference (2007), the Permanent Delegation has constantly reiterated the need to have accurate information on the intersectoral platforms: contents, programmed actions, sectors involved and forms of cooperation between them, division of tasks, budget, and so forth. The Secretariat informs us that these intersectoral platforms are operational and that the results are evident, whereas nothing concrete is visible for the time being. We wish to have relevant information in that regard. (*Morocco*)
43. What could be done to further improve cooperation among Sectors within UNESCO and increase coherence of different programmes and instruments so they complement each other? (*Group II*)
44. In accordance with 35 C/Resolution 108 (see also document 35 C/76, item 3.3, para. 9), what progress has been made in the formulation by the Secretariat of proposals for UNESCO's work on culture of peace, particularly as regards the social and human sciences and the natural sciences? What is the assessment, at this stage, of UNESCO's contribution to the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010)? (*Djibouti*)

45. What initiatives has UNESCO planned in order to fulfil its mission regarding intercultural dialogue? What is the role of the intersectoral platform on “contributing to the dialogue among civilizations and cultures and to a culture of peace”? (*Argentina*)
46. With respect to the culture of peace and dialogue between cultures, what specific, targeted actions have been identified by the Social and Human Sciences Sector? What are the goals? Who are the partners? (*Djibouti*)
47. Improving understanding across cultural barriers is part of UNESCO’s core mission. It is also, however, a very sensitive issue. UNESCO should first be certain it does no harm. What can UNESCO do in practice to improve intercultural understanding without duplicating work being done by other bodies or exacerbating our cultural divisions? As part of this effort, what are your plans for the Year of Rapprochement of Cultures? What are your goals and objectives for this year? (*Group I*)
48. The international year for the rapprochement of cultures (2010) is an occasion for UNESCO to rethink its role and activities in the field of intercultural dialogue and promotion of a culture of peace, and in this perspective, could you please reveal the main lines of the announced proposals for UNESCO’s work on culture of peace (35 C/Resolution 108) ? (*Group I*)
49. Further to the comments by the Executive Board and the General Conference on the preliminary plan of action submitted, what are the specific activities proposed by the Secretariat in the context of the International Year for the Rapprochement of Cultures, for which UNESCO is the lead agency? How is the intersectoral work planned? What partnerships have been announced? Effective internal cooperation is more than necessary in that education, for example, must be backed up by contents, those relating to the culture of peace, dialogue among cultures, regional integration and South-South cooperation. What are in detail the themes identified for the specific projects and to go “beyond” the celebration of the International Year as such? (*Djibouti*)
50. We are confident that the Director-General will be reporting to us her expert conclusions on the Climate Change Conference held in Copenhagen at the end of 2009. We are interested to know whether the:
- (i) Director-General has had the opportunity to discuss her proposals contained in the UNESCO Climate Change Initiative which drew quite comprehensive plans for global, regional and national actions; and
- (ii) concerned Ministers have shown their interest in this initiative and whether indications have been given in support of UNESCO's findings. (*Malaysia*)
51. How did UNESCO participate in the recent United Nations Conference on Climate Change in Copenhagen? What impact will the Conference have on UNESCO activities? (*Argentina*)
52. In relation to the item on UNESCO and Global Action on Climate Change : what concrete measures will you propose in order to strengthen UNESCO’s interdisciplinary capacity on climate change, in particular how will it be ensured that the platform on climate change can make full use of its intersectoral potential in order to optimize UNESCO’s contribution to the global action on climate change (35 C/Resolution 33)? (*Group I*)

53. Today, climate change is increasingly giving cause for concern owing to its adverse effects on human development. What policy will UNESCO adopt so that the National Federations of UNESCO Clubs can play a key role in combating climate change? (*Burkina Faso*)
54. By Resolution 46 entitled “ Rabindranath Tagore, Pablo Neruda and Aime Cesaire for a reconciled universal’ adopted at the 35th session of the General Conference, DG was invited to submit to Executive Board at its 184th session specific proposals for the implementation of interdisciplinary and intersectoral programmes in connection with the work of these three authors. We welcome the inclusion of this item in the provisional agenda of the 184th session of the Executive Board.
- Could it be indicated if :
- (i) any intersectoral meeting has been held to discuss the interdisciplinary and intersectoral aspects required for implementation of the GC decision?
 - (ii) the resources have been allocated from the regular budget for implementing this decision?
 - (iii) a high-level sponsoring committee has been constituted and if so its composition to mobilize additional extra-budgetary funds?
 - (iv) any consultation process has been initiated with the Member States regarding implementation of this decision and whether any Information Meeting is planned in this respect. (*India*)
55. Regarding the project Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a reconciled universal, can we be informed of the practical proposals for the implementation of this programme? (*Côte d’Ivoire*)

Africa

56. Will the African continent continue to be one of UNESCO’s priorities? If so, will this priority be revamped and given fresh impetus? (*Burkina Faso*)

Gender parity

57. Will gender issues continue to be one of UNESCO’s priorities? If so, will this priority be revamped and given fresh impetus? (*Burkina Faso*)

National Commissions

58. How can the Director-General best assess UNESCO’s relationship with its partners, especially the National Commissions? Is the programme planning and coordination process sufficiently effective and coherent? Does it contribute to the “One UNESCO” objectives? (*Group II*)

UNESCO Clubs

59. What policy approach will the Director-General take to promote UNESCO Clubs? (*Burkina Faso*)
60. Many National Federations of UNESCO Clubs, including that of Burkina Faso, currently face enormous organizational and institutional difficulties. Young people in our clubs constantly ask questions about their training. What does the Director-General intend to do to build the organizational and institutional capacities of the National Federations of UNESCO Clubs? (*Burkina Faso*)

Category 1 and 2 Centres / Institutes

61. The UNESCO centers and institutes have proved their importance in decentralizing activities, increasing cost-efficiency, bringing UNESCO closer to specific regional and sub-regional needs, as well as in adapting UNESCO policies and actions to an increasingly dynamic environment. What is DG's vision on the creation of such new institutions, and on the consolidation and the reform of the existing ones? What is her opinion about CEPES' future? (*Group II*)
62. Category 2 UNESCO institutes and centres constitute an important platform for the implementation of UNESCO programmes. During your term of office, can we expect the formation of a network of these institutes and centres in order to improve mutual awareness and support? (*Burkina Faso*)
63. May we expect the organization of a forum of category 2 institutes and centres during your term of office? (*Burkina Faso*)
64. Owing to the first initiative taken, five category 2 institutes and centres were brought together in Beijing, China, in May 2009. This commendable initiative should be repeated and consolidated. Will there be more initiatives of this kind during your term of office? (*Burkina Faso*)
65. Several category 2 institutes and centres are experiencing financial difficulties that affect the implementation of their programmes. Can they expect regular support in the form of extrabudgetary funds for projects submitted to UNESCO? (*Burkina Faso*)
66. Some category 2 centres would like to have the opportunity to become category 1 centres. Could this question be examined? (*Burkina Faso*)

Post-conflict and post-disaster situations

67. The international community, particularly the Latin America and Caribbean region, are coordinating efforts to provide aid to the Haitian people following the earthquake that recently struck Port-au-Prince, causing great loss of life and physical damage.

Will UNESCO implement an emergency programme through its Office in the Haitian capital? If so, what exactly will this programme involve (synergy with other offices, civil society, etc.) and what short-term results are expected? (*Chile*)

68. We would like to know whether the programmes for Haiti planned by UNESCO include the possibility of installing canteens in schools in Haiti to reduce hunger among children. This is a pertinent issue given the necessary links between education and nutrition as regards socially and economically disadvantaged populations. (*Argentina*)
69. Do you plan to distribute frequent updates on the activities/coordination of UNESCO in Haiti and on respective coordination with other UN Agencies? (*Group I*)
70. What progress has been made regarding the reconstruction and development of Gaza, in relation to the implementation of 182 EX/Decision 55? (*Morocco*)
71. Which measures does the Secretariat plan to undertake to implement the comprehensive programme of assistance for Lebanon's reconstruction, in accordance with past decisions and resolutions including the most recent, 181 EX/Decision 48? (*Morocco*)

UNESCO Prizes / Fellowships

72. Do you feel that UNESCO needs to publish a directory of its fellowships and prizes so that the Member States can participate in the process timely and accurately? (*Bangladesh*)

General questions on programmes

73. What are the current priorities of UNESCO that Director-General will wholeheartedly and integrally promote? What are the new priorities which DG may wish to promote in the dialogue with Member States and within the Secretariat? (*Group II*)
74. UNESCO is a universal organization of 193 Member States and Associate Members. That Africa is its priority is reiterated time and again. In your view, Excellency, should UNESCO equally concentrate on some of the least developed countries in Asia? (*Bangladesh*)

II. ADMINISTRATION / MANAGEMENT

75. In appreciation of all the initiatives of the Director-General to explore ways and means to optimize the organization and impact of UNESCO's work, we would like to hear whatever information she can share at this point on the aims and contents of envisaged changes in the approach to UNESCO's work and organizational and managerial structure. (*Group I*)
76. Will internal reforms at UNESCO be the hallmark of your term of office? If so, which ones? (*Burkina Faso*)
77. Do you intend to change the structure of the Secretariat? (*Argentina*)
78. There has been much talk in recent months about plans to reorganize or restructure the Secretariat. There is nothing sacred about the current structure, but neither should there be change just for its own sake. If you are indeed considering restructuring the Secretariat,

can you explain to us your goals for these changes and give us some idea of what sort of changes you have in mind? (*Group I*)

79. What is Director-General thinking about potential delocalization of the back office services of UNESCO to countries with lower costs? (*Group II*)

(i) Budget

80. Each programme fund contains one part of administrative/overhead expenditures. What measures could be taken within UNESCO to minimize the administrative expenditures and maximize allocation for projects themselves? (*Group II*)
81. In order to be able to prepare our government and National Commission more thoroughly for this discussion, would you please elaborate a bit on the specific background and potential actions to be discussed in relation to the costs of the General Conference and the Executive Board (*Group I*)

(ii) Personnel Policy / Recruitment

82. The human resources management is certainly the most important tool in the hands of a new Director-General. In her statement at the previous session of the Executive Board Director-General emphasized the importance of rotation and mobility of UNESCO staff. Meanwhile, DG will have to take an essential test: a successful exercise of appointment of high level management posts, including Assistant Directors-General. We are all aware of the sensitive nature of this undertaking and on the need to conduct an impeccable selection process. Criteria related to knowledge, expertise, potential, proved abilities should be carefully synchronized with criteria related to adequate geographical representation. What criteria will be favored? (*Group II*)
83. What measures are being taken to ensure adequate regional representation at the Assistant Director-General level? (*Argentina*)
84. At its 35th session, the General Conference invited the Director-General to pursue specific and proactive measures aimed at improving geographical representation at all levels, in particular for non- or under-represented Member States and to submit to the Executive Board at its 184th session a plan of work that includes a time frame and the results expected from the application of such measures.
- As some posts will be redistributed very soon, how will measures be applied in order to achieve progress in regard to geographical distribution and gender parity, especially in director posts? This issue is of particular concern to Electoral Group III, which is especially disadvantaged, as indicated in paragraph 17 of document 35 C/35. (*Chile*)
85. What is the present situation in respect of the progress achieved in implementing the recommendations of the External Auditor, specifically with regard to consultants' contracts and fee contracts? (*Morocco*)

(iii) Decentralization

86. During the 2008-2009 biennium the process known as “decentralization” drew the attention of the Member States and the main decision-making bodies of UNESCO. Up until now it has been difficult to understand the essence, intentions and objectives of this process. Cuba would be disposed towards a form of decentralization which reinforces and boosts field offices and brings about a decrease in bureaucracy at Headquarters. Which new ideas or proposals would the new Director-General like to share with the Member States? (*Cuba*)
87. UNESCO seeks to provide upstream policy advice to Member States seeking it. Yet it sometimes appears that UNESCO is not organized in a manner to provide Member States the expertise they need. The field offices often seem to be lacking in this area. Will you be able to deal with this as we proceed with decentralization and reorganization of the Secretariat? If so, how? (*Group I*)

(iv) Public Information / Visibility

88. There is a more or less widely held opinion that UNESCO has lost initiative and influence in its fields of competence at the international level. In fact some think that it occupies a peripheral place in the United Nations system. These perceptions are based upon its insufficient impact, even inefficacy, in key sectors such as education through literacy programmes.
- Could the Director-General put forward her vision and proposals for preserving UNESCO’s prestige and stepping up its action at the international level ? (*Cuba*)
89. What is the present situation in respect of the progress achieved in implementing the recommendations of the External Auditor, specifically with regard to publication and dissemination activities ? (*Morocco*)
90. UNESCO’s on-line calendar is often not up to date. Member States need time to prepare and seek instructions for many UNESCO meetings. Can we request that the on-line calendar list all the meetings planned by a Sector during the coming six months? (*Group I*)

(v) Headquarters

91. 182 EX/Decision 44 invited the DG to submit at its 184th session a revised medium-term security plan for UNESCO. Can the DG provide an update on this revision? (*Philippines*)
92. What is the present situation in respect of the progress achieved in implementing the recommendations of the External Auditor, specifically with regard to the renovation work at the Fontenoy site? (*Morocco*)

Relations with Member States

93. At the 35th session of the General Conference, there was noticeable, growing concern on the part of Member States about the urgent need for change in the Organization entailing the preservation of the role of the Member States in policy development and decision-making processes. The current situation of the Organization marked by the excessive misuse of functions and prerogatives by the Secretariat and by its private-sector partners can no longer be tolerated. Which actions would the Director-General take with her new team to reverse this process, to ensure that the Member States have a prominent role in the key actions and decisions adopted by UNESCO? (*Cuba*)
94. The sharing of information within UNESCO remains a challenging task. What should be done to improve the information flow between the Secretariat and the Member States? How can electronic communications be used more broadly to increase the speed and efficiency of information circulation? What are the plans of the Director-General in this respect? (*Group II*)

Question regarding the Executive Board

95. What would be the procedure followed for selection of theme for Thematic Debate to be held in 2010? Would the process would be fully transparent and would the Executive Board be consulted in advance before deciding the theme? (*India*)