

**DIRECTOR-GENERAL'S CONSULTATION OF NATIONAL COMMISSIONS  
FOR UNESCO OF THE LATIN AMERICA AND THE CARIBBEAN REGION ON THE  
PREPARATION OF THE DRAFT MEDIUM-TERM STRATEGY FOR 2008-2013 (34 C/4)  
AND THE DRAFT PROGRAMME AND BUDGET FOR 2008-2009 (34 C/5)**

**Montego Bay, Jamaica, 3-6 July 2006**

**FINAL REPORT**

**Participants**

1. Representatives of 33 out of 36 National Commissions from countries and territories of the Latin America and the Caribbean region attended the Consultation. Representatives of Canada, the Caribbean Community (CARICOM) and the UNESCO-NGO Liaison Committee participated as observers. Officials from various offices and services of the UNESCO Secretariat as well as directors and representatives of eight UNESCO field offices in the region also participated in the meeting. The United Nations Resident Coordinator for Jamaica attended the opening meeting. The full list of participants is attached in **Appendix C**.

2. All the participants expressed heartfelt thanks and gratitude to the Government and people of Jamaica for hosting the meeting, for the outstanding quality of their hospitality and for all the arrangements made to facilitate the deliberations. They also expressed special thanks to Mr Everton Hannam, Secretary-General of the Jamaica National Commission for UNESCO, and to the members of the Bureau for the efficient work accomplished.

**Objective**

3. The main objective of the Consultation was the formulation of recommendations and suggestions by the National Commissions of the Latin America and Caribbean region for the preparation of the Draft Medium Term Strategy 2008-2013 (34 C/4) and the Draft Programme and Budget for 2008-2009 (34 C/5) on the basis of a questionnaire drafted and circulated by the Secretariat. In addition, the participants were invited to comment on a discussion paper on "The future role of UNESCO", pursuant to 33 C/Resolution 64, and on the issue of the ongoing overall review of Major Programmes II and III.

**Opening of the consultation**

4. The opening of the consultation was chaired by Mr James Oduber, Secretary-General of the Aruba National Commission and Chairperson of the last consultation. The Consultation meeting was formally opened by H.E. Mr Delano Franklyn, Minister of State, Ministry of Foreign Affairs and Trade of Jamaica, who reviewed the positive state of cooperation between his country and UNESCO. He referred to the significant contributions made by UNESCO to the development of education in Latin America and the Caribbean countries and called on UNESCO to continue its assistance to Jamaica's education system. He stressed the importance of the role played by National Commissions and urged the meeting to "think outside of the box as it relates to policy formulation", adding: "We must be able to think of things not yet undertaken. That is what is required if we are to utilize limited resources to the best of our ability". Mr James Michael Kulikowski, representative of the Director-General, emphasized the importance of the consultation process and of the special role of UNESCO's National Commissions as key elements in the governance of the Organization. Ms H el ene Gosselin, Director of the UNESCO Office in Kingston and of the UNESCO Office in

New York, stressed the excellent working relations between UNESCO and the national authorities, United Nations agencies and other partners in the region. Mr Everton Hannam, Secretary-General of the Jamaica National Commission for UNESCO welcomed all participants to Jamaica and noted that the consultation – the first in an English-speaking country of the region – should contribute to the rejuvenation and increased dynamism and visibility of the Organization.

5. Mr Jean-Yves Le Saux, Deputy Director of UNESCO's Bureau of Strategic Planning, reviewed the various stages in the preparation of documents 34 C/4 and 34 C/5, including the consultations of Member States, IGOs and NGOs, and the reflection launched on the future role of UNESCO at the request of the General Conference, including the paper presented by the Director-General on the subject. He placed the consultation in the broader context of current efforts at United Nations reform and underlined the particular role incumbent upon specialized agencies by linking normative and operational activities especially at country level. In that connection, he also presented a position paper by the Director-General on UNESCO and United Nations reform.

6. Mr Le Saux then stated that UNESCO was committed to securing ownership of all partners and to ascertaining that their views were duly taken into account. He invited participants to make clear and focused recommendations based on consensus, as that would enhance the prospect of recommendations being retained throughout the process. He further underlined the important role National Commissions were called upon to play at various stages of the programme management cycle. He also suggested that the moment was an opportune one for the representatives of National Commissions to discuss the relevance of UNESCO in the Latin America and Caribbean region and the expectations associated with its activities. Finally, he referred to the increasingly important role of cluster consultations preceding the formal regional consultation, which were intended to identify desirable future programme orientations both at the cluster and national levels, bearing in mind the global strategic objectives of UNESCO.

7. Participants also welcomed the presentation made by Mr Qian Tang, Deputy Assistant Director-General for Education, on the Global Action Plan (GAP) to achieve the EFA goals by 2015. Mr Tang ho stated that the rolling plan would assist in defining the core tasks of the Education Sector up to 2015. The modalities of action to implement the strategic objectives would concentrate on capacity-building, evaluation and UNESCO Educational Support Strategies (UNESS), and would also build on the standard-setting and clearing-house functions of the Organization. Mr Tang added that in order to make EFA successful, the Organization and its partners would have to ensure the operationalization of the GAP at national levels.

### **Adoption of the Provisional Rules of Procedure and Election of the Bureau**

8. The participants adopted the Provisional Rules of Procedure and then elected the following Bureau:

- Chairperson: Mr Everton Hannam (Jamaica)
- Vice-Chairpersons: Mr James Oduber (Aruba)  
Ms Marva Browne (Netherlands Antilles)
- Rapporteur: Ms Maria Clemencia Lopez (Venezuela)
- Co-Rapporteurs: Ms Lidia Edit Amarilla-Gonzalez (Paraguay)  
Ms Dawn Braithwaite (Guyana)

9. The participants then approved the agenda of the meeting.

10. Following that introduction, members of the National Commissions and respective field office directors met for a day to discuss programming issues and priorities and other aspects raised in the questionnaire.

11. Reports of all cluster consultations (attached in **Appendix A**) were submitted in plenary and informed the subsequent regional deliberations. Likewise they would serve as a basis for the elaboration of future cluster activities as envisaged under the programme management cycle. The following sections synthesize the gist of a broad-based and rich discussion.

12. The National Commissions of Latin America and the Caribbean recognized the success of the impact achieved by Venezuela in effectively and exemplarily linking musical art to inclusive education and called on all the countries of the region to establish strong synergy between those two fields, drawing on Venezuela's reference experience as shown by Ms Maria Clemencia Lopez on the DVD entitled *Tocar y Luchar* (Touch and Struggle) on her country's youth and children's orchestras programme.

## **I. MISSION – OVERARCHING OBJECTIVES – STRATEGIC PROGRAMME OBJECTIVES FOR THE MEDIUM-TERM STRATEGY FOR 2008-2013 (34 C/4)**

13. In general terms, participants welcomed the structure and objectives defined by the General Conference for document 34 C/4, including the call for the presentation of a more user-friendly and easy-to-read document. However, they recommended that in future consultation meetings more time be allowed for coordination between the National Commissions and the various subregional groups. They also considered that it was important for common working methods to be devised to provide guidance for the discussion.

14. The participants unanimously reaffirmed the abiding relevance of UNESCO's mandate and the need for the Organization to address the challenges of globalization and the opportunities which it provided. They expressed their appreciation for the discussion paper on the future role of UNESCO and highlighted some of the key issues, trends and challenges of direct relevance to UNESCO which should be taken into account in the preparation of the next Medium-Term Strategy. They agreed that, given its limited resources, UNESCO should seek to concentrate its efforts on a limited number of priorities, consolidate successful projects and avoid diluting its efforts into an overly large number of projects. The participants agreed that it was necessary for UNESCO to work on a priority basis towards the achievement of internationally agreed development goals, including the Millennium Development Goals (MDGs), and placed particular emphasis on the overarching goal of halving poverty by 2015 and on the realization of all of the six EFA Dakar goals – especially quality education. They also fully recognized the objectives of education for sustainable development (ESD).

15. The participants agreed that – given global trends and challenges – UNESCO needs to reassert its role in building and strengthening peace, in promoting dialogue between civilizations, cultures and peoples, in contributing to the eradication of poverty, especially through sustainable development, and in promoting and protecting cultural diversity, in particular through the promotion and preservation of tangible and intangible cultural heritage. These goals – which should be set within a human rights framework – should permeate all of UNESCO's domains and activities.

16. The participants considered that access and use of information and communication technologies (ICTs) should play a critical role in enabling access to information and

communication, and contribute to poverty eradication and to the enhancement of learning and education at all levels.

17. The participants agreed that UNESCO must be responsive to the needs of disadvantaged, excluded and marginalized groups, with special emphasis on indigenous peoples and people with disabilities, and address effectively the needs of the least developed countries and of small island developing States (SIDS), as well as the prevention and mitigation of natural disasters.

18. The participants also agreed that UNESCO should seek to reinforce international cooperation and international partnerships among the different stakeholders in its fields of competence at the global, regional, subregional and local levels. They also stressed the importance of building the Member States' human and institutional capacities in all domains of UNESCO to empower Member States and to allow them to address multidimensional contemporary challenges, including the building of knowledge societies.

19. The participants unanimously agreed that it was necessary to promote South-South cooperation in the region and between regions. This should include South-North-South cooperation aimed at supporting regional institutions, and the dissemination and sharing of best practices.

20. Participants recommended as **mission objective** the following:

“To promote universal access to quality education as a basic human right, which includes access to information sciences and technologies, and the recognition and promotion of cultural diversity, thus contributing to peace, human development and social inclusion.”

There was consensus in the region to deepen, strengthen and ensure continuity of the mission, within the framework of the priorities of each Member State in the region, taking into account the challenges, opportunities and threats of globalization.

21. The participants also proposed as overarching objectives for UNESCO's document 34 C/4 the following themes to which UNESCO should contribute through efforts by all its programmes:

- quality education for all;
- sustainable development with a view to the eradication of poverty;
- peace and dialogue among civilizations, cultures and peoples;
- cultural diversity and promotion of the tangible and intangible heritage;
- use of ICTs in order to build knowledge societies.

22. The participants agreed to recommend that the five functions of UNESCO, as already defined in document 31 C/4, be maintained in document 34 C/4, namely the functions of: (i) laboratory of ideas; (ii) standard-setter; (iii) clearing house; (iv) capacity-builder in Member States; and (v) catalyst for international cooperation. They stressed that, while each of these functions should receive special attention, they should also be viewed as complementary and mutually reinforcing. In their opinion, it was not advisable to introduce a prioritization among the functions.

23. The National Commissions of the region acknowledged UNESCO's support (33 C/Resolution 16) which had led to the establishment of a working group on debt swaps for education; they called on UNESCO to continue and to step up its efforts to put into place mechanisms for debt cancellation through investment in education.

24. With respect to **strategic programme objectives** for each of the four programme areas, the participants agreed on the following:

- **Education (MP I)**
  - Eradication of illiteracy.
  - Promotion of integrative and inclusive quality education and continuing teacher training through the implementation of the Global Action Plan to achieve Education for All and sustainable development.
  - Promotion of the issues of debt swaps for education and South-South cooperation.
  - Promotion of education throughout life, with emphasis on vocational and technical education and distance education.
  
- **Natural sciences (MP II)**
  - Use of science and technology and research with a view to the solution of society's problems; water resources and related ecosystems, and environmental protection; prevention and mitigation of natural disasters and search for sources of renewable energy.
  - The building of national capacities in the fields of science and technology through the promotion of dialogue between civil society, scientists and policy-makers with a view to the development and application of public policies in those fields.
  
- **Social and human sciences (MP III)**
  - Promotion of the management of social transformations(MOST), with emphasis on the culture of peace, the protection and promotion of human rights; research on migratory flows, their causes and consequences; social cohesion and combating all forms of violence, with particular emphasis on youth violence.
  - Strengthening of the contribution of the social sciences to policy decision-making by linking ethical awareness to policy decisions (Buenos Aires Declaration, February 2006).
  - Continued separation of the Natural Sciences Sector and the Social and Human Sciences Sector, while recognizing the need for synergy between the two sectors.
  
- **Culture (MP IV)**
  - Promotion of the formulation, implementation and monitoring of cultural policies, especially those designed for the development of national cultural industries and the local culture.
  - Promotion and protection of cultural diversity, the dialogue among civilizations, multilingualism and multiculturalism. Promotion of the formulation, implementation and monitoring of cultural policies, especially those designed for local development.
  - Enhancement of the promotion and application of cultural diversity and promotion of international legal instruments on the heritage.

- **Communication and information (MP V):**

- Narrowing of the digital gap.
- Promotion of universal access to information and knowledge through the use of ITCs and the mass media.
- Promotion of the free flow of information, facilitation of the implementation of strategies for the long-term conservation of emerging digital information and of access to such information and promotion of the freedom of expression and the freedom of information.
- Implementation of the decisions taken in the various phases of the World Summit on the Information Society, in particular the Plan of Action for the Information Society in Latin America and the Caribbean, eLAC 2007.
- Promotion of the production of local information and communication media content developed by ICTs.

## **II. SECTORAL PRIORITIES FOR THE PROGRAMME AND BUDGET FOR 2008-2009 (34 C/5)**

25. Participants were in favour of retaining for document 34 C/5 the structure of the previous C/5 documents whereby each one of the five major programmes would be built on the basis of one principal priority and a limited set of priorities. The principal priorities adopted by participants were:

### **Education (MP I)**

- Promotion of quality education at all levels of education, as a contribution to EFA and the Global Action Plan to achieve EFA, which includes access to literacy, teacher training, technical and secondary education and appropriate use of information and communication technology for knowledge.
- HIV/AIDS prevention education.
- Integrative and inclusive education as a human right for sustainable development.
- Citizenship education (education for peace, democracy and human rights).
- Promotion of intercultural and multilingual education.
- Teacher training with emphasis on the importance of social needs.
- Safeguarding of indigenous knowledge (medicines, remedies and technologies).

It was important to focus on the following issues:

- educational reform, evaluation, skills certification, South-South cooperation, training courses, education strategies, and dialogue to promote new models to ensure UNESCO's leadership in educational policies;
- resumption and consolidation of UNESCO's leadership in education;
- strengthening of action taken under PRELAC, a strategic mechanism in the region for the achievement of EFA.

## **Natural sciences (MP II)**

- Improvement and enhancement of capacities in science and technology, thus creating and fostering a culture of scientific and technological research and emphasizing the popularization of science in the society at large.
- Recognition of the role of MAB in environmental protection.
- Safeguarding of the ecosystem, including water resources, for sustainable development.
- Strengthening of natural disaster preparedness and mitigation, taking into account the impact and effects of climate change.
- Support for ongoing efforts in the areas of biodiversity desertification, solid waste management strategies – recycling and treatment of electronic waste, and renewable energy sources (facilitating the exchange of experiences and identification of concrete measures to strengthen the participation of civil society).
- Improvement of scientific knowledge and understanding of oceanic and coastal processes (exchange of marine expertise).

In addition to those priorities, the following were supported:

- use of science and technology to address societal problems; promotion of legislation relating to science and technology in order to facilitate investment in research and technological development;
- recommendations to improve the coordination and the collaborative work of the public, private and academic sectors through the implementation of programmes and projects that respond to the needs of the subregion using available capacity.

## **Social and human sciences (MP III)**

- Promotion of human rights and the fight against stigma and discrimination.
- Promoting the ethics of science and technology.
- Management of social transformation.
- Promote the study of issues relating to migration and its impact on social transformation.
- Understanding and addressing the root causes of crime and violence in society.
- Strengthening the capacity for the collection, analysis and dissemination of statistical data to inform social policy.
- Developing the capacity for research to inform policy-making (policy-oriented research).
- Support for the establishment and strengthening of Ethics and Bioethics Committees through networking.
- Strategies for poverty alleviation.
- Strengthening of institutional and individual capacities for the promotion of ethics principles applicable to research on social transformation and the development of science and technology.

### **Culture (MP IV)**

- Promotion and preservation of intangible and tangible heritage.
- Development and enhancement of cultural and creative industries.
- Encouragement of intercultural and interreligious dialogue.
- Promotion of cultural and heritage tourism.
- Revitalization of craft industries.
- Preservation, documentation and promotion of language, culture and values in education.
- Celebration and recognition of our historical past (for example the Slave Route project, General History of the Caribbean project) in connection with the tourism industry.
- Identification, registration, restoration and protection of cultural heritage property.
- Promotion of cultural diversity.

In addition to those priorities, the following were supported:

- promotion of the development of cultural policies, especially those geared to local development of intercultural exchange and free access to cultural production;
- promotion of the establishment of cultural observatories for diagnostic and comparative evaluations with the aim of implementing and redirecting cultural policies.
- South-South cooperation, strengthening of cultural industries and the link between culture and development.

### **Communication and information (MP V)**

- Implementation of the decisions of the Geneva and Tunis Summits on the Information Society, in particular the Latin America and the Caribbean (eLAC) Action Plan.
- Use of ICTs for human and social development.
- Promotion of capacity building for media professionals.
- Greater access to information, knowledge and technology through the Information for All Programme.
- Capacity-building of communication and information professionals and institutions.
- Safeguarding, digitization, protection, preservation and archiving of information.
- Promotion of ethical standards and a media policy.
- Promotion of the production and exchange of local content.
- Establishment of community multimedia centres.

In addition to those priorities, the following were supported:

- capacity-building for professionals and teacher training, and responsible use of information and communication technologies;
- promotion of the use of ICTs and formation of networks to improve regional integration (and to consolidate local cultures).

### III. FOSTERING INTERSECTORALITY

26. Interdisciplinarity and intersectorality should be adopted as a driving principle of UNESCO's action, taking into account the mission and global objectives of the Organization, not only in terms of conceptual treatment but also in the design of projects. Emphasis should be placed on and priority given to the projects that would impact on the Organization's fields of competence, as is the case for management, support and education for water conservation and associated ecosystems. As water resources have become one of the main factors of importance to the development of communities, such resources would become more scarce as a result of overpopulation.

27. The participants also considered it important that the interest and the needs of Latin America and the Caribbean be taken into consideration in intersectoral projects.

28. The cluster offices should practise intersectorality in order to enhance projects and exert greater influence. Special emphasis should be placed on the following:

- art education;
- status of young people and its consequences; youth violence;
- migration and its effects;
- vulnerability of small islands;
- water resources management;
- cultural industries.

29. The participants supported the continuation of the **mainstreaming** approach in the four areas identified in document 31 C/4, namely Africa, the least developed countries (LDCs), gender and youth. With respect to LDCs, they unanimously stressed the need for UNESCO to pay special attention to the case of Haiti and to sharply increase its assistance to that country. With regard to gender mainstreaming, several participants underlined the challenges facing boys in several countries of the region with low enrolment rates.

30. In addition, the participants recommended that the following be recognized as mainstreaming areas:

- indigenous peoples;
- African diaspora;
- the people of Haiti;
- population groups with special needs;
- gender equality.

#### **IV. PROGRAMME EXECUTION – COOPERATION RELATIONS AND UNESCO’S ROLE WITHIN THE UNITED NATIONS SYSTEM – IMPROVING THE VISIBILITY OF THE ORGANIZATION**

31. Regarding the programme management cycle, the participants all expressed their appreciation for the cluster consultations and agreed to the need to establish them on a regular, if possible annual, basis. They also recognized that it was necessary for cluster offices to organize subregional consultations, as provided for in the Guidelines for interface and cooperation between UNESCO field offices and National Commissions for UNESCO.

32. The National Commissions acknowledged and appreciated the action taken by the National Commissions Section to promote effective participation of countries in consultation and training meetings for their staff and requested that such action be strengthened.

33. All the participants also underlined the importance of associating National Commissions in the conceptualization, implementation and delivery of UNESCO’s programmes at the country level, in the context of decentralization. Support should be given to them to enable them fully to discharge their role as bodies for national consultation, liaison, information, evaluation and programme execution at the national level. It was suggested that their roles and responsibilities could be expanded, especially in countries where there were no UNESCO offices. Field offices should also make further efforts to improve and intensify cooperation and dialogue with National Commissions on programme issues. Participants recommended in particular:

- strengthening the National Commissions;
- increasing relations between the National Commissions and the specialized agencies of the United Nations;
- requesting the Director-General to highlight the importance of the role of the National Commissions so that the governments of the Member States would be aware of the role that they might play in the formulation of UNESCO programmes and of their impact on national programmes.

34. The participants suggested that UNESCO should work in close coordination with other United Nations organizations active in this field so as to avoid overlap and duplication. They called for increased involvement of UNESCO in common country programming activities and stressed the importance of integrating educational, cultural, scientific and communication dimensions better into programming documents and approaches such as Common Country Assessments (CCA) and United Nations Development Assistance Frameworks (UNDAF). The participants also stated that it was important for UNESCO to strengthen working relations with civil society, including NGOs, professional groups and networks and the public sector in order to increase the outreach, involvement, impact and mobilization of local expertise.

35. All participants agreed on the need to reinforce the visibility of UNESCO, making full use of the network of National Commissions and other networks such as the Associated Schools Project Network and UNESCO Associations, Centres and Clubs.

36. They requested the Director-General to take the necessary steps to make the National Commissions aware of advances made and action taken in regard to extrabudgetary resources so that they might contribute to the Organization’s objectives.

37. The participants expressed their appreciation of the work and contribution of category 2 centres in UNESCO’s various fields of competence and suggested that the Organization should ensure effective and sustained contribution to the execution of its programme action in support of its worldwide, subregional and regional activities.

## APPENDICES

### APPENDIX A: CLUSTER CONSULTATION REPORTS

(to be added)

### APPENDIX B: INFORMATION SESSIONS

38. In parallel with the consultation on documents 34 C/4 and 34 C/5, several information meetings were held on the following subjects:

#### **Recruitment and geographical distribution**

39. Ms Dyane Dusfresne-Klaus, Director of the Bureau of Human Resources and Management, outlined to the participants the recruitment policy and its major phases. She presented the current situation and trends in the Latin America and the Caribbean region with regard to geographic distribution and to proactive measures taken to enhance it. More specifically, she discussed the role that National Commissions might play in the recruitment process in order to improve the geographical distribution of the region and emphasized the importance of their role in the region. The participants expressed their satisfaction with and appreciation of the transparency and structural approach to the recruitment process. However, the participants generally expressed their wish to see the region better represented, especially at higher professional levels. Concerns were raised by Associate Members about their inability to participate in the Young Professionals Programme.

#### **Involvement of National Commissions for UNESCO in the decentralization process**

(174 EX/34 and 174 EX/Decision 34)

40. Mr James Kulikowski, Deputy Assistant Director-General for External Relations and Cooperation, introduced the topic by referring to the report of the Director-General on the issue. The Guidelines for interface and cooperation between UNESCO field offices and National Commissions for UNESCO, annexed to document 174 EX/34, had been endorsed by the Executive Board at its 174<sup>th</sup> session (April 2006). Ms Lamia Salman El-Madini, Director of the Bureau of Field Coordination, highlighted the respective status and functions of National Commissions and field offices, as contained in the Guidelines, in planning, budgeting and implementation and in the exchange of information. It was important for the Guidelines, which aimed to foster synergy in promoting UNESCO's ideals and principles, to be implemented at all levels, as requested by the Executive Board, to optimize the impact of UNESCO. The participants expressed their appreciation of the Guidelines. However, they requested that better communication be established between National Commissions and field offices. The Secretariat assured participants that all UNESCO staff were encouraged to consult or inform National Commission on matters of interest to the country.

#### **Directives concerning the use of the name, acronym, logo and Internet domain names of UNESCO** (174 EX/32 and 174 EX/Decision 32)

41. Mr Kulikowski briefed the Secretaries-General on the recent decision of the Executive Board on the role of National Commissions in authorizing the use of the UNESCO name, acronym, logo and Internet domain names, which required the National Commissions or other designated bodies to take charge of questions relating to the use of the name and logo at the national level. He explained the new UNESCO logo package and the authorization that the National Commissions would be required to make with respect to the use of the UNESCO logo linked to the name or logo of each National Commission. He concluded by describing the next steps that UNESCO and the Member States, through their respective National Commissions or other designated bodies, would need to

take to implement that decision during the trial period until the 34<sup>th</sup> session of the General Conference (October 2007).

## **SIDS**

42. UNESCO's Focal Point for Small Islands Developing States (SIDS) and Mauritius Strategy implementation, Mr Dirk G. Troost, presented recent developments and forward planning in the context of 33 C/Resolution 3. He then set out the following three objectives: (a) promote holistic integrated approaches to sustainable living and development; (b) provide a coherent framework for UNESCO's SIDS activities; and (c) coordinate with the United Nations in New York, the Inter-Agency Consultative Group on SIDS, the Alliance of Small Island States and other partners.

43. In addition to interregional cultural exchanges and the community visioning initiative, Selected Small Islands Voice, Youth Visioning for Island Living, Sandwatch and Local and Indigenous Knowledge Systems projects and activities were highlighted. The newly established web section "UNESCO implementing Mauritius Strategy" was introduced with particular reference to Caribbean island components. The SIDS Day during the 14<sup>th</sup> session of the United Nations Commission on Sustainable Development, in May 2006, was noteworthy for SIDS in that it dealt with energy for sustainable development and climate change. Ideas for the future included a possible platform for intersectoral action on sustainability and resilience in vulnerable communities in SIDS and LDCs, paying special attention to indigenous peoples, ethnic minorities and marginalized groups.

## **Extrabudgetary activities**

44. In her presentation of UNESCO's extrabudgetary activities, Ms Birgitte Møller, Director of UNESCO's Division for the Coordination of Funding Sources, highlighted the main elements of the proposed new Action Plan aimed at improving all aspects of those activities – programming, resource mobilization, implementation and monitoring. She also emphasized the particular role of the National Commissions in that respect, notably concerning advocacy, but also involving joint resource mobilization and project implementation under subcontracts if agreed by all parties.

## **APPENDIX C: LIST OF PARTICIPANTS**

(to be added)