
Notwithstanding the above comment, we find “flagship programme” is becoming over-used in UNESCO documents, and caution against identifying multiple “flagship” programmes. The nautical definition of a flagship is “the ship with the admiral on board” and as such there is only one flagship in a fleet. More explicit designation – or criteria for designation – could be used in the 32 C/5, but we are not in favour of multiple “flagship” programmes. We definitely do not support “flagship projects” (as is asked in the question) as this further dilutes this designation.

Paragraph 21 – New Tools for Informed Decision-Making

Question 26

Are evaluations referred to in the programme and budget sufficiently related to past results?
What can be done better in the future?

Response of Canada

As in our response to Questions 23, 24 and 25, we find many of the proposed evaluation criteria in the Evaluation Plan for 2002-2003 too generic. Again, we also believe that the emphasis in the evaluation should be placed on the quality of the results. It would also be interesting to include a section in the C/3 on “Unexpected Results” and lessons learned that could then be reflected in the development of future C/5’s.

In the future, we would also like to have ready access to evaluation results and recommend that they be placed in SISTER where they would be available to everyone with access to this system. We would also like to request that access to SISTER and to the UNESCO Intranet be extended to National Commissions to ensure that they have access to all available information. This, in turn, would facilitate informed decision-making and contribute to the efficiency of National Commissions in the implementation of UNESCO programmes.

Paragraph 22 – Presentation of the Programme and Budget

Question 27

Do you have any suggestion as to the presentation of the programme and budget? Further, do you have suggestions concerning the content and presentation of technical details in documents 31 C/5 (Draft) and 31 C/5 Approved?