

What would you recommend should be the overall growth of the budget for 2004-2005?

- (a) zero-nominal (i.e. \$544 million as for the last three biennia – a decrease in purchasing power)
- (b) zero-real (i.e. \$544 million + recosting + anticipated cost increases – neither an increase nor a decrease in purchasing power)
- (c) real growth? By how many percentage points? (i.e. \$544 million + growth + recosting + anticipated cost increase – an increase in purchasing power)

Do you consider it necessary to improve the structure and presentation of the budget? If yes, how could that be accomplished?

6. In the programming process, the General Conference and the Executive Board have requested that particular attention should be given to the need to articulate and reflect clearly the link between the themes and strategic objectives in the C/4 document and the activities proposed in the C/5 document. As document 32 C/5 will represent the second phase of document 31 C/4 Approved, this requirement will need to be borne in mind.

Was the overall theme of document 31 C/4 Approved sufficiently reflected in document 31 C/5 Approved? If not, what could be done to enhance the relationship in future?

Was there sufficient relationship in document 31 C/5 Approved to the strategic objectives and sub-objectives of document 31 C/4 Approved? If not, how can it be improved for document 32 C/5?

II. DEFINING PROGRAMMING PRINCIPLES AND SETTING PROGRAMME PRIORITIES

7. To achieve a greater impact, each of the five major programmes in document 31 C/5 Approved – namely, education, natural sciences, social and human sciences, culture, communication and information – concentrates on one principal priority – each of which was allotted increased budgetary resources over document 30 C/5 Approved – and typically three other priorities which provided a better aggregation of other sectoral activities. In document 31 C/5 Approved the principal priorities corresponding to each major programme are: basic education for all; water resources and related ecosystems; ethics of science and technology; cultural diversity and pluralism; promoting access to information, especially in the public domain.