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## **REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP TO DECISIONS AND RESOLUTIONS ADOPTED BY THE EXECUTIVE BOARD AND THE GENERAL CONFERENCE AT THEIR PREVIOUS SESSIONS**

### **SUMMARY**

The purpose of this report is to inform the Members of the Executive Board of the progress achieved in the follow-up to the decisions and resolutions adopted by the Board and the General Conference at their previous sessions.

Concerning the financial and administrative implications of various follow-up actions reported herein, all of which, to differing degrees, contain aspects of such implications, particular attention might be paid to Parts III, VII, XII, XV and XVII.

No decision is required.

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**I. Reports by the Joint Inspection Unit (JIU) of interest to UNESCO and the status of implementation of approved/accepted recommendations of JIU reports**

(Follow-up to 129 EX/Decision 3.3.1 and 169 EX/Decision 7.2)

1. In accordance with Article 11 of the Statutes of the Joint Inspection Unit (JIU), the Director-General transmits the following JIU reports to the Executive Board for consideration:

- Liaison Offices in the United Nations system (JIU/REP/2007/10);
- Review of the progress made by the United Nations system organizations in achieving Millennium Development Goal 6, Target 7 to combat HIV/AIDS (JIU/REP/2007/12); and
- Junior Professional Officer/Associate Expert/Associate Professional Officer Programmes in United Nations system organizations (JIU/REP/2008/2).

2. These reports are summarized below. The full reports are available upon request (in English and French) and are also available via the Internet at <http://www.unjiu.org>.

3. The Director-General was further invited by the Executive Board (129 EX/Decision 3.3.1 and 169 EX/Decision 7.2) to submit to it a status report on the implementation of JIU recommendations addressed to the executive heads and legislative bodies of United Nations system organizations. This is summarized in the Annex to this document. The details on the implementation, and the Director-General's comments on action to be taken, can be found on the IOS website.<sup>1</sup>

**Liaison offices in the United Nations system (JIU/REP/2007/10)**

4. The report examines the diverse roles of liaison offices in the United Nations system and proposes criteria and measures to maximize their effectiveness.

5. Liaison offices have the common basic function of representation, similar to that of diplomatic missions of the Member States, promoting the interests of parent organizations through partnerships. This common function has evolved over the years into liaison offices of various sizes, different staffing structures, styles, funding and political impact on the international stage.

6. The representation function includes public information, advocacy, fund-raising, project and programme implementation and capacity building. The JIU reported that in recent years the liaison offices of the different United Nations agencies have played a role in the reform of the United Nations system and have given this priority over their other functions.

7. The report contains seven recommendations to improve the effectiveness and efficiency of liaison offices. These recommendations are addressed to the executive heads and the legislative bodies of the United Nations system organizations.

8. The Director-General welcomes the report and its recommendations. The responsible services in UNESCO are formulating action plans and these, along with the implementation status, will be periodically updated on the IOS website and presented in summarized form to the Executive Board.

**Review of the progress made by the United Nations system organizations in achieving Millennium Development Goal 6, Target 7 to combat HIV/AIDS (JIU/REP/2007/12)**

9. The objective of the report was to assess the progress made in the achievement of Goal 6, Target 7, i.e. to halt and reverse the spread of HIV/AIDS by 2015, and to provide Member States with an objective assessment of the efficiency and effectiveness of the policies and programmes.

<sup>1</sup> [http://portal.unesco.org/en/ev.php-URL\\_ID=21622&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=21622&URL_DO=DO_TOPIC&URL_SECTION=201.html).

10. The report concludes that the mandate of UNAIDS, established in 1994, is weak and outdated, preventing it from functioning effectively. The report also highlights that the number of co-sponsors, currently ten (including UNESCO), creates duplication of activities and confusion among various stakeholders at the country level regarding the division of labour. The Governing structure consisting of the Programme Coordinating Board and the Committee of Co-sponsoring Organizations has limited authority over the co-sponsors. The report further analyses problems at the country level, both in the United Nations system response, as well as in Member States' capacities and structures.

11. UNAIDS and the 10 co-sponsors, including UNESCO, prepared a joint response to the JIU expressing concerns about the accuracy of some content, as well as the analyses and recommendations of the review. At the draft stage, UNAIDS and co-sponsors had provided comments; however, many of those were not reflected in the final report. UNAIDS and the co-sponsors noted that there are a number of recommendations that are beyond the control of the United Nations system (e.g. R-4). Similarly, some recommendations conflict with the governance structure and mandates of the various co-sponsors and, therefore, would be very difficult to implement (e.g. R-2).

12. The report contains 11 recommendations. Two recommendations are addressed to the Economic and Social Council (ECOSOC), and one to the Secretary-General. Of the eight recommendations addressed to the executive heads of UNAIDS secretariat and co-sponsors, four are already an integral component of the work of co-sponsors and are therefore considered implemented. For the remaining four, UNAIDS and the co-sponsors are following up on the issues and formulating action plans to implement them. These, along with the implementation status of the recommendations, will be periodically updated on the IOS website and presented in summarized form to the Executive Board.

#### **Junior Professional Officer/Associate Expert/Associate Professional Officer Programmes in United Nations system organizations (JIU/REP/2008/2)**

13. This report provides an overall assessment of the current situation of the Professional Officer/Associate Expert/Associate Professional Officer (JPO/AE/APO) programmes in the United Nations system organizations, including their legislative basis, rules and regulations and operational practice, and the relevance, effectiveness and impact of the programmes.

14. The report concludes that the legal basis of the programme, which is the ECOSOC resolution 849 (XXXII) of 4 August 1961, needs to be adjusted to the changed realities of the development cooperation activities of the United Nations system. It also notes a need to fine tune the objectives and the guiding principles of the JPO/AE/APO assignments, as well as the financing of the programmes. The report highlights that the number of Associate Experts from developing countries is low because in most cases the programmes are open only to the nationals of the donor countries.

15. The report further notes that the evaluation of the JPO/AE/APO programmes is weak. It recommends a follow-up of the careers of former JPOs/AEs/APO's and more cooperation among the recruitment services to make better use of the JPOs after their assignment. The report concludes that more attention is needed from human resources management to monitor and control the implementation of the programmes.

16. The report makes nine recommendations of which three are addressed to ECOSOC, two to the CEB, and four to the executive heads of the United Nations system organizations.

17. The Director-General welcomes the report and its recommendations. The responsible service in UNESCO is formulating action plans to address the four recommendations addressed to the executive heads of United Nations system organizations and these, along with the

implementation status, will be periodically updated on the IOS website and presented in summarized form to the Executive Board.

## ANNEX

A summary status of the recommendations addressed to the executive heads or legislative bodies of the United Nations system organizations is presented below. The details of the recommendations, actions and the expected dates of completion are available on the IOS website.

| No.   | Report title   | Report number   | Open as at<br>1 January<br>2008 | Closed as at<br>31 December<br>2008 | Open as at<br>31 December<br>2008 |
|-------|--|-----------------|---------------------------------|-------------------------------------|-----------------------------------|
| 1     | Overview of the series of reports on managing for results in the United Nations system.  | JIU/REP/2005/5  | 1                               | 1                                   | 0                                 |
| 2     | Procurement practices within the United Nations system.  | JIU/REP/2004/9  | 1                               | 0                                   | 1                                 |
| 3     | Harmonization of conditions of travel throughout the United Nations system.  | JIU/REP/2004/10 | 2                               | 2                                   | 0                                 |
| 4     | Some measures to improve overall performance of the United Nations system at the country level.  | JIU/REP/2005/2  | 3                               | 1                                   | 2                                 |
| 5     | Further measures to strengthen United Nations system support to the New Partnership for Africa's Development.                          | JIU/REP/2005/8  | 2                               | 2                                   | 0                                 |
| 6     | Oversight lacunae in the United Nations system.  | JIU/REP/2006/2  | 5                               | 2                                   | 3                                 |
| 7     | A second review of the implementation of the Headquarters agreement concluded by United Nations system organizations.                  | JIU/REP/2006/4  | 3                               | 2                                   | 1                                 |
| 8     | Voluntary contributions in the United Nations system organizations: impact on programme delivery and resource mobilization strategies. | JIU/REP/2007/1  | 1                               | 0                                   | 1                                 |
| 9     | United Nations system staff medical coverage.  | JIU/REP/2007/2  | 1                               | 0                                   | 1                                 |
| 10    | Age structure of human resources in the organizations of the United Nations system.  | JIU/REP/2007/4  | 2                               | 2                                   | 0                                 |
| TOTAL |  |                 | 21                              | 12                                  | 9                                 |

## II. Regular progress report on the UNAIDS programme (Follow-up to 174 EX/Decision 6)

18. As a UNAIDS co-sponsor, UNESCO manages US \$10.6 million of UNAIDS Unified Budget and Workplan (UBW) funding in 2008-2009. UNESCO fully engages in UNAIDS processes and actions, including in meetings of the Committee of Co-sponsoring Organizations and Co-sponsor Global Coordinators for HIV and AIDS, and the Programme Coordinating Board. This is reciprocated, for example with Peter Piot, UNAIDS' Executive Director who retired at the end of 2008, participating in a UNESCO information meeting for permanent delegations in Paris in November 2008. The new UNAIDS Executive Director, Michel Sidibé, participated in his capacity as UNAIDS' Deputy Executive Director in three UNESCO meetings: chairing a session at the 2008 High-Level Meeting on AIDS on "Overcoming barriers to educating young people about sex and HIV"; as a keynote speaker in a round table on literacy and health in Paris in September 2008; and as the keynote speaker at the autumn 2008 meeting of the UNAIDS coordinated by UNESCO, the

Inter-Agency Task Team on Education (IATT), has held several meetings in Kenya, Thailand and the United States of America, and addressed issues as diverse as HIV and AIDS education in emergency settings, the role of education in concentrated epidemics, and gender.

19. UNESCO is contributing to the ongoing second independent evaluation of UNAIDS (for the period 2002-2008). As part of the UNAIDS AIDS Strategy and Action Plan (ASAP) service, the Organization has contributed to national peer reviews for Grenada, Latvia, Lithuania, Mauritius, Mongolia, South Sudan, St. Kitts and Nevis and Zambia. Additionally, EDUCAIDS resource packs and a report on the educational needs of HIV-positive learners were featured on the front page of the UNAIDS website, reflecting increased collaboration in this area.

20. The importance attached to education in *UNESCO's strategy for responding to HIV and AIDS* (revised in 2007) is reflected in the central role given to the UNAIDS Global Initiative on Education and HIV and AIDS (**EDUCAIDS**). Led by UNESCO, EDUCAIDS provides support for the implementation of comprehensive national education sector responses to AIDS. Since its launch in 2004, EDUCAIDS is now operating in more than 50 countries. The EDUCAIDS Framework for Action, which provides overall guidance on how to formulate appropriate country-level responses, and other technical materials have been compiled in a single resource pack. To date, over 2,500 copies of the EDUCAIDS resource pack have been disseminated to field offices, ministries of education and partners worldwide.

21. An external evaluation of EDUCAIDS was commissioned by UNESCO starting in October 2008. Preliminary findings highlight the instrumental role of UNESCO in mobilizing partners and in advocating for comprehensive education sector responses at country level and the significant achievements attributable to UNESCO and EDUCAIDS in some of the countries and regions most affected by the epidemic.

22. To strengthen UNESCO's capacity to respond to Member States, seven **subregional capacity-building workshops** have been organized for 39 countries in Africa; Asia and the Pacific; and Latin America and the Caribbean. These enabled participants to: improve their understanding of EDUCAIDS; identify country-level priority actions to support comprehensive education sector responses to HIV and AIDS; and identify technical support needs. UNESCO also hosted two technical consultations (on HIV-positive teachers and on school-centred care and support) with ministries of education, civil society, research institutions, United Nations and other key stakeholders from 13 countries in eastern and southern Africa and developed two guidance documents on these issues. Four new regional HIV and AIDS advisers are playing a major role in programming; in communicating UNESCO's role and contribution to national AIDS responses; in resource mobilization; and in supporting national colleagues and partners. Finally, UNESCO's **Intersectoral Platform on HIV and AIDS** is providing a mechanism to draw on the strengths of all of its sectors to ensure a coordinated and synergistic response to the AIDS epidemic.

23. UNESCO also continues to build knowledge and capacity through a revised and upgraded web portal on AIDS. Existing UNESCO resource centres on education and HIV and AIDS have also joined together to form the HIV and AIDS Education Clearinghouse, which currently contains over 4,000 resources. UNESCO also produced its second *Library on HIV and AIDS Materials*, a CD-ROM with more than 180 resources on HIV and AIDS. During the biennium, UNESCO disseminated more than 26,000 copies of publications and 7,000 CD-ROM, available in multiple languages, on topics ranging from girls' education and HIV prevention to supporting the needs of HIV-positive teachers.

24. In 2007, UNESCO initiated a **programme on sex, relationships and HIV/Sexually Transmitted Infections (STI) education** supported by a Global Advisory Group composed of eight international experts. The programme is supporting, in collaboration with other United Nations agencies and development partners, ministries of education and civil society organizations, the formulation of draft international guidelines on sex, relationships and HIV/STI education. These will

be validated and tested in at least six countries, and published for dissemination and eventual adaptation at regional and country levels by the end of 2009.

25. UNESCO and other UNAIDS co-sponsors also organized the first meeting of ministers of education and health from Latin America and the Caribbean to identify strategies for strengthening HIV prevention. This summit led to the signature of an historic declaration pledging to provide comprehensive sex education as part of the school curriculum in the region. UNESCO and its partners will support the realization of these commitments at country level, including through this programme.

### **III. Reorientation of the UNESCO Office in Brasilia**

(Follow-up to 177 EX/Decision 30)

26. The Director-General has regularly reported to the Executive Board on the progress of the reorientation of the UNESCO Brasilia Office (UBO) initiated in October 2005 (174 EX/21, 175 EX/24, 175 EX/INF.6, 176 EX/5 point VI and 177 EX/30). Reports were also presented by the External Auditor (177 EX/54 and 179 EX/31 Part III).

27. In compliance with 177 EX/Decision 30, inviting the Director-General “to continue to bring to its attention any significant issues regarding the UNESCO Office in Brasilia as part of his general report under item 5”, this progress report is submitted to update the Executive Board on the most significant progress.

#### **Administration and management issues**

28. As of 5 February 2009, UBO is integrated in FABS which became fully operational in the Office. This major achievement was the culmination of the concerted and intense efforts of a large team from UBO and central services at Headquarters, under the guidance of a steering committee chaired by the Comptroller, with an overall investment of \$1 million from UBO’s FITOCA earnings. While the FABS roll-out to UBO project, launched in April 2007, was initially foreseen to be completed within one year, its implementation was interrupted for several months due to technical upgrading of FABS. It is to be recalled that UBO’s internal financial management system (SICOF) was a critical issue for the Office’s budgetary and financial compliance with a number of audit recommendations formulated in recent years. The full integration of UBO in FABS facilitates real-time oversight of all its operations which, similar to those of all other Secretariat units, are now subjected to the system’s built-in controls, including many of those recommended by IOS and the External Auditor for improvement of the Brasilia Office’s budgetary and financial management.

29. Another major achievement, which also responds to a number of audit recommendations, is the completion of UBO’s human resources review in December 2008. This project conducted by UBO under the guidance of the Director of HRM and a team of concerned central services over a period of 18 months, aimed at defining a sustainable structure of core posts responding to the Office’s needs in relation to its new strategic orientation. Reducing the number of precarious contracts was also a primary concern of this exercise. New post descriptions were established and classified, and a gradual implementation plan was designed to ensure a smooth transition that takes into account the evolution of the Office’s FITOCA earnings and preservation of its operational capacity.

30. UBO also addressed the concerns raised by the recent internal and external audits on travel. Control over travel management was reinforced, and while a new bidding process for a single travel provider for the United Nations system in Brazil was completed by the Resident Coordinator on behalf of the UNCT, it is still awaiting the final decision of the UNDP bidding committee. Progress was also made on UBO’s IT infrastructure, with the greater part of the modernization requirements carried out in 2008, thus providing the Office a solid IT foundation.



31. A new UBO administrative manual for extrabudgetary projects was developed in 2008 and will be issued in the first semester of 2009 after endorsement of relevant business owners at Headquarters. Furthermore, UBO launched its first Antenna Offices' Management Guide in June 2008, clarifying administrative, programmatic and institutional procedures.

32. Finally, and in line with the decentralization strategy of UNESCO in Brazil, which called for an evaluation after two years of implementation (175 EX/INF.6), the terms of reference and timetable of the evaluation was finalized jointly by UBO and IOS in early February 2009. The evaluation is expected to be completed within four months following the ongoing selection of the evaluators and its progress will be monitored by an evaluation reference group composed of a team of UBO, IOS and other Headquarters' units concerned.

### **Programme issues**

33. In 2008, eight new projects aligned to the Strategic Framework for UNESCO Operations in Brazil were signed for a value of \$41.4 million and seven others have favourable chances of being formally approved in the near future. The current UBO portfolio consists of 51 extrabudgetary projects and shows an increase in private sector partnerships (4 projects) and state and municipal projects (12), amounting together to 30%. It is to be noted that all health projects outside UNESCO's purview have been completed as scheduled by the end of 2008, with the exception of two for which the Director-General approved an exceptional and last one-year extension up to December 2009, in response to a pressing request by the national authorities and in order to avoid jeopardizing the completion of the related major national programme.

34. UBO is focusing efforts on strengthening strategic links between its extrabudgetary and regular programme activities. In this connection, the Office has actively contributed to the elaboration of UNESCO's Additional Programme of Targeted/Projected Extrabudgetary Activities, using it as a key instrument to ensure wide programmatic coherence. UBO has also elaborated the UNESCO National Education Support Strategy (UNESS) for Brazil, through a participatory approach involving consultations with the Ministry of Education, as well as partners at state and municipal levels. Work has also begun internally on the development of the UNESCO Country Programming Document (UCPD) which, following the current dialogue with programme sectors at Headquarters, will also be developed through a consultative process with stakeholders. The UCPD is expected to be completed by mid-2009 and will contribute to defining UBO's strategic direction for 2010-2011, as recommended by the External Auditor.

35. 2008 was also marked by considerable progress regarding the partnership between UNESCO and TV Globo. A new six-year partnership agreement was signed at Headquarters in July, establishing appropriate cooperation terms for both parties to pursue the implementation of the *Criança Esperança* project with reinforced controls.

36. Significant progress has been made by UBO on project and delivery quality and oversight. An office-wide plan has been put in place to engage staff into systematically applying a results-based management (RBM) approach and the Monitoring and Evaluation (M&E) function is now fully operational. RBM and M&E guidelines developed by BSP and IOS were translated into Portuguese for use by project officers. Project officers based in Brasilia benefited from hands-on training ("learning by doing") under the guidance of the M&E specialist, while those working in Antennas received structured training.

### **Cooperation with the United Nations Country Team (UNCT)**

37. UBO continues to be fully committed to joint United Nations initiatives in Brazil and plays an increasingly active role within UNCT. The Office is acting as coordinator of the UNDAF review in Brazil (UNDAF 2007-2011). In 2008, The Director of UBO continued to lead the United Nations Communication Group (a responsibility that was entrusted to him since 2007) and he is chairing the UNAIDS Group in 2009. The Office is also involved in the two current UNCT interagency

projects. One is already in the implementation phase and focuses on human security and violence prevention in São Paulo and is financed by Japan through the United Nations Security Trust Fund (UNSTF), for which UNESCO as lead agency works together with UNFPA, UNICEF and WHO. The second project, which deals with preventing violence and strengthening citizenship in Brazilian communities, is under development and is to be funded by the UNDP-Spain MDG Achievement Fund (under the thematic window of conflict prevention and peace-building) following approval of the initial concept note submitted jointly by UNESCO, UNDP, UNICEF, ILO, UN-HABITAT and UNODC.

**IV. Placing of the IHP International Centre of Water for Food Security (IC-Water) at Charles Sturt University in Australia, as a category 2 centre under the auspices of UNESCO**  
(Follow-up to 34 C/Resolution 27)

38. The 17th session of the IHP Intergovernmental Council (July 2006) considered a proposal for the establishment of the International Centre of Water for Food Security (IC-Water) in Australia and adopted Resolution XVII-3 for the establishment of the proposed centre as an important contribution for achieving the goals of IHP. The IHP Council also requested the Secretariat's assistance for preparing the documentation to be submitted to the governing bodies of UNESCO.

39. In December 2006, the Government of Australia, through its Permanent Delegation, formally submitted a detailed proposal for the establishment of an international centre of water for food security in Australia. The centre would specialize in, and lend support to the countries of the region, on topics related to water resources management for food security and alleviation of poverty while preserving the environment through research, education and training.

40. Following a request from the Government of Australia, a UNESCO mission was undertaken to Australia in May 2007 to consider the feasibility of the proposed international centre.

41. The General Conference at its 34th session endorsed the establishment of this Centre through its resolution 34C/Resolution 27 and delegated to the Executive Board the approval of the terms of the necessary contractual arrangements and the final decision to authorize the Director-General to sign an agreement between UNESCO and the Government of Australia. At that time, Australia requested that the signing of the agreement be postponed due to forthcoming elections.

42. In a recent communication (10 December 2008), the Permanent Delegate of Australia noted that the draft agreement for the establishment of the category 2 centre at the Charles Sturt University presented at the 177th Executive Board meeting was negotiated directly between UNESCO and the Charles Sturt University. She further indicated that since the Australian Government was not a direct party to the negotiations of the draft document, it was therefore not in a position to sign it. The Australian delegate also envisaged that any agreement between UNESCO and the Australian Government to establish a category 2 centre will be a treaty-level agreement which may take some time. Therefore, the Australian Government was currently unable to sign the agreement with UNESCO. Against this background the Australian Department of Foreign Affairs and Trade is currently undertaking the necessary domestic processes for consulting other relevant departments about the best approach for taking forward the proposed category 2 centre.

43. Similar feedback was received from the Charles Sturt University, Australia. There is also a change in the circumstances of the partner organizations (the Australian Commonwealth Scientific and Research Organization (CSIRO) and the Charles Sturt University) proposing this centre and there is no clear agreement between them and with the new government in Australia.

44. The above developments make the previous feasibility study and draft agreement out of date. A new feasibility study will be necessary to make sure that the proposed centre conforms to the guidelines and criteria adopted for category 2 institutes and centres as set out in 33 C/Resolution 90.

45. Accordingly, this item may be removed from the agenda of the Executive Board until there is a clear direction from the Australian Government to proceed.

**V. Implementation of 34 C/Resolution 47 and 180 EX/Decision 5 (II) relating to the Ascent to the Mughrabi Gate in the Old City of Jerusalem**  
(Follow-up to 34 C/Resolution 47, 180 EX/Decision 5 (II))

46. In its previous reports, the Secretariat presented the action taken as follow-up to 176 EX/Special Plenary Meeting/Decision and to Decision 31 COM 7A.18 adopted by the World Heritage Committee at its 31st session (Christchurch, New Zealand, July 2007), by which it requested “the World Heritage Centre to facilitate the professional encounter at the technical level between Israeli, Jordanian and Waqf experts to discuss the detailed proposals for the proposed final design of the Mughrabi ascent, prior to any final decision”. Accordingly, two professional meetings took place in Jerusalem on 13 January and 24 February 2008 between Israeli and Jordanian (including Waqf) experts.

47. The “reinforced monitoring” mechanism, requested by the Executive Board at its 176th session (176 EX/Special Plenary Meeting decision) and by the World Heritage Committee at its 31st session (Decisions 31 COM 5.2. and 31 COM 7A.18), was applied for Jerusalem with regard to the Mughrabi ascent. Five monitoring reports were prepared by the World Heritage Centre in this respect and forwarded to the concerned parties and the members of the World Heritage Committee.

48. At its 32nd session (2-10 July 2008) held in Quebec City, the World Heritage Committee adopted by consensus and without debate Decision 32 COM 7A.18 (annexed to 180 EX/10). As regards the Mughrabi ascent, while requesting the World Heritage Centre to continue applying the reinforced monitoring mechanism (at least every three months, until the 33rd session of the World Heritage Committee in 2009), this decision requested the Israeli authorities “to continue the cooperation engaged with all concerned parties, in particular with Jordanian and Waqf experts” and asked the World Heritage Centre to “organize a technical follow-up meeting at the site with all concerned parties for additional exchanges of information to enable all necessary inputs to be considered”.

49. At its 180th session, the Executive Board adopted 180 EX/Decision 5 Add.3 Rev., reiterating the request made by the World Heritage Committee at its 32nd session in Decision 32 COM 7A.18, that the “Israeli authorities continue the cooperation engaged with all concerned parties, in particular with Jordanian and Waqf experts” and that the World Heritage Centre “organize a technical follow-up meeting at the site with all concerned parties for additional exchanges of information to enable all necessary inputs to be considered”.

50. The World Heritage Centre undertook the relevant consultations and the date of 12 November 2008 was agreed upon by all concerned parties. On 10 November 2008, a letter from the Permanent Delegation of Jordan informed that the Jordanian Government requested the foreseen meeting to be postponed “until a date when it can get its own experts and equipment on the site in order to take the appropriate measurements, necessary to finalize the design of the project”. The letter also informed the World Heritage Centre that “the Jordanian Government is in touch with the Israeli Government in order to facilitate such a task” and that therefore “any further meeting [...] should take place with a finalized Jordanian design”. The follow-up meeting was therefore postponed.

51. The sixth Reinforced Monitoring Report requested by the World Heritage Committee is being prepared and will shortly be distributed to the members of the World Heritage Committee.

52. Depending on the development of the situation related to this issue, the Director-General is prepared to issue an addendum before the 181st session of the Executive Board.

## **VI. Progress made in carrying out the recommendations of the Overall Review Committee concerning the Implementation Plan for UNESCO's science programmes**

(Follow-up to 34 C/Resolution 55)

53. The present report is submitted in accordance with 34 C/Resolution 55 which invited the Director-General to report to the Executive Board at its 181st session on the progress made in the implementation of the conclusions and recommendations of the Overall Review of Major Programmes II and III.

54. The Natural Sciences Sector (MP II) and the Social and Human Sciences Sector (MP III) have implemented, to varying extents, all the eight Recommendations of the Review Committee that the Director-General agreed upon. The implementation of the recommendations is considered a process that will need to be given effect throughout the three biennia of the Medium-Term Strategy period (2008-2013). The measures to be taken during the 2008-2009 biennium were set out in the appendix of document 34 C/13 and were deemed the foundation for continuing implementation of the recommendations in the two ensuing biennia (2010-2011 and 2012-2013).

55. The Internal Task Force set up by the Director-General to oversee the implementation of the Review Committee's recommendations was chaired by the DDG and included the ADGs of the concerned Sectors, as well as representatives of the relevant central services.

56. Implementation began with the preparation of the work plans for the 2008-2009 biennium. The review recommendations were taken into consideration during the process of conceptualizing programme activities so that these measures became integral to the character of the activities, rather than unplanned add-ons. A key feature of this process was the joint planning by the two Sectors of intersectoral activities in areas such as science ethics, climate change, freshwater resources management and SIDS. Furthermore, science policy advice to Member States was given increased priority in response to the Review Committee recommendations. In fact, the budget proposed for science policy in MP II has been considerably increased in draft document 35 C/5. This activity is also emphasized in the framework of the Intersectoral Platform on Strengthening National Research Systems led by ADG/SHS. Similarly, science education has been prioritized in all areas through the Intersectoral Platform on Science Education, led by ADG/SC, while new scientific paradigms and "cutting edge" research in areas such as biotechnology and nanotechnology are being included in the programme. Coordination among the international and intergovernmental scientific programmes is being enhanced. National Commissions for UNESCO that lack capacity in the sciences are being encouraged to draw on the expertise of ISP National Committee members, especially in the context of UNDAF and "Delivering as One". Outreach and partnerships are also being increased and broadened while several new global initiatives have been launched – as, for instance, the International Year of Astronomy, that was recently launched with a series of high-level scientific events at UNESCO Headquarters. Most importantly, planned activities are more thoroughly assessed and evaluated before they are approved for implementation.

57. In September 2008 the DDG convened a meeting of some 20 partners of the sciences programmes, such as the Chairs of the ISPs and major NGO partners, to present to them the measures taken by the two Sectors to implement the Review Committee's recommendations. After a careful review of the completed, ongoing and planned implementation, the group of partners endorsed these initiatives as being of suitable compliance with the Review Committee's recommendations.

58. At the request of the DDG, the two Sectors met in January 2009 to explore the feasibility of sharing common services such as communications and publications, with a view to increasing efficiency and streamlining programme delivery to the Member States. Any savings that resulted from the sharing of such services were to be used to reinforce the programme. In order to carry out an objective study of the feasibility of such a process, the two sciences Sectors invited the IOS to assess the support services of the Sectors in order to determine the potential benefits or otherwise

that would accrue from combining them. IOS is currently in the process of developing terms of reference for this exercise and anticipates completing the study by 30 April 2009.

**VII. Implementation of 34 C/Resolution 60 and 180 EX/Decision 43 on a special post-conflict overall support programme in UNESCO's fields of competence for Côte d'Ivoire**  
(Follow-up to 34 C/Resolution 60, 180 EX/Decision 43)

59. UNESCO presented the activities planned for the pre-electoral period (Phase I), the aim of which was to contribute towards creating a climate of peace for the elections on 30 November 2008. However, it was not possible to hold the elections on 30 November 2008 as initially planned. At the time of writing, they have been deferred to the end of the first half of 2009.

60. UNESCO has continued to implement of the activities and initiatives launched. Through adjustments, the activities for this Phase will be carried out as planned and the Organization will take advantage of the extension of the pre-electoral period to strengthen the actions aimed at raising awareness and **contributing to the consolidation of social cohesion** and the peace process, which is its major goal. Indeed, owing to the constraints of UNESCO's programming cycle, the Director-General had considered that the Organization should concentrate, during the pre-electoral period, on a major intersectoral project to raise awareness of **peace, human rights, the environment, tolerance, citizenship and sustainable development**.

61. Cooperation with the country was reinforced, in particular through the work of the UNESCO Cluster Office in Accra, UNESCO Office in Dakar and Regional Bureau for Education in Africa (BREDA) and the recruitment of a programme officer for the Abidjan antenna which has served to strengthen our presence in the United Nations Country Team.

62. The advocacy efforts carried out by the Africa Department at Headquarters led to the mobilization of extrabudgetary funds in support of Côte d'Ivoire. Furthermore, many draft dossiers, which were prepared on the basis of the priorities identified during the UNESCO high-level mission to Côte d'Ivoire (180 EX/43) and placed under the additional programme, are awaiting funding.

### **Education**

63. The Organization has provided support to the **Autonomous Literacy Service (SAA)** through the extension of the project on women's literacy and girls' enrolment to 20 new localities and to the training of literacy officers in the *18 Montagnes* region. The following activities were carried out in the administrative areas of Zouan-Hounien, Man, Danane and Logouale: (i) actions aimed at awareness-raising, advocacy and participative assessments with regard to the administration, traditional chiefs, religious leaders and leaders of women's groups in the administrative areas concerned; (ii) training of community organizers in literacy techniques; (iii) literacy and training for 600 women in reading, writing, arithmetic, simplified management, agricultural production techniques and basic notions of health and reproduction, especially fistula; and (iv) procurement and distribution of learner kits and support in income-generating activities for women's groups and encouragement in sponsoring the schooling of 1,800 girls for the new school term 2008/2009.

64. The Organization supported the **Côte d'Ivoire National Commission for UNESCO** for the celebration of World Teachers' Day and Global Action Week for Education for All (EFA). Assistance was given to the **Autonomous Literacy Service (SAA)** for the celebration of International Literacy Day in the district of Abobo (Abidjan).

65. Support has been given to the **Côte d'Ivoire National Commission for UNESCO** for the promotion of a culture of peace, human rights, HIV/AIDS prevention education, citizenship and quality education. The following activities were carried out: (i) the holding of a pre-workshop for identifying the best teaching practices in HIV/AIDS prevention/culture of peace; (ii) increasing of training modules; (iii) developing of a frame of reference for the introduction of appropriate teaching

practices; (iv) strengthening of the capacities of stakeholders in the project “training and coaching for inspectors and teachers in pilot schools”; and (vi) producing communication supports.

66. The Organization is providing support to the **Examinations and Competitive Examination Board (DECO)** in the Ministry of National Education through the financing by the Japanese Government of a project whose objective is to computerize DECO’s Diploma and Archival Service in the Ministry of National Education. The computerization will lead to the digital filing of documents and enable the Service to be able to respond to the growing number of requests from users.

67. The Organization is lending support to the **Union Nationale des parents d’élèves et étudiants de Côte d’Ivoire (UNAPEECI)** (the national union of parents of pupils and students) through the project entitled “For increased and recognized effectiveness of action by parents of pupils and students in Côte d’Ivoire”, financed by extrabudgetary funds from Oman. The purpose of the project is to strengthen the capacities of the members of UNAPEECI in order to involve them more closely in the management of Côte d’Ivoire’s schools in difficulty, since the military-political crisis of 19 September 2002.

68. In the **promotion of quality in education**, BRENDA carried out a case study on Côte d’Ivoire, combining quality and the right to education for all learners. The study revealed that the lack of correspondence between the mother tongue and the language of schooling amounts to a form of exclusion in education.

69. The expanded vision of the **Basic Education in Africa Programme (BEAP)** was launched in Abidjan during a meeting held from 16 to 19 December 2008 in partnership with the UNESCO International Bureau of Education (IBE) and the UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC). This activity is a response to the Kigali Call for Action and will make it possible to participate in giving new impetus to Côte d’Ivoire’s education system, in agreement with the country’s education authorities and in cooperation with other of Côte d’Ivoire’s technical and financial partners, and to provide the support and the technical expertise required for an in-depth needs assessment and the implementation of an appropriate programme to address the challenges identified.

70. In the sphere of **higher education**, Côte d’Ivoire participated in the following meetings:

- Subregional workshop on “good practices in quality human resources development” under the Teacher Training Initiative for Sub-Saharan Africa (TTISSA) (14-17 October 2008, Saly, Senegal);
- Third International Conference on Quality Assurance in Higher Education in Africa held from 15 to 17 September 2008 in Senegal, and organized jointly by BRENDA, the UNESCO Office in Bamako and the Global University Network for Innovation (GUNI) Africa on the theme “Millennium Development Goals and the challenge of quality assurance in higher education in Africa”;
- Regional Conference on Higher Education in Africa (CRESA) from 10 to 13 November 2008, in preparation for the World Conference on Higher Education (WCHE), scheduled to take place in 2009.

71. The Organization is supporting the project of the University of Cocody-Abidjan – “**Second training camp for teacher trainers**” – on the theme of the environment and citizenship. It covers environmental education for active citizenship and seeks to engage students directly in the process of rehabilitating the university, so as to involve them in the civic management of the common heritage. This project also intends to institutionalize a week of citizenship and sustainable development.

72. **The Organization has continued its support to the assessment of the education sector** in Côte d'Ivoire: the Dakar Pole was asked by the Ministry of National Education to help with the updating of the State Report on Côte d'Ivoire's National Education System conducted in 2002. Just as in the previous exercise, BREDa, through its Dakar Pole, is a partner of the World Bank in carrying out this new assessment which should inform the officials in charge of education about the constraints which are impacting on the functioning of the system as well as on the priorities which the latter must address after the crisis that Côte d'Ivoire has undergone in recent years. The objective is to provide the country with a new education policy covering all levels of education that could help it to access external funding, in particular that of the Catalytic Fund of the EFA Fast-Track Initiative, and to propose an overall framework to international partners so that their subsequent support is consistent with national needs and objectives.

73. A first version of the report will be finalized during the first quarter of 2009. Once the contour lines of the new policy are defined by the national authorities, it is also expected that the BREDa Pole will assist the country in developing a simulation model for estimating the costs of different possible scenarios related to these objectives and help in preparing its application file for the EFA Fast-Track Initiative.

74. **Improvement of statistical data:** Côte d'Ivoire is among the priority countries in Africa for the UNESCO Institute for Statistics (UIS). It is in this context that the Dakar Antenna of UIS has continued to provide its technical backstopping and advice designed to improve significantly the quality of the data produced in Côte d'Ivoire in respect of all the dimensions that should constitute the qualitative bases of a statistical system complying with international standards. Thus in 2008, some practical actions and activities were initiated:

- (a) **partnership with the National Higher School of Statistics and Applied Economics (ENSEA)** of Abidjan, which acts as a regional hub of expertise that has managed, in spite of the difficulties experienced by Côte d'Ivoire, to maintain a level of excellence internationally recognized in the sphere of both training and research through the high standard of its teaching body. In 2008, UIS and ENSEA signed a partnership framework, the aim of which is to define the main lines of cooperation and their implementation arrangements in regard to common benefits for both organizations and in the carrying out of their respective mandates;
- (b) **national workshop on the quality of statistical data on higher education in Côte d'Ivoire, organized by UIS and ENSEA (Abidjan, September 2008)**, which brought together actors in the country's higher education system in order to work out and validate new statistical parameters and produce new strategies better able to address these issues;
- (c) **organization by UIS of the regional workshop on education statistics for French-speaking countries (Abidjan, October 2008)**. The workshop, which brought together 23 countries, enabled the 23 directors-general of national statistical institutes to be involved in the event. The workshop's main theme focused on problems of funding education. One of the results was the promotion of improved national partnerships between ministries of education and national statistical institutes, particularly in regard to national statistical development strategies.

75. In 2009, several activities are planned, including: (i) a **national workshop on the quality of technical and vocational education TVET statistics in Côte d'Ivoire** aimed at defining a conceptual framework for TVET statistics by bringing together the principal national actors; and (ii) the **launch of the Capacity-Building for EFA Programme (CapEFA) for Côte d'Ivoire**.

## Natural sciences

76. As part of the implementation of the National Virtual Campus project, the Natural Sciences Sector sent a mission to Côte d'Ivoire from 11 to 14 November 2008 to conduct a feasibility study.

77. Implementation of an activity on climate change and its impact on water resources in Côte d'Ivoire. A detailed proposal for implementing this activity was received from the National International Hydrological Programme (IHP) Committee of Côte d'Ivoire.

78. Identification under way of transboundary aquifers in the Tano system for their sustainable and well-coordinated management by Côte d'Ivoire and Ghana. The activity is being implemented by the National IHP Committee.

79. Launch of activities to promote basic sciences among young people, and more especially girls, with a view to inviting them to embrace scientific studies and careers.

80. **Extrabudgetary projects.** Under the additional programme and on the basis of the priorities identified in the natural sciences (**180 EX/43**), ten project sheets have been prepared and taken into account by the Natural Sciences Sector. At the time of writing, no project was the subject of financing.

## Social and human sciences

81. Under the UNESCO/ECOWAS/ABD regional project "Education for the culture of peace, human rights, citizenship, democracy, intercultural understanding and regional integration in countries in crisis and post-conflict situations (Côte d'Ivoire, Guinea, Guinea-Bissau, Liberia, Sierra Leone and Togo)", some activities are being carried out in conjunction with the Côte d'Ivoire National Commission for UNESCO. The Ministry of National Education of Côte d'Ivoire is participating in this project through its training skills programme, making it possible to express the concepts of human rights, democracy, peace, citizenship and international solidarity in the form of social standards and forms of behaviour. This project will help, through education, to strengthen the initiatives for the promotion of a culture of peace in the country's schools.

82. In this framework, a situational study has been made to assess what is being done in respect of education for a culture of peace, human rights, citizenship, democracy, intercultural understanding in initial and ongoing training programmes. This study was validated during the workshop which took place in Abidjan on 14 January 2009.

83. Other activities are planned in this framework. Special mention should be made of: (i) the holding of an information and experience-sharing seminar; (ii) the holding of workshops on designing new learning/teaching tools, such as primary school curricula (fourth/fifth year), training modules for trainers, manuals/guides for teacher trainers in the Ecole Normale Supérieure (main teacher-training college) and vocational learning and training centres.

84. Côte d'Ivoire will benefit from a new regional project financed by the African Development Bank (ABD) covering the ECOWAS region on **the promotion of social cohesion and psychological care**. The sector for External Relations and Cooperation (ERC) and BREDA will take the necessary course of action with ECOWAS for the signing of a new project document for an amount of \$1,300,710 as soon as ABD and ECOWAS agree on the streamlining of the Project in Support of Development and Peace (PADEP).

## Culture

85. **Preparation of the proposal to include the historic town of Grand Bassam (cultural site) on the World Heritage List.** Within the context of the nomination of the historic town of Grand Bassam, the World Heritage Centre has continued its assistance to further strengthen the progress made by this proposal, *inter alia* through two technical missions, in August and



September 2008. The two missions were financed under the France-UNESCO Convention. The nomination will be considered by the World Heritage Committee at its 33rd session, to be held in June 2009 in Seville, Spain.

86. **Intangible Heritage:** UNESCO had suggested that Côte d'Ivoire submit international requests to the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage for financing by the Intangible Cultural Heritage Fund as provided for in the Convention for the Safeguarding of the Intangible Cultural Heritage.

87. To date, Côte d'Ivoire has submitted a request for preparatory assistance to prepare a nomination file for the inscription of the Gbofe of Afounkaha on the Urgent Safeguarding List. This request, for an amount of \$6,000, has been approved by the Bureau of the Intergovernmental Committee.

88. A request for preparatory assistance to draft a proposal for programmes, projects and activities that are likely to be selected because they best reflect the principles and objectives of the Convention was submitted for the safeguarding and enhancement of the Gbofe. This request, which did not correspond to the type of assistance envisaged, was withdrawn by Côte d'Ivoire on the proposal of the Secretariat of the Convention, and will be replaced shortly by a request for international assistance.

### **Communication and information**

89. UNESCO backed the organization of a seminar that took place on 29 and 30 October 2008 in Grand Bassam on the covering of the elections by the media. The seminar, organized on the initiative of the National Council for Audiovisual Communication (CNCA) in cooperation with the Independent Electoral Commission (CEI), was attended by 140 participants, including the representatives of the national political parties and political groups and forces, and the audiovisual media authorities. The principal objective was to produce a consensus guide for the covering by the audiovisual media of the elections in Côte d'Ivoire.

90. Support was given to the Côte d'Ivoire National Commission for UNESCO within the framework of access to information and its development, for the promotion of local radio stations in the post-conflict period and the sensitization of the communication sector and civil society actors to the role of the media during electoral periods.

91. Within the framework of support to the International Programme for the Development of Communication (IPDC), the UNESCO Office in Accra gave its assistance for the purchasing of computer and digital photography equipment with a view to the equipping and photographic coverage training of a multimedia agency.

92. In addition, a project on the strengthening of the capacities of Radio Boutourou for the improvement of communication around Comoé national park has been included in the list of projects to be submitted at the 53rd session of the IPDC Bureau (23-25 February 2009).

### **VIII. Interim report on the situation of Iraqi refugee pupils and students in the Syrian Arab Republic (Follow-up to 179 EX/Decision 5(III))**

93. The UNESCO Office in Beirut, in collaboration with the Adult Education Department/Ministry of Culture in the Syrian Arab Republic has established 10 Community Learning Centres (CLCs) in poor areas of Damascus and in rural areas around the capital. CLCs provide continuing learning/non-formal education opportunities for adult learners from Iraq and Syria. Typical training courses in the CLCs include basic literacy, computer literacy, health and environmental education, sewing, entrepreneurship and extra-curricular activities for school children. The CLCs are supervised by UNESCO/Beirut and the Adult Education Department of Syria. They are managed on a daily basis by Iraqi refugee volunteers, who continually receive training by UNESCO on CLC

management and specific development areas. UNESCO Beirut has submitted a proposal for an extrabudgetary project to the Japanese Funds-in-Trust that aims to expand CLCs for the benefit of Iraqi refugees.

94. Furthermore, UNESCO/Beirut has worked with UNICEF and the Ministry of Education in Syria to improve the pedagogical skills of senior teachers working in Syrian schools with high refugee enrolment, with a focus on active learning approaches.

95. UNESCO/Beirut is also mobilizing extrabudgetary funds and has submitted three proposals to the regional Consolidated Appeals Process (CAP) for 2009 focusing on distance learning for Iraqi refugees, non-formal education, and improving the quality of education for both Iraqi refugees and Syrian pupils.

#### **IX. Regional conference on “Media, Education and Culture of Human Rights”**

(Follow-up to 179 EX/Decision 8 (II))

96. Pursuant to 179 EX/Decision 8 (II), the regional conference for Latin America and the Caribbean on the contribution of media and education to the promotion of a culture of human rights was organized in Cartagena de Indias from 8 to 11 September 2008 by the Office of the Vice-President of the Republic and the Ministry of Foreign Affairs of Colombia in cooperation with the Colombian National Commission for Cooperation with UNESCO. UNESCO gave financial assistance and was actively involved in the organization of this meeting.

97. As a major human rights event in the country and in the region to commemorate the 60th anniversary of the Universal Declaration of Human Rights, the meeting opened on 9 September 2008, National Human Rights Day in Colombia, in the presence of the country’s President, Vice-President and several ministers. The Conference received very wide coverage in written and audiovisual media and its direct webcast was facilitated by the Ministry for Foreign Affairs of Colombia. The Conference explored the contribution of the media to education for human rights and the promotion of a culture of human rights in the region. It sought to reaffirm the value of the Universal Declaration of Human Rights as a shared commitment to dignity and justice for everyone, everywhere and always.

98. The Conference brought together participants from 20 countries of Latin America and the Caribbean region\* (representatives of governmental structures, national human rights institutions, professional associations, mass media, academic institutions and non-governmental organizations). The United Nations, OAS and UNESCO were represented at the Conference by high-ranking officials.

99. More than 800 participants attended the opening session in which ADG/SHS made a statement on behalf of UNESCO. The opening session was concluded by HE Mr Álvaro Uribe Vélez, President of the Republic of Colombia. In his statement he expressed his gratitude to UNESCO for the support to the Conference. He affirmed the devotion of the Colombian government to the values of human rights and enumerated efforts undertaken with a view to consolidating the rule of law and ensuring security and stability in the country.

100. The Conference included five masterly conferences and four round tables on: Media and Human Rights: Historical Overview and Current Perspectives and Challenges; Promotion of a Culture of Human Rights by Means of Education; Media Contribution to a Culture of Human Rights; Memory Education and Human Rights; Best Practices in Communication for Human Rights and Media Education and Media Education for Democratic Citizenship and Human Rights.

101. Mr Francisco Santos, Vice-President of Colombia, underlined the important role of media in the construction of civil awareness on human rights and the inculcation of respect for fundamental

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\* Argentina, Barbados, Belize, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru, Trinidad and Tobago, Uruguay and Venezuela.

rights and values of peace and justice. Mr Kiyotaka Akasaka, United Nations Under-Secretary General for Communications and Public Information, acquainted the participants with the DPI/NGO Conference held at UNESCO Headquarters from 3 to 5 September 2008 and stressed the role of the media in facing the challenge of cultural appropriation of the values and principles of human rights. ADG/SHS outlined the achievements in the field of human rights since the adoption of the Universal Declaration and the main challenges. He placed an emphasis on persisting poverty and related discrimination. In many statements the role of UNESCO in the advancement of human rights was underlined. Special attention was paid to 'memory education' as a means of preventing violations of human rights.

102. The round tables concentrated on analysis of situations in concrete countries and best practices in using media and education for the promotion of a culture of human rights in countries of the region. They gathered 300 to 500 participants. Numerous side events were organized on 8, 9 and 10 September 2008 for the participants and general public.

103. In the closing statement, Mr Jaime Bermúdez Merizalde, Minister for Foreign Affairs of Colombia, expressed his satisfaction with the conference and particularly thanked UNESCO for the great assistance.

104. Thanks to the political support of the organizing country, the high level of participation and the large media coverage, the Conference constituted a major contribution to a culture of human rights in Latin America and the Caribbean and helped increase UNESCO's visibility in the region.

#### **X. Implementation and follow-up of the intersectoral platforms**

(Follow-up to 179 EX/Decision 16 (I))<sup>2</sup>

105. At its 179th session, the Executive Board adopted 179 EX/Decision 16 on the report by the Director-General on the development and management of intersectoral platforms. By this decision, the Board requested the Director-General to submit to it at its 181st session an interim report on the implementation and follow-up to the intersectoral platforms, including, *inter alia*, a precise definition of the role of the various players and the relations between them.

106. The intersectoral platforms are a modality to enhance the quality, coherence and relevance of programme design and delivery. They are designed to enable UNESCO to respond in an interdisciplinary manner to some of the complex contemporary challenges falling within UNESCO's fields of competence. By working across sectoral frontiers to identify commonly defined objectives, implement jointly agreed strategies, and achieve platform-specific results, the platforms provide a gateway for delivering as One UNESCO.

107. In organizational terms, each platform is led by an ADG, except for the PCPD platform led by the DDG. The lead ADG chairs a steering committee with all other ADGs of participating Sectors. The Steering Committee is designed as an oversight mechanism that meets periodically to give strategic support and guidance to the platforms. This includes identifying opportunities for cross-fertilization of approaches and experiences, avoidance of overlap, monitoring and reporting on progress achieved, as well as resolution of practical difficulties encountered.

108. The lead ADG is supported by a platform manager. The platform manager is charged with coordinating all substantive input and operational requirements for planning, implementation and reporting, including through regular meetings with the focal points representing the participating Sectors, field offices and category 1 institutes. The College of ADGs regularly reviews the progress made by the various platforms. The Bureau of Strategic Planning is responsible for the overall

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The 12 intersectoral platforms for this biennium (2008-2009), as indicated in document 34 C/5 Approved are: Science Education, HIV and AIDS, Education for Sustainable Development, Contribution to the Implementation of the Mauritius Strategy for the Sustainable Development of Small Island Developing States (SIDS), Fostering ICT-Enhanced Learning, Strengthening National Research Systems, Languages and Multilingualism, Contributing to the Dialogue among Civilizations and Cultures and a Culture of Peace, Support to Countries in Post-Conflict and Disaster Situations, Priority Africa: Coordinating and Monitoring the Plan of Action to benefit Africa, UNESCO Action to Address Climate Change, Anticipation and Foresight.

coordination of the platforms, and provides guidance as necessary on their development and implementation.

109. For each platform, an indicative financial contribution by each participating sector was provided in document 34 C/5 Approved. The Director-General mandated that these amounts should be considered as minimum amounts which cannot be reduced, and that they be also augmented by the mobilization of extrabudgetary resources during the biennium.

110. To date, the Steering Committees of the platforms have articulated their high-level objectives and refined their biennial strategies and expected results. Moreover, the intersectoral platforms on Dialogue among Civilizations and a Culture of Peace, and UNESCO's action to address climate change have developed specific action plans.

111. All platforms are operational. Each platform places emphasis on building capacities and providing policy advice and also addresses the two global priorities of the Organization: Africa and gender equality. Intersectoral proposals to raise additional extrabudgetary resources are being prepared to step up action towards the objectives of the platforms. Mechanisms for more effective cooperation with the field offices, particularly in articulating how the platforms can provide targeted assistance and input to common country programming exercises, are also being developed.

112. Brief overall assessments of progress achieved in implementing the intersectoral platforms are contained in document 181 EX/4 Part I as the last section of each Major Programme. Specific information on results attainment is available in the detailed online reports at the following address: ([www.unesco.org/en/mlaunitassessment](http://www.unesco.org/en/mlaunitassessment)).

113. Finally, a dedicated website ([www.unesco.org/en/platforms](http://www.unesco.org/en/platforms)) was created to provide general information on the work of the intersectoral platforms, with links to their respective websites.

## **XI. Extension of the African continental shelf**

(Follow-up to 179 EX/Decision 16 (II))

114. At its 179th session, the Executive Board invited the Director-General to take all appropriate measures to strengthen the assistance of UNESCO and its Intergovernmental Oceanographic Commission to the concerned African Member States in order to speed up their process of study, formulation, and submission of requests for the extension of the limits of their continental shelf. The Executive Board indicated that UNESCO should work in close conjunction with the United Nations Environmental Programme (UNEP), the United Nations Division for Ocean Affairs and the Law of the Sea (DOALOS), as well as with the NEPAD Programme for Coastal and Marine Environment.

115. Since this decision, States Parties to UNCLOS met in New York (June 2008) and adopted a decision in the following terms concerning the 13 May 2009 deadline that will be met "by submitting to the Secretary-General [of the United Nations] preliminary information indicative of the outer limits of the continental shelf beyond 200 nautical miles and a description of the status of preparation and intended date of making a submission in accordance with the requirements of Article 76 of the Convention (...)".

116. Information contained in this report details the actions taken by UNESCO and its IOC in close collaboration with UNEP/GRID-Arendal, DOALOS and NEPAD, both prior to and after the States Parties meeting of June 2008.

117. Following ratification by 60 Member States Parties, the United Nations Convention on the Law of the Sea (UNCLOS) entered into force on 22 November 1994. Signatories thus agreed to the requirements of UNCLOS to submit complete geo-scientific information on their continental shelves if they extended beyond 200 nautical miles from the high tide mark. Dates on which they had to make their submissions were determined by the dates on which they had ratified the Convention.

118. Recognizing that some developing countries may not meet date and data commitments, United Nations General Assembly (UNGA) Resolution A/56/12 extended submission dates to 13 May 2009. In a further effort to assist countries most in need, UNGA Resolution A/57/141 called upon UNEP (working through the Global Resource Information Database, GRID), IOC, and the International Hydrographic Organization to make use of existing data management mechanisms to serve the needs of SIDS and other developing countries. UNESCO and its IOC conveyed these decisions to their governing bodies, offering assistance as a follow-up to UNGA Resolution A/57/141.

119. In December 2006, IOC partnered with NEPAD and UNEP/GRID-Arendal in hosting a “Consultative meeting on the Extended Continental Shelf Delineation in Africa”, and outlined a scheme of work for Member States. In his address to the Heads of State at the 8th African Union Summit, the Director-General underscored the importance of the issue and reiterated UNESCO/IOC’s offer of assistance. On the occasion of this Summit, partners also organized an exhibition and provided extensive information to the relevant authorities on these matters.

120. All of the above contributed considerably to raising awareness about the issue although it soon appeared that responsibilities of the different actors needed to be further clarified. IOC, with GRID-Arendal support, held an Information session in April 2008 on “UNCLOS and the Outer Limits of the Continental Shelf”. The nature of assistance that United Nations agencies could provide was outlined, and also where United Nations agencies could not be involved – collection of fresh data or direct assistance with the documentation, as this could be viewed as impinging on State sovereignty. Another information session was also organized in June 2008, during the IOC 41st Executive Council. Finally, all information was published in the July-September 2008 issue of the *World of Science*, including the steps to follow for a Member State when preparing a submission.

121. In June 2008, recognizing that several defaults to the 13 May 2009 deadline still existed, States Parties to UNCLOS adopted a decision that the deadline could be met by a lowered set of requirements as follows “... preliminary information indicative of the outer limits of the continental shelf beyond 200 nautical miles and a description of the status of preparation and intended date of making a submission ...”. These lowered requirements were reported to the IOC Executive Council, to Member States through Circular Letters CL/2270 and CL/2279 and to the UNESCO community (*World of Science*, October-December 2008 issue).

122. As appears from the account given above, the sovereign-state nature of the process of making a claim, and the limitations in the assistance that United Nations agencies could provide was emphasized throughout. To date, IOC has provided individual briefs to senior diplomats and focal authorities of five African countries, GRID-Arendal has conducted hands-on-training for about 140 African experts, and will conduct final training programmes at Arendal in early 2009, and DOALOS has delivered lectures on legal aspects of submission.

123. As a result, several African Member States have created effective organizational structures and reporting lines to a responsible national authority, have committed resources, and have availed themselves of the training facilities offered by GRID-Arendal and DOALOS. Member States which have not yet done so must be informed that decisions of the submission process are the sovereign right of a country. UNESCO/IOC and UNEP/GRID-Arendal can only assist for desk-top studies, advice on external consultation services available, and letters that need to be written (with templates). United Nations specialized agencies can neither collect new data nor create the files for submission.

**XII. The Regional Post-Graduate Training School on Integrated Management of Tropical Forests and Lands (ERAIFT) and UNESCO’s action to promote the training of African specialists in the management of forests and natural resources in sub-Saharan Africa (Follow-up to 179 EX/Decision 16 (III))**

124. A donors’ round table was organized at ERAIFT on 15 July 2008 to consider global funding needs for ERAIFT and to build synergies among public and private efforts regarding the protection and sustainable management of forests and natural resources. The round table was co-chaired by three ministers (the Minister for Forestry Economy of the Republic of Congo who is also the current Chair of MAB/ICC, the Ministers for the Environment, Natural Resources Conservation, Forests and Water and for Higher Education of DRC) and was attended by representatives of government donor agencies, intergovernmental organizations, the private sector, and non-governmental organizations, including the European Union, the World Bank, the African Development Bank, FAO, GTZ, and WWF. Resources in the amount of **4.9 million euros** were pledged as follows:

**European Commission (through its representation in DRC) (EC/DRC):**

- 4.5 million euros over the period 2009-2013 for continued operation of ERAIFT towards the training of African specialists in integrated development of land and resources in the humid tropics;
- 200,000 euros towards expenses for ERAIFT management during the transition phase (January-June 2009) from the current EU/Belgian Government funding to the new arrangements with EC/DRC for 2009-2013;

**Government of Belgium;**

- 100,000 euros for completion and phasing out of selected activities of the current phase of the EU/Belgian Government support to ERAIFT;

**African Development Bank:**

- \$100,000 for strengthening ERAIFT GIS (Geographical Information System) and remote sensing laboratory.

125. An academic and institutional reform process to ensure the sustainability of ERAIFT and to update its curricula (e.g. to include a thematic Chair on climate change) is also under way in the broader context of the introduction of the “LMD” (Licence-Master-Doctorate) in Africa. The legal status of ERAIFT is being reviewed to ensure that it adequately supports its mission to be a premier postgraduate training institute for sustainable development of tropical land and resources of Africa, and to provide the basis for cooperation with other partner institutions in the Amazon and Asian tropics on forest-lands sustainability.

126. Steps were also taken to better connect the work of ERAIFT with other UNESCO endeavours concerned with the training of African specialists in the management of forests and natural resources in sub-Saharan Africa. ERAIFT, acting as a knowledge-based centre of excellence for Africa, will contribute to the Priority Africa and ESD intersectoral platforms through:

- its regular training programmes;
- the creation of a new Chair on “Education on Biodiversity for Sustainable Development” in the Congo Basin to support education on technological approaches to ecosystem management;

- the production of a gender-sensitive teaching resource kit for environmental education reflecting the best practices in resource measurement and monitoring (e.g. flora, fauna, timber, carbon sequestration);
- a sustainable development Observatory for the Forests of Central Africa, as a contribution to the NEPAD Environmental Action Plan Initiative.

### **XIII. Contribution of UNESCO to the United Nations Secretary-General's report on human rights and cultural diversity**

(Follow-up to 179 EX/Decision 48)

127. A project to reinforce the freedom of expression of artists and creators was conceived as part of the Culture Sector's contribution to 179 EX/Decision 48, as well as to the celebration of the 60th Anniversary of the Universal Declaration of Human Rights in consultation with CI and SHS Sectors. This project will be in line with the Organization's actions for the implementation of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions and in support of UNESCO's culture mandate to sustain cultural diversity through cultural expressions and creative industries, notably by supporting artists, innovation and creativity. In that context, the recognition of the rights of artists and creators, through the follow-up to the Recommendation concerning the Status of the Artist (1980), will serve as a useful foundation to strengthen the mobility of artists across borders. On the other hand, further reflections on the contribution of artists within societies, based on the principle of the freedom of creators, will be taken into account particularly in relation to the promotion of social cohesion and quality arts education for all. The first phase of the proposed project would take the form of a consultative international meeting, gathering highly qualified experts and experienced NGO partners in the field of the arts and of artistic expressions to assess the state of the art as regards the ability of creators to create and express their art(s) across countries. The main objective would be to identify the obstacles and to establish recommendations on the means of improving their situation built upon the Recommendation concerning the Status of the Artist and the achievements of the UNESCO Observatories on Cultural Diversity. The meeting is intended to take place in September 2009 in UNESCO by means of extrabudgetary contributions. A preliminary consultation with the Joint Programmatic Commission on Dialogue among Cultures for Peace of the NGO Liaison Committee was organized on 10 February 2009.

128. Throughout 2008, numerous activities were organized by UNESCO, its Member States and various partners of the Organization to commemorate the 60th anniversary of the Universal Declaration of Human Rights. All events are online at the following address: [www.unesco.org/shs/humanrights/udhr\\_60anniversary](http://www.unesco.org/shs/humanrights/udhr_60anniversary). These activities were aimed at reaffirming the main principles of international human rights law, namely the indivisibility, interrelatedness and interdependence of all human rights, their equal importance and their universality. They also underlined that while the significance of national and regional particularities and various historical, cultural and religious backgrounds must be borne in mind, it is the duty of States, regardless of their political, economic and cultural systems, to promote and protect all human rights and fundamental freedoms.

129. These principles were further reaffirmed during the round table entitled "Human Rights and Cultural Diversity" which was organized at UNESCO Headquarters on 3 December 2008, following the proposal submitted by Cuba on behalf of the Group of Non-Aligned Countries. The round table pursued the aim of promoting reflection on the specific responsibilities and competences of UNESCO in the field of human rights and cultural diversity. The meeting brought together eminent experts from various countries. It encompassed a number of important subjects, among them: dialogue and cooperation for enriching the universality of human rights; the contributions of civilizations to the promotion of the concept of human rights and its application in the context of cultural diversity; the role of the media in the framework of human rights and cultural diversity. UNESCO was also informed that several other events were organized by the Non-Aligned Movement countries within the framework of the 60th anniversary of the Universal Declaration

of Human Rights, in particular a regional conference on “Media, Education and Culture of Human Rights” in Colombia, a national conference on Africa cultural practices and human rights in South Africa, a conference on interfaith dialogue in the Philippines.

130. Moreover, UNESCO contributed to the work of the Committee on Economic, Social and Cultural Rights in assisting in the organization of a day of general discussion on the right to take part in cultural life (May 2008). This meeting was held in the framework of the preparation by the Committee of a General Comment on this subject. The Organization will convene in May/June 2009, together with the Committee, an expert meeting to contribute to the drafting of the general comment on this right. In December 2008, a meeting of the Arab Research-Policy Network on Economic, Social and Cultural Rights (ARADESC) discussed the challenges to the implementation of cultural rights in the countries of the network (Algeria, Egypt, Libyan Arab Jamahiriya, Mauritania, Morocco and Tunisia). ARADESC was created in 2006 at the initiative of UNESCO and in close cooperation with ISESCO and brings together national human rights institutions, UNESCO Chairs and representatives of the academic community and civil society.

#### **XIV. Preparation of a draft declaration of principles relating to cultural objects displaced in connection with the Second World War**

(Follow-up to 180 EX/Decision 12)

131. The sub-item on the preparation of a draft declaration of principles relating to cultural objects displaced in connection with the Second World War is now a separate item (181 EX/53).

#### **XV. Measures taken to implement the recommendations by the External Auditor concerning the Office of Foresight**

(Follow-up to 180 EX/Decisions 50 and 51)

132. In 180 EX/Decisions 50 and 51, the Executive Board recommended that “the Director-General considers the feasibility of integrating the Office of Foresight into the Bureau of Strategic Planning, and reflect this in the Draft Programme and Budget for 2010-2011 (35 C/5)”. The Director-General has accepted this recommendation and issued a Blue Note on 21 November 2008 (DG/Note/08/43) on the integration of the Office of Foresight and its programme resources into the Bureau of Strategic Planning, which will be duly reflected in draft document 35 C/5. ADG/BSP and his Deputy are assuming the day-to-day management of the Section and the responsibility for the activities of the intersectoral platform for anticipation and foresight.

133. The Director-General will report in private session about the action taken in respect of the staff and managers concerned pursuant to the External Auditor’s report and the debate by the Executive Board thereon. The Director-General will also report on the results of a review by the Internal Oversight Service of the use of human resources by the Office of Foresight.

134. Furthermore, the Board invited the Director-General to report to it at its 181st session on the measures taken to implement the recommendations by the External Auditor, taking into consideration the discussions held at its 180th session. The relevant information thereon is contained in document 181 EX/34 on progress in the implementation of the recommendations by the External Auditor. The relevant information pertaining to the Office of Foresight in this document is contained in paragraphs 57 to 60. It should also be noted that the Intersectoral Platform on Anticipation and Foresight, involving all programme Sectors, has developed into an important means for developing house-wide initiatives on orientations of Organization-wide and sectoral interest.

#### **XVI. Special Account for the International Fund for the Promotion of Languages and Multilingualism: postponement of the examination of the revised version of its financial regulations**

(Follow-up to 180 EX/Decision 55)

135. At its 180th session, the Executive Board invited the Director-General to submit to it, at its 181st session, a revised version of the financial regulations of the Special Account for the International Fund for the Promotion of Languages and Multilingualism. The Director-General was



further invited to launch an appeal for contributions from Member States and private donors and to report thereon at the 181st session.

136. After considering many factors, the Director-General is of the view that the current global economic recession with an all-pervading financial crisis would not be an appropriate moment to launch such an appeal. The Director-General proposes to postpone the launching of the appeal to a later date, when a call for contributions can be made in more favourable circumstances.

**XVII. Specific proposals for the implementation of interdisciplinary and intersectoral programmes on the works of Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a reconciled universal**

(Follow-up to 180 EX/Decision 58)

137. The implementation of this action programme should be based on the identification of the two aspects of content and partnerships.

138. In regard to the first aspect, the purpose of the identification of content will be to try to find thematic convergences between these three outstanding writers, the areas where there is no dialogue and the lessons that can be drawn for present times, including with respect to UNESCO's role in this dynamic process, one of whose aims is to attain a "reconciled universal".

139. In order to identify the main thematic content, a meeting of a very small number of experts on the works and thought of these three personalities is due to be held at UNESCO on 16 March 2009, on the occasion of the celebration of World Poetry Day. The meeting will be financed from extrabudgetary sources.

140. The second aspect will aim to mobilize partners to organize information and the call for initiatives (Member States, National Commissions, national public networks, international agencies of the United Nations system, IGOs, NGOs), and involve the UNESCO field offices. All the available information and communication media, namely specific websites, contacts with the press and personal contacts, should be used to provide information about the authors. A call for projects could lead to the identification of original operations to be endorsed or promoted, depending on the amount of extrabudgetary funds raised.

141. An addendum to the present document will be submitted to the Executive Board at its 181st session and will include an implementation timetable that respects the relevant recommendations of the Board, which has expressly requested the holding of two flagship celebrations: in 2011, the 150th anniversary of the birth of Tagore and in 2013, the 100th anniversary of the birth of Césaire. The implementation of this action plan is contingent on the extrabudgetary resources available.



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## **REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP TO DECISIONS AND RESOLUTIONS ADOPTED BY THE EXECUTIVE BOARD AND THE GENERAL CONFERENCE AT THEIR PREVIOUS SESSIONS**

### **ADDENDUM**

#### **SUMMARY**

This document is an addendum to document 181 EX/5 (Sub-item XIX) intended to inform the Members of the Executive Board on the Progress of Work on UNESCO's efforts for the United Nations Decade of Education for Sustainable Development (177 EX/Decision 9).

This document does not have administrative or financial implications.

No decision is required.

## **XIX. Progress of work on UNESCO's efforts for the United Nations Decade of Education for Sustainable Development (DESD)**

(Follow-up to 177 EX/Decision 9)

1. Education for sustainable development (ESD) is a crucial aspect of UNESCO's work. The Organization is at the centre of international efforts in this field through its role as lead agency for the United Nations Decade of Education for Sustainable Development (UN DESD). In this role, and through the intersectoral platform on education for sustainable development, UNESCO has ensured the overall coordination of the different partners of the Decade, such as the Organization's Member States, United Nations agencies, the private sector and education stakeholders, among others. It has also delivered targeted assistance to Member States in developing ESD policies that build on demonstrated good practices.<sup>1</sup>

2. In the past six months, UNESCO has focused its efforts on preparing for the mid-term review conference of the DESD. As this review conference, hosted in Bonn by the Government of Germany from 31 March to 2 April 2009, had not taken place at the time at which this document was prepared, additional information on its outcomes will be presented to the 181st session of the Executive Board in an information document.

3. In the lead-up to the Bonn Conference, UNESCO provided technical assistance to facilitate a number of related international events. These events, held in France, Sweden, Kenya and Japan, aimed at assessing progress in the implementation of the DESD and at gathering recommendations from a range of stakeholders in order to feed into discussions at the international mid-term review conference. The main outcomes of these events are highlighted below:

### **Bordeaux Conference: "Working together on Education for Sustainable Development" (October 2008)<sup>2</sup>**

4. Organized in the context of the French Presidency of the European Union, this international conference provided a platform for French, European, Mediterranean and Francophone actors to discuss different themes related to education, training, information and awareness-raising in the field of the environment and sustainable development. More specifically, discussions highlighted the following issues:

- the importance of recognizing teachers as part of an educational continuum that also involves other stakeholders;
- the need for regional coordination of the implementation of ESD policies that address the actual needs of people. Focus could be placed on the Euro-Mediterranean basin as a prime area for the implementation of such policies;
- the media's role in the implementation of a responsible approach to ESD; and
- the need to develop appropriate teaching resources to support ESD, including in terms of responsible consumption and more sustainable lifestyles.

### **Gothenburg Workshop: "Visions and Preparations for a Common Blueprint on Education for Sustainable Development" (November 2008)<sup>3</sup>**

5. This workshop was organized by Chalmers University of Technology and the University of Gothenburg in collaboration with the Swedish Ministry of Education and Research, the Swedish National Commission for UNESCO and the Swedish International Centre of Education for

<sup>1</sup> Further information on this is available in document 181 EX/4, including the online template.

<sup>2</sup> [http://www.decennie-france.fr/index.php?page=readActu&id\\_actu=58&lang=en](http://www.decennie-france.fr/index.php?page=readActu&id_actu=58&lang=en)

<sup>3</sup> <http://www.esd-world-conference-2009.org/en/whats-new/news-detail/item/esd-workshop-in-gothenborg-sweden.html>

Sustainable Development (SWEDESD). Participants considered how to promote ESD at different levels of education. The following points were emphasized:

- access for all to lifelong learning is essential, with early childhood being a natural starting point for ESD;
- ESD is a means to actively promote critical engagement with norms that define gendered ways of being, doing and living together;
- ESD constitutes learning for change that is based on relating multiple perspectives to each other at all times;
- ESD is a way to promote relationships between different educational levels, sites and perspectives, recognizing their interdependence;
- ESD professional development must include teacher education and professional education for educational leaders and community educators;
- ESD should be embedded in curricula, steering documents and learning materials;
- ESD should stimulate the development of new behaviours in educational settings; and
- research, evaluation and “practitioner enquiry” should be promoted to strengthen and extend ESD.

**Nairobi Conference: “Environment, Development and Climate Change: Universities Responding?” (November 2008)<sup>4</sup>**

6. This first international Mainstreaming Environment and Sustainability into African (MESA) Universities Partnership conference was organized by the United Nations Environment Programme (UNEP) in cooperation with UNESCO, the Horn of Africa Regional Environment Centre and Network (HoA-RECEN), the Association of African Universities (AAU) and the Southern African Development Cooperation-Regional Environmental Education Programme (SADC-REEP).

7. The conference provided a forum for South-North and South-South dialogue, exchange, engagement and collaboration on challenges and best practices in the implementation of ESD in higher education institutions in Africa. It focused on contextualizing Africa’s local and scientific knowledge as a way of responding to new challenges. It also supported and recognized innovations in African universities that respond to the region’s most pressing economic, social and environmental challenges and opportunities. In addition, it sought to contribute to the revitalization of higher education in Africa by enhancing opportunities to build capacity in fields linked to the environment and sustainability.

8. Recommendations were made to inform the MESA Universities Partnership, as well as university leaders, students and the wider higher education sector. These recommendations were discussed under five clustered themes, namely: knowledge, innovation and development; teaching and research; partnerships and networking; educational and institutional leadership in ESD and policy issues; and promoting and enabling student participation. In particular, they indicated that strategies for moving forward with ESD should: engage the community, including educators; put values, ethics and traditional knowledge at the fore of educational processes; place particular emphasis on vulnerable groups; pay attention to learning in the context of climate change; build capacities for educators and civil society in ESD; open the debate on ESD in higher education institutions, which should become “green”; collect good practices; and establish networks, among others.

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<sup>4</sup> [http://www.unep.org/training/mesa\\_conf/index.asp](http://www.unep.org/training/mesa_conf/index.asp)

### **Tokyo Forum: “Education for Sustainable Development Dialogue” (December 2008)<sup>5</sup>**

9. This Forum was hosted by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) and co-organized by the United Nations University (UNU) and the Asia/Pacific Cultural Centre for UNESCO (ACCU). It aimed to: use collective learning as a basis for enhanced future action; identify results-oriented strategic projects for the second half of the Decade; explore the possibility of a global consortium on ESD involving the private sector and NGOs; and consider possible research and innovative contributions to the Decade. Participants recommended that UNESCO’s Member States:

- incorporate the principles, values and practices of sustainable development as an important element of strategies in all settings;
- assist each other in the implementation of the DESD, for example through the exchange of good practices and innovations in ESD;
- make full use of the available networks and extended ESD community and partners, such as the Associated Schools Project (ASP) Network, UNEVOC Centres and UNU Regional Centres of Expertise on ESD (RCEs), as well as flagship projects and other initiatives that could guide all stakeholders in implementing ESD; and
- consolidate and strengthen partnerships with United Nations agencies, and build up closer connections with various stakeholders, higher education institutions, non-governmental organizations, the private sector and the media.

10. Furthermore, the Forum participants requested UNESCO’s Director-General to take steps to: assist Member States in developing ESD programmes in line with their needs; build a stronger relationship between EFA and ESD; promote intersectoral activities in ESD, such as the biosphere reserves of UNESCO’s Man and the Biosphere (MAB) Programme, as learning laboratories for sustainable development; support the development of national research agendas; and stimulate the capacity of higher education institutions to carry out innovative ESD research, including by incorporating relevant indigenous and local knowledge systems.

11. Each of the international conferences set out above has played a valuable role in preparing for the mid-term review conference to be held in Bonn. Their outcomes<sup>6</sup> will therefore be key contributions to the deliberations of the Bonn Conference, which will take stock of the implementation of the DESD to date and develop strategies for the way forward.

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<sup>5</sup> <http://www.mext.go.jp/english/unesco/010/08101401.htm>

<sup>6</sup> Outcomes’ summaries are featured as background material on the Bonn Conference website at <http://www.esd-world-conference-2009.org/en/home.html>.



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## REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP TO DECISIONS AND RESOLUTIONS ADOPTED BY THE EXECUTIVE BOARD AND THE GENERAL CONFERENCE AT THEIR PREVIOUS SESSIONS

### PROGRESS REPORT ON DECENTRALIZATION

#### ADDENDUM 2

##### SUMMARY

The present document is an addendum to document 181 EX/5 (Sub-item XVIII). It is intended to inform the Members of the Executive Board of recent progress on the review of UNESCO's decentralization strategy (180 EX/Decision 6 (II)).

This document does not have administrative or financial implications.

No decision is required.

#### **XVIII – Progress report on decentralization**

(Follow-up on 180 EX/Decision 6 (II))

1. At its 180th session, the Board invited the Director-General to submit to it at its 181st session, “a final report on an adjusted decentralization system and structure, building on the comprehensive action plan of the implementation of the 2007 triennial comprehensive policy review” (180 EX/Decision 6, Part II). In his letter of 9 February 2009, the Director-General informed the Chairman of the Executive Board that, while he was hoping to be able to complete this task in time for 181st session, based on the steady progress made by the Decentralization Review Task Force (DRTF), more time was needed for the Secretariat to finalize sustainable and financially realistic options for an adjusted decentralization system in view of the complex, multidimensional impacts of the ongoing United Nations reform at the country level and the evolving United Nations field architecture.

2. This progress report aims therefore at apprising the Executive Board of the salient results of the DRTF at its last meeting in January 2009, which essentially focused on completing its consideration of the impact of the United Nations reform on the Organization's programming processes, and of the positioning of UNESCO's National Commissions and national partners in the

new country-level approach, as well as on identifying possible options for the revision of UNESCO's decentralized structure.

### **Impact of the United Nations country-level reform on the Organization's programming processes**

3. From the onset, the DRTF recognized that the United Nations General Assembly's resolution 62/208 (2007 Triennial comprehensive policy review of operational activities for development of the United Nations system – TCPR) has given a renewed and decisive momentum to the United Nations reform, with its main provisions reaffirmed by UNGA resolution 63/232 adopted in December 2008. The 2007 TCPR thus constitutes a major reference and guiding framework for the United Nations operational activities for development, especially at country level. As a result, UNESCO's decentralization approach is bound to purposefully support country-level action and the Organization's active involvement in joint programmes, in common with the United Nations and other partners. In so doing, UNESCO must pay attention to both government buy-in and its own delivery capacity. It must also recognize that the Paris and Accra declarations on aid effectiveness and the increasing number of national declarations they inspired along the same principles, have significantly changed the aid environment and imposed greater use of national mechanisms and procedures. This significant departure from past practices poses the following major programming challenges to the Organization:

- (i) reconciling, on the one hand, global programming and country priorities and, on the other, global priorities and country programming;
- (ii) building flexibility and accountability in the programming process, including in the area of allocation of financial resources to field offices to respond to emerging needs;
- (iii) focusing UNESCO's contribution to common country programmes in a concerted manner, reflecting strategic convergence among all UNESCO entities ("Delivering as One UNESCO" concept) and ensuring proper consultation with and maximization of the potential of National Commissions and other partners at country level, notably committees of UNESCO's intergovernmental programmes and category 2 institutes;
- (iv) ensuring continuous quality control of country-level activities and projects, and quality backstopping to field offices throughout the planning and implementation processes.

4. Thus, while UNESCO's approved programme should continue to serve as the key reference point for programming actions and activities at country level, UNESCO should in addition be guided by national priorities. It should in general advocate for internationally agreed development goals (IADGs), including conventions, norms and standards, which constitute a very solid basis for its country-level intervention, since the Millennium Development Goals (MDGs), although more focused and measurable, represent limited areas of concern. UNESCO's country-level involvement should also preserve its very nature as a specialized agency providing recognized expertise in its fields of competence, with policy advice and related capacity-building as its principal modalities of action. Other key modalities are monitoring/benchmarking and standard-setting/normative action. Throughout, UNESCO must also retain its function as a laboratory of ideas and should aim at coordinating United Nations or aid partners in its fields of competence. While aiming to include as much of its programme as possible within the United Nations Development Assistance Frameworks (UNDAFs), UNESCO should also be able to carry out its mandate in response to requests from Member States. A solid mix needs to be preserved between its contributions to common country programming and its particular mission through stand-alone activities, as called for by countries, especially in areas where no other United Nations agency can provide expert advice (such as cultural heritage, media and others).

5. However, UNESCO cannot completely be demand-driven at country level, in view of its normative role as well as of its global mandate and priorities (such as Africa and gender equality)

and of its limited resources. It therefore needs to make strategic programme choices and define targets for its country-level intervention, notably within the UNDAFs and other common country programming processes, to ensure quality planning inputs and delivery. This also calls for a better convergence of efforts of all UNESCO entities, including intergovernmental programmes and category 1 institutes, in a truly intersectoral “Delivering as One UNESCO” approach. It also calls for the development of robust knowledge management tools as well as analytical and policy capacities to inform action at country level and ensure adequate linkage of the C/5 document and alignment of work plans with national development priorities. Thematic sectoral analyses (such as the UNESCO National Education Strategies – UNESS documents) are seen to serve this purpose and therefore need to be reinforced.

6. With the evolving realities on the ground, the whole range of national strategic priorities cannot be properly captured in UNESCO’s programming documents, notably due to the lengthy process of preparation of the C/5 document which diminishes its relevance at the time of implementation. In the short term, there is a clear need to reinforce flexibility in programme, with the proper corresponding accountability. Reprogramming in the course of the biennium should be systematized across all sectors at regular intervals as an essential management tool to introduce more responsiveness, particularly to post-crisis (conflict or disaster) situations. While flexibility is called for, it is also clear that it should not be perceived as a substitute for good programming and reprogramming. The UNESCO Country Programming Documents (UCPDs) are also seen as an important vehicle and mechanism for programming, both internally and with United Nations Country Teams (UNCTs). When negotiated with government authorities, they can be used effectively as a reflection of national priorities and enable field offices to be well prepared for contributing to the elaboration of UNDAFs. The pilot experience with UCPDs over the last 18 months should therefore be reviewed with the goal of rapidly generalizing the approach. In addition, the current debates of the General Assembly concerning the possible alignment of the strategic planning cycles of United Nations funds and programmes with the TCPR cycle, and changing this comprehensive policy review from a three-year to a four-year cycle, are likely to affect the programming cycles of specialized agencies and are to be closely monitored.

7. In the longer term, UNESCO’s programming process would need to be revisited to reflect the emerging new reality on the ground and establish an adequate connection between the global and country levels. Future adjusted C/5 documents should be built in a more bottom-up approach, calling for increased and harmonized internal consultations at sectoral and intersectoral levels. The current programming practice of ILO presenting main areas of action and budget breakdown at the regional level could inspire the structure of the C/5 document. Since mobilization of extrabudgetary resources shapes the capacity of UNESCO to deliver, and in the same spirit as the UNDAFs presentation, the unfunded gap of the Organization’s country-level action could also be presented as an integral part of the Programme and Budget along with regular programme funding. Finally, the presentation of C/5 documents in two parts, one reflecting the global normative mandate and action, and the second focusing on the operational, country-level approach, may constitute a future alternative. While this would represent a major departure from the current programming approach and carries the risk of negatively affecting the normative-operational linkage and overall programme coherence, it is felt that it should not be dismissed without due consideration.

8. The evolving national strategic priorities at country level also call for flexibility in the decentralized structure itself, with country presence conceived from fully-fledged offices to UNESCO desks or project antennas within UNCTs, complemented by agreements with other United Nations organizations to host and/or support UNESCO’s country-level action, and with adequate backstopping and monitoring by Headquarters. In keeping with one of the Organization’s main comparative advantages at field level, the regional/subregional mandate, programmes and networks of UNESCO must also be adequately reflected in UNESCO’s decentralization approach. Regional programmes and commitments should better inform country-level participation (e.g. the Second Decade of Education in Africa) and subregional bodies must be adequately consulted and encouraged to partner with UNESCO. In addition, participation in regional quality control of country-level action through United Nations Regional Directors Teams must be ensured, and the



opportunities presented by the future role of regional coordination mechanisms led by the United Nations Regional Commissions (ECOSOC Resolution 1998/46) in programme areas, such as education and the sciences, must be carefully monitored. This, however, should not translate into a heavy regional level.

### **Positioning of UNESCO National Commissions and national partners in the country-level approach**

9. Mobilizing UNESCO's unique constituency and networks at country level within the new context of a reformed United Nations has been at the heart of the DRTF deliberations since it started considering long-term measures for strengthening the Organization's field presence and consequently revisiting the Organization's decentralization strategy. At three of its four meetings held so far, the DRTF devoted special sessions to the issue of positioning National Commissions, the broader UNESCO family (e.g. category 2 centres and institutes, UNESCO Chairs, Clubs and Associations, Associated Schools, Associated Libraries, national committees of UNESCO intergovernmental programmes and Goodwill Ambassadors) and other national partners (e.g. NGOs, including national chapters of those recognized by UNESCO, academic and research institutions, professional organizations in UNESCO's fields of competence, the private sector and parliamentarians) in support of the Organization's priorities and programmes and enhanced visibility. The Chairperson of the Coordinating Group of National Commissions and representatives of National Commissions attended all these meetings, while representatives of the broader UNESCO family attended one of them. The discussions on this subject held at the five regional consultations on the preparation of document 35 C/5, and at the meeting of National Commissions from "Delivering as One" pilot countries and UNDAF roll-out countries jointly organized by ERC and BSP in Hanoi in November 2008, also fed into the examination of this matter by the DRTF. In addition, the DRTF benefited from the debates of a meeting of National Commissions from developed and well-resourced countries that was organized by ERC immediately before the last DRTF meeting in January 2009.

10. Within the new United Nations dynamics at country level, National Commissions could play a vital role in advising UNESCO field offices on country priorities, act as a source of information, as well as facilitate consultations with line ministries and mobilize national expertise to help shape UNESCO's inputs to United Nations common country programming processes. In their capacity as national bodies connected to national governments, National Commissions could also advocate, among ministries working in UNESCO's fields of competence and coordinating ministries (e.g. planning, economy and finance as appropriate), on the Organization's norms and standards, ethical positions and priorities within their National Development Plans, as well as on assigning leadership to the Organization in relevant United Nations common country programmes. This role could be all the more important in countries where UNESCO is non-resident.

11. To play the above roles, National Commissions need to be well aware of the complexity and technicality of the United Nations common country processes. UNESCO field offices have therefore the responsibility to ensure that National Commissions are fully informed and regularly updated, and to encourage them to take on a complementary role compatible to their national status and accountability. They have also to inform United Nations Country Teams of the added value of UNESCO National Commissions and of their international and national networks, reach-out and expertise, and advocate for the participation of National Commissions, when deemed useful, in certain UNCT and thematic working group meetings, in line with the Memorandum of Understanding on Strategic Partnership between UNESCO and UNDP signed in October 2008. A strengthened new partnership between field offices and National Commissions based on a spirit of mutual support, open dialogue and consultation has to be established.

12. Associating National Commissions in United Nations common country programming processes should be done, however, in a pragmatic and flexible manner, avoiding a "one size fits all" approach. Such flexibility is important as National Commissions are different in each country, with varying strengths and weaknesses. Therefore, the level and nature of their involvement can

differ widely according to such factors as the presence of a UNESCO office in the country, the National Commission's overall capacity, expertise, human and financial resources, and privileged access to relevant national stakeholders. A major obstacle to the involvement of many National Commissions still resides in their capacities which need to be considerably strengthened. In addition to adequate qualified staff for each UNESCO field of competence, appropriate mechanism to ensure stability in their secretariats, as well as intersectoral outreach and recognized status at national level, appropriate support should continue to be provided to National Commissions. Stronger advocacy to governments of Member States for the empowerment of National Commissions, training and capacity-building are seen to be crucial in this respect. Innovative approaches to training within long-term programmes (and not as a set of single activities) focused on the real need of National Commissions, and with mentoring schemes and partnerships among National Commissions from different regions, should be pursued. As a first step, priority should be given to a comprehensive assessment and mapping of capacities and expertise of National Commissions, and the development of training materials and practical guides on United Nations common country processes, as well as the review of the "Architecture of National Commissions for UNESCO" and of the "Guidelines for interface and cooperation between UNESCO field offices and National Commissions for UNESCO", to adapt them to the context of the United Nations country-level reform.

13. National Commissions from developed and well-resourced countries have also a role to play with regard to the United Nations reform at country level and the overall decentralization strategy of UNESCO. They should nurture closer links with ministries in their countries dealing with ODA to advocate for funding of UNESCO projects. They could also develop training initiatives and programmes aimed at strengthening capacities of National Commissions in developing countries and mobilize funds to this effect, as some have already started doing.

14. As regards the broader UNESCO family and other national-level partners, they are recognized as essential partners to promote UNESCO's values, norms and standards. UNESCO Chairs, national committees of UNESCO intergovernmental programmes as well as national NGOs and civil society organizations should be consulted by field offices when elaborating United Nations common country programmes and involved in their implementation, on a case-by-case basis, depending on their widely varying capacities and expertise. Their contribution could also be sought in terms of advocacy and local fundraising. Examples of fruitful cooperation and good practices include the assignment by the UNESCO Centre of the Basque Country of 120 highly qualified young Basque volunteers in 45 UNESCO field offices within the last 10 years, as well as the cooperation between the UNESCO-NGO Liaison Committee and the UNESCO Office in Santiago for conducting an impact analysis of the economic crisis on the education for all process in Latin America. Mapping of national civil society partners affiliated to NGOs having official relations with UNESCO, as well as raising their awareness of the United Nations reform at country level, are seen as priority actions to strengthen relationships between them and UNESCO field offices and National Commissions. As to the latter, many still have to develop their capacity to reach out to civil society.

### **Options for a revised UNESCO decentralized structure**

15. The DRTF's consideration of possible options for revising UNESCO's decentralization strategy was based on the premise that UNESCO's field presence should continually adapt to the evolving priority needs of Member States and to the Organization's programme, with structures, human resources policies and business practices that confer flexibility and responsiveness. The architecture that may best serve this purpose would include, in addition to field offices, flexible complementary delivery platforms with the technical expertise to support country-level operations, as well as time-bound country-level presence in the form of UNESCO desks assigned to UNCTs during common country planning and programming stages to coordinate UNESCO's inputs and project antennas for the execution of specific extrabudgetary projects, whose staff, personnel and operating costs are covered under the related project direct costs. With regard to human resources, innovative and flexible mechanisms to allow for rapid deployment of staff when and as

needed would be critical for UNESCO's quick response and action at the country level. Clear reporting lines among field structures and with Headquarters, transparent accountability frameworks and adequate support structures at Headquarters, within programme sectors and central services, would also be pivotal.



United Nations  
Educational, Scientific and  
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# Executive Board

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Item 5 of the provisional agenda

## REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP TO DECISIONS AND RESOLUTIONS ADOPTED BY THE EXECUTIVE BOARD AND THE GENERAL CONFERENCE AT THEIR PREVIOUS SESSIONS

### SPECIFIC PROPOSALS FOR THE IMPLEMENTATION OF INTERDISCIPLINARY AND INTERSECTORAL PROGRAMMES ON THE WORKS OF RABINDRANATH TAGORE, PABLO NERUDA AND AIMÉ CÉSAIRE FOR A RECONCILED UNIVERSAL

#### ADDENDUM 3

##### SUMMARY

As mentioned in the 181 EX/5 (Sub-item XVII), the following text presents to the Executive Board a set of specific proposals to build upon the contribution of Tagore, Neruda and Césaire towards a reconciled universe.

Financial and administrative implications (see paragraphs 10 to 12).

No decision is proposed.

#### **XVII Specific proposals for the implementation of interdisciplinary and intersectoral programmes on the works of Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a reconciled universal**

(Follow-up to 180 EX/Decision 58)

1. Having noted that Tagore, Neruda and Césaire were at the heart of vast constellations of thought and action and now that a serious economic, financial and ecological crisis is calling into question the intellectual bases of our activities, it is proposed that the convergences between the three authors (and their “fellow thinkers”) be highlighted in order to renew reflection and action that would help us to “rethink the universal” and to place the “intellectual and moral solidarity of mankind”, that is UNESCO’s ultimate objective, on fresh bases.

2. This programme, as specified in 180 EX/Decision 58, has been set the central objective of launching a new dynamic of reflection and action on a “reconciled universal”, on the basis of the legacy bequeathed by the three authors.

3. The method for achieving this objective consists in:

- (a) identifying areas of convergence between the three authors that give insights into understanding the problems of the contemporary world and thereby help to redefine certain key paradigms;
- (b) propose these main themes to partners who will explore them in their own way and will thus relaunch reflection on them by including them in their own programme of events.

#### **A. Objective of the programme**

4. An informal meeting financed from extrabudgetary funds was held on 16 March 2009. It brought together experts on Tagore, Neruda and Césaire around the permanent delegations to UNESCO of Benin, Chile, India and France. At the meeting, some hypotheses concerning the themes of convergence between the three authors were tested and the potential lines of action were identified more clearly.

5. It was proposed:

- that the duration of the programme would be 2011 to 2013: it would thus be possible during the 18 months before 2011 begins, to concentrate on the necessary preparations (finalization of information material, identification of partners) and to set the programme between the two key dates specified in the decision, namely the 150th anniversary of the birth of Tagore (2011) and the 100th anniversary of the birth of Césaire (2013);
- that the programme be focused on the quest for a universal that transcends particularism. The idea is to highlight the way in which each of the authors has reached universality by calling into question, each as far as he was concerned, relations between the dominant and the dominated, whether regarding colonialism, fascism, imperialism or racism. It was argued that the current crisis in thought was merely the final twist in the crises that the world experienced in the nineteenth and twentieth centuries. In short, that entailed seeing the “globalization” crisis as a new version of the tension between the dominant and the dominated and comparing writers who, over and beyond their differing historical, social and cultural contexts, shared the common feature of being authors of the South or identifying with and speaking from the “South”, and could be instrumental today in deciphering the modern world. It is probably in their community of origin (authors speaking from the “South”) that the profound convergence between these three bodies of work lies, and informs a common aptitude to think of a universal reconciled with itself, that is to say free from relations of domination, whatever they may be.

#### **B. Common content**

6. It is proposed that the programme focus on five major themes of convergence which were “cleared” or “worked” by the three authors and are full of lessons for the present.

They are:

- (i) **education:** the three authors gave significant priority in their work to education, experimentation and learning, as the foundations for their social and political commitment;
- (ii) **nature:** the message of Tagore, Neruda and Césaire gives meaning and coherence to the search for a new covenant of solidarity between humanity and its environment, on which ethics and all holistic knowledge of the universe must be based;

- (iii) **science:** scientific and technological progress, in which the three authors placed much hope, can only be viewed in the form of sharing, as enriched by dialogue with all forms of knowledge;
- (iv) **human rights and democracy:** the common feature messages of Tagore, Neruda and Césaire in favour of the democratic ideal and citizenship is that they form part of a struggle against colonialism, discrimination and political, economic, social and cultural exclusion;
- (v) **art and, in particular, poetry:** they play a powerful (the most powerful?) part in mediation between people and nature, between individuals and their fellows, thereby enabling that which has wrongly been compartmentalized by history and that which is threatened today by over-specialization to be reconciled.

It might (possibly?) be appropriate to add **love and women**, which are the heart of Neruda's work, bearing in mind that Tagore and Césaire also considered women to be the bearers of meaning and change.

7. It was proposed that a brochure on these five (or six) themes be produced, setting extracts from each of the three authors alongside each other, thus leading them into a "dialogue" and inspiring new dialogues and thought on present times. The brochure will be circulated widely, in particular to those taking part in processes of reconciliation in order to stimulate further debate.

### C. A method

8. On the basis of this common thematic corpus, a number of operational lines of action might be identified, all designed to mobilize UNESCO's natural partners, its intermediaries in Member States – National Commissions, universities, associated schools, the media, politicians and cultural figures, and its international intermediaries, the United Nations system, intergovernmental organizations (starting with the International Organization of the Francophonie – OIF) and international NGOs.

9. Particular attention will be paid to the following main lines of emphasis:

- (i) the audiovisual dimension of the project, by encouraging the production or distribution of documentaries, fiction and material in a wide variety of formats (such as short, three- to seven-minute-long programmes);
- (ii) the search for possible connections with major events in the cultural/global agenda (European years of culture, festivals, international exhibitions and world sports events) that might "carry" the project into all environments;
- (iii) the development of a programme to publish and translate the three bodies of work, in particular with a view to achieving greater balance in terms of quality (improved knowledge of the different facets of each of the authors) and of quantity (the work of Aimé Césaire, unlike that of the other two authors, winners of the Nobel Prize, is very largely under-translated);
- (iv) the academic and interdisciplinary dimension of the project, by stimulating in-depth study of the areas of convergence between the three authors in order to revisit, on the basis of the tensions identified, the scope for "reconciliation" and the "universal";
- (v) activities to raise the awareness of cultural institutions and artists, performers and creators so that they can take ownership of the project, using all the languages of art and the stage (music, song, dance, photography, and so on) so as to reach the broadest possible audience in the North and in the South, in particular young people;

- (vi) the search for extrabudgetary resources through financial partnerships with public authorities and the private sector.

#### **D. Budgetary and administrative implications**

10. In order to ensure in full the launch of the project, it is important to identify the most wide-ranging group of partners who might provide it with content, and act as national, regional and international intermediaries able to give effect to the programme of activities in all the requisite dimensions (such as translations, debates, research, education, various cultural events and audiovisual programmes). UNESCO will be responsible for the preparatory phase of the programme, the communication strategy and the mobilization of extrabudgetary funding by working with all of its field offices, National Commissions for UNESCO, IGOs and relevant international NGOs.

11. All available means of information and communication should be used for information concerning the authors and the programme's activities: dedicated website, contact with the press, targeted contacts, and so on. A call for projects might lead to the identification of original operations that could be labelled or promoted. In addition, special relations should be established with public and private donors in order to gather the resources that are vital to ensuring the activities' success. A sponsoring committee, composed of eminent individuals, could be established so that it could support and encourage the implementation and global impact of the project.

12. The major part of the project will be funded from extrabudgetary sources, as is the case for the celebration of international years. The services of only one consultant (P-5, half-time) will be required for the preparation, communication and coordination of activities. Expenditure relating to this work could be covered within the budget requested in document 35 C/5, if approved.



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**REPORT BY THE DIRECTOR-GENERAL  
ON THE FOLLOW-UP TO DECISIONS AND RESOLUTIONS  
ADOPTED BY THE EXECUTIVE BOARD AND THE GENERAL CONFERENCE  
AT THEIR PREVIOUS SESSIONS**

**REPORT BY THE DIRECTOR-GENERAL ON THE IMPLEMENTATION  
OF 34 C/RESOLUTION 47 AND 180 EX/DECISION 5 (II)  
RELATING TO THE ASCENT TO THE MUGHRABI GATE  
IN THE OLD CITY OF JERUSALEM.**

## ADDENDUM 4

### SUMMARY

This document is an addendum to document 181 EX/5 (Sub-item V) and is proposing a draft decision in this regard.

Decision proposed in paragraph 1.

1. In view of the information provided in document 181 EX/5 (sub-item V), the Executive Board may wish to adopt the following draft decision:

The Executive Board,

1. Having examined document 180 EX/5 (II) and document 181 EX/5,
2. Recalling 176 EX/Special Plenary Meeting/Decision, 177 EX/Decision 20, 179 EX/Decisions 9 and 52,
3. Further recalling Decisions 31 COM 7A.18 and 32 COM 7A.18 adopted by the World Heritage Committee at its 31st (Christchurch, 2007) and 32nd (Quebec City, 2008) sessions respectively,
4. Also recalling the relevant provisions on the protection of cultural heritage including, as appropriate, the four Geneva Conventions (1949), the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict of 1954, the Convention for the Protection of the World Cultural and Natural Heritage of 1972, the inscription of



the Old City of Jerusalem and its Walls at the request of Jordan on the World Heritage List (1981) and on the List of World Heritage in Danger (1982), and the recommendations, resolutions and decisions of UNESCO,

5. Reaffirming the purpose and spirit of the professional encounter at the technical level of 13 January 2008, as well as the follow-up meeting of 24 February 2008,
6. Noting the Sixth Reinforced Monitoring Report (February 2009) prepared by the World Heritage Centre,
7. Regretting the postponement of the follow-up meeting of experts which was scheduled on 12 November 2008, as called for in Decision 32 COM 7A.18 adopted by the World Heritage Committee in Quebec City and reiterated in UNESCO Executive Board 180 EX/Decision 5 (II), due to circumstances that have impeded Jordanian experts from having access to the Mughrabi Ascent site,
8. Recognizing the existence of deep concerns regarding the decision taken by the Jerusalem District Planning and Construction Commission on the town planning scheme for the Mughrabi ascent,
9. Requests that, despite the decision mentioned in paragraph 8, the process for the design of the Mughrabi ascent be inclusive of all parties concerned, in accordance with the spirit and content of previous World Heritage Committee decisions;
10. Reaffirms in this regard that no measures, unilateral or otherwise, should be taken which will affect the authenticity and integrity of the site, in accordance with the Convention for the Protection of the World Cultural and Natural Heritage of 1972 and, as necessary, the relevant provisions on the protection of cultural heritage of the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict of 1954;
11. Reiterates the request made by the World Heritage Committee at its 32nd session in Decision 32 COM 7A.18 that the Israeli authorities continue the cooperation commenced with all concerned parties, in particular with Jordanian and Waqf experts;
12. Affirms the necessity of cooperation in order to arrange for access to the Mughrabi Ascent site, and calls on the Director-General to organize a follow-up meeting of experts as soon as possible, once the parties concerned have reached an agreement;
13. Reaffirms that the process for the design of the Mughrabi ascent, which allows for the taking into consideration of the designs submitted during the aforementioned professional encounter, is still under way, and that the World Heritage Centre is following closely the developments associated with this process through its Reinforced Monitoring Mechanism,
14. Expresses its thanks to the Director-General for the action he is taking to facilitate the dialogue and professional exchanges between all the parties concerned;
15. Invites the Director-General to submit to it a progress report thereon at its 182nd session.