



United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

Records of the General Conference

Actes de la Conférence générale

Actas de la Conferencia General

Акты Генеральной конференции

سجلات المؤتمر العام

大会纪录

37th session

37<sup>e</sup> session

37<sup>a</sup> reunión

37-я сессия

الدورة السابعة والثلاثون

第三十七届会议

Paris, 2015

Proceedings

Comptes rendus des débats

Actas literales

Стенографические отчеты

المحاضر الحرفية

会议录

Published in 2015 by the United Nations Educational,  
Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP  
Composed and printed in UNESCO's workshops

Publié en 2015 par l'Organisation des Nations Unies pour l'éducation,  
la science et la culture, 7, place de Fontenoy, 75352 Paris 07 SP  
Composé et imprimé dans les ateliers de l'UNESCO

Publicado en 2015 por la Organización de las Naciones Unidas para la Educación,  
la Ciencia y la Cultura, 7, place de Fontenoy, 75352 Paris 07 SP  
Compuesto e impreso en los talleres de la UNESCO

Издано в 2015 г. Организацией Объединенных Наций  
по вопросам образования науки и культуры  
7, place de Fontenoy 75352 Paris 07 SP  
Набрано и отпечатано в типографии ЮНЕСКО

صدر عام ٢٠١٥ عن منظمة الأمم المتحدة للتربية والعلم والثقافة،  
نُشد وطبع بورش اليونسكو 7, place de Fontenoy, 75352 Paris 07 SP

联合国教育、科学及文化组织 2015 年出版  
7, place de Fontenoy, 75352 Paris 07 SP  
教科文组织排版和印刷

## **NOTE ON THE RECORDS OF THE GENERAL CONFERENCE**

The Records of the 37th session of the General Conference are printed in two volumes:

The volume Resolutions, containing the resolutions adopted by the General Conference, the reports of Commissions I to V, the Administrative Commission and the Legal Committee, and the list of officers of the General Conference and of the Commissions and Committees (Volume 1);

The present volume Proceedings (Volume 2), containing the revised and corrected version of the verbatim records of plenary meetings and the list of participants.

Under Rule 53 of the Rules of Procedure of the General Conference, the verbatim records are published in a single edition, in which each intervention is reproduced in the working language in which it was given and interventions given in a working language other than English or French are followed by a translation into either English or French alternately meeting by meeting.

## **NOTE CONCERNANT LES ACTES DE LA CONFÉRENCE GÉNÉRALE**

Les Actes de la 37<sup>e</sup> session de la Conférence générale sont imprimés en deux volumes :

Le volume Résolutions, contenant les résolutions adoptées par la Conférence générale, les rapports des Commissions I à V, de la Commission administrative et du Comité juridique et la liste des membres du Bureau de la Conférence générale et des bureaux des commissions et comités (Vol. 1) ;

Le présent volume, Comptes rendus des débats (Vol. 2), contenant la version revue et corrigée des comptes rendus *in extenso* des séances plénières et la liste des participants.

Aux termes de l'article 53 du Règlement intérieur de la Conférence générale, les comptes rendus *in extenso* sont publiés dans une édition unique où les interventions sont reproduites dans les langues de travail employées par les orateurs et suivies, si elles ont été faites dans une autre langue de travail que l'anglais ou le français, de traductions effectuées, alternativement d'une séance à l'autre, dans l'une ou l'autre de ces langues.

## **NOTA RELATIVA A LAS ACTAS DE LA CONFERENCIA GENERAL**

Las Actas de la 37ª reunión de la Conferencia General se publican en dos volúmenes:

El volumen *Resoluciones*, que contiene las resoluciones aprobadas por la Conferencia General, los informes de las Comisiones I a V, de la Comisión Administrativa y del Comité Jurídico y la lista de miembros de las mesas de la Conferencia General y de sus comisiones y comités (Volumen 1);

El presente volumen "*Actas literales*" (Volumen 2), que contiene la versión revisada y corregida de las Actas literales de las sesiones plenarias y la lista de los participantes.

Con arreglo a lo dispuesto en el Artículo 53 del Reglamento de la Conferencia General, las Actas literales se publican en una edición única en que las intervenciones se reproducen en las lenguas de trabajo empleadas por los oradores, seguidas, si se han hecho en lenguas de trabajo que no sean el francés o el inglés, de traducciones efectuadas, alternativamente, de una sesión a otra, en una u otra de esas lenguas.

## **ПРИМЕЧАНИЕ К АКТАМ ГЕНЕРАЛЬНОЙ КОНФЕРЕНЦИИ**

Акты 37-й сессии Генеральной конференции печатаются в двух томах:

том *Резолюции*, содержащий резолюции, принятые Генеральной конференцией, доклады комиссий I – V, Комиссии по административным вопросам и Юридического комитета, а также список членов Президиума Генеральной конференции, комиссий и комитетов (том 1);

настоящий том, Стенографические отчеты (том 2), содержащий отредактированные и исправленные стенографические отчеты пленарных заседаний и список участников.

В соответствии со статьей 53 Правил процедуры Генеральной конференции стенографические отчеты печатаются в одном издании, в котором каждое выступление воспроизводится на рабочем языке, на котором оно было сделано, а выступления на другом рабочем языке, помимо английского и французского, сопровождаются переводом на английский или французский язык поочередно от заседания к заседанию.

## مذكرة بشأن سجلات المؤتمر العام

تصدر سجلات الدورة السابعة والثلاثين للمؤتمر العام في مجلدين:

مجلد القرارات، الذي يحتوي على القرارات التي اعتمدها المؤتمر العام، وعلى تقارير اللجان من الأولى إلى الخامسة واللجنة الإدارية واللجنة القانونية، وقائمة أعضاء هيئات مكاتب المؤتمر العام واللجان (المجلد الأول). وهذا المجلد "محاضر الجلسات" (المجلد الثاني) الذي يحتوي على النسخة المنقحة والمصوبة من المحاضر الحرفية للجلسات العامة وعلى قائمة المشتركين.

وبمقتضى المادة ٥٣ من النظام الداخلي للمؤتمر العام، تصدر المحاضر الحرفية في طبعة واحدة تثبت فيها كل خطبة بلغة العمل التي يستخدمها المتحدث وتعبئها، إن كانت الخطبة بلغة عمل غير الإنجليزية أو الفرنسية، ترجمة بإحدى هاتين اللغتين بالتناوب من جلسة لأخرى. وهذا المجلد "محاضر الجلسات" (المجلد الثاني) الذي يحتوي على النسخة المنقحة والمصوبة من المحاضر الحرفية للجلسات العامة وعلى قائمة المشتركين.

## 关于大会记录的说明

大会第三十七届会议记录分两卷印刷：

决议卷，包括大会通过的各项决议，第 I 至第 V 委员会、行政委员会和法律委员会的报告，以及大会总务委员会成员及各委员会主席团成员名单（第一卷）。

本卷会议录（第二卷），包括各次全体会议逐字记录的校阅本和与会者名单。

根据《大会议事规则》第 53 条规定，逐字记录应出版单行本，其中发言应以发言时使用的工作语言复印；发言使用的语言如非英语或法语而为其它工作语言时，则应附以英语或法语译文，两种语言按会议顺序轮流使用。



## TABLE OF CONTENTS

	<u>Page</u>
VERBATIM RECORDS OF PLENARY MEETINGS .....	1
First plenary meeting (5 November 2013 at 10.15 a.m.).....	3
Item 1.1: Opening of the 37th session of the General Conference .....	4
Item 1.2: Establishment of the Credentials Committee .....	9
Establishment of the Nominations Committee .....	9
Item 1.4: Adoption of the agenda.....	9
Item 1.7: Admission to the work of the General Conference of observers from international non-governmental organizations other than those with the status of official partners of UNESCO, and recommendation of the Executive Board thereon .....	10
Item 10.2: Request for the admission of Anguilla as an Associate Member of UNESCO.....	10
Second plenary meeting (5 November 2013 at 3.15 p.m.) .....	15
Item 1.5: Election of the President and Vice-Presidents of the General Conference and of Chairpersons, Vice-Chairpersons and Rapporteurs of the commissions and committees .....	16
Election of the President of the 37th session of the General Conference .....	16
Address by the President of the 37th session of the General Conference .....	18
Election of the Vice-Presidents of the 37th session of the General Conference .....	19
Establishment of the commissions and committees .....	20
Establishment of the Legal Committee .....	20
Item 1.2: First report of the Credentials Committee .....	21
Item 2.1: Report by the Director-General on the activities of the Organization in 2010-2011, presented by the Chair of the Executive Board (37 C/3) .....	22
Item 2.2: Reports by the Executive Board on its own activities and on programme implementation ....	22
Introduction by the Director-General to the general policy debate .....	26
Third plenary meeting (6 November 2013 at 10.15 a.m.) .....	37
Leaders' Forum: UNESCO mobilizing for and contributing to the post-2015 agenda through education, the sciences, culture and communication and information .....	38
Fourth plenary meeting (6 November 2013 at 3.15 p.m.) .....	63
Report on the work of the General Committee .....	64
Leaders' Forum: UNESCO mobilizing for and contributing to the post-2015 agenda through education, the sciences, culture and communication and information ( <i>continued</i> ) .....	64
Fifth plenary meeting (7 November 2013 at 10.15 a.m.) .....	87
General policy debate ( <i>continued</i> ) .....	88
Sixth plenary meeting (7 November 2013 at 3.25 p.m.) .....	115
Visit by His Excellency Mr Rafel Correa, President of Ecuador .....	116
General policy debate ( <i>continued</i> ) .....	120
Seventh plenary meeting (8 November 2013 at 10.10 a.m.) .....	161
Second report of the General Committee .....	162
General policy debate ( <i>continued</i> ) .....	162
Eighth plenary meeting (8 November 2013 at 3.15 p.m.) .....	203
First report by the Chairperson of the Credentials Committee .....	204
General policy debate ( <i>continued</i> ) .....	204
Ninth plenary meeting (9 November 2013 at 10.20 a.m.) .....	247
Report of the APX Commission on item 1.3 "Report by the Director-General on communications received from Member States invoking the provisions of Article IV.C, paragraph 8(c), of the Constitution"(37 C/12 and Add.-Add.4) .....	248
General policy debate ( <i>continued</i> ) .....	250

	<u>Page</u>
Tenth plenary meeting (11 November 2013 at 10.20 a.m.) .....	279
Condolences to the people and the Government of the Philippines following Typhoon Haiyan .....	280
General policy debate ( <i>continued</i> ) .....	280
Visit by His Excellency Mr Idriss Deby Itno, President of Chad .....	303
General policy debate ( <i>continued</i> ) .....	304
Eleventh plenary meeting (11 November 2013 at 3.15 p.m.) .....	309
General policy debate ( <i>continued</i> ) .....	310
Statements in exercise of the right of reply .....	319
Report by the Chairperson of the ED Commission. Item 6.5: Proposals for revision of statutes of education-related category 1 institutes .....	320
Second report by the Chairperson of the Credentials Committee.....	322
Reply by the Director-General to the general policy debate .....	322
Twelfth plenary meeting (12 November 2013 at 11.50 a.m.) .....	327
Appointment of the Director-General .....	328
Thirteenth plenary meeting (13 November 2013 at 5.40 p.m.) .....	339
Report of the General Committee .....	340
Election of Members of the Executive Board .....	340
Fourteenth plenary meeting (18 November 2013 at 5.45 p.m.) .....	343
Installation of the Director-General .....	344
Fifteenth plenary meeting (19 November 2013 at 10.15 a.m.) .....	357
Report of the APX Commission (Finance, Administration and General Questions, Programme Support and External Relations).....	358
Reports of the Legal Committee .....	363
Report of the Natural Sciences Commission (SC).....	367
Tribute to the President of the 36th session of the General Conference .....	371
Sixteenth plenary meeting (19 November 2013 at 3.10 p.m.) .....	373
Item 16.1: Venue of the 38th session of the General Conference .....	374
Report of the Education (ED) Commission .....	374
Report of the Communication and Information (CI) Commission.....	385
Seventeenth plenary meeting (20 November 2013 at 10.20 a.m.) .....	389
Report of the Culture Commission (CLT).....	390
Report of the Social and Human Sciences Commission (SHS) .....	394
Report of the Nominations Committee.....	399
Eighteenth plenary meeting (20 November 2013 at 4.40 p.m.) .....	407
Report of the joint meeting of commissions .....	408
Item 4.3: Adoption of the Appropriation Resolution for 2014-2015 .....	412
Tribute to the Chair of the Executive Board .....	413
Closure of the 37th session of the General Conference .....	415
List of delegates, representatives and observers .....	419

## TABLE DES MATIÈRES

	<u>Page</u>
COMPTES RENDUS IN EXTENSO DES SÉANCES PLÉNIÈRES .....	1
Première séance plénière (5 novembre 2013 à 10 h 15) .....	3
Point 1.1 : Ouverture de la 37 <sup>e</sup> session de la Conférence générale .....	4
Point 1.2 : Constitution du Comité de vérification des pouvoirs .....	9
Constitution du Comité des candidatures .....	9
Point 1.4 : Adoption de l'ordre du jour .....	9
Point 1.7: Admission aux travaux de la Conférence générale d'observateurs d'organisations internationales non gouvernementales autres que celles bénéficiant du statut de partenaire officiel de l'UNESCO, et recommandation du Conseil exécutif à ce sujet .....	10
Point 10.2 : Demande d'admission d'Anguilla en qualité de Membre associé de l'UNESCO .....	10
Deuxième séance plénière (5 novembre 2013 à 15 h 15) .....	15
Point 1.5 : Élection du président et des vice-présidents de la Conférence générale, ainsi que des présidents, vice-présidents et rapporteurs des commissions et comités .....	16
Élection du président de la 37 <sup>e</sup> session de la Conférence générale .....	16
Allocution du président de la 37 <sup>e</sup> session de la Conférence générale .....	18
Élection des vice-présidents de la 37 <sup>e</sup> session de la Conférence générale .....	19
Constitution des commissions et comités .....	20
Constitution de la comité juridique .....	20
Point 1.2 : Premier rapport du Comité de vérification des pouvoirs .....	21
Point 2.1 : Rapport du Directeur général sur l'activité de l'Organisation en 2010-2011, présenté par le Président du Conseil exécutif (37 C/3) .....	22
Point 2.2 : Rapports du Conseil exécutif sur ses activités et sur l'exécution du programme .....	22
Introduction de la Directrice générale au débat de politique générale .....	26
Troisième séance plénière (6 novembre 2013 à 10 h 15) .....	37
Forum des dirigeants : Mobilisation et contribution de l'UNESCO à l'agenda post-2015 par le biais de l'éducation, des sciences, de la culture, de la communication et de l'information .....	38
Quatrième séance plénière (6 novembre 2013 à 15 h 15) .....	63
Rapport sur les travaux du Bureau de la Conférence .....	64
Forum des dirigeants : Mobilisation et contribution de l'UNESCO à l'agenda post-2015 par le biais de l'éducation, des sciences, de la culture, de la communication et de l'information ( <i>suite</i> ) .....	64
Cinquième séance plénière (7 novembre 2013 à 10 h 15) .....	87
Débat de politique générale ( <i>suite</i> ) .....	88
Sixième séance plénière (7 novembre 2013 à 15 h 25) .....	115
Visite de Son Excellence M. Rafael Correa, Président de l'Équateur .....	116
Débat de politique générale ( <i>suite</i> ) .....	120
Septième séance plénière (8 novembre 2013 à 10 h 10) .....	161
Deuxième rapport du Bureau .....	162
Débat de politique générale ( <i>suite</i> ) .....	162
Huitième séance plénière (8 novembre 2013 à 15 h 15) .....	203
Premier rapport du Président du Comité de vérification des pouvoirs .....	204
Débat de politique générale ( <i>suite</i> ) .....	204
Neuvième séance plénière (9 novembre 2013 à 10 h 20) .....	247
Rapport de la Commission administrative sur le point 1.3 « Rapport de la Directrice générale sur les communications reçues des États membres invoquant les dispositions de l'article IV.C, paragraphe 8 (c), de l'Acte constitutif » (37 C/12 et Add. et Add.2, 3, et 4) .....	248
Débat de politique générale ( <i>suite</i> ) .....	250

	Page
Dixième séance plénière (11 novembre 2013 à 10 h 20) .....	279
Condoléances au peuple et au Gouvernement des Philippines suite au typhon Haiyan .....	280
Débat de politique générale ( <i>suite</i> ) .....	280
Visite de Son Excellence M. Idriss Deby Itno, Président du Tchad .....	303
Débat de politique générale ( <i>suite</i> ) .....	304
Onzième séance plénière (11 novembre 2013 à 15.15) .....	309
Débat de politique générale ( <i>suite</i> ) .....	310
Déclarations dans l'exercice du droit de réponse .....	319
Rapport du Président de la Commission ED. Point 6.5 : Propositions pour la révision des statuts des instituts de catégorie 1 relatifs à l'éducation.....	320
Deuxième rapport de la Présidente du Comité de vérification des pouvoirs.....	322
Réponse de la Directrice générale au débat de politique générale .....	322
Douzième séance plénière (12 novembre 2013 à 11 h 50) .....	327
Nomination de la Directrice générale .....	328
Treizième séance plénière (13 novembre 2013 à 17 h 40) .....	339
Rapport du Bureau de la Conférence .....	340
Élection des membres du Conseil exécutif .....	340
Quatorzième séance plénière (18 novembre 2013 à 17 h 45) .....	343
Installation de la Directrice générale .....	344
Quinzième séance plénière (19 novembre 2013 à 10 h 15) .....	357
Rapport de la Commission APX (Finances, administration et questions générales, soutien du programme et relations extérieures) (37 C/70) .....	358
Rapports du Comité juridique .....	363
Rapport de la Commission SC (Sciences exactes et naturelles) .....	367
Hommage au Président de la 36 <sup>e</sup> session de la Conférence générale .....	371
Seizième séance plénière (19 novembre 2013 à 15 h 10) .....	373
Point 16.1 : Lieu de la 38 <sup>e</sup> session de la Conférence générale .....	374
Rapport de la Commission ED (Éducation) .....	374
Rapport de la Commission CI (Communication et information) .....	385
Dix-septième séance plénière (20 novembre 2013 à 10 h 20) .....	389
Rapport de la Commission CLT (Culture) .....	390
Rapport de la Commission SHS (Sciences sociales et humaines) .....	394
Rapport du Comité des candidatures .....	399
Dix-huitième séance plénière (20 novembre 2013 à 16 h 40) .....	407
Rapport de la réunion conjointe des commissions .....	408
Point 4.3 : Adoption de la Résolution portant ouverture de crédits pour 2014-2015 .....	412
Hommage au Président du Conseil exécutif.....	413
Clôture de la 37 <sup>e</sup> session de la Conférence générale .....	415
Liste des délégués, représentants et observateurs .....	419

## ÍNDICE

	<u>Página</u>
ACTAS LITERALES DE LAS SESIONES PLENARIAS .....	1
Primera sesión plenaria (5 de noviembre de 2013 a las 10.15) .....	3
Punto 1.1: Apertura de la 37ª reunión de la Conferencia General .....	4
Punto 1.2: Constitución del Comité de Verificación de Poderes .....	9
Constitución del Comité de Candidaturas .....	9
Punto 1.4: Aprobación del orden del día .....	9
Punto 1.7: Admisión en los trabajos de la Conferencia General de observadores de organizaciones internacionales no gubernamentales que no sean las que colaboran oficialmente con la UNESCO, y recomendaciones del Consejo Ejecutivo al respecto .....	10
Punto 10.2: Solicitud de admisión de Anguila como Miembro Asociado de la UNESCO .....	10
Segunda sesión plenaria (5 de noviembre de 2013 a las 15.15) .....	15
Punto 1.5: Elección del Presidente y de los Vicepresidentes de la Conferencia General, y de los Presidentes, Vicepresidentes y Relatores de las comisiones y comités .....	16
Elección del Presidente de la 37ª reunión de la Conferencia General.....	16
Discurso pronunciado por el Presidente de la 37ª reunión de la Conferencia General .....	18
Elección de los Vicepresidentes de la 37ª reunión de la Conferencia General .....	19
Constitución de las comisiones y los comités.....	20
Constitución del Comité Jurídico .....	20
Punto 1.2: Primer informe del Comité de Verificación de Poderes .....	21
Punto 2.1: Informe del Director General sobre las actividades de la Organización en 2010-2011, presentado por el Presidente del Consejo Ejecutivo (37 C/3) .....	22
Punto 2.2: Informes del Consejo Ejecutivo sobre sus actividades y sobre la ejecución del programa ..	22
Introducción por el Director General del debate de política general .....	26
Tercera sesión plenaria (6 de noviembre de 2013 a las 10.15) .....	37
Foro de dirigentes: Movilización y contribución de la UNESCO para la agenda para el desarrollo después de 2015 mediante la educación, las ciencias, la cultura, la comunicación y la información .....	38
Cuarta sesión plenaria (6 de noviembre de 2013 a las 15.15) .....	63
Informe sobre las labores de la Mesa de la Conferencia .....	64
Foro de dirigentes: Movilización y contribución de la UNESCO para la agenda para el desarrollo después de 2015 mediante la educación, las ciencias, la cultura, la comunicación y la información ( <i>continuación</i> ) .....	64
Quinta sesión plenaria (7 de noviembre de 2013 a las 10.15) .....	87
Debate de política general ( <i>continuación</i> ) .....	88
Sexta sesión plenaria (7 de noviembre de 2013 a las 15.25) .....	115
Visita del Excmo. Sr. Rafael Correa, Presidente del Ecuador .....	116
Debate de política general ( <i>continuación</i> ) .....	116
Séptima sesión plenaria (8 de noviembre de 2013 a las 10.10) .....	161
Segundo informe del Comité General .....	162
Debate de política general ( <i>continuación</i> ) .....	162
Octava sesión plenaria (8 de noviembre de 2013 a las 15.15) .....	203
Primer informe de la Presidenta del Comité de Verificación de Poderes .....	204
Debate de política general ( <i>continuación</i> ) .....	204
Novena sesión plenaria (9 de noviembre de 2013 a las 10.20) .....	247
Informe de la Comisión Administrativa sobre el punto 1.3 “Informe del Director General sobre las comunicaciones recibidas de los Estados Miembros en las que se invoca lo dispuesto en el apartado c) del párrafo 8 del Artículo IV.C de la Constitución” (37 C/12 y Add.-Add.4) .....	248
Debate de política general ( <i>continuación</i> ) .....	248

	<u>Página</u>
Décima sesión plenaria (11 de noviembre de 2013 a las 10.20) .....	279
Condolencias al pueblo y al Gobierno de Filipinas tras el tifón Haiyan.....	280
Debate de política general ( <i>continuación</i> ) .....	280
Visita del Excmo. Sr Idriss Deby Itno, Presidente del Chad .....	303
Debate de política general ( <i>continuación</i> ) .....	304
Decimoprimer sesión plenaria (11 de noviembre de 2013 a las 15.15) .....	309
Debate de política general ( <i>continuación</i> ) .....	310
Declaraciones en el ejercicio del derecho de respuesta .....	319
Informe del Presidente de la Comisión ED	
Punto 6.5: Propuestas de modificación de los estatutos de los institutos	
de categoría 1 relacionados con la educación .....	320
Segundo informe de la Presidenta del Comité de Verificación de Poderes.....	322
Respuesta de la Directora General.....	322
Decimosegunda sesión plenaria (12 de noviembre de 2013 a las 11.50) .....	327
Nombramiento del Director General .....	328
Decimotercera sesión plenaria (13 de noviembre de 2013 a las 17.40) .....	339
Informe de la Mesa de la Conferencia .....	340
Elección de los Miembros del Consejo Ejecutivo .....	340
Decimocuarta sesión plenaria (18 de noviembre de 2013 a las 17.45) .....	343
Toma de posesión de la Directora General .....	344
Decimoquinta sesión plenaria (19 de noviembre de 2013 a las 10.15) .....	357
Informe de la Comisión APX (Cuestiones Financieras y Administrativas, Asuntos Generales,	
Apoyo del Programa y Relaciones Exteriores) .....	358
Informe del Comité Jurídico .....	363
Informe de la Comisión de Ciencias Exactas y Naturales (SC).....	367
Homenaje al Presidente de la 36ª reunión de la Conferencia General.....	371
Decimosexta sesión plenaria (19 de noviembre de 2013 a las 15.10) .....	373
Punto 16.1 – Lugar de celebración de la 38ª reunión de la Conferencia General .....	374
Informe de la Comisión ED .....	374
Informe de la Comisión CI .....	385
Decimoséptima sesión plenaria (20 de noviembre de 2013 a las 10.20) .....	389
Informe de la Comisión de Cultura (CLT) .....	390
Informe de la Comisión de Ciencias Sociales y Humanas (SHS) .....	394
Informe del Comité de Candidaturas .....	399
Decimoctava sesión plenaria (20 de noviembre de 2013 a las 16.40) .....	407
Informe de la reunión conjunta de las comisiones .....	408
Punto 4.3: Resolución de consignación de créditos para 2014-2015 .....	412
Homenaje al Presidente del Consejo Ejecutivo .....	413
Clausura de la 37ª reunión de la Conferencia General.....	415
Lista de delegados, representantes y observadores.....	419

## СОДЕРЖАНИЕ

	<u>Стр.</u>
СТЕНОГРАФИЧЕСКИЕ ОТЧЕТЫ ПЛЕНАРНЫХ ЗАСЕДАНИЙ .....	1
Первое пленарное заседание (5 ноября 2013 г. в 10.15) .....	3
Пункт 1.1: Открытие 37-й сессии Генеральной конференции .....	4
Пункт 1.2: Учреждение Комитета по проверке полномочий .....	9
Учреждение Комитета по кандидатурам .....	9
Пункт 1.4: Утверждение повестки дня .....	9
Пункт 1.7: Допуск на сессию Генеральной конференции наблюдателей от других международных неправительственных организаций, помимо тех, которые поддерживают официальные и рабочие отношения с ЮНЕСКО, и рекомендации Исполнительного совета по этому вопросу .....	10
Пункт 10.2: Просьба о приеме Англии в члены – сотрудники ЮНЕСКО .....	10
Второе пленарное заседание (5 ноября 2013 г. в 15.15) .....	15
Пункт 1.5: Выборы Председателя и заместителей Председателя Генеральной конференции, а также председателей, заместителей председателей и докладчиков комиссий и комитетов .....	16
Выборы Председателя 37-й сессии Генеральной конференции .....	16
Выступление Председателя 37-й сессии Генеральной конференции .....	18
Выборы заместителей Председателя 37-й сессии Генеральной конференции .....	19
Учреждение комиссий и комитетов .....	20
Учреждение Юридического комитета .....	20
Пункт 1.2: Первый доклад Комитета по проверке полномочий .....	21
Пункт 2.1: Доклад Генерального директора о деятельности Организации в 2010-2011 гг., представляемый Председателем Исполнительного совета (37 С/3) .....	22
Пункт 2.2: Доклады Исполнительного совета о своей деятельности и о выполнении программы комитета .....	22
Вступительное слово Генерального директора к обсуждению вопросов общей политики .....	26
Третье пленарное заседание (6 ноября 2013 г. в 10.15) .....	37
Форум руководителей: Мобилизация ЮНЕСКО и ее вклад в повестку дня на период после 2015 г. посредством образования, науки, культуры, коммуникации и информации .....	38
Четвертое пленарное заседание (6 ноября 2013 г. в 15.15) .....	63
Доклад Президиума о работе .....	64
Форум руководителей: Мобилизация ЮНЕСКО и ее вклад в повестку дня на период после 2015 г. посредством образования, науки, культуры, коммуникации и информации ( <i>продолжение</i> ) .....	64
Пятое пленарное заседание (7 ноября 2013 г. в 10.15) .....	87
Обсуждение вопросов общей политики ( <i>продолжение</i> ) .....	88
Шестое пленарное заседание (7 ноября 2013 г. в 15.25) .....	115
Визит Его Превосходительства г-на Рафеля Корреа, Президента Эквадора .....	116
Обсуждение вопросов общей политики ( <i>продолжение</i> ) .....	120
Седьмое пленарное заседание (8 ноября 2013 г. в 10.10) .....	161
Второй доклад Президиума .....	162
Обсуждение вопросов общей политики ( <i>продолжение</i> ) .....	162
Восьмое пленарное заседание (8 ноября 2013 г. в 15.15) .....	203
Первый доклад Председателя Комитета по проверке полномочий .....	204
Обсуждение вопросов общей политики ( <i>продолжение</i> ) .....	204
Девятое пленарное заседание (9 ноября 2013 г. в 10.20) .....	247
Доклад Комиссии по административным вопросам по пункту 1.3 «Доклад Генерального директора о сообщениях, полученных от государств-членов в связи с положениями пункта 8 (с) статьи IV.C Устава» (37 С/12 and Add.-Add.4) .....	248
Обсуждение вопросов общей политики ( <i>продолжение</i> ) .....	250

	<u>Стр.</u>
Десятое пленарное заседание (11 ноября 2013 г. в 10.20) .....	279
Выражение соболезнования народу и правительству Филиппин по случаю тайфуна Хайян.....	280
Обсуждение вопросов общей политики ( <i>продолжение</i> ) .....	280
Визит Его Превосходительства г-на Идрисса Деби Итно, Президента Чада .....	303
Обсуждение вопросов общей политики ( <i>продолжение</i> ) .....	304
Одиннадцатое пленарное заседание (11 ноября 2013 г. в 15.15) .....	309
Обсуждение вопросов общей политики ( <i>продолжение</i> ) .....	310
Заявления в порядке осуществления права на ответ .....	319
Доклад Председателя Комиссии по образованию. Пункт 6.5: Предложения относительно пересмотра устава институтов категории 1 .....	320
Второй доклад Председателя Комитета по проверке полномочий.....	322
Ответ Генерального директора на обсуждение общей политики .....	322
Двенадцатое пленарное заседание (12 ноября 2013 г. в 11.50) .....	327
Назначение Генерального директора .....	328
Тринадцатое пленарное заседание (13 ноября 2013 г. в 17.40) .....	339
Доклад Президиума .....	340
Выборы членов Исполнительного совет .....	340
Четырнадцатое пленарное заседание (18 ноября 2013 г. в 17.45) .....	343
Вступление Генерального директора в должность .....	344
Пятнадцатое пленарное заседание (19 ноября 2013 г. в 10.15) .....	357
Доклад Комиссии АРХ (финансовые, административные и общие вопросы, поддержка выполнения программы и внешние связи).....	358
Доклады Юридического комитета .....	363
Доклад Комиссии по естественным наукам (SC).....	367
Выражение признательности Председателю 36-й сессии Генеральной конференции .....	371
Шестнадцатое пленарное заседание (19 ноября 2013 г. в 15.10) .....	373
Пункт 16.1 – Место проведения 38-й сессии Генеральной конференции .....	374
Доклад Комиссии по образованию (ED).....	374
Доклад Комиссии по коммуникации и информации (CI) .....	385
Семнадцатое пленарное заседание (20 ноября 2013 г. в 10.20) .....	389
Доклад Комиссии по культуре (CLT) .....	390
Доклад Комиссии по социальным и гуманитарным наукам (SHS) .....	394
Доклад Комитета по кандидатурам .....	399
Восемнадцатое пленарное заседание (20 ноября 2013 г. 16.40) .....	407
Доклад совместного заседания комиссий .....	408
Пункт 4.3: Резолюция об ассигнованиях на 2014-2015 гг. ....	412
Выражение признательности Председателю Исполнительного совета .....	413
Закрытие 37-й сессии Генеральной конференции .....	415
Список делегатов, представителей и наблюдателей .....	419



## المحتويات

### الصفحة

١	المحاضر الحرفية للجلسات العامة.....
٣	الجلسة العامة الأولى (٥ تشرين الثاني/نوفمبر ٢٠١٣ في الساعة ١٥,١٥ صباحاً).....
٤	البند ١,١ : افتتاح الدورة السابعة والثلاثين للمؤتمر العام.....
٩	البند ١,٢ : تشكيل لجنة فحص وثائق الاعتماد.....
٩	تشكيل لجنة الترشيحات.....
٩	البند ١,٤ : اعتماد جدول الأعمال.....
	البند ١,٧ : قبول مراقبين من منظمات غير حكومية، غير المنظمات المصنفة في فئة الشركاء الرسميين لليونسكو،
١٠	حضور أعمال المؤتمر العام، وتوصية المجلس التنفيذي في هذا الشأن.....
١٠	البند ١٠,٢ : طلب انضمام أنغولا كعضو منتسب إلى اليونسكو.....
١٥	الجلسة العامة الثانية (٥ تشرين الثاني/نوفمبر ٢٠١٣ في الساعة ٣,١٥ بعد الظهر).....
	البند ١,٥ : انتخاب رئيس المؤتمر العام ونواب الرئيس، ورؤساء اللجان ونواب رؤسائها ومقرريها.....
١٦	انتخاب رئيس الدورة السابعة والثلاثين للمؤتمر العام.....
١٦	خطاب رئيس الدورة السابعة والثلاثين للمؤتمر العام.....
١٨	انتخاب نواب رئيس الدورة السابعة والثلاثين للمؤتمر العام.....
١٩	تشكيل اللجان.....
٢٠	تشكيل اللجنة القانونية.....
٢١	البند ١,٢ : التقرير الأول للجنة فحص وثائق الاعتماد.....
	البند ٢,١ : تقرير المديرية العامة عن أنشطة المنظمة في عامي ٢٠١٠-٢٠١١، قدمته رئيسة المجلس التنفيذي (٣٧/م/٣).....
٢٢	البند ٢,٢ : تقارير المجلس التنفيذي عن أنشطته وعن تنفيذ البرنامج.....
٢٦	تقديم المديرية العامة لمناقشات السياسة العامة.....
٣٧	الجلسة العامة الثالثة (٦ تشرين الثاني/نوفمبر ٢٠١٣ في الساعة ١٥,١٥ صباحاً).....
	منتدى القادة: اليونسكو تعبى الجهود لخطة ما بعد عام ٢٠١٥
٣٨	وتسهم فيها من خلال التربية والعلوم والثقافة والاتصال والمعلومات.....
٦٣	الجلسة العامة الرابعة (٦ تشرين الثاني/نوفمبر ٢٠١٣ في الساعة ٣,١٥ بعد الظهر).....
٦٤	تقرير عن أعمال مكتب المؤتمر العام.....
	منتدى القادة: اليونسكو تعبى الجهود لخطة ما بعد عام ٢٠١٥ وتسهم فيها من خلال التربية والعلوم والثقافة والاتصال والمعلومات (تابع).....
٦٤	مناقشة السياسة العامة (تابع).....
٨٧	الجلسة العامة الخامسة (٧ تشرين الثاني/نوفمبر ٢٠١٣ في الساعة ١٥,١٥ صباحاً).....
٨٨	مناقشة السياسة العامة (تابع).....
١١٥	الجلسة العامة السادسة (٧ تشرين الثاني/نوفمبر ٢٠١٣ في الساعة ٣,٢٥ بعد الظهر).....
١١٦	زيارة فخامة رئيس إكوادور، السيد رفايل كوريبا.....
١٢٠	مناقشة السياسة العامة (تابع).....

الصفحة

١٦١	.....	الجلسة العامة السابعة (٨ تشرين الثاني/نوفمبر ٢٠١٣ في الساعة ١٠,١٠ صباحاً)
١٦٢	.....	التقرير الثاني لمكتب المؤتمر العام
١٦٢	.....	مناقشة السياسة العامة (تابع)
٢٠٣	.....	الجلسة العامة الثامنة (٨ تشرين الثاني/نوفمبر ٢٠١٣ في الساعة ٣,١٥ بعد الظهر)
٢٠٤	.....	التقرير الأول لرئيس لجنة فحص وثائق الاعتماد
٢٠٤	.....	مناقشة السياسة العامة (تابع)
٢٤٧	.....	الجلسة العامة التاسعة (٩ تشرين الثاني/نوفمبر ٢٠١٣ في الساعة ١٠,٢٠ صباحاً)
		تقرير لجنة الشؤون المالية والإدارية والمسائل العامة ومساندة البرنامج والعلاقات الخارجية بشأن
		البند ١,٣: "تقرير المدير العام عن الرسائل الواردة من الدول الأعضاء والتي تستند فيها إلى أحكام
٢٤٨	.....	الفقرة ٨(ج) من المادة الرابعة (جيم) من الميثاق التأسيسي" (٣٧م/١٢ وضميمة - ضميمة ٤)
٢٥٠	.....	مناقشة السياسة العامة (تابع)
٢٧٩	.....	الجلسة العامة العاشرة (١١ تشرين الثاني/نوفمبر ٢٠١٣ في الساعة ١٠,٢٠ صباحاً)
٢٨٠	.....	تعزية شعب الفلبين وحكومتها إثر إعصار هايان
٢٨٠	.....	مناقشة السياسة العامة (تابع)
٣٠٣	.....	زيارة فخامة رئيس تشاد، السيد إدريس ديبي إتنو
٣٠٤	.....	مناقشة السياسة العامة (تابع)
٣٠٩	.....	الجلسة العامة الحادية عشرة (١١ تشرين الثاني/نوفمبر ٢٠١٣ في الساعة ٣,١٥ بعد الظهر)
٣١٠	.....	مناقشة السياسة العامة (تابع)
٣١٩	.....	بيانات في إطار ممارسة حق الرد
		تقرير رئيس لجنة التربية البند ٦,٥: الاقتراحات الخاصة
٣٢٠	.....	بتنقيح النظم الأساسية لمعاهد التربية من الفقة ١
٣٢٢	.....	التقرير الثاني لرئيس لجنة فحص وثائق الاعتماد
٣٢٢	.....	رد المديرية العامة بشأن مناقشة السياسة العامة
٣٢٧	.....	الجلسة العامة الثانية عشرة (١٢ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ١١,٥٠ صباحاً)
٣٢٨	.....	تعيين المدير العام
٣٣٩	.....	الجلسة العامة الثالثة عشرة (١٣ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ٥,٤٠ بعد الظهر)
٣٤٠	.....	تقرير مكتب المؤتمر العام
٣٤٠	.....	انتخاب أعضاء المجلس التنفيذي
٣٤٣	.....	الجلسة العامة الرابعة عشرة (١٨ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ٥,٤٥ بعد الظهر)
٣٤٤	.....	تنصيب المدير العام
٣٥٧	.....	الجلسة العامة الخامسة عشرة (١٩ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ١٠,١٥ صباحاً)
٣٥٨	.....	تقرير لجنة الشؤون المالية والإدارية والمسائل العامة ومساندة البرنامج والعلاقات الخارجية
٣٦٣	.....	تقارير اللجنة القانونية
٣٦٧	.....	تقرير لجنة العلوم الطبيعية (SC)
٣٧١	.....	إشادة برئيسة الدورة السادسة والثلاثين للمؤتمر العام

الصفحة

٣٧٣	.....	الجلسة العامة السادسة عشرة (١٩ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ٣,١٠ بعد الظهر)
٣٧٤	.....	البند ١٦,١ : مكان انعقاد الدورة الثامنة والثلاثين للمؤتمر العام
٣٧٤	.....	تقرير لجنة التربية (ED)
٣٨٥	.....	تقرير لجنة الاتصال والمعلومات (CI)
٣٨٩	.....	الجلسة العامة السابعة عشرة (٢٠ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ١٠,٢٠ صباحاً)
٣٩٠	.....	تقرير لجنة الثقافة (CLT)
٣٩٤	.....	تقرير لجنة العلوم الاجتماعية والإنسانية (SHS)
٣٩٩	.....	تقرير لجنة الترشيحات
٤٠٧	.....	الجلسة العامة الثامنة عشرة (٢٠ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ٤,٤٠ بعد الظهر)
٤٠٨	.....	تقرير الاجتماع المشترك للجان
٤١٢	.....	البند ٤,٣ : اعتماد قرار فتح الاعتمادات المالية لعامي ٢٠١٤-٢٠١٥
٤١٣	.....	إشادة برئيس المجلس التنفيذي
٤١٥	.....	احتتام الدورة السابعة والثلاثين للمؤتمر العام
٤١٩	.....	قائمة بأسماء أعضاء الوفود والممثلين والمراقبين



# 目 录

	<u>页次</u>
全会逐字记录 .....	1
第一次全会（2013 年 11 月 5 日上午 10 时 15 分） .....	3
项目 1.1：大会第三十七届会议开幕 .....	4
项目 1.2：成立全权证书委员会 .....	9
成立提名委员会 .....	9
项目 1.4：通过议程 .....	9
项目 1.7：接纳享有教科文组织正式合作伙伴地位以外的国际非政府组织观察员列席 大会会议和执行局就此问题的建议 .....	10
项目 10.2：要求接纳安圭拉为教科文组织准会员 .....	10
第二次全会（2013 年 11 月 5 日下午 15 时 15 分） .....	15
项目 1.5：选举大会主席和副主席以及各委员会主席、副主席和报告人 .....	16
选举大会第三十七届会议主席 .....	16
大会第三十七届会议主席致辞 .....	18
选举大会第三十七届会议副主席 .....	19
成立各专门委员会和委员会 .....	20
成立法律委员会 .....	20
项目 1.2：全权证书委员会的第一次报告 .....	21
项目 2.1：由执行局主席提交的总干事关于本组织 2010—2011 年活动的报告 (37 C/3) .....	22
项目 2.2：执行局关于其活动和计划执行情况的报告 .....	22
总干事对总政策辩论的介绍 .....	26
第三次全会（2013 年 11 月 6 日上午 10 时 15 分） .....	37
领导人论坛：教科文组织动员教育、科学、文化和传播与信息力量，促进 2015 年后议程 .....	38
第四次全会（2013 年 11 月 6 日下午 15 时 15 分） .....	63
总务委员会的工作报告 .....	64
领导人论坛：教科文组织动员教育、科学、文化和传播与信息力量，促进 2015 年后议程(续) .....	64
第五次全会（2013 年 11 月 7 日上午 10 时 15 分） .....	87
总政策辩论（续） .....	88
第六次全会（2013 年 11 月 7 日下午 15 时 25 分） .....	115
厄瓜多尔总统 Rafael Correa 先生来访 .....	116
总政策辩论（续） .....	120
第七次全会（2013 年 11 月 8 日上午 10 时 10 分） .....	161
总务委员会的第二次报告 .....	162
总政策辩论（续） .....	162
第八次全会（2013 年 11 月 8 日下午 15 时 15 分） .....	203
全权证书委员会主席的第一次报告 .....	204
总政策辩论（续） .....	204
第九次全会（2013 年 11 月 9 日上午 10 时 20 分） .....	247
行政、计划支助和对外关系委员会关于项目 1.3 的报告：“总干事关于会员国援引 《组织法》第 IV.C 条第 8 款(c)的来函的报告”（37 C/12 和 Add. -Add. 4） .....	248
总政策辩论（续） .....	250
第十次全会（2013 年 11 月 11 日上午 10 时 20 分） .....	279
向遭受台风“海燕”重创的菲律宾人民和政府表示同情 .....	280
总政策辩论（续） .....	280
乍得总统伊德里斯·代比·伊特诺先生阁下来访 .....	303
总政策辩论（续） .....	304

	<u>页次</u>
第十一次全会（2013年11月11日下午15时15分） .....	309
总政策辩论（续） .....	310
行使答辩权的发言 .....	319
教育委员会主席的报告 项目 6.5：关于修订第 1 类教育机构章程的建议 .....	320
全权证书委员会主席的第二次报告 .....	322
总干事就总政策辩论的答辩 .....	322
第十二次全会（2013年11月12日上午11时50分） .....	327
任命总干事 .....	328
第十三次全会（2013年11月13日下午17时40分） .....	339
总务委员会的报告 .....	340
选举执行局委员 .....	340
第十四次全会（2013年11月18日下午17时45分） .....	343
总干事就职 .....	344
第十五次全会（2013年11月19日上午10时15分） .....	357
行政、计划支助和对外关系委员会（财务、行政和一般问题、计划支助和对外关系） 的报告 .....	358
法律委员会的报告 .....	363
自然科学委员会（SC）的报告 .....	367
向大会第三十六届会议主席致敬 .....	371
第十六次全会（2013年11月19日下午15时10分） .....	373
项目 16.1：大会第三十八届会议的地点(37 C/41) .....	374
教育委员会（ED）的报告 .....	374
传播和信息委员会（CI）的报告 .....	385
第十七次全会（2013年11月20日上午10时20分） .....	389
文化委员会（CLT）的报告 .....	390
社会科学及人文科学委员会（SHS）的报告 .....	394
提名委员会的报告 .....	399
第十八次全会（2013年11月20日下午16时40分） .....	407
各委员会联席会议的报告 .....	408
项目 4.3：2014-2015 年拨款决议 .....	412
向执行局主席致敬 .....	413
大会第三十七届会议闭幕 .....	415
代表团成员、代表及观察员名单 .....	419

Verbatim records  
of plenary meetings

Comptes rendus  
in extenso des séances plénières

Actas literales  
de las sesiones plenarias

Стенографические отчеты  
пленарных заседаний

المحاضر الحرفية للجلسات العامة

全体会议逐字记录





# First plenary meeting

Tuesday 5 November 2013 at 10.15 a.m.  
President: **Ms Bogyay** (Hungary)

# Première séance plénière

Mardi 5 novembre 2013 à 10 h 15  
Président : **Mme Bogyay** (Hongrie)

# Primera sesión plenaria

Martes 5 de noviembre de 2013 a las 10.15  
Presidenta: **Sra Bogyay** (Hungría)

# Первое пленарное заседание

Вторник 5 ноября 2013 г. в 10.15  
Председатель: г-жа **Бодяи** (Венгрия)

# الجلسة العامة الأولى

الثلاثاء ٥ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ١٥، ١٠ صباحاً  
الرئيسة: السيدة **بوغياي** (المجر)

# 第一次全体会议

2013年11月5日星期二 10时15分  
主席：**Bogyay女士**（匈牙利）

**Item 1.1: Opening of the 37th session of the General Conference**  
**Point 1.1 : Ouverture de la 37<sup>e</sup> session de la Conférence générale**  
**Punto 1.1: Apertura de la 37<sup>a</sup> reunión de la Conferencia General**  
**Пункт 1.1: Открытие 37-й сессии Генеральной конференции**

البند ١, ١ : افتتاح الدورة السابعة والثلاثين للمؤتمر العام

**项目 1.1 : 大会第三十七届会议开幕**

**1.1 The Temporary President** (Ms Bogyay, President of the 36th session of the General Conference):

Madam Chair of the Executive Board, Madam Director-General of UNESCO, Excellencies, Ministers, distinguished ambassadors, friends and colleagues, representatives of intergovernmental and non-governmental organizations, members of the international media, ladies and gentlemen, I am pleased to welcome you to UNESCO, to the 37th session of its General Conference. As President of the 36th session, and in accordance with Rule 28 of the Rules of Procedure of the General Conference, I have the honour to preside over this inaugural meeting. I therefore declare open the 37th session of the General Conference of the United Nations Educational, Scientific and Cultural Organization.

1.2 Before we start our official proceedings, we will have the traditional privilege of listening to the UNESCO choir and orchestra. This year we celebrate the birth of Verdi. The great Italian composer was born 200 years ago, so the orchestra and the maestro, Mr Jorge Lozano-Corres, have decided to perform “*Va, pensiero*”, the Slaves’ Chorus from *Nabucco*.

*(Musical interlude)*

**2.1 The Temporary President:**

Ladies and gentlemen, Your Excellencies, dear friends. It is a great honour and privilege for me to be here again. I remember very vividly two years ago when I was standing in front of you and I really felt the trust and the openness coming towards me. Now I am standing here really to thank you for your collaboration and for this incredible two years we have spent together here at UNESCO.

2.2 Now, ladies and gentlemen, this is an amazing House where we really celebrate diversity and actually I was just told that today is the first day of the Arabic New Year. So I would like to say *kull ‘āmm wa antum bikhair*, Happy New Year. And, of course, besides welcoming the Chair of the Executive Board, the Director-General, all of the honourable ministers and all the delegations, I would like to take this opportunity to welcome the representatives of my own country of Hungary. It is a great honour and privilege for me to welcome the Minister of Foreign Affairs of Hungary, Dr János Martonyi, the Political State Secretary of the Ministry of Foreign Affairs, Mr Szabolcs Takács, the Ambassador of Hungary to France, Dr László Trócsányi, the Ambassador of Hungary to the OECD, Dr István Mikola, and of course, the President of the Hungarian National Commission for UNESCO, Dr Miklós Réthelyi. Thank you very much for coming.

2.3 Your Excellencies, dear friends, first of all, I would like to thank my government and electoral Group II for proposing me for this position, and the Executive Board and you all for electing me. As you encouraged me to do, I tried to run the 36th session in a true, transparent manner and to serve as President in office for two years to represent and communicate the universal values of this Organization. I have promoted the actions of UNESCO, and offered meeting points for the Member States to enter into dialogue, to understand each other, and to honour and value each other’s differences. Please allow me to give some very personal thanks. Throughout these two years I had great support and I would like to thank him in front of you all because it is not easy for a husband to support a wife in this journey. So I am very thankful to my dear husband, Dr Tamás Lőrinczy, who is here with us, for his generous support. I take of course this opportunity to report to you, the General Conference, the governing body of UNESCO, about my activities and the ideas that have guided me through troubled waters, as well as the beautiful and meaningful events at Headquarters and all over the world, to which you have invited me. These visits and engagements have helped me feel the real pulse of different societies, to relate to people from all walks of life, to see first-hand the issues confronted by fellow human beings around the world and to report on them to this House and build bridges between the Member States and the Organization. These engagements have also helped me to promote UNESCO and the principles that it stands for all over the world.

2.4 I would like to see, ladies and gentlemen, a UNESCO which really stands above political and ideological divisions, a UNESCO that can set an example of universal consciousness and represent the alliance of different cultures, languages and religions – an idea of a peaceful world governed by shared international norms and principles, and not by power politics. We know that the evolution of geopolitics is cyclical. Powers rise, fall and shift. Changes occur in every generation in an unending ballet. The power of politics is driven by different economic and social realities, but we human beings – women, men and children around the world – are engaged in the same everyday struggle to love, to hope, to learn and to create a better future for the coming generations. And UNESCO should be linked to that human face of the world.

2.5 “*You are not a drop in the ocean*” sang the thirteenth-century Persian poet, Rumi, “*you are the entire ocean in a drop.*” It is with such a mindset that we must look to our future, seeing every human being as an ocean of feelings, hopes and aspirations. Diversity is the source of the strength and beauty of our planet, and for me, diversity is never a burden but a real source of inspiration. From the very beginning, I directly went and asked you, my dear colleagues, about your vision and expectations of the role of the President of the General Conference, and your answers pointed to the need for a President with a mandate for leadership through consensus-building. You saw the President as the champion of the spirit of the Organization. One response, offered by my very dear friend the Ambassador of India, resonated particularly

deeply in my conscience: “Just be the heart and the soul of this Organization”, he said. For me, the heart of this Organization means the capacity to listen to each other and to look for joint solutions for a better future of humanity and the planet. For me, the soul of this Organization means communicating with a sense of dignity, respect, compassion and transparency, granting every member, rich or poor, strong or weak, large or small, the same attention and opportunities. I have tried to demonstrate that under UNESCO’s roof everyone matters and matters equally.

2.6 Distinguished House, my education is of course grounded in European philosophies, but I am deeply fascinated and inspired by the African philosophy, *ubuntu*. *Ubuntu*, which should be a real reflection of the heart and soul of UNESCO, is based on the idea that: “*I am human because I belong, because I participate*”. A person with *ubuntu* is open and available to others and does not feel threatened by the strengths and abilities of others. People with *ubuntu* have the self-assurance that comes from knowing that they belong to a greater whole. They feel diminished when others are tortured, humiliated or oppressed.

2.7 Your Excellencies, we ambassadors and Permanent Delegates representing our countries at UNESCO are temporary occupants of this House, but what we do here will affect the global struggle for a peaceful tomorrow long after our mandates. I sincerely hope that during the past two years, despite the mistakes inevitably made along the way, we have set the right course for the Organization.

2.8 “*Vide et taceo*” – *I see, and don’t say anything* – that was the motto of Queen Elizabeth I, the monarch of the Tudor dynasty and of course this principle is also familiar to us diplomats in the modern world. But there are turbulent times in life, and turbulent times have reshaped UNESCO since the 36th session of the General Conference, which reminded me of a different notion of silence – that of a twentieth-century Hungarian writer Sándor Márai, who emigrated from his native country in 1948, where, under the growing power of dictatorship, even the freedom of silence had been lost. In his newly-discovered memoirs published under the title “*I Wanted to Remain Silent*”, he recognizes the occasions when times call for speaking out to defend one’s core beliefs, and the times when silence is no longer a morally tenable option. I have always been a communicator, even when the communication had to be cloaked in artistic expression, in music, in poetry, in subtle reporting and hidden literary messages during my past life as a journalist. In the two years of my term of office as the President of the General Conference, there have been occasions when I have made the choice to speak frankly and openly in search of unity among all parties in difficult times. But in every situation, I have tried to protect the human dignity of all participants. And you may remember, at times, I have also asked you to listen to your hearts. I agree with the great Russian writer Dostoyevsky: “It is not the brains that matter most, but that which guides them – the character, the heart, generous qualities, progressive ideas.” I believe in the heart because it is sincere, and sincerity knows no barriers of age or nationality. Marc Chagall, an amazing painter who emigrated to France, once remarked: “If I create from the heart, nearly everything works; if from the head, almost nothing.”

2.9 Dear friends, in two years you cannot do everything that you would like to do. And if you do not want to jump from one point to another and stay on the surface, you have to dare to make your own choices and stick to them, however difficult they may be. Building on the work during previous periods of my life, I decided to focus my Presidency on three major themes of UNESCO’s mandate: one, promoting and celebrating diversity; two, promoting gender equality and women’s role in peace and reconciliation processes; and using soft power – the combination of cultural, science and sport diplomacy – to advance UNESCO’s major objectives.

2.10 Let me stop here for a moment at the second motive. I had the privilege of meeting, several times, Betty Williams, an amazing peace activist from Northern Ireland, who was given the Nobel Peace Prize in 1977. She told me: “Peace is action, not words”. As we gather here today to look at ways to make our world better for tomorrow, let us acknowledge that the struggle to uphold the rights of girls and women in every corner of the world will be the moral imperative of the twenty-first century. UNESCO, as the global house of culture, must lead the fight against the practices and policies that use the excuse of culture, tradition or social norms to deny the female population internationally recognized human rights. The potential of women for peace building and reconciliation has been widely recognized, but formal peace-building and reconciliation initiatives continue to ignore or marginalize issues of gender, and women are often denied access to the broad conflict resolution agenda.

2.11 Dear colleagues, I will forever cherish the time when all three major organs of UNESCO – the General Conference, the Executive Board and the Secretariat - were led by women. For the first time in the Organization’s history, this happened in October 2011, when the Ambassador of Russia, Her Excellency Eleonora Mitrofanova chaired the Executive Board, the Director-General, the former Ambassador of Bulgaria, Her Excellency Irina Bovoka was the Head of UNESCO, and I, the Ambassador of Hungary, was elected as the President of the General Conference. Three women from electoral Group II – Eastern Europe – rich in cultural diversity and languages, dynamic in creative solutions, and often troubled politically, a turbulent part of the world where we had to constantly adopt and adapt, where we had to learn how to make our voices heard, and we had to learn over and over again how to live together as neighbours, as brothers and sisters. We even had to find ways to live with our enemies and oppressors. Three women heading the major organs of UNESCO, with Ms Alessandra Cummins from Barbados chairing the Executive Board for the past biennium, is a truly powerful message to the world that UNESCO is serious about its commitment to promoting gender equality and recognizing the abilities of women. More importantly, it is a message to hundreds of millions of girls and women whose voices and hopes are currently unheard, that they too can aim high and realize their dreams.

2.12 Ladies and gentlemen, as Mahatma Gandhi said, “no culture can live if it attempts to be exclusive”. Promoting and protecting cultural diversity, the diversity of languages, diversity of our nature and surrounding has been my lifelong occupation. I have devoted my professional career to connecting people of diverse cultural backgrounds through the universal language of music, art and communication, and I also promote the importance of interfaith dialogue. To “build the defences of peace in the minds of men and women,” as we say in UNESCO, is the very clear essence of our

Organization. With our thoughts we can make the world. As Nehru said “peace is not a relationship of nations. It is a condition of mind brought about by a serenity of soul. Peace is not merely the absence of war. It is also a state of mind. Lasting peace can come only to peaceful people.” But in isolation, no matter how powerful, the ideas within individual minds will not improve the lives of others. We must unite across the existing national, ethnic and social boundaries to give our ideas a chance to cross-pollinate and spread for a truly global impact. And the most effective tool towards this end is the soft power, I believe, of cultural, scientific and sports diplomacy.

2.13 Being a journalist, I always summarize my important journeys, so I summarized these two years in a book called *The Art of Cultural Diplomacy: Panorama of a Presidency*. And if you are interested we would be very happy to send you a copy of that.

2.14 I would now like, ladies and gentlemen, to commend Madam Director-General on her firm commitment to leading this Organization through times of peril and for facing up to all the challenges; for finding supporters and new partners in difficult moments; for making excellent choices of new Goodwill Ambassadors, artists for peace, and special envoys. I especially salute her for her political sensitivity in listening and responding to 195 different views, hopes, interpretations and suggestions. I would like to thank Ms Alessandra Cummins, the Chair of the Executive Board and all its Members, for their untiring efforts to see through the implementation of the programme adopted by the General Conference at its 36th session, and to prepare the future of this Organization. And, of course, my sincere gratitude goes to both the Director-General and the Chair of the Executive Board for their collaboration and for sharing their views with me. I thank the Deputy Director-General, Mr Engida, and all the Assistant Directors-General and the experts within the different programme sectors and the hard-working staff of the Secretariat for the dedication and proficiency revealed on every occasion of our professional interaction. I would like to thank all the personnel that ensure the smooth functioning of the General Conference and the House: the event organizers, the translators, the room clerks, and the technical assistants. Many of my friends and colleagues have offered vital assistance and inspiration during my Presidency. I must acknowledge the expertise with which the staff of the UNESCO Secretariat has assisted me throughout this tenure, enriching my vision with their multicultural perspectives. I am especially grateful to Michael Millward, who hails from Great Britain, to Luis Salamanques, who comes from Spain. I cannot praise enough the intelligence, broad knowledge, intellect and accomplishment of my personal assistant, Irakli Khodeli from Georgia, and the intelligent, insightful, multi-talented and always supportive approach of my senior secretary, Catherine Thiounn from Cambodia, and the reliable and dedicated work of my security officer and driver, Algerian-French Ahmed Abdelli. I consider them not only my dear colleagues but my true friends. I am grateful to the department of security at UNESCO, which remains ever vigilant to ensure our safety in this House.

2.15 As you know, Your Excellencies, ladies and gentlemen, I always go home to where my heart and soul hails from. My own country, and the Hungarian culture, which is welcoming and inspiring, rural and sophisticated, multi-layered, multi-ethnic, and represents different directions, but at the end protective of its roots and able to grow and develop, be reborn all the time. So I would like to thank especially my smiling, hardworking, beautiful Hungarian team in the Hungarian mission to UNESCO, never afraid of the workload and always ready for creative problem solving. And now you, delegates, distinguished representatives, participants in the 37th session of the General Conference. The 37th session of the General Conference will be a culmination of two years of fundamental transformations at UNESCO. The blueprint for UNESCO’s future – its Medium-Term Strategy, its Programme and Budget, represents the product of these two years, and reflects many lessons learned along the way. The future vision of UNESCO will be yours to consider, review and adopt. I wish you success in the deliberations and decisions that lie ahead. And I would like to say that we must remember that “not everything that is faced can be changed, but nothing can be changed until it is faced,” as James Baldwin wrote. So let us face the challenges, ladies and gentlemen, together, united under this roof.

2.16 Your Excellencies, of course you know that I am very strongly connected to music, poetry, art, to fun and *joie de vivre*. So I would not finish my speech without music, I am not playing the piano this time; I have invited some amazing Roma musicians from Hungary. They created the gypsy band called Budapest Bar and I would like to invite them on stage. I have seen them perform all over the world. We thought this would be a surprise for you after Verdi; it will be linked to both Liszt and gypsy music, because as you know Liszt was totally inspired by Hungarian gypsy music. I was, therefore, wondering whether the inspiration of this band came from Liszt’s music. Beforehand, I would like to say goodbye to you all. *Merci, spacibo, shukran, gracias, xièxie, madloba* in Georgian, *saum arkoun* in Cambodian, because of my dear colleagues, and *köszönöm szépen* in Hungarian. The Budapest Bar from Hungary. Thank you very much.

*(Musical interlude)*

### 3. **The Temporary President:**

Your Excellencies, they are always perfect and I think we have raised the spirit of the House. We will have a lot of problems to discuss later, so I thought it would be a good start. I would also like to thank the delegation of Oman for the beautiful present, because after raising the spirit with music, we now have “halwa” from Oman to sweeten the start of the Conference. Thank you very much. Your Excellencies, ladies and gentlemen, I now have the honour to invite Ms Alessandra Cummins, Chair of the Executive Board, to take the floor. Madam, the floor is yours.

#### 4.1 **Chair of the Executive Board (Ms Cummins):**

Madam President of the General Conference, Madam Director-General, honourable ministers, distinguished delegates, Excellencies, ladies and gentlemen, on behalf of the 58 Members of the Executive Board, and on my own behalf as Chair of the Board, it is indeed a privilege and a pleasure to welcome all of you warmly to the 37th session of the General Conference. This session of the General Conference is occurring during a time of profound change for our Organization. The items you have before you in the coming weeks will have far-reaching implications for the life of UNESCO for many years. As you deliberate over these matters, I would urge you to keep in mind two things. First, that

we recall the ideals underpinning the *raison d'être* of UNESCO. One of the most renowned lines from our Constitution states that *“since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed”*. Indeed, the Constitution further declares that: *“a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind”*. These words capture the profound aspiration that the international community has ascribed to UNESCO as a place of hope where true and lasting peace for the world could be born. More importantly, our Constitution provided the blueprint of a coherent mandate for building a just and inclusive global society, through humanity's shared ideals in education, the sciences, culture and communication and information. It entrusted to UNESCO the sacred duty of becoming the intellectual, ethical and moral compass of the international community – to be the conscience of the United Nations system. This aspiration held true in the post-Second World War era of UNESCO's founding, as well as throughout the Cold War years, and it still holds true today. This is especially so because UNESCO's fields of competence are so critically needed to secure sustainable development. Experience has taught us that economic growth is not sufficient to ensure long-term social progress. As we move forward to articulate and implement the post-2015 agenda, true sustainable development must be centred on people as social and cultural agents of change. Furthermore, we must never fail to recognize that development is not a permanent outcome. Throughout humanity's history, we have often seen progress reversed by social strife, by conflicts and wars, and by poor governance. Thus, UNESCO, through its comprehensive and inclusive approach, holds the key to sustainable development – it is the guardian of enduring social evolution and human advancement.

4.2 Dear colleagues and friends, the second thing to keep in mind is that in the past few years, even prior to this current biennium, the Organization has been confronted with maintaining a regular budget based on zero nominal growth, essentially shrinking the real amount of funding available for UNESCO's programme vis-à-vis inflation. This trend was primarily driven by the need to respond to the financial pressures faced by Member States due to uncertainties within the global economy. The Organization has thus been forced to meet its vast mandate and the ever-expanding expectations of Member States with decreasing resources. It is for this reason that the Organization embarked on a reform agenda, in order to find ways to do more with less. This path towards a more efficient and effective UNESCO has been heavily tested this biennium due to the budgetary shortfall of almost a quarter of the Organization's budget – a dire situation that could potentially extend to the next budgetary cycle. In this, we have seen that there is a limit to how much more we can ask of UNESCO while starving it of the needed resources to accomplish its mandate. The reform and restructuring of the Organization that we take forward from this point on must not dilute the unique multidisciplinary core competencies of the House. UNESCO cannot survive without the intellectual capacities of the Secretariat, nor can it hope to thrive without the continued care and commitment of its staff. Indeed, it would be a total fallacy to think that it would be appropriate, efficient or cost effective to call solely on consultants to realize UNESCO's mandate. This would be absolutely unsustainable, and would undoubtedly lead to the eventual and complete dissolution of the Organization. This is not, ladies and gentlemen, what UNESCO wants.

4.3 We therefore have some difficult questions to ask ourselves during this General Conference. If we truly believe that UNESCO is vital for holistic and sustainable development; that UNESCO is the intellectual, ethical and moral steward of humanity; and that investing in UNESCO is an investment in lasting peace for future generations, are the resources we are committing to the Organization sufficient for it to accomplish its mandate? What else could be done to help UNESCO achieve the success we all hope for? How should Member States be rethinking their priorities for and expectations of the Organization in the current financial reality? What can we assist the Director-General with in order to achieve these goals and objectives? These are some of the issues that the Executive Board has addressed throughout the biennium, and the recommendations and outcomes of its discussions have been transmitted to the General Conference in the form of document 37 C/6 and Addendum and Corrigendum which I commend to your closest attention. In this regard, I would like to highlight the importance of the inter-sessional work carried out by the Board over the past two years, where it sought to be as inclusive as possible in its discussions, involving not only the 58 Members of the Board, but also enabling enhanced participation by a majority of the Member States of the Organization. Therefore, the recommendations of the Board before the General Conference are fruits of an extensive and inclusive dialogue amongst Member States, and are not only limited to the views of the Board.

4.4 Distinguished colleagues, the world is still living with wars, illiteracy, abject poverty and discrimination. In many parts of the world, women and girls are still being subjected to violence when they assert their fundamental right to education. There is an increasing trend of targeting with impunity the common cultural heritage of humanity in armed conflicts as a means of destroying the collective identities of peoples. UNESCO's actions in responding to this threat – and here I wish to congratulate the Director-General – have achieved critical results. In our time, therefore, the continuing relevance of UNESCO's mandate cannot be questioned, and indeed, must be reinforced. Only you, ladies and gentlemen, can do that. This session of the General Conference is an occasion for Member States to renew their commitment to the ideals of UNESCO. Now is the time we must seriously reflect, at the highest level of our governments, on the depth of our collective investment in education, the sciences, culture and communication and information as pillars of long-term human progress. Now is also the time for Member States to take to the United Nations General Assembly the message that UNESCO matters for the world. Ladies and gentlemen, as you fulfil your responsibility as the ultimate governing body of UNESCO, I should also like to indicate that the Executive Board remains at the disposal of the General Conference until the end of its deliberations. On behalf of the Executive Board, I wish all of us a fruitful and enriching 37th session of the General Conference. Thank you for your attention.

##### 5. **The Temporary President:**

Thank you very much. Now we shall have the pleasure of hearing the Director-General. Madam Director-General, the floor is yours.

#### 6.1 **La Directrice générale :**

Madame la Présidente de la Conférence générale, Madame la Présidente du Conseil exécutif, Mesdames et Messieurs les chefs de délégation, Excellences, Mesdames et Messieurs. J'aurai la possibilité plus tard de vous remercier, Madame la Présidente de la Conférence générale, tout particulièrement pour votre leadership, mais permettez-moi encore une fois au début de cette session de vous exprimer toute mon admiration et ma reconnaissance pour le travail que vous avez entrepris en faveur de l'UNESCO, de son mandat et de son agenda, ainsi que pour le cadeau que vous nous avez offert encore une fois avec la belle musique de ce matin. Et merci à vous également, Madame la Présidente du Conseil exécutif, pour vos paroles si fortes aujourd'hui qui soulignent l'importance de l'UNESCO, l'importance de notre mandat dans une période d'épreuves pour notre Organisation.

6.2 Mesdames et Messieurs, chaque Conférence générale est l'occasion de renouveler notre attachement aux valeurs qui nous rassemblent et de définir les moyens de les mettre en œuvre. Cette session sera décisive pour les années à venir sur le plan stratégique et sur le plan budgétaire, dans la dernière ligne droite avant l'échéance des Objectifs du Millénaire pour le développement et face aux multiples pressions qui pèsent sur la paix, sur les sociétés et sur notre planète.

6.3 Le rôle de l'UNESCO est d'aider à libérer l'immense potentiel de l'intelligence, de la créativité et du dialogue pour la paix et le développement durable. Deux choses m'inspirent et me donnent confiance. La première, c'est que cette assemblée a prouvé par le passé sa capacité à changer le cours des choses. Le patrimoine mondial, le développement durable, la diversité culturelle, la sécurité des journalistes et la question de l'impunité, ces notions sont nées ici, à l'UNESCO, et il nous revient de perpétuer ce mouvement vers la dignité humaine et pour la paix. La deuxième, c'est que l'UNESCO vient de prouver sa capacité à gérer une crise financière profonde sans perdre le cap.

6.4 L'UNESCO s'est adaptée et transformée, et dans de nombreux domaines, nous avons renforcé notre leadership pour l'éducation de qualité et la citoyenneté, pour la formation professionnelle, pour la protection du patrimoine dans les conflits, le soutien aux pays en transition, pour le lien entre la culture et le développement, le lien entre les sciences et les politiques, pour la liberté d'expression.

6.5 Le chemin parcouru est considérable, et nous l'avons fait ensemble, le Secrétariat et les États membres. Nous l'avons fait en étant guidés par une stratégie claire de la réforme, en nous concentrant sur notre valeur ajoutée. Nous l'avons fait en restant fidèles aux valeurs qui ont inspiré les fondateurs de cette Organisation, au lendemain d'une guerre. Ce sont les valeurs qui rendent l'UNESCO unique au sein des organisations internationales. Ce sont ces valeurs qui font notre force. C'est la conviction que le développement de l'humanité passe d'abord par l'enrichissement de nos connaissances et de ce que l'écrivain Stefan Zweig appelait « notre conscience créatrice ». C'est la conviction que la culture, l'éducation, le partage des savoirs, la liberté de s'exprimer, nous définissent plus profondément que la politique ou l'économie. Nous sommes les seuls à porter ce message humaniste avec une telle clarté, et le monde a plus que jamais besoin de l'entendre.

*(La Directrice générale poursuit en anglais)*

6.6 Ladies and gentlemen, I stand before you today with a very clear message. UNESCO today is more in demand, more relevant, more performing. And we must not relent, we must forge on to meet the full ambitions of our mandate, to craft a single agenda for sustainability, for human dignity and development, to strengthen the multilateral order as the only answer to the challenges facing the world, to aspire in every possible and I would say impossible circumstance, to work to reach consensus which has always been the strength of this Organization, in passing important messages to the world to end the violence of conflicts, in Syria and elsewhere, that weigh on the conscience of humanity as a whole, to eliminate the poverty that afflicts billions, that holds entire societies back, that stains human dignity and tills the ground for war, to respond to rising risks and natural disasters, to the pressures of climate change, to preserve the diversity of life on this planet and its ocean. These are times of turmoil and turbulence, but also times of opportunity. We cannot afford short-termism. We cannot afford to pursue exclusive goals. We are all living in a new age of limits – in terms of development models, in terms of resources, in terms of our planet. No country is spared. No society can hope to stand alone. We must stand together – on the foundations of shared values, on the rights and dignity of every woman and man. I think this is the greatest renewable energy we have to craft solutions that are just, equitable and that are lasting and are meaningful to all.

6.7 The world has changed enormously since 1945, but our Constitution is every day reborn and it must be reinvented every day, because our message carries a timeless message of hope for a better world, a timeless message of conviction in our ability to build it together. The challenges are high – they are always there – but we must be more firm in our resolve, so much more is the power of solidarity, so much more is the power of the human mind. Speaking to the Constituent Conference of UNESCO in 1945, Dr Wallace, the delegate of Canada, reminded his colleagues of the vast possibilities of the human spirit and of the human mind – and I wish to open this General Conference with the lines he cited from the great poet Dante Gabriel Rossetti: *“Think and act; [...] Unto the furthest flood-brim look with me; Miles and miles distant though the last line be, And though thy soul sail leagues and leagues – Still, leagues beyond those leagues, there is more sea.* Thank you for your attention.

#### 7. **The Temporary President:**

Thank you very much, Madam Director-General for your words. Ladies and gentlemen, after having listened to these wonderful pieces of music and inspiring words by the Chair of the Executive Board and Ms Bokova, the Director-General, we are now moving to a more procedural part of this meeting. As you know, the General Conference establishes, at the beginning of each session, committees, commissions and other subsidiary organs as may be required in order for the Conference to conduct its business efficiently. This morning, we will elect two such committees.

**Item 1.2: Establishment of the Credentials Committee**

**Point 1.2: Constitution du Comité de vérification des pouvoirs**

**Punto 1.2: Constitución del Comité de Verificación de Poderes**

**Пункт 1.2: Учреждение Комитета по проверке полномочий**

البند ١, ٢ : تشكيل لجنة فحص وثائق الاعتماد

**项目 1.2: 成立全权证书委员会**

**8.1 The Temporary President:**

First, ladies and gentlemen, we need to establish the Credentials Committee, which is in charge of verifying the credentials of all delegations, representatives and observers to the Conference. In accordance with Rule 32 of the Rules of Procedure, this Committee consists of nine Member States, elected by the General Conference on the proposal of the Temporary President. After careful examination of the composition of previous committees, with due regard to fair geographical distribution, and following consultations with a great number of delegations, I would like to suggest that the Credentials Committee be composed of the following countries: Bahrain, Cameroon, Canada, Czech Republic, Ecuador, Germany, India, Iran (Islamic Republic of), and Paraguay. Ladies and gentlemen, is there any objection to this proposal? I see none. *It is so decided.*

8.2 I wish to congratulate the elected members and remind them that, in accordance with the Rules of Procedure, the Committee is responsible for electing its own chairperson. I would also like to remind you that, following 192 EX/Decision 23 (IV), the Executive Board decided to recommend the election of Her Excellency Ms Hadidja Amin Youssouf of Cameroon as Chairperson of the Committee. And I would like to invite the newly-elected members of the Credentials Committee to meet at 12 p.m. in Room VIII.

**Establishment of the Nominations Committee**

**Constitution du Comité des candidatures**

**Constitución del Comité de Candidaturas**

**Учреждение Комитета по кандидатурам**

تشكيل لجنة الترشيحات

**成立提名委员会**

**9. The Temporary President:**

And now ladies and gentlemen, we will establish the Nominations Committee. The Committee will determine and submit to the Conference the list of nominations for the posts of President and Vice-Presidents, as well as proposals for the composition of committees, commissions and other subsidiary organs of the Conference. According to Rule 34 of the Rules of Procedure, the Nominations Committee consists of the heads of all delegations entitled to vote in the Conference. The head of a delegation may designate another member of his or her delegation to attend meetings and vote in her or his place. Representatives to the Committee may be assisted by another member of their delegation. The Nominations Committee is responsible for electing its own chairperson, but I would also like to remind you that the Executive Board, by means of 191 EX/Decision 22 (IV), recommends for this position Her Excellency Ms Assel Utegenova, from Kazakhstan. And I invite the Nominations Committee to meet at 12 p.m. in Room IV.

**Item 1.4: Adoption of the agenda**

**Point 1.4: Adoption de l'ordre du jour**

**Punto 1.4: Aprobación del orden del día**

**Пункт 1.4: Утверждение повестки дня**

البند ١, ٤ : اعتماد جدول الأعمال

**项目 1.4: 通过议程**

**10. The Temporary President:**

Now we shall now examine item 1.4, the adoption of our agenda, contained in document 37 C/1 Prov. Rev. which was prepared by the Executive Board at its 191st and 192nd sessions. Allow me to remind you that, at this stage, according to Rule 15, only new items of an important and urgent character may be added to the agenda. Any such proposals would be considered by the General Committee tomorrow morning, before being put to the General Conference for approval by a two-thirds majority vote. And now I would like to give the floor to Ms Alissandra Cummins, Chair of the Executive Board, who will present the provisional agenda. Please, Madam, the floor is yours.

**11. Chair of the Executive Board:**

Thank you. Madam President, distinguished delegates, ladies and gentlemen. In accordance with the provisions of Article V.B 6 (a) of the Constitution, the provisional agenda of the present session of the General Conference was prepared by the Executive Board at its 191st session on the basis of a document submitted to it by the Director-General. Subsequent to its discussions in this regard, the Board adopted 191 EX/Decision 21 (I). By the same decision, the Board also decided that any other items submitted by Member States or Associate Members or by the United Nations in accordance with Rule 9 of the Rules of Procedure no later than 100 days before the opening of the session, that is by 27 July 2013, should be inscribed by the Director-General on the provisional agenda which should then be communicated to Member States and Associated Members no later than 90 days before the opening of the session, that

is by 6 August 2013. At its 192nd session, the Executive Board examined the revised provisional agenda of the 37th session of the General Conference and by 192 EX/Decision 23 (I) retained the six supplementary items that were submitted within the time limits set by Rule 12 of the Rules of Procedure of the General Conference. These items were included in the supplementary list circulated to the Member States and Associate Members, in accordance with the provisions of Rule 12, paragraph 3 of the Rules of Procedure, by a circular letter dated 4 October 2013. Madam President, on behalf of the Executive Board, I have the honour to submit for adoption by the General Conference the revised provisional agenda contained in document 37 C/1 Prov. Rev. Thank you.

12. **The Temporary President:**

Thank you very much Madam Chair of the Executive Board. Are there any comments ladies and gentlemen, delegates? I see none. *The agenda is adopted.*

**Item 1.7: Admission to the work of the General Conference of observers from international non-governmental organizations other than those with the status of official partners of UNESCO, and recommendation of the Executive Board thereon**

**Point 1.7: Admission aux travaux de la Conférence générale d'observateurs d'organisations internationales non gouvernementales autres que celles bénéficiant du statut de partenaire officiel de l'UNESCO, et recommandation du Conseil exécutif à ce sujet**

**Punto 1.7: Admisión en los trabajos de la Conferencia General de observadores de organizaciones internacionales no gubernamentales que no sean las que colaboran oficialmente con la UNESCO, y recomendaciones del Consejo Ejecutivo al respecto**

**Пункт 1.7: Допуск на сессию Генеральной конференции наблюдателей от других международных неправительственных организаций, помимо тех, которые поддерживают официальные и рабочие отношения с ЮНЕСКО, и рекомендации Исполнительного совета по этому вопросу**

البند ١,٧: قبول مراقبين من منظمات غير حكومية، غير المنظمات المصنفة في فئة الشركاء الرسميين لليونسكو، لحضور أعمال المؤتمر العام، وتوصية المجلس التنفيذي في هذا الشأن

**项目 1.7: 接纳享有教科文组织正式合作伙伴地位以外的国际非政府组织观察员列席大会会议和执行局就此问题的建议**

13. **The Temporary President:**

Ladies and gentlemen, our next task is to examine item 1.7 of our agenda, concerning the admission to the work of the General Conference of observers from non-governmental organizations other than those with the status of official partners of UNESCO, and recommendation of the Executive Board thereon. The relevant working document is document 37 C/12. I am pleased now to invite once more the Chair of the Executive Board to present the Board's recommendations on this matter. Madam, the floor is yours.

14. **Chair of the Executive Board:**

Thank you. Madam President, Madam Director-General, distinguished delegates, ladies and gentlemen, in presenting this item to the General Conference I wish to underline the ever-increasing relevance of the work of the international non-governmental organizations and the important role they have consistently played on the international scene. Committed actors of civil society, the expertise, visibility and effectiveness of international NGOs on the ground no longer need to be proven. Their action and accomplishments are an affirmation of the deep-seated partnership that exists between them and the international community, having as a common quest the strengthening of international cooperation for peace and development. It is in this spirit that the Executive Board examined item 23, Part V, of the agenda of its 192nd session relating to the admission to the 37th session of the General Conference of observers from international non-governmental organizations other than those with the status of official partners of UNESCO and on which the Board took a unanimous decision. Madam President, I therefore recommend on behalf of the Executive Board that those organizations now listed in document 37 C/12 be invited to participate in the 37th session of the General Conference as observers in the debates on specific agenda items relating to their fields of competence. Thank you.

15. **The Temporary President:**

Thank you very much Madam Chair of the Executive Board. I now wish to submit this recommendation to the approval of the General Conference. As I see no objections, I will take it that this recommendation is **adopted** and thank you very much.

**Item 10.2: Request for the admission of Anguilla as an Associate Member of UNESCO**

**Point 10.2: Demande d'admission d'Anguilla en qualité de Membre associé de l'UNESCO**

**Punto 10.2: Solicitud de admisión de Anguila como Miembro Asociado de la UNESCO**

**Пункт 10.2: Просьба о приеме Ангильи в члены – сотрудники ЮНЕСКО**

البند ١٠,٢: طلب انضمام أنغيلا كعضو منتسب إلى اليونسكو

**项目 10.2: 要求接纳安圭拉为教科文组织准会员**

16.1 **The Temporary President:**

Ladies and gentlemen, now we will examine the item concerning the request from Anguilla for admission as an Associate Member of UNESCO. The request for the admission of Anguilla as an Associate Member of UNESCO is presented in document 37 C/42 under item 10.2. The document includes a letter dated 25 April 2013 from the Minister of Foreign Affairs of the United Kingdom of Great Britain and Northern Ireland, applying for associate membership on behalf



of Anguilla, whose international relations fall under the responsibility of his country. This letter is in compliance with Article II, paragraph 3, of the Constitution, which states that territories which are not responsible for the conduct of their international relations may be admitted as Associate Members by the General Conference by a two-thirds majority of Members present and voting, upon application made on behalf of such territory by the Member having responsibility for their international relations.

16.2 I now present to the General Conference the request for admission of Anguilla as an Associate Member of UNESCO. Ladies and gentlemen, I do not see any objection. I therefore declare that Anguilla has been admitted as a new Associate Member of the Organization. *It is so **decided**.*

16.3 This decision further enriches the cultural diversity of our Organization and I wish to extend my warmest congratulations to Anguilla, our new Associate Member. It is my pleasure to give the floor to Ms Jasmin Phillip-Garraway of Anguilla who will briefly address the General Conference. Please, Madam, you have the floor.

17. **Ms Phillip-Garraway (Anguilla):**

Madam President, Excellencies, distinguished delegates, it is a distinct privilege and honour for me to address you on behalf of the government and the people of Anguilla. Anguilla is a small island of 33 square miles with a population of 12,500 people made up of races and cultures from the four corners of the world successfully fused together over the centuries. Consistent with UNESCO's global values, here human interaction, cultural coexistence and spiritual tolerance have been the key to the sustainable development and success of this small island and continue today to distinguish it in the globalized world. There are few places other than Anguilla that are better equipped to demonstrate sustainable development by a delicate balance to ensure man's successful coexistence with his natural environment. Anguilla is deeply committed to making a positive and constructive contribution to the work of UNESCO in its capacity as an Associate Member by supporting UNESCO in fulfilling its mandate in education, sciences, culture and communication and information as well as broadening its scope and concept of culture for development. Anguilla's membership reaffirms its commitment to the mission, ideals and goals of UNESCO and will enhance the profile of the Caribbean and Latin America grouping with Anguilla's unique cultural heritage, prehistoric natural heritage and important pre-Columbian assets. We wish to engage fully and participate actively within the Latin America and the Caribbean grouping within UNESCO. Anguilla thanks UNESCO and its global family of nations for welcoming it as an Associate Member. We look forward to working closely with UNESCO's Secretariat under the guidance and leadership of Ms Irina Bokova so as to benefit from technical assistance and projects in conformity with its mandate in the United Nations system. We reaffirm our strong commitment to working closely with the Secretariat and to advancing its mission, goals and fundamental objectives for a sustainable future. Thank you for your indulgence.

18. **The Temporary President:**

Thank you very much, and congratulations Madam. I now to give the floor to Her Excellency Ms Alissandra Cummins, Chair of the Executive Board. The floor is yours, Madam.

19. **Chair of the Executive Board:**

Thank you Madam President, it is a great pleasure and privilege for me, in my capacity as Chair of the Executive Board and in my own capacity, to welcome a fellow member from the Caribbean to the UNESCO family, and especially to the family of small island developing States (SIDS) within the Organization. I would like to take this opportunity to stress that what Anguilla brings to the mandate of UNESCO is of particular importance to SIDS around the world. From the Barbados Programme of Action, it is clear that the interdisciplinarity and interregional action offered through UNESCO's programmes is crucial for the sustainable development of SIDS. This need for a holistic approach within SIDS will be discussed further during the upcoming Third International Conference on SIDS in Apia, Samoa, which would be an occasion to identify priorities to be considered in the elaboration of the United Nations post-2015 development agenda. Therefore, the admission of Anguilla as an Associate Member of UNESCO is very timely, and I look forward to the vital contribution of Anguilla in this regard, as well as in bringing an additional voice and culture from SIDS to this august House. Once again, I extend my warmest welcome and heartfelt congratulations to Anguilla. Thank you for your attention.

20. **The Temporary President:**

Thank you very much and I now give the floor to the Director-General. Madam Director-General, the floor is yours.

21.1 **The Director-General:**

Thank you very much Madam President, Your Excellencies, heads of delegation, it is a great honour for me to welcome Anguilla to UNESCO as an Associate Member. This marks a new era of cooperation building on our shared values of human dignity, equality and mutual respect, and on our common objective to craft a more inclusive and effective multilateral order. UNESCO stands ready to support the aspirations of the society of Anguilla, the drive to promote human rights, to foster quality education for all, to safeguard cultural heritage and the diversity of cultural expressions, and including biological diversity, and equally, to mitigate the consequences of climate change.

21.2 Anguilla becomes an Associate Member of this Organization at an important moment, as States push towards the Millennium Development Goals and the objectives of education for all by 2015 and as we shape a new global sustainable development agenda to follow. We at UNESCO are convinced that particular attention should be paid to the challenges confronted by the small island developing States as we move forward. In tackling these challenges, all States will benefit from the experience and the insights of Anguilla. As Director-General, I look forward to this new opportunity and I thank the authorities and people of Anguilla in the spirit of the national song: *Noble and beautiful/She stands midst the sea/Oh land of the happy/A haven we'll make thee/Let truth and right our banner be/We'll march ever on.* Thank you.

22. **The Temporary President:**

Ladies and gentlemen, I will suspend the meeting now because we have a special guest paying the General Conference a visit this morning, Her Royal Highness Princess Marie of Denmark. Thank you very much.

*The meeting is suspended from 11.40 a.m. to 12.45 p.m. to allow the President of the General Conference and the Director-General to welcome Her Royal Highness Princess Marie of Denmark.*

*Her Royal Highness Princess Marie of Denmark enters Room I and is escorted to her place.*

23. **The Temporary President:**

Your Royal Highness, Madam Chair of the Executive Board, Madam Director-General, Excellencies, ladies and gentlemen, it is my distinct honour and great pleasure to welcome to UNESCO Her Royal Highness Princess Marie, wife of Prince Joachim of Denmark. As many of you know, Princess Marie is the patron of honour of the Danish National Commission for UNESCO. Her Royal Highness is also a benefactor and patron of a great many other national organizations, institutions and foundations. The work of Princess Marie coincides with and reinforces the ideals of UNESCO. Her benevolent actions promote the intangible cultural heritage, education and literacy, and sports. Her Royal Highness is also the patron of cultural events, such as the Tønder international folk festival. She is promoting education as the ambassador of the University of Southern Denmark, and patron of the Danish annual literary prize. We are honoured to count Princess Marie among the true friends of the Organization and we are eager to hear her address to the General Conference. Your Royal Highness, welcome back to Paris and welcome home to UNESCO.

24.1 **Son Altesse Royale, la Princesse Marie du Danemark :**

Madame la Directrice générale, Madame la Présidente de la Conférence générale, Madame la Présidente du Conseil exécutif, Excellences, Mesdames et Messieurs, c'est pour moi un grand honneur de prendre la parole devant vous en ce jour d'ouverture de la 37<sup>e</sup> session de la Conférence générale de l'UNESCO en tant que marraine de la Commission nationale danoise.

24.2 Ayant suivi le travail de l'UNESCO pendant ces quatre dernières années, je n'ai jamais cessé d'être impressionnée par l'immense travail entrepris par l'Organisation, à tous les niveaux, en vue de faire de ce monde un endroit meilleur pour tous.

24.3 Sept milliards de personnes sont confrontées à des défis mondiaux, tels que le changement climatique, les problèmes de santé et les inégalités sociales. Les économies deviennent de plus en plus internationales et exigent des employés des compétences interculturelles. Il devient évident qu'assurer l'accès de tous à l'éducation ne suffit plus. Ce n'est pas seulement en scolarisant tous les enfants qu'on leur donnera un avenir meilleur, mais c'est en misant sur la qualité de l'éducation qui leur est dispensée, dont dépendront leurs chances dans la vie.

24.4 Reconnaisant le pouvoir de l'éducation pour transformer des vies et bâtir des sociétés plus durables, pacifiques, saines et prospères, le Secrétaire général de l'Organisation des Nations Unies a fait de l'éducation une priorité. Son initiative mondiale pour l'éducation avant tout vise non seulement à permettre à tous les enfants d'aller à l'école mais aussi à améliorer la qualité de l'éducation et à encourager la citoyenneté mondiale.

*(Son Altesse Royale, la Princesse Marie du Danemark poursuit en anglais)*

24.5 For people to live together peacefully in diversity, children, young people and adults have to understand each other's way of living and value each other's cultural traditions. Becoming a global citizen means also caring for the planet and each other; it means developing a feeling of belonging to a common humanity. A crucial element of the education that is needed today is the capacity to empower learners to take action in their communities to address twenty-first century challenges, such as climate change, global health and social inequalities. Education has to be relevant to peoples' lives.

24.6 UNESCO has a very important role to play in fostering this type of quality education. One great example of how this can work is the UNESCO Associated Schools Project Network, the world's largest network of schools and one of UNESCO's most fruitful and sustained initiatives. Students from almost 10,000 associated schools in 180 countries take part in innovative projects such as the creation of "ASPnet in Action for a Sustainable Future", an interactive collaborative online platform that enables and facilitates direct exchange between national coordinators, teachers and students across the world. As patron of the Danish National Commission for UNESCO, I have on several occasions taken part in events arranged by the Associated Schools Project Network in Denmark. Last year for instance, I witnessed a very special project. Young people from 14 different countries from North America, Africa and Europe came together for a week in Denmark and collaborated on a project called "The Common Future" focusing on the challenges of climate change. I was amazed by their knowledge and creativity and not least by their way of cooperating – girls and boys working seriously side by side, each contributing on the basis of their personal and cultural background.

24.7 Another amazing project was a great event last year at Kronborg Castle, one of Denmark's world heritage sites, where school children, boys and girls from Denmark and nine Arab countries met to discuss how to revive world heritage. These two projects show that children and young people do not discriminate because of gender, race or religion. They consider differences and multiplicity an asset and we need them to hold on to this perception. That is the foundation of equality.

24.8 Global sustainability challenges call for governments to use their education systems to allow every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Education for sustainable development (ESD) can shape the future we want and is necessary for helping to reach sustainable development goals.

Sustainability issues cannot be disregarded or pushed aside. They need to be addressed. The proposed global action programme on education for sustainable development contributes to this.

24.9 Denmark particularly supports UNESCO's action on climate change education. This education programme specifically supports regions most vulnerable to climate change, Africa and small island developing States. The programme helps young people understand the causes of climate change, adapt to the impact of climate change and also empowers them to take action on climate change causes.

24.10 Global health is another critical challenge. Experts in southern and eastern Africa call for renewed commitment on sexuality education and health services for young people: they all have the right to live full and healthy lives. Education and health are mutually reinforcing. There are critical gaps in access to quality sexuality education and services for young people. These young people need quality, gender-sensitive sexuality education preparing them for puberty, relationships, and decisions about their sexual behaviour that can prevent HIV plus unintended pregnancy. Parents and families are critical in this process. At the same time, we are convinced that it is through the trusted voices of their teachers at school and other young leaders that youngsters will learn most efficiently.

24.11 But education alone is not enough. They also need access to essential health services, including contraception, confidential HIV and sexually transmitted infections (STI) testing, HIV prevention, treatment and care, safe pregnancy and delivery, and safe options in the case of unintended pregnancy. These services need to be delivered without judgment and in a way that is accessible and affordable for young people. Along with comprehensive sexuality education and sexual and reproductive health services, an environment should be created with zero tolerance of all forms of violence - particularly gender-based violence.

*(H.R.H. Princess Marie continues in French)*

24.12 L'examen de ces différents défis mondiaux nous permet de dégager une conclusion, de tirer une leçon. C'est en dispensant aux gens une éducation de qualité, répondant à leurs problèmes quotidiens, qu'on leur permettra de construire un avenir meilleur, pour eux-mêmes, leurs familles et leurs communautés. La réalisation de tout autre objectif de développement et de croissance dépendra de cette condition.

24.13 Je suis fière de faire partie de l'UNESCO. L'UNESCO est plus importante que jamais. Au nom de la Commission nationale danoise, je puis vous donner l'assurance que nous ferons tout notre possible pour aider la Directrice générale dans la réalisation de la noble cause à laquelle œuvre l'UNESCO.

25.1 **The Temporary President:**

Thank you very much, Your Royal Highness, for your inspiring words.

25.2 Ladies and gentlemen, we will meet for this afternoon's session at 3 p.m. sharp. Please remain seated while Her Royal Highness Princess Marie and her entourage leave the room. Thank you very much. *The meeting is adjourned.*

*The meeting rose at 1.00 p.m.*  
*La séance est levée à 13 heures*  
*Se levanta la sesión a las 13.00*  
*Заседание закрывается в 13.00*  
*رفعت الجلسة في الساعة ١,٠٠ بعد الظهر*  
*会议于 13 时结束*

# Second plenary meeting

Tuesday 5 November 2013 at 3.15 p.m.  
President: **Ms Bogyay** (Hungary)  
later: **Mr Hao** (China)

# Deuxième séance plénière

Mardi 5 Novembre 2013 à 15 h 15  
Président : **Mme Bogyay** (Hongrie)  
puis : **M. Hao** (Chine)

# Segunda sesión plenaria

Martes 5 de noviembre a las 15.15  
Presidenta: **Sra. Bogyay** (Hungría)  
después: **Sr. Hao** (China)

# Второе пленарное заседание

Вторник 5 ноября 2013 г. в 15.15  
Председатель: г-жа **Бодяи** (Венгрия)  
затем г-н **Хао** (Китай)

# الجلسة العامة الثانية

الثلاثاء ٥ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ٣,١٥ بعد الظهر  
الرئيسة: السيدة **بوغياي** (المجر)  
ثم: السيد **هاو** (الصين)

# 第二次全体会议

2013年11月5日星期二 15时15分  
主席: **Bogyay女士** (匈牙利)  
随后: **郝平先生** (中国)

**Item 1.5: Election of the President and Vice-Presidents of the General Conference and of the Chairpersons, Vice-Chairpersons and Rapporteurs of the commissions and committees**

**Point 1.5 : Élection du président et des vice-présidents de la Conférence générale, ainsi que des présidents, vice-présidents et rapporteurs des commissions et comités**

**Punto 1.5: Elección del Presidente y los Vicepresidentes de la Conferencia General, y de los Presidentes, Vicepresidentes y Relatores de las comisiones y comités**

**Пункт 1.5: Выборы Председателя и заместителей Председателя Генеральной конференции, а также председателей, заместителей председателей и докладчиков комиссий и комитетов**

البند ١,٥ : انتخاب رئيس المؤتمر العام ونواب الرئيس ورؤساء اللجان ونواب رؤسائها ومقرريها

**项目 1.5 : 选举大会主席和副主席以及各委员会主席、副主席和报告人**

***Election of the President of the 37th session of the General Conference***

***Élection du président de la 37<sup>e</sup> session de la Conférence générale***

***Elección del Presidente de la 37<sup>a</sup> reunión de la Conferencia General***

***Выборы Председателя 37-й сессии Генеральной конференции***

*انتخاب رئيس الدورة السابعة والثلاثين للمؤتمر العام*

***选举大会第三十七届会议主席***

**1. The Temporary President:**

Ladies and gentlemen, we will now examine item 1.5 of our agenda concerning the election of the President of the General Conference. The related documents are documents 37 C/NOM/1 and 37 C/NOM/1 Add. I now call upon Her Excellency Ms Assel Utegenova, Chairperson of the Nominations Committee, to present the recommendation of the Committee for the election of President of the 37th session of the General Conference. Madam, the floor is yours.

**2. Ms Utegenova (Kazakhstan) (Chairperson of the Nominations Committee):**

Thank you Madam President. The Nominations Committee held its first meeting this morning during which it examined the recommendation of the Executive Board concerning the President of the 37th session of the General Conference as contained in 192 EX/Decision 23 (IV). The Nominations Committee decided to recommend that the General Conference approve the candidature of Mr Hao Ping of China as President of the 37th session of the General Conference. Thank you Madam President.

**3.1 The Temporary President:**

Thank you very much, Your Excellency. Ladies and gentlemen, I see that this proposal is widely supported and I am therefore happy to proclaim the election of His Excellency Mr Hao Ping from China as President of the 37th session of the General Conference.

3.2 Your Excellency, dear Mr Hao Ping, very rarely do so many impressive qualities come together in a single person, qualities necessary to lead this General Conference to its successful conclusion and to assist the House in carrying out the adopted mandate for the next biennium. You bring to this post extraordinary knowledge and multifaceted experience on both the national and international stages. As the Vice Minister of Education of China and as a person with a long tenured track record in academia, you reveal your profound intellectual side. I remember with fondness our interactions during the Executive Board sessions and know that your active engagement in UNESCO will be a strong foundation for your successful presidency. Your Excellency, you are a person of extraordinary intellect and at the same time a person who relates to and communicates with everyone with ease and compassion regardless of their age, nationality or origin. I feel honoured to welcome you to take over this important post and now I would like to give the floor to the Chair of the Executive Board to say a few words.

**4. Ms Cummins (Chair of the Executive Board):**

Thank you Madam President. At the outset, I would like to take this opportunity to thank you, Ms Bogyay, for the dedication and commitment you have brought to your work as President of the 36th session of the General Conference. Dear Katalin, your active engagement with the work of the Executive Board, as well as your involvement in various aspects of UNESCO's activities have been very much appreciated by the Board. I have also very much appreciated your contributions towards a constructive dialogue during the meetings between the heads of the three organs of UNESCO, and I very much hope that the Organization will be able to continue to count on your insightful input in the coming years. Thank you for all your hard work in the past two years, for your humanity and humour so essential to our understanding of the life better lived. I wish you all the best in your future endeavours. Now I would like to turn to the newly-elected President of the General Conference and on behalf of the Executive Board, as well as in my own capacity, I would like to warmly congratulate His Excellency Mr Hao Ping on his election as the President of the 37th session of the General Conference. Having seen you in action, sir, during the recent conference on culture and sustainable development in Hangzhou, I am confident that you will carry out your role with distinction, and I wish you every success in the tasks you have before you. Thank you.

**5. The Temporary President:**

Thank you very much, Madam Chair, I am really touched, thank you very much. And now I would like to give the floor to the Director-General.

### 6.1 **The Director-General:**

Thank you, Madam President, Excellencies, ladies and gentlemen, it is a pleasure and an honour for me to congratulate His Excellency, Mr Hao Ping, Vice Minister of Education of the People's Republic of China on his election as the President of the 37th session of the UNESCO General Conference. The People's Republic of China has always been one of the greatest champions of UNESCO. Over the last biennium we have seen ever-deeper commitment by China to our common goals through global ground-breaking fora in Hangzhou on culture and development, in Beijing for the creative cities summit and the first learning cities summit. We have worked together on the ground to boost UNESCO's impact in Africa, with major projects on teacher training. I believe your election, Mr President, opens a new era of ever-deeper engagement and leadership. I know your commitment to education, especially higher education, and your appeal to renew global standard-setting instruments on the recognition of higher education qualifications, which will be discussed at this session of the General Conference. In this regard, the revision of the 1981 Arusha Convention on higher education in Africa with an international conference in 2014 will be a critical moment and I thank China once again for its commitment to strengthening higher education in Africa.

*(The Director-General continues in French)*

6.2 Avec vous, Monsieur le Président, nous avons beaucoup de travail ! L'UNESCO aborde une période décisive de son histoire, la dernière ligne droite avant l'échéance de 2015. C'est maintenant que nous devons positionner l'UNESCO et inscrire nos sujets et notre vision dans l'agenda du développement durable. C'est maintenant que se décide la place qui sera celle de l'UNESCO dans le système des Nations Unies pour les années à venir.

6.3 Les défis sont grands, en effet, mais permettez-moi de citer le penseur chinois Lao Tseu, également connu sous le nom de Tàishàng Lǎojūn : « Soyons attentifs à la source dans laquelle vous puisez l'eau de vos rêves. Puisez à la source de l'optimisme, et vous obtiendrez le succès ».

6.4 Vous apportez à l'Organisation, M. Hao Ping, votre riche énergie et la vaste expérience de votre brillante carrière. Vous apportez des convictions fortes sur la nécessité de renforcer la coopération internationale dans ce monde globalisé, interconnecté. Je sais que je m'exprime au nom de l'Organisation en vous disant combien nous nous réjouissons de travailler ensemble.

*(La Directrice générale poursuit en anglais.)*

6.5 Now I turn, Madam President of the General Conference, to you. Excellency, Ambassador Katalin Bogyay, my dear friend. Two years ago, on 25 October 2011, you made a solemn promise to Member States. You said then, and I quote you, "I will always be available to listen to you with an open heart, to work through all the arguments and issues, to mediate when necessary and to serve as a midwife in bringing about solutions which are acceptable to all". And I am so happy to say now that you have kept this promise in every respect. You have listened, you have mediated, you have helped bring about solutions on the basis of compromise and dialogue. This biennium has called for all of this to overcome the challenges we face. On a personal note, I wish to say how much I appreciated the spirit of cooperation you have brought to our relations. It has made a great difference, it has helped to inspire us all in difficult moments and for this we are deeply grateful.

*(The Director-General continues in French)*

6.6 Madame la Présidente, dans votre discours d'investiture, vous avez cité, parce que la musique est votre passion, le grand musicien Béla Bartók qui disait : « Ma philosophie a toujours été celle d'une diversité des nations unies dans la fraternité, en dépit des guerres et de l'hostilité. J'ai défendu cette idée, du mieux que j'ai pu, à travers ma musique ». Cette philosophie a marqué votre présidence –la conviction de l'unité de toutes les cultures et des valeurs communes qui nous rassemblent.

6.7 Lors de la Conférence de Hangzhou, en Chine, vous aviez décrit cette diversité en utilisant le mot des autochtones d'Australie, *Papaho*, qui signifie « boîte aux trésors ». Avec vous, ce fut aussi une « boîte à musique », car je sais que la musique vous guide dans votre travail, et vous avez partagé maintes fois avec nous votre passion au cours de ces deux années.

6.8 Je voudrais vous remercier encore une fois de votre engagement profond pour l'UNESCO, cette organisation que nous aimons tant et au nom de laquelle j'ai le plaisir de vous remettre une médaille en gage de notre reconnaissance.

*(Applaudissements)*

### 7. **The Temporary President:**

Thank you very much, I am really and truly and deeply touched, and my final remark would be the following. As a single footstep will not make a path on the earth, so a single thought will not make a pathway in the mind. To make a deep, physical path, we walk again and again. To make a deep mental path we must think over and over the kind of thoughts we wish to dominate our lives. As Henry David Thoreau said, let our dreams be bigger than our fears, therefore, and our actions be louder than our words, as we move forward together, fulfilling the vision of lasting peace. And now I invite with great pleasure and honour, the President of the 37th session of the General Conference, to take his place at the podium.

**Address by the President of the 37th session of the General Conference**  
**Allouction du président de la 37<sup>e</sup> session de la Conférence générale**  
**Discurso pronunciado por el Presidente de la 37<sup>a</sup> reunión de la Conferencia General**  
**Выступление Председателя 37-й сессии Генеральной конференции**  
**خطاب رئيس الدورة السابعة والثلاثين للمؤتمر العام**  
**大会第三十七届会议主席致辞**

8.1 郝先生 ( 中国 ) ( 大会第三十七届会议主席 ) :

尊敬的第三十六届大会主席女士、尊敬的执行局主席女士、教科文组织总干事女士、各位部长、各位代表、女士们、先生们，今天站在这个庄严的讲台上，我深感使命光荣，责任重大。各会员国代表一致推举我担任第三十七届大会主席，这是对我本人莫大的信任，也是对我的祖国的信任。我将牢记联合国教科文组织的宗旨，为履行大会主席职责竭尽全力、不负众望、不辱使命。在此，我首先要向我的前任，Bogyay 女士致以崇高的敬意。衷心感谢你对本组织的贡献。感谢执行局主席 Cummins 女士，在你的领导下，执行局在各项计划的实施中发挥了重要的作用。感谢总干事博科娃女士在本组织的艰难时期付出非凡的努力，领导本组织应对挑战，赢得了会员国的支持。

(8.1) **M. Hao** (China) (President of the 37th session of the General Conference) (*translation from the Chinese*) :

Distinguished Madam President of the 36th session of the General Conference, Madam Chair of the Executive Board, Madam Director-General, honorable ministers and heads of delegations, ladies and gentlemen, thank you very much for honouring me with this opportunity of serving the Organization. This is not just an honour for me, but also for my country. Your unanimous endorsement has been a tremendous support and I will keep in mind our common goals and do my utmost as President of the General Conference in order to continue the great legacy of this Organization. Please allow me to begin by thanking Ms Bogyay, my predecessor, for her enormous contributions to the Organization. My gratitude also goes to Ms Cummings, the Chair of the Executive Board. Under your leadership, the Executive Board has played an important role in the implementation of the programmes. I also thank Ms Irina Bokova, Director-General of UNESCO, for her extraordinary efforts in leading the Organization during a period of great difficulty. In doing so, she has earned the support of the Member States.

(*The President continues in English*)

8.2 Ladies and gentlemen, founded in 1946, in the aftermath of the Second World War, and in response to the global devastation, the Organization's Constitution states that "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed". Hence, building peace became its core mission. I think peace has its roots in friendship, while the basis of friendship among countries lies in mutual respect, understanding and tolerance. I am reminded of the Chinese poem that said: "True friends cannot be separated by distance. Close neighbours can reside 10,000 miles apart". For 68 years, the Organization has promoted cooperation among different countries in the fields of education, the sciences, culture, communication and information. For example, milestone achievements can be found in education for all, which has enabled millions of children to have access to education. Today, the world today is going through profound changes. The long-term impact of the global financial crisis is felt worldwide. In addition, climate change and natural disasters continue to pose severe challenges to us.

8.3 Ladies and gentlemen, I would like, if you allow me, to share with you some of my ideas in this regard. First of all, the Organization should wholeheartedly support the Global Education First Initiative (GEFI) that promotes education equality. Education plays an important role in enhancing the comprehensive development of human society and promoting social justice. Education is instrumental in eradicating poverty and bridging the social divide. Equal access to educational opportunities levels the difference between social classes, mitigates the impact of poverty on future generations, and facilitates the full and free development of persons. Education is a basic human right and a cornerstone of social equality. The Organization will continue to coordinate international resources in order to provide assistance to Member States, especially African and other developing countries, in order to afford more and better educational opportunities to minorities, women and children.

8.4 Secondly, in the field of science, our mission is to integrate innovations in science and technology into national development strategies and to make them the driving force of sustainable development. Emerging economies are enjoying rapid growth, in which science and technology have made vital contributions. Their experience could be a source of inspiration for other developing nations. The global financial crisis of 2008 was the product of deep problems in the industrial development of the past 200 years. Traditional modes of industrialization have consumed non-renewable natural resources and resulted in unsustainable development. We need urgently to revolutionize ways of development, while relying on innovations that are offered by science and technology. Science and technology transcend national boundaries, even though scientists have nationalities. We must encourage scientists from different countries to work together. Their collaboration can bring forward revolutions in the field of science and technology, which will help us to overcome the problems that we are facing.

8.5 Thirdly, culture is an important force in maintaining world peace. It should be a fundamental enabler of sustainability, a source of meaning and energy, a wellspring of creativity and innovation, and a resource for addressing challenges and finding appropriate solutions. Cultural diversity is the mark of our times; it is expressed through different ways of living and modes of development. The rich diversity of cultures is recognized as a source of mutual understanding and enrichment of innovation. Through such exchanges, we will be able to promote better understanding of the contribution of each culture as well as the benefits that can be had from deeper intercultural exchanges. Therefore

it continues to be the task of this Organization to respect and preserve cultural diversity by promoting exchanges, common prosperity and harmony among different civilizations.

8.6 Ladies and gentlemen, the Organization has come to a crossroads. We face many challenges in addition to the financial crisis of the past few years. We must pursue further reform. This is the only way to make the Organization as effective as we all hope. For the Organization to move forward, we must march and progress in unity and solidarity. The post-2015 development agenda's aim is to set out, through consensus, a set of goals for the international community to guide cooperation and development in a spirit of equality, mutual trust, inclusiveness, mutual learning and win-win cooperation.

8.7 As the President of the 37th session of the General Conference, I would like to advocate the principle of harmony. Chinese philosophy believes that harmony lies in diversity, cooperation and balance and it produces synergy. Harmony will allow all members to reach consensus and push forward the reform of the Organization. Here I would like to recall a story that is shared by many cultures in the world. There was an old man who was seriously ill. He asked each of his 20 sons to bring an arrow. Then he asked one of them to break one. The son did so easily. He then bundled the other 19 arrows together, and asked them to try again. Now, none of them could break the arrows. This story reminds us of the importance of being united. This General Conference is where we stand as one; it is here and now that we can make outstanding progress.

8.8 Ladies and gentlemen, Confucius described an ideal world 2,000 years ago: one that is equally shared by all. People are promoted for their ability and integrity. They support each other and love not only their own parents and children, but those of others as well. Old people are cared for and children are properly nurtured. All people can fully develop their individual potentials. The world is equally shared by all. This has been the dream of the Chinese people for 2,000 years. Other peoples may have other dreams, based on their different histories and cultures, but I believe, in all of our dreams, there is a world of peace, equality, justice and harmony. The aspiration of this Organization is to realize the dream we all share. To this end, I will join hands with you to shape the future of this Organization for a better world. As President of the General Conference, I will follow the principle of mutual respect and equality in collecting advice and suggestions for the future development of the Organization. I would be very grateful if you could all share your ideas and aspirations without reservation, and facilitate the forming of consensus and unity among the Member States. Finally, I would like to acknowledge, with deep appreciation, the hard work carried out by the Director-General, Ms Irina Bokova, and her team including the members of the Secretariat, the interpreters, translators, room clerks and technicians for their cooperation and commitment, in successfully bringing together more than 3,000 delegates, over 700 journalists and 200 ministers for this Conference. They are truly UNESCO's main asset which will enable us to achieve our objectives. Thank you very much for your attention.

(Applause)

***Election of the Vice-Presidents of the 37th session of the General Conference***

***Élection des vice-présidents de la 37<sup>e</sup> session de la Conférence générale***

***Elección de los Vicepresidentes de la 37<sup>a</sup> reunión de la Conferencia General***

***Выборы заместителей Председателя 37-й сессии Генеральной конференции***

***انتخاب نواب رئيس الدورة السابعة والثلاثين للمؤتمر العام***

***选举大会第三十七届会议副主席***

9. **The President:**

Ladies and gentlemen, we will now proceed with item 1.5 of the agenda, the election of the Vice-Presidents of the General Conference. The relevant documents are documents 37 C/NOM/1 and 37 C/NOM/1 Add. I now call upon Her Excellency Ms Utegenova, Chairperson of the Nominations Committee, to present the list of the 36 Member States which are candidates for the post of Vice-Presidents of the 37th session of the General Conference. Madam Chairperson, you have the floor.

10.1 **Ms Utegenova** (Kazakhstan) (Chairperson of the Nominations Committee):

Thank you Mr President. Before continuing with item 1.5 I would like to congratulate you on your election as President of the 37th session of the General Conference. You can count on my support as you carry out your duties and responsibilities throughout the term of your presidency.

10.2 Mr President, the Nominations Committee recommended in its meeting this morning the election to the post of Vice-Presidents of the 37th session of the General Conference the following 36 Member States: Albania, Argentina, Australia, Austria, Bahrain, Brazil, Canada, Czech Republic, Democratic People's Republic of Korea, Democratic Republic of the Congo, Dominican Republic, France, Gabon, Germany, Ghana, Indonesia, Iran (Islamic Republic of), Kenya, Libya, Morocco, Netherlands, Nigeria, Oman, Pakistan, Russian Federation, Saint Lucia, Saint Vincent and the Grenadines, Serbia, Slovakia, Sri Lanka, Switzerland, the former Yugoslav Republic of Macedonia, Tunisia, Venezuela (Bolivarian Republic of), Yemen, and Zimbabwe. I therefore submit Mr President this recommendation of the Nominations Committee concerning the 36 Vice-Presidents of the 37th session of the General Conference. Thank you, Mr President.

11. **The President:**

Thank you, Madam. I now submit for approval the list proposed by the Nominations Committee. I see no objections. I hereby declare the heads of delegation of the Member States on the list just read out elected Vice-Presidents of the General Conference. *It is so decided.*



**Establishment of the commissions and committees**

**Constitution des commissions et comités**

**Constitución de las comisiones y los comités**

**Учреждение комиссий и комитетов**

**تشكيل اللجان**

**成立各专门委员会和委员会**

**12. The President:**

Ladies and gentlemen, we will now proceed to the election of the chairpersons of the commissions and committees for this session of the General Conference. If you agree, we will examine as a whole the proposal of the Nominations Committee for the chairpersons of the commissions. I now give the floor to Ms Utegenova to present the recommendations of the Committee for the chairpersons of the seven commissions.

**13. Ms Utegenova (Kazakhstan) (Chairperson of the Nominations Committee):**

Thank you. Mr President, I have the honour of informing the General Conference that the Nominations Committee's recommendations regarding the posts of chairpersons of the commissions and committees of the 37th session of the General Conference are as follows: Finance, Administration and General Questions, Programme Support and External Relations Commission (APX) – Mr Matthew Sudders, United Kingdom of Great Britain and Northern Ireland; Education Commission (ED) – Mr Abdulsalam El-Qallali, Libya; Natural Sciences Commission (SC) – Mr Phil Mjwara, South Africa; Social and Human Sciences Commission (SHS) – Mr Gonzalo Abad, Ecuador; Culture Commission (CLT) – Ms Dace Melbarde, Latvia; Communication and Information Commission (CI) – Mr Anders Ahnlid, Sweden; Legal Committee (LEG) – Mr Mohammad Kacem Fazelly, Afghanistan; Credentials Committee (CRE) – Ms Hadidja Alim Youssouf, Cameroon; and myself as Chairperson of the Nominations Committee (NOM) – Ms Assel Utegenova, Kazakhstan. Thank you, Mr President.

**14. The President:**

Thank you. If there are no objections to the proposal by the Nominations Committee, I declare **elected** Mr Abdulsalam El-Qallali Chairperson of the Education Commission, Mr Phil Mjwara Chairperson of the Science Commission, Mr Gonzalo Abad Chairperson of the Social and Human Sciences Commission and Ms Dace Melbarde Chairperson of the Culture Commission and I should like to take this opportunity to express my congratulations to Ms Melbarde on her appointment as Minister of Culture - Mr Anders Ahnlid, Chairperson of the Communication and Information Commission, and Mr Matthew Sudders, Chairperson of the APX Commission. Let me also recall that in accordance with Rule 41 of the Rules of Procedure of the General Conference, you are all members of the General Committee of the Conference, which will convene for its first meeting tomorrow morning at 8.45 a.m. in Room X. You will receive later today the formal invitation together with the draft agenda for the meeting.

**Establishment of the Legal Committee**

**Constitution de la comité juridique**

**Constitución del Comité Jurídico**

**Учреждение Юридического комитета**

**تشكيل اللجنة القانونية**

**成立 法律委员会**

**15. The President:**

Ladies and gentlemen, in addition to the chairpersons of the seven commissions we have just elected and the Nominations and Credentials Committee constituted this morning, we still need to elect a Chairperson of the Legal Committee. This will complete the composition of the General Committee of the General Conference. I now give the floor to the Secretary of the General Conference, who will read out information concerning the composition of the Legal Committee.

**16. The Secretary:**

Thank you, Mr President. At the 36th session of the General Conference, the following Member States were elected members of the Legal Committee: Afghanistan, Algeria, Bahrain, Costa Rica, France, Guatemala, Kazakhstan, Kenya, Israel, Italy, Madagascar, Nicaragua, Republic of Korea, Sudan, Thailand, United States of America and Yemen. Thank you Mr President.

**17. The President:**

Thank you. On this specific subject, let me recall that following Rule 36.2 of the Rules of Procedure of the General Conference, the Legal Committee shall elect its own Chairperson. Let me also recall that the Executive Board, at its 191st session, recommended Mr Fazelly of Afghanistan as the Chairperson of the Committee. The Committee will hold its first meeting tomorrow at 10 a.m. in Room VI. I wish to recall that the Chairperson of the Legal Committee is also a member of the General Committee.

**Item 1.2: First report of the Credentials Committee**

**Point 1.2 : Premier rapport du Comité de vérification des pouvoirs**

**Punto 1.2: Primer informe del Comité de Verificación de Poderes**

**Пункт 1.2: Первый доклад Комитета по проверке полномочий**

البند ١, ٢ : التقرير الأول للجنة فحص وثائق الاعتماد

**项目 1.2 : 全权证书委员会的第一次报告**

**18. The President:**

Ladies and gentlemen, we will now examine the first report of the Credentials Committee, but first allow me to congratulate Ms Alim Youssouf of Cameroon on her election as the Chairperson of the Committee. It will be a pleasure working with you, Madam. You have the floor.

**19. Mme Youssouf (Cameroun) (Présidente du Comité de vérification des pouvoirs):**

Merci, Monsieur le Président. Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale de l'UNESCO, Excellences, Mesdames et Messieurs, permettez-moi avant de poursuivre mon propos de vous remercier de la confiance que vous m'avez témoignée en m'élisant à la présidence du Comité de vérification des pouvoirs de la 37<sup>e</sup> session de la Conférence générale. Je voudrais voir dans cette décision une marque d'attention et de considération à l'égard de mon pays, le Cameroun, et de l'Afrique toute entière qui s'en trouve ainsi honorée.

19.2 Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale de l'UNESCO, Excellences, Mesdames et Messieurs, j'ai l'honneur de vous présenter le premier rapport du Comité de vérification des pouvoirs :

19.3 À sa première séance plénière, tenue le mardi 5 novembre 2013, la Conférence générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture a, conformément aux articles 26 et 32 de son Règlement intérieur, constitué pour sa 37<sup>e</sup> session un Comité de vérification des pouvoirs composé des États membres suivants : Allemagne, Bahreïn, Cameroun, Canada, Équateur, Inde, Iran, Paraguay et République tchèque.

19.4 Le Comité de vérification des pouvoirs a tenu sa première séance à 12 heures ce même jour. Le Comité a élu à sa présidence S. E. Mme Hadidja Alim Youssouf, Ministre de l'éducation de base du Cameroun et Présidente de la Commission nationale du Cameroun pour l'UNESCO.

19.5 À la demande de la Présidente, la Conseillère juridique a informé le Comité des critères à appliquer pour décider de la validité des pouvoirs présentés conformément à l'article 23 du Règlement intérieur de la Conférence générale. Cet article dispose que les pouvoirs des délégués et des suppléants émanent soit du chef de l'État ou du gouvernement, soit du ministre des affaires étrangères ou d'un autre ministre autorisé par le ministre des affaires étrangères à délivrer des pleins pouvoirs. La Conseillère juridique a également expliqué la signification de l'expression « pouvoirs provisoires » selon une pratique établie par la Conférence générale de l'UNESCO, et ce qu'elle impliquait.

19.6 Le Secrétariat a ensuite informé le Comité de l'état des pouvoirs qu'il avait reçus jusqu'alors. Le Comité a conclu que les pouvoirs des États membres suivants avaient été émis en conformité avec l'article 23 du Règlement intérieur de la Conférence générale, c'est-à-dire qu'ils émanaient soit du chef de l'État ou du gouvernement, soit du ministre des affaires étrangères ou d'un autre ministre autorisé par le ministre des affaires étrangères à délivrer des pleins pouvoirs. Il a, en conséquence, considéré que les délégations des États membres ci-après, dont la liste s'affiche sur l'écran, étaient dûment accréditées : Afghanistan, Afrique du Sud, Albanie, Algérie, Allemagne, Andorre, Angola, Arabie saoudite, Arménie, Australie, Autriche, Azerbaïdjan, Bahamas, Bahreïn, Bélarus, Belgique, Belize, Bénin, Bangladesh, Bhoutan, Bolivie (État plurinational de), Bosnie-Herzégovine, Botswana, Brésil, Brunéi Darussalam, Bulgarie, Burkina Faso, Burundi, Cambodge, Cameroun, Canada, Chine, Chypre, Colombie, Comores, Congo, Costa Rica, Côte d'Ivoire, Croatie, Cuba, Danemark, Djibouti, Égypte, Équateur, Espagne, Estonie, États-Unis d'Amérique, Éthiopie, ex-République yougoslave de Macédoine, Fédération de Russie, Fidji, Finlande, France, Gabon, Gambie, Géorgie, Ghana, Grèce, Grenade, Guatemala, Guinée, Guinée équatoriale, Guyana, Honduras, Hongrie, Îles Cook, Îles Salomon, Iran (République islamique d'), Irlande, Islande, Italie, Jamaïque, Japon, Kazakhstan, Kenya, Kirghizistan, Kiribati, Koweït, Lesotho, Lettonie, Liban, Libéria, Libye, Lituanie, Luxembourg, Madagascar, Malaisie, Malawi, Maroc, Maurice, Mauritanie, Micronésie (États fédérés de), Monaco, Mongolie, Monténégro, Myanmar, Namibie, Nauru, Népal, Niger, Nigéria, Norvège, Nouvelle-Zélande, Oman, Ouzbékistan, Pakistan, Palaos, Palestine, Panama, Paraguay, Pays-Bas, Philippines, Portugal, Qatar, République arabe syrienne, République centrafricaine, République de Corée, République de Moldova, République démocratique du Congo, République dominicaine, République populaire démocratique de Corée, République tchèque, République-Unie de Tanzanie, Roumanie, Royaume-Uni de Grande-Bretagne et d'Irlande du Nord, Saint-Vincent-et-les Grenadines, Sainte-Lucie, Samoa, Sénégal, Serbie, Seychelles, Singapour, Slovaquie, Slovénie, Soudan, Sri Lanka, Suède, Suisse, Suriname, Tadjikistan, Tchad, Thaïlande, Timor-Leste, Togo, Tonga, Trinité-et-Tobago, Turkménistan, Turquie, Tuvalu, Uruguay, Vanuatu, Viet Nam, Yémen, Zambie et Zimbabwe.

19.7 Le Comité recommande que les délégations des États membres susmentionnés soient autorisées à participer aux travaux de la 37<sup>e</sup> session de la Conférence générale.

19.8 Les délégations des États membres ci-après, dont les noms s'affichent sur l'écran, ont présenté des pouvoirs sous forme de notes, lettres ou autres documents émanant d'un ministre autre que le ministre des affaires étrangères et non autorisé à cet effet par ce dernier, ou du chef d'une mission diplomatique, d'un délégué permanent auprès de l'UNESCO ou d'un haut fonctionnaire du gouvernement : Argentine, Cap-Vert, Chili, El Salvador, Émirats arabes unis,

Inde, Indonésie, Iraq, Jordanie, Mexique, Nicaragua, Ouganda, Pérou, Pologne, République démocratique populaire lao, Rwanda, Saint-Kitts-et-Nevis, Saint-Marin, Somalie et Tunisie.

19.9 Le Comité propose que ces notes, lettres et autres documents soient acceptés à titre de pouvoirs provisoires des délégations des États membres, sous réserve qu'elles présentent ultérieurement des pouvoirs en bonne et due forme, et que, dans l'intervalle, ces délégations soient autorisées à participer aux travaux de la 37<sup>e</sup> session de la Conférence générale.

19.10 Des pouvoirs en bonne et due forme ont été présentés par les délégations des Membres associés ci-après: Anguilla, Aruba, Curaçao, Îles Féroé, Îles Vierges britanniques et Sint Maarten.

19.11 Le Comité a, en outre, reçu les pouvoirs en bonne et due forme établis au nom de la délégation d'observateur dont le nom s'affiche sur l'écran. Le Comité propose que ces pouvoirs soient également acceptés.

19.12 Les délégations des États membres ci-après, n'ont pas encore présenté de pouvoirs : Antigua-et-Barbuda, Dominique, Érythrée, Guinée-Bissau, Haïti, Îles Marshall, Israël, Maldives, Mali, Malte, Mozambique, Nioué, Papouasie-Nouvelle-Guinée, Sao Tomé-et-Principe, Sierra Leone, Soudan du Sud, Swaziland, Ukraine et Venezuela (République bolivarienne du).

19.13 Les délégations des Membres associés ci-après n'ont pas encore présenté de pouvoirs : Îles Caïmans, Macao (Chine) et Tokélaou.

19.14 La délégation d'observateur ci-après n'a pas encore présenté de pouvoirs : Liechtenstein.

19.15 Je vous remercie, Monsieur le Président, pour votre aimable attention.

20. **The President:**

Thank you very much, Madam Chairperson. Let me congratulate you on the efficient work that you and your Committee have done. Are there any comments on this report from a Member State? Botswana, please take the floor.

21. **Ms Motlotle** (Botswana):

Thank you, Mr President. Botswana wants to confirm that the credentials of the delegation were submitted to the Credentials Committee and they were signed and authorized by the head of State in the case of the head of the delegation and by the Minister for Foreign Affairs and International Relations for members of the delegation. I thank you.

22. **The President:**

I consider that the General Conference **takes note** of the first report by the Credentials Committee.

**Item 2.1: Report by the Director-General on the activities of the Organization in 2010-2011, presented by the Chair of the Executive Board (37 C/3)**

**Point 2.1 : Rapport du Directeur général sur l'activité de l'Organisation en 2010-2011, présenté par le Président du Conseil exécutif (37 C/3)**

**Punto 2.1: Informe del Director General sobre las actividades de la Organización en 2010-2011, presentado por el Presidente del Consejo Ejecutivo (37 C/3)**

**Пункт 2.1: Доклад Генерального директора о деятельности Организации в 2010-2011 гг., представляемый Председателем Исполнительного совета (37 C/3)**

البند ٢, ١: تقرير المدير العام عن أنشطة المنظمة في عامي ٢٠١٠-٢٠١١، قدمته رئيسة المجلس التنفيذي (٣٧/٣)

**项目 2.1 : 由执行局主席提交的总干事关于本组织 2010-2011 年活动的报告(37 C/3)**

**Item 2.2: Reports by the Executive Board on its own activities and on programme implementation**

**Point 2.2 : Rapports du Conseil exécutif sur ses activités et sur l'exécution du programme**

**Punto 2.2: Informes del Consejo Ejecutivo sobre sus actividades y sobre la ejecución del programa**

**Пункт 2.2: Доклады Исполнительного совета о своей деятельности и о выполнении программы**

البند ٢, ٢: تقارير المجلس التنفيذي عن أنشطته وعن تنفيذ البرنامج

**项目 2.2 : 执行局关于其活动和计划执行情况的报告**

23. **The President:**

Ladies and gentlemen, we now come to the introduction to the general policy debate and we will start with item 2.1 of the agenda, "Report by the Director-General on the activities of the Organization in 2010-2011", introduced by the Chair of the Executive Board. The pertinent document is document 37 C/3. The Chair of the Executive Board, Ms Alissandra Cummins, will also present item 2.2, "Reports by the Executive Board on its own activities and on programme implementation". The relevant document is document 37 C/9 Parts I and II. I am now pleased to call on the Chair of the Executive Board to give her presentation. Ms Cummins, you have the floor.

24.1 **Ms Cummins** (Chair of the Executive Board):

Thank you. Mr President of the General Conference, Madam Director-General, Honourable Ministers, distinguished delegates, Excellencies, ladies and gentlemen, before I proceed let me take this opportunity to indicate that it is indeed a great privilege for me to present to the 37th session of the General Conference the oral report of the Executive Board on its own activities and on programme implementation for the 2012-2013 biennium. The written report for this item is contained in document 37 C/9. Part I of this document contains the report of the Board on its own activities for the biennium, including its methods of work, while Part II outlines the implementation of document 36 C/5, together

with results achieved in the previous biennium. In this regard, I also have the pleasure of introducing to the General Conference the report of the Director-General on the activities of the Organization in 2010-2011, as contained in document 37 C/3, and which is customarily presented by the Chair of the Executive Board. The Board examined the draft of this report at its 189th session and provided a number of constructive suggestions along the lines of ensuring more analytical, evidence-based and impact-oriented reporting. The Board also reiterated its commitment to results-based management as a vital tool for strategic decision-making by the governing bodies.

24.2 Dear colleagues, in terms of the implementation of the Approved Programme and Budget for the 2012-2013 biennium (36 C/5), it is important to recall that the Executive Board started its term of office in a particularly difficult environment for UNESCO. After the 36th session of the General Conference, the Organization ended the previous biennium in financial deficit, and continued throughout this biennium with a substantial budgetary shortfall due to the non-payment of assessed contributions by Member States. This state of affairs gradually deepened into a serious financial crisis for the 2012-2013 biennium. As a consequence, the Board concentrated a significant portion of its time and labour on monitoring the serious financial situation, as well as on working closely with the Director-General to seek a viable way forward.

24.3 The first step taken by the Board, at the request of the Director-General, was to convene its 189th session in February 2012 – earlier than usual – to examine and approve the Director-General's roadmap for addressing this financial shortfall. In this regard, the Board emphasized that efficiency and cost-containment measures should not compromise the Organization's pursuit of its programme priorities, and invited the Director-General to further reduce, as far as feasible, UNESCO's administrative and running costs. Throughout the biennium, the progress of the roadmap was closely monitored by the Board during all its regular sessions, as well as during its three information meetings with the Director-General. At this point, I would like to take the opportunity to thank the Director-General and the Secretariat for their herculean efforts in addressing the situation, as well as to Member States for reinforcing their support for the Organization through early payment of their annual assessments, through special contributions to the Emergency Fund, and through other extrabudgetary and in-kind contribution modalities. This supplementary support from Member States was invaluable for the implementation of document 36 C/5. In this regard, the Board was able to note with satisfaction the efforts taken by the Secretariat to ensure programme delivery of document 36 C/5 despite significant budgetary constraints. It is also important to note that during this biennium, UNESCO was able to mobilize to safeguard cultural heritage in Mali, reinforcing the Organization's relevance within the international community even in its time of financial crisis.

24.4 Nevertheless, the Board underlined a real risk that the Organization could lose its leadership in some core areas of its mandate if the budgetary shortfall persisted into the next biennium. The Board observed that programme implementation for this biennium and staffing in general had been adversely affected by the current financial crisis. The Director-General's roadmap to address this situation has ensured that certain key expected results in document 36 C/5 were delivered, but it is inevitable that the scope of UNESCO's activities under each expected result has been significantly reduced as compared with the range of activities originally foreseen. This is especially evident in the Organization's capacity for programme delivery in the field. The Board also observed that there had been an increased reliance by the Organization on extrabudgetary funding sources this biennium, which could result in an overreliance on some entities or countries. The Board also noted with concern the suspension of the training budget for staff in 2012-2013, as well as a significantly reduced training budget in document 37 C/5.

24.5 Distinguished delegates, in this severe economic climate, it is unsurprising that the Board placed particular emphasis on accelerating the reform of the Organization to achieve better efficiency, efficacy and synergy, so as to optimize the use of limited resources. Thus, the Board requested that the Director-General's roadmap be aligned with all the ongoing work on such reform, especially with regards to the follow-up on the recommendations of the Independent External Evaluation (IEE). As of its 192nd session, 63 of the 86 action items for the IEE were deemed substantially completed by the Board, in addition to seven of the 18 targets of the Director-General's roadmap.

24.6 The Board also emphasized the importance of proactive instead of reactive approaches to monitoring and evaluation. In this regard, the Board approved the Revised Overall Strategy for UNESCO Prizes and its Constituent Criteria, and examined measures to improve the management of extrabudgetary resources for closer alignment with the regular programme by strengthening coherence at the programme level.

24.7 The Board also examined the Organization's comprehensive partnership strategy, which comprises separate strategies for cooperation with the private sector, bilateral government donors, media companies, NGOs, parliamentarians, UNESCO Clubs and University Twinning and Networking Programme (UNITWIN)/UNESCO Chairs, UNESCO Associated Schools Project Network (ASPnet), Goodwill Ambassadors, the UNEVOC Network and the category 2 institutes and centres. In addition, the Board has also recommended to the General Conference the amendment of the current Integrated Comprehensive Strategy for Category 2 Institutes and Centres (37 C/18 Part I) so as to further strengthen category 2 status renewal procedures, improve alignment of category 2 institutes/centres' operations with UNESCO's results-based management (RBM) approach and sectoral strategies, strengthen the monitoring and reporting requirements of the network and reduce the cost to UNESCO of maintaining this network in terms of human and financial resources.

24.8 Following a review conducted by the Internal Oversight Services (IOS) of the cooperation of UNESCO's Secretariat with National Commissions, the Board endorsed the creation of an open-ended tripartite working group to follow-up on that review, and is recommending that the General Conference adopt the recommendations and draft action plan of the working group.

24.9 In its examination of the report of the United Nations Joint Inspection Unit (JIU) on the management and administration of UNESCO, the Board took particular note of the identified need to provide appropriate guidance and direction on the reform of the Organization. In this regard, the JIU report underlined the importance of the Director-General's change management team on the one hand, and the essential governance role of the Board on the other. In light of this, the Board decided to highlight the finding that the complexity of governance of UNESCO "creates the conditions for duplication, ineffective working methods and compartmentalized processes." In the follow-up to the JIU report, the Board is recommending that the General Conference at its 37th session request the governing bodies of all intergovernmental and other relevant bodies to address the efficiency and effectiveness of their meetings and formulate governance reform and cost-saving measures as appropriate for consideration at the 38th session. The Board also drew the General Conference's attention to the challenges and recommendations contained in paragraphs 42 to 46 of document 192 EX/4 Part III on this matter.

24.10 Furthermore, in recognition of the seriousness of the financial health of the Organization, and in order to signal its solidarity with the Secretariat, the Board also took very important decisions to suspend its budget for thematic debates, for consultation travel of representatives based in Paris, and for missions on behalf of the Board for the 2012-2013 biennium; to suspend travel and daily subsistence allowances of representatives, except those representing developing countries; and to align these entitlements with those of the Secretariat. The Secretariat of the Governing Bodies (GBS) also took steps to reduce the operating costs for the Board's sessions. Overall, the Board succeeded in reducing its own expenses by approximately \$800,000 throughout the biennium.

24.11 Ladies and gentlemen, the Executive Board oversaw the transition of the Organization to the new quadrennial programming cycle – a new four-year programming cycle within an eight-year medium-term strategic framework – as reflected in documents 37 C/4 and 37 C/5. With regards to the preparation of document 37 C/4, the Board recommended that the Medium-Term Strategy for 2014-2021 increase UNESCO's focus; position UNESCO closer to the field; strengthen UNESCO's participation in the United Nations system; and develop and strengthen UNESCO's partnerships. It also asserted that the Organization's mission statement should read: "As a specialized agency of the United Nations, UNESCO – pursuant to its Constitution – contributes to the building of peace, the eradication of poverty, and sustainable development and intercultural dialogue through education, the sciences, culture and communication and information."

24.12 The Board emphasized the relevance of UNESCO's five major programmes or fields of competence, and requested that the Director-General propose innovative, holistic and effective structures and programme delivery as well as enhanced interdisciplinarity. The Board reaffirmed the Organization's Priority Gender Equality and Priority Africa, and is recommending that the General Conference adopt the revised operational strategy for the latter. The Board also requested the Director-General to proceed with the phased implementation of results-based budgeting (RBB).

24.13 Throughout the biennium, and especially in its consideration of documents 37 C/4 and 37 C/5, the Board recognized the importance for UNESCO of contributing towards shaping the post-2015 development agenda, to reflect first and foremost the pivotal role of education, as well as the contributions of the sciences, culture, and communication and information. Members of the Board expressed their conviction that the post-2015 global education agenda should include the importance of literacy with a holistic view of education, and endorsed the draft global action programme on education for sustainable development, presented at this session of the General Conference for consideration and transmission to the United Nations General Assembly at its 69th session in 2014 for decision. Member States pointed out the increasing significance of an integrated scientific approach to sustainable development. The Board further recognized the particular need to intensify efforts to integrate culture as an enabler and driver of equitable and sustainable development in the post-2015 agenda. It is also recommending that the General Conference at this session further examine the engagement of the Organization in the elaboration of the post-2015 development agenda.

24.14 Although the Board approved the budget ceiling of \$653 million for the 2014-2015 biennium, it was concerned that the budgetary shortfall could potentially continue into the next programme cycle, and thus requested the Director-General to prepare an expenditure plan based on the expected cash flow of \$507 million, as well as a staff restructuring plan for document 37 C/5. In the first special session of the Board to be convened in 28 years, in place of its fourth information meeting of the biennium, the Executive Board engaged in ranking programme priorities for document 37 C/5 – an approach that is unique for UNESCO, and has probably never been carried out in quite such a systematic way before within the United Nations system. This exercise has reaffirmed the positive value of UNESCO to Member States – it revealed that it is the unique multidisciplinary characteristic of the House that Member States deem important, and not just individual themes or programmes. In this regard, the Board also affirmed that UNESCO staff constitutes the Organization's real capital, its competence and expertise, its institutional memory and that a geographically diverse workforce is fundamental for the successful implementation of its programme. It is also urging Member States, especially those in a position to do so, to increase their contributions to UNESCO's regular budget through additional appropriations with a view to enabling it to meet its financial requirements.

24.15 Furthermore, the Executive Board took note of the advances made in the implementation of the field network reform in Africa. However, due to the lack of clarity in the resources available for document 37 C/5, it concurred with the Director-General on suspending the establishment of the regional support platform until such time as resources can be firmly secured. The roll-out of field reform for other regions will also be subject to detailed re-examination to take account of the financial constraints during the 37 C/5 period. The Board was also particularly concerned about the sustainability of the current field network under the \$507 million scenario, especially the network's capability to ensure programme delivery and a critical mass of activity, given available field staffing capacity.

24.16 In our collective struggle to cope with the Organization's budgetary shortfall this biennium, as well as for the next four years, the Executive Board was called upon to reflect on whether the current programmatic logic of UNESCO

remains applicable to the realities, concerns, issues and needs of today and tomorrow. It is evident that our aspirations for UNESCO would require an integrated and multi-dimensional approach in terms of the Organization's fields of competence, signalling an implicit assumption of interdisciplinarity. On this front, the Board has taken bold and firm action in defining programmatic priorities should the financial shortfall continue, but perhaps it has not been bold enough in terms of encouraging the Secretariat to explore innovative ways for implementation, unconstrained by current programmatic structures. UNESCO needs to become more flexible and responsive in its structure, so as to fully unleash the potential of its multidisciplinary expertise, and to address global problems in a holistic manner – this is what the world desperately needs today. This is a step that the governing bodies of UNESCO must have the courage to take eventually if we are to reinforce the Organization's role within the international community.

24.17 Distinguished colleagues, during this biennium, the Executive Board, through the work of its Committee on Conventions and Recommendations, examined an increased number of communications and carried out its role of monitoring the implementation of standard-setting instruments. The Committee on Non-Governmental Partners also saw active participation from over 100 NGOs in each session this biennium. In addition to fulfilling its statutory obligations in admitting and reclassifying NGOs in official partnership with UNESCO, the Committee also carried out thematic debates on specific contributions of NGOs to education for all , Priority Africa, water cooperation and youth. Furthermore, the Special Committee greatly facilitated the Board's examination of the means for reducing the running costs of the Executive Board and General Conference; on the follow-up of the JIU report and IEE; and on the schedule and workload of Executive Board sessions in the new quadrennial cycle.

24.18 It should also be noted that for a brief moment at its 191st session, the Board was able to achieve consensus on the Middle East items after considerable work by all concerned parties. This consensus was possible because the parties resolved to ensure that any action to be taken remains within UNESCO's fields of competence, as well as to base it on obtaining relevant information so that the Board could take informed decisions on this matter. The eventual failure to implement this consensus should be a lesson for the future, and it has resulted in the eventual reversion to non-consensus decisions by the Board on these items. It is often said that such non-consensus decisions politicize UNESCO's agenda. This, in my opinion, is not entirely accurate as decisions taken by consensus are not necessarily free from political underpinnings. However, what the next Board and Member States in general must truly reflect on is the eventual inoperability of such non-consensus decisions. In order for UNESCO to be able to implement decisions on vital issues such as the protection of the common cultural heritage of humanity, it is advisable to start from a point of consensus. In order to achieve constructive outcomes, I would urge Members of the next Board to rethink how these items should be addressed, and I appeal to all parties involved to return to consensus on these issues.

24.19 Ladies and gentlemen, an important aspect of this Board's work is the increase in inter-sessional work, especially through open-ended working groups and online consultations. The work of the Ad-Hoc Preparatory Group of the Executive Board was greatly appreciated by Board Members and non-Board Members alike. The deliberations of the Group have been instrumental in focusing the Board's debates during its regular sessions. The Board was also able to optimize the time available for its regular sessions by grouping agenda items and consolidating related documents. Pre-planning with the chairs of the Programme and External Relations Commission and Finance and Administrative Commission has resulted in the identification of more items that were jointly examined by the two commissions. The enhanced participation model utilized by the Ad-Hoc Preparatory Group, as well as a number of other working groups on documents 37 C/4 and 37 C/5 has strengthened democratic and participatory decision-making within the Board and should be further expanded, developed and institutionalized in the coming years. In fact, in my view, regular Board sessions and all inter-sessional work should be live-streamed to Member States, National Commissions and field offices in the future so as to ensure full transparency in the Board's procedures, and to build knowledge of the Board's work amongst national policy-makers. Finally, the Board also endorsed the institutionalization of meetings between the heads of the three organs of UNESCO at regular intervals.

24.20 I would like to especially commend Member States for their spirit of consultation and cooperation throughout the biennium, especially on documents 37 C/4 and 37 C/5. There has been a marked increase of dialogue amongst Member States between regular sessions of the Board. This trend should be strongly encouraged, and in my opinion, it is the best way forward for efficient and effective governance of the Organization today. As such, I urge the next Board to continue to intensify inter-sessional exchanges in the coming years, utilizing the latest technological developments available. We need to enhance continuity of the work of the Board beyond its regular sessions, in my view. This is the only way we can remain responsive to the needs of the Organization and of Member States.

24.21 Dear delegates of the General Conference, this has been a very difficult term of office for the Executive Board. The comprehensive work that the Board has been able to complete this biennium is due to the cooperation, collaboration and dialogue amongst its Members and between its Members and the Director-General and her team. It reflects the dedication and commitment of Board Members to the Organization – and for this, I am deeply grateful to them. The Board strove to meet the responsibility assigned to it by the General Conference as best as it could, in order to assist the Director-General in fulfilling implementation of document 36 C/5, as well as in preserving and strengthening the relevance of the Organization for the future. It is now up to the General Conference to carry us forward. I wish you every success in your work for the coming weeks. Thank you for your attention.

25. **The President:**

Thank you, Madam, for your presentation. Allow me to congratulate you for the excellent report and for the work accomplished by the Board under your leadership during the past biennium.

**Introduction by the Director-General to the general policy debate**  
**Introduction de la Directrice générale au débat de politique générale**  
**Introducción por el Director General del debate de política general**  
**Вступительное слово Генерального директора к обсуждению вопросов общей политики**  
**تقديم المدير العام لمناقشات السياسة العامة**

**总干事对总政策辩论的介绍**

**26. The President:**

Ladies and gentlemen, I now invite the Director-General to take the floor and to present her introduction to the general policy debate. You have the floor, Madam.

**27.1 La Directrice générale:**

Merci beaucoup, Monsieur le Président. Madame la Présidente du Conseil exécutif, Mesdames et Messieurs les Ministres, Mesdames et Messieurs. Décisive, cette 37<sup>e</sup> session de la Conférence générale l'est à plusieurs titres. Décisive sur le plan stratégique : nous allons définir notre stratégie pour les huit prochaines années. Décisive sur le plan financier, dans des circonstances budgétaires difficiles qui nous imposent des efforts importants. Nous entrons dans la dernière ligne droite avant l'échéance des Objectifs du Millénaire pour le développement et l'UNESCO doit faire valoir ses priorités dans l'agenda post-2015 pour le développement durable.

27.2 Nous pouvons relever ces défis, dans le consensus, en prenant conscience du chemin parcouru depuis deux ans. Nous nous sommes quittés à la 36<sup>e</sup> Conférence générale dans un climat de précarité financière. Au 1<sup>er</sup> janvier 2012, nous faisons face à un déficit de 220 millions de dollars. Deux cent vingt millions de dollars, c'est un déficit colossal. Tout le monde regardait l'UNESCO, et nous savions que cette période serait un test. Nous avons, je crois, réussi ce test. Après trois années consécutives de suspension d'une part importante de nos contributions, nous finirons l'année 2013 à l'équilibre, avec une UNESCO profondément réformée.

27.3 Nous avons géré cette crise, et nous l'avons gérée ensemble, en prenant des mesures fortes. Tout d'abord, avec une vision claire de la réforme des programmes et des structures, sur la base d'une feuille de route élaborée et adoptée par le Conseil exécutif et compte tenu des recommandations de l'Évaluation externe indépendante décidée par la Conférence générale : recentrage de notre action, rapprochement avec le terrain, nouvelle stratégie de partenariat, et meilleure intégration au système des Nations Unies. Dans tous ces domaines, le chemin parcouru est considérable.

27.4 Durant cette période, l'UNESCO a renforcé son leadership dans plusieurs domaines. Nous avons créé des réseaux de partenaires plus solides pour peser davantage sur l'élaboration des politiques. Plusieurs évaluations indépendantes l'ont confirmé : l'UNESCO est aujourd'hui plus efficace, plus pertinente et plus visible.

27.5 Oui, Mesdames et Messieurs, cette 37<sup>e</sup> session de la Conférence générale est décisive car les peuples ont besoin de l'UNESCO et comptent sur nous. Dans ce monde globalisé, saturé d'informations, la frontière entre la paix et la guerre, entre la solidarité et la haine, passe par la culture, l'éducation, la communication, le partage des savoirs. Le développement durable, la réponse au changement climatique et aux risques naturels, la protection de la biodiversité dépendent de l'intelligence, de la créativité et de l'innovation.

27.6 À Tombouctou – où je me suis rendue avec le Président français, M. Hollande, en février –, les extrémistes ont attaqué précisément la culture, les radios communautaires, les écoles, pour diffuser la terreur et détruire le témoignage d'une sagesse islamique millénaire, symbole universel du dialogue des cultures. J'ai vu les manuscrits brûlés, les mausolées détruits, et en notre nom à tous, j'ai fait une promesse : l'UNESCO va reconstruire. Les travaux ont déjà commencé.

27.7 Vous avez vu les images des habitants faisant une chaîne humaine pour colmater le minaret de la Mosquée Djingareyber. C'est l'image d'un peuple qui se reconstruit par la culture. Et nous devons les soutenir, malgré les menaces. Voilà notre réponse à l'intolérance, à l'ignorance, à l'extrémisme. Nous le ferons partout où c'est nécessaire, comme en Syrie, où la destruction d'Alep, le pillage d'Apamée et de Palmyre, et le trafic illicite des biens culturels, brisent le cœur de l'identité syrienne.

27.8 L'hémorragie culturelle aggrave la tragédie humanitaire, elle avive les tensions et repousse encore la réconciliation. Elle nous rappelle aussi notre humanité commune : chacun sent que la destruction de ce patrimoine universel est une perte pour l'ensemble de l'humanité. C'est pourquoi nous avons convié, en août dernier, tous les partenaires de la protection du patrimoine syrien, avec le représentant spécial du Secrétaire général de l'ONU et de la Ligue arabe, M. Brahimi. C'est pourquoi nous avons réuni à Amman, en février, les professionnels syriens, les douanes, les forces de la police et les acteurs des pays voisins pour élaborer une stratégie de lutte d'urgence contre le trafic des biens culturels. C'est pourquoi nous intervenons pour l'éducation des réfugiés syriens au Liban, en Jordanie et en Iraq avec le soutien de l'Union européenne, de la Jordanie et du Qatar.

27.9 La culture et l'éducation font partie intégrante des interventions d'urgence. L'histoire s'accélère et la fragilité des sociétés commande d'agir plus vite face aux conflits et aux catastrophes. L'UNESCO a opéré un virage stratégique majeur pour répondre à l'urgence, en Haïti, au Pakistan, en Afghanistan, en Iraq, au Soudan du Sud, dans la corne de l'Afrique, pour mettre les sciences et les savoirs au service du dialogue et de la lutte contre les inondations, la sécheresse et les risques naturels, au plus près des besoins.

27.10 Dans chacun de ses grands programmes, l'UNESCO s'est concentrée sur sa valeur ajoutée, dans l'esprit des recommandations de l'Évaluation externe indépendante. J'aimerais rappeler les éléments saillants de notre action.

27.11 Dans le domaine de l'éducation, nous agissons à trois niveaux : accélérer le mouvement de l'Éducation pour tous d'ici 2015, renforcer l'engagement politique en faveur de l'éducation, et rénover la vision de l'éducation pour le développement. Cinquante-sept millions d'enfants sont exclus de l'éducation primaire. Deux cent cinquante millions sortent de l'école sans savoir ni lire, ni écrire, ni compter. C'est une atteinte aux droits élémentaires, un immense gâchis pour la paix et pour le développement.

27.12 Le mouvement de l'Éducation pour tous et la Décennie internationale de l'alphabétisation ont montré que la volonté politique donne des résultats, comme dans les pays de l'initiative E-9, l'Inde ou le Brésil, où l'éducation est une priorité nationale. Nous pouvons construire des systèmes éducatifs plus solides, sachant que la clé du succès, ce sont les enseignants. Cette vision est au cœur de notre travail en soutien aux réformes nationales des systèmes éducatifs au Mexique, au Soudan du Sud, au Tchad, au Myanmar, en Malaisie et dans bien d'autres pays. Nous avons besoin d'enseignants plus nombreux et mieux formés, et j'en ai fait un axe d'action central, comme en Afrique, avec un vaste projet de formation professionnelle dans huit pays, tout d'abord en Côte d'Ivoire, en Namibie et en Éthiopie, avec le soutien de la Chine.

27.13 La clé du succès, c'est l'insertion professionnelle, car l'éducation, c'est l'emploi. L'UNESCO investit fortement dans ce domaine : avec son Rapport mondial de suivi sur l'Éducation pour tous, qui portait en 2012 sur l'éducation au travail; avec le 3<sup>e</sup> Congrès mondial sur l'enseignement technique et la formation professionnelle, tenu à Shanghai en 2012 ; avec le lancement, en coopération avec la République de Corée, d'un programme d'amélioration des politiques de formation professionnelle au Botswana, en République démocratique du Congo, au Malawi, en Namibie et en Zambie.

27.14 Tous ces efforts, Mesdames et Messieurs, doivent nous permettre d'approcher des Objectifs de l'Éducation pour tous d'ici 2015, et, partout où c'est nécessaire, l'UNESCO se mobilise pour intensifier les efforts, comme c'est le cas dans 18 pays d'Afrique depuis le mois de mars.

27.15 Nous devons soutenir aussi davantage les plus fragiles, comme nous le faisons en Iraq avec la Qatar Foundation, à travers l'initiative Educate a child, lancée par notre envoyée spéciale pour l'Éducation, S. A. Sheikha Moza bint Nasser. Mais la condition essentielle du succès, c'est une vision pertinente de l'éducation pour le 21<sup>e</sup> siècle.

27.16 L'UNESCO est en train de changer l'approche mondiale de l'éducation, en se concentrant non plus sur les chiffres d'accès à l'école, mais sur la qualité, les compétences, l'apprentissage tout au long de la vie. Nous avons mis au point de nouveaux indicateurs de qualité des apprentissages avec notre Institut de statistique à Montréal, en coopération avec l'Institut Brookings et l'UNICEF. Nous mettons l'accent sur le contenu des programmes, du primaire au supérieur, sur la validation des acquis et la reconnaissance internationale des diplômes, un enjeu d'avenir. Nous intensifions notre soutien aux politiques de promotion des ressources éducatives libres dans l'enseignement supérieur, suite au Congrès mondial tenu à l'UNESCO en 2012 sur ce thème, en insistant, là aussi, sur la qualité. L'éducation est la clé de l'emploi et c'est la clé de la citoyenneté, pour vivre ensemble et développer des compétences interculturelles pour notre monde globalisé. Ce n'est pas un hasard si le 60<sup>e</sup> anniversaire du Réseau des écoles associées de l'UNESCO – qui compte déjà 9 700 institutions dans 180 pays – avait pour thème la citoyenneté.

27.17 L'éducation est la clé du développement durable : c'est le message de la Décennie des Nations Unies qui s'achève sur ce thème, et nous allons construire sur cette base un programme mondial d'action qui sera présenté à la Conférence de Nagoya, au Japon, en 2014. Cette vision, centrée sur la qualité et les contenus, guide la préparation des évaluations nationales sur les progrès accomplis en vue de la réunion de l'Éducation pour tous qui se tiendra en Corée en 2015. Cette vision se reflète déjà dans les discussions sur l'agenda post-2015 ; elle est reprise dans l'initiative du Secrétaire général de l'ONU, l'Éducation avant tout, pilotée par l'UNESCO, qui porte à la fois sur l'accès, la qualité et la citoyenneté.

27.18 C'est la première fois, Mesdames et Messieurs, que l'éducation est mise au sommet de l'agenda global des Nations Unies, et nous avons constaté, en 12 mois, l'immense impact politique de cette initiative. C'est un changement profond et c'est aussi le fruit de notre travail. L'UNESCO joue son rôle de pilote intellectuel par la mise à jour du rapport Delors sur l'éducation au 21<sup>e</sup> siècle, avec le réseau des chaires UNESCO et ses instituts, pour la formation tout au long de la vie, pour la planification de l'éducation, et avec le Bureau international de l'éducation.

27.19 Nous vivons, Mesdames et Messieurs, une révolution éducative. Le monde s'enthousiasme pour le potentiel que les nouvelles technologies représentent pour l'éducation : notre rôle est d'en assurer l'équité et l'accès et de garantir la qualité des contenus, et de veiller à ce que chacun puisse s'en servir, comme nous le faisons en publiant les tout premiers principes directeurs pour l'apprentissage mobile, avec le soutien de notre partenaire, la société Nokia. La formation devient un investissement stratégique pour le développement, la résilience, l'inclusion sociale, et nous devons porter cette mutation au bénéfice de tous. Ceci est particulièrement vrai dans le domaine des sciences.

27.20 Le Sommet de Rio + 20 appelle à forger des politiques mieux intégrées, capables d'appréhender les dimensions économiques, sociales et environnementales du développement. C'est cette intégration qui apporte la durabilité. C'est ce que nous faisons en intégrant davantage les sciences naturelles et les sciences sociales et humaines, en intégrant davantage la recherche scientifique et la décision politique, en intégrant la réflexion éthique dans tout ce travail. Nous le faisons en Afrique avec l'évaluation et le soutien des politiques scientifiques, technologiques et d'innovation dans plus de 20 pays à ce jour. Nous avons réuni plus de 50 ministres pour le premier forum africain sur la science et l'innovation organisé avec la Banque africaine de développement et le Gouvernement kenyan en 2012. Nous le faisons avec la Commission océanographique intergouvernementale (COI), en nous concentrant sur notre cœur de métier : la science de l'Océan, l'analyse de l'acidification, la prévention des risques, la durabilité de l'économie bleue.

27.21 Je suis déterminée à soutenir cette Commission, dont l'impact est immense, et le nouveau dispositif de la COI pour l'Afrique et les États insulaires adjacents est opérationnel, contribution directe à notre travail sur le terrain.



27.22 Le lien entre la science et la politique, c'est aussi l'objet du Conseil consultatif scientifique que le Secrétaire général de l'ONU a lancé la semaine dernière et qu'il a confié à l'UNESCO. C'est une reconnaissance de notre rôle scientifique au sein du système des Nations Unies. C'est l'aboutissement d'un immense travail de consultation, et je suis fière de la mobilisation des collègues investis dans ce projet, qui rassemble une trentaine de scientifiques internationaux et qui sera un repère mondial pour la décision politique.

27.23 Le lien entre la science et la politique, c'est encore notre travail dans le domaine de l'eau, avec le Rapport mondial sur l'eau, qui sera consacré en 2014 au lien entre la sécurité en eau, l'alimentation et l'énergie.

27.24 Gérer l'eau de façon durable, c'est protéger la dignité humaine, améliorer la santé, permettre à des filles d'aller à l'école au lieu de marcher des kilomètres jusqu'aux puits. L'UNESCO a porté ce message à La Haye lors de la Journée mondiale de l'eau ; à Douchanbé, lors de la Conférence internationale sur la coopération dans le domaine de l'eau ; à Stockholm, lors de la Semaine mondiale de l'eau ; à Nairobi, à Budapest et bientôt au Mexique. Je salue à cet égard le travail du Programme mondial pour l'évaluation des ressources en eau de Pérouse, de l'Institut de formation sur l'eau de Delft, et du Centre international pour la physique théorique de Trieste.

27.25 Lier la science et la politique, c'est ce que nous faisons pour la biodiversité dans les réserves de biosphère qui tissent des liens de coopération dans plus de 620 réserves à travers 117 pays, dont 12 sites transfrontaliers. J'ai vu ce qu'il était possible de faire dans la réserve de Trifinio-Fraternité, où El Salvador, le Honduras et le Guatemala, soutenus par l'Allemagne, développent l'agriculture et l'économie et luttent contre la pauvreté dans le respect d'un environnement exceptionnel.

27.26 Le lien entre la science et la politique, c'est enfin le travail de notre programme MOST qui a démontré son importance pour la formulation de politiques de transformations sociales au Maghreb, en Amérique Latine, au Myanmar et ailleurs.

27.27 Dans le domaine de la culture, nous avons franchi plusieurs étapes importantes, notamment dans notre plaidoyer en faveur de l'intégration de la culture dans l'agenda du développement durable. La culture est un facteur de développement durable : c'est par elle que les peuples se mobilisent et se projettent dans la durée. Il n'y a pas de futur sans culture. La culture crée des emplois, c'est un secteur en croissance qui représente aujourd'hui 10 % du PIB d'un pays comme l'Indonésie, qui offre une diversité culturelle exceptionnelle.

27.28 Dans tous les pays que je visite, je constate un revirement massif en faveur de la culture : le Brésil lance la création de 300 centres pour les arts ; la Chine va construire plus de 3 000 musées sur deux ans ; la Pologne investit plus d'un milliard d'euros dans les infrastructures culturelles à travers tout le pays. La première mesure prise par le Président de l'Islande en réponse à la crise a été de construire un opéra, pour créer de l'emploi et reconstruire du lien social, de l'estime de soi.

27.29 La force de la culture, c'est sa double nature : à la fois levier de croissance et levier d'inclusion. À l'heure où les États cherchent à construire des politiques intégrées, au croisement de l'économique et du social, le rôle de la culture est essentiel, et le Président de l'Irlande, M Higgins, est venu ici le dire clairement : « L'espace culturel est plus large que l'espace économique et l'englobe ». C'est le message de la Convention de l'UNESCO pour la promotion et la protection de la diversité des expressions culturelles, qui date de 2005 et qui est le dictionnaire de la nouvelle économie créative mondiale. C'est la conclusion des 18 projets financés par le Fonds espagnol pour la réalisation des Objectifs du Millénaire pour le développement, dont nous venons de publier les résultats, qui prouvent le rôle que jouent les activités culturelles dans la réduction de la pauvreté, la promotion de la santé ou l'inclusion sociale. Ce message, Mesdames et Messieurs, est entendu. Nous l'avons constaté lors de la Conférence de Hangzhou sur la culture : clé du développement durable. Un mois plus tard, l'Assemblée générale des Nations Unies organisait le premier débat de son histoire sur ce thème. Suite à ce débat, plusieurs États ont créé un groupe de travail dédié pour peser sur l'agenda post-2015. Le Groupe des Nations Unies pour le développement a établi un sous-groupe sur la culture et le développement, marquant là une étape majeure.

27.30 L'UNESCO a repensé, parfois de fond en comble, ses conventions culturelles. Quarante ans après l'adoption de la Convention concernant la protection du patrimoine mondial, nous mesurons l'urgence d'en préserver la crédibilité, de mobiliser les communautés locales, de trouver un meilleur équilibre entre la conservation et la croissance. Quarante ans après l'adoption de la Convention pour la lutte contre le trafic illicite des biens culturels, l'UNESCO a pris un nouveau départ. Cette Convention est notre boussole face à la multiplication des atteintes à l'identité et à la dignité des peuples : en Syrie, en Libye, en Amérique Latine, où des sites entiers sont pillés.

27.31 Je m'étais engagée à relancer cette Convention, et nous avons opéré un tournant historique en créant deux nouveaux organes de suivi, progrès sans doute inédit en 40 ans. J'ai puisé dans le Fonds d'urgence pour convoquer les États parties un an avant la date prévue et préparer les directives opérationnelles. En deux ans, l'UNESCO a lancé 23 programmes de formation auprès de professionnels de 90 pays avec le soutien des Pays-Bas, de la Turquie, de la Suisse, de Bahreïn, de l'Espagne, de la Belgique, de la Chine, de la République de Corée et de la Grèce. C'est véritablement une refondation de la Convention. C'est aussi une refondation de l'UNESCO. J'ai eu le privilège de participer à la cérémonie de retour de deux statues Pandavas du Metropolitan Museum de New York au Cambodge. Tous ceux qui y ont assisté ont vu qu'au-delà des statues, c'est un peu de l'identité khmère qui est rentrée au pays.

27.32 La culture est la clé du dialogue dans un monde globalisé, et c'est le sens de notre partenariat avec l'Alliance des civilisations. C'est le sens de la Convention pour la sauvegarde du patrimoine culturel immatériel, dont nous avons célébré le 10<sup>e</sup> anniversaire et dont l'évaluation récente a démontré combien elle était importante pour tous les États membres. C'est le sens aussi de notre programme Mémoire du monde qui, après 40 ans, est toujours à la pointe de la coopération mondiale dans la préservation des documents pour la compréhension mutuelle.

27.33 Dans le domaine de la communication et de l'information, les célébrations de la Journée mondiale de la liberté de la presse (pour la première fois à Tunis en 2012 et à San José, au Costa Rica, en 2013) ont montré l'importance d'un environnement favorable à la liberté d'expression et de la presse comme facteur de transformation sociale, de démocratie et de bonne gouvernance.

27.34 L'UNESCO soutient massivement la mise en place de médias indépendants et pluralistes, la construction de cadres législatifs et la formation de professionnels, avec le Programme international pour le développement de la communication. J'ai renforcé nos programmes de formation des journalistes dans les pays du Moyen-Orient et de l'Afrique du Nord. Dix nouveaux cursus de formation ont été lancés avec le Réseau des Chaires en communication. Nos indicateurs de développement des médias constituent désormais un cadre reconnu par les pays pour l'évaluation de leur environnement médiatique.

27.35 L'UNESCO a pris l'initiative du Plan d'action sur la sécurité des journalistes et la question de l'impunité, adopté ensuite par l'ensemble des Nations Unies. C'est une marque de leadership, une contribution majeure à la liberté de la presse dont nous mesurons l'importance cette année encore, particulièrement meurtrière pour les journalistes. Je pense aux deux journalistes français tués au Mali samedi, qui allongent la liste sanglante des quelque 200 journalistes qui depuis 2012 ont payé de leur vie le droit de nous informer. Ceci est inacceptable. La liberté de l'information est le fondement de la démocratie, de la bonne gouvernance et du développement durable. Nous continuerons de conduire la réflexion sur les sociétés du savoir et d'assurer le suivi du Sommet de la société de l'information, dont le 10<sup>e</sup> anniversaire célébré à l'UNESCO a fait valoir le rôle de l'information dans le développement.

27.36 Mesdames et Messieurs, cet aperçu des activités de l'UNESCO nous aide à mieux percevoir notre singularité au sein du système des Nations Unies. Ce qui nous définit, ce ne sont pas seulement nos programmes, nos structures, notre budget. Ce qui nous définit, c'est notre vision du monde, nos valeurs, la conviction que la paix tient au respect de la dignité humaine, la conviction que l'être humain, s'il en a la volonté, peut changer le monde pour le meilleur grâce aux ressources de son esprit. Notre rôle est de les faire grandir, par l'éducation de qualité, la recherche scientifique, la liberté d'expression, le partage des savoirs, le dialogue des cultures. Ce message humaniste, l'UNESCO est la seule à le porter avec une telle clarté. Et bien que le monde ait changé depuis 1945, cette valeur fondamentale, elle, ne doit pas changer.

27.37 Le monde a besoin de cet humanisme, et dans tous les pays que je visite, je vois l'immense besoin qu'on a de l'UNESCO. Je l'ai vu au Sénégal, où des dizaines de milliers de filles et de femmes apprennent à lire et à compter grâce à l'UNESCO et à notre partenariat avec Procter et Gamble, un partenariat qui est sans doute un modèle du genre. Je l'ai vu en Haïti où, trois ans après le séisme, plus d'un million d'enfants ont retrouvé le chemin de l'école, et où nous soutenons le plan de scolarisation gratuite universelle du Président Martelly. Je l'ai vu au Japon, sur le site d'Hiraizumi, inscrit au Patrimoine mondial, dans la région de Tohoku dévastée par le tsunami : la culture soigne les traumatismes, elle redonne confiance. Je l'ai vu en Afghanistan, où l'UNESCO travaille depuis dix ans à la reconstruction du système éducatif et vient de signer avec le Japon la nouvelle phase de son programme d'alphabétisation à travers tout le pays pour un montant de 20 millions de dollars. Je l'ai vu sur les murs de l'école Ayesha-e-Durrani, où une jeune fille avait écrit « le crayon est mon épée ». Cette formule dit toute la volonté de reconstruire par l'éducation.

27.38 Partout dans le monde, des jeunes hommes et des jeunes femmes se dressent pour défendre leurs droits et comptent sur nous. C'est pourquoi j'ai lancé en 2011 le partenariat global pour l'éducation des filles et des femmes. C'est pourquoi nous avons organisé le 10 décembre dernier, avec le Pakistan et en présence de son Président, un événement de soutien à la jeune pakistanaise Malala Yousafzai et à l'éducation des filles partout dans le monde.

27.39 Nous avons créé un Fonds pour l'éducation des filles, avec une première contribution du Pakistan d'un montant de 10 millions de dollars. Permettez-moi d'exprimer de nouveau ma reconnaissance au Gouvernement pakistanais et de réitérer mon engagement profond en faveur de l'éducation des filles et des femmes à travers le monde.

*(La Directrice générale poursuit en russe)*

27.40 Дамы и господа. От ЮНЕСКО ждут многого, и мы должны ответить на эти чаяния. Наш ответ – это работа со странами арабского мира и Северной Африки, где ЮНЕСКО совместно со всеми нашими партнерами, в частности, с Европейским Союзом, взяла на себя обязательства улучшать качество образования, укреплять социальный диалог, поддерживать молодежные сети в вопросах выработки публичной политики. Наш ответ – это работа по примирению в Кот Д'Ивуаре, которая ведется с использованием школьных учебников по культуре мира, разработанных совместно с Экономическим сообществом стран Западной Африки и распространяемых в регионе, а также наша пилотная программа по культуре мира, которую мы начали осуществлять в Анголе. Наш ответ – это трансформация бывшего центра пыток «ЭСМА» в Буэнос-Айресе в Центр ЮНЕСКО по образованию в области прав человека, который уже начал работать. Наш ответ – это предоставление совершенно новых данных о системах грунтовых вод в малых островных развивающихся государствах. Наш ответ – это совместная работа с Индией и Институтом Махатмы Ганди, направленная на то, чтобы поставить образование на службу мира и развития гражданского общества в Азиатско-Тихоокеанском регионе, научиться жить вместе в многонациональном обществе и с пониманием относиться к культурному многообразию. Наш ответ – это обеспечение основ для обучения гражданственности через образование, диалог культур или распространение этических ценностей через спорт, как это было сделано в рамках Международной конференции министров физической культуры, (МИНЕПС V), состоявшейся в этом году в Берлине с помощью и при поддержке правительства Германии.

27.41 Поэтому ЮНЕСКО должна продолжать идти курсом реформ по четырем стратегическим направлениям, намеченным по результатам Независимой внешней оценки ЮНЕСКО и направленным, прежде всего, на укрепление роли ЮНЕСКО, фокусирование деятельности на местах (реорганизация нашей сети в Африке, которая будет завершена до конца текущего года, планировалась до конца 2013 года) и продолжение усилий по укреплению

нию позиций ЮНЕСКО в системе Организации Объединенных Наций. Я думаю, что на этом направлении за последние два года пройден большой путь.

27.42 Никогда еще в нашей истории ЮНЕСКО не поручалось руководить столь большим количеством проектов глобального масштаба. ЮНЕСКО активно участвует в процессе реформы Организации Объединенных Наций: в наших обязательствах на местном уровне был сделан качественный прорыв. На сегодняшний день ЮНЕСКО является председателем Комитета организаций-спонсоров Программы ООН/СПИД. Мы тесно работаем с ПРООН и издаем всемирный доклад по креативной экономике. Мы все активнее сотрудничаем с ЮНИСЕФ, с которым провели региональные консультации по вопросам образования после 2015 года. Мы взаимодействуем со Всемирным банком, Всемирной продовольственной программой в рамках инициативы «Дать пищу телу – дать пищу уму», которая связала воедино вопросы образования, питания и здоровья. Мы стали теснее сотрудничать с Международным союзом электросвязи по проблематике телекоммуникаций в рамках Комиссии по широкополосной связи для цифрового развития. И, наконец, уважаемые дамы и господа, мы должны, в соответствии с вашим поручением, налаживать новые, более прочные и широкие партнерские связи стратегического характера.

27.43 Ситуация в значительной степени улучшилась по сравнению с тем, что было раньше. Отныне у нас есть глобальная стратегия партнерства. ЮНЕСКО получает поддержку со стороны новых доноров, которые с начала 2012 года внесли более 100 млн. долл. США. Я с удовлетворением отмечаю подписание соглашений о целевых фондах с Индонезией, Пакистаном, Малайзией, Индией, Бразилией, Азербайджаном, Ираком, Анголой, Нигерией, Объединенными Арабскими Эмиратами, Саудовской Аравией, Катаром. К указанной сумме следует добавить около 50 миллионов долларов, которые были получены с начала 2012 года от наших партнеров из частного сектора. ЮНЕСКО получила добровольные взносы на сумму более 340 млн. долл. от традиционных доноров, которые, нередко невзирая на собственные трудности, поддерживают нас, вновь оказывая нам доверие, за которое я хочу их поблагодарить. Я думаю о новом импульсе, которое получило наше сотрудничество с Европейским союзом: после подписания в прошлом году нашего соглашения о стратегическом партнерстве мы уже подписали соглашение о финансировании в 2012-2013 годах в объеме 40 млн. евро.

27.44 Хочу отметить также наши соглашения с региональными структурами, такими как КАРИКОМ, которые будут подписаны буквально через несколько дней. На мой взгляд, это свидетельствует о серьезном повороте в сторону создания более прочных и интегрированных партнерских сетей, благодаря которым мы станем еще сильнее. Думаю также, что это является проявлением оправданных ожиданий и уважения по отношению к ЮНЕСКО.

(27.40) **Ms Irina Bokova** (Director-General) (*translation from the Russian*)

Ladies and gentlemen, much is expected of UNESCO and we must respond to these expectations. Our response is to work with the countries of the Arab world and northern Africa, where UNESCO, in conjunction with all our partners and in particular the European Union, has undertaken to improve education, strengthen social dialogue and support youth networks in public policy-making. Our response is our work for reconciliation in Côte d'Ivoire, with the help of school textbooks on the culture of peace produced with the Economic Community of West African States (ECOWAS) and distributed in the region, and our pilot programme on the culture of peace which we have begun to implement in Angola. Our response is to transform a former torture centre, the Navy Mechanics School (ESMA) in Buenos Aires, into a UNESCO human rights education centre, which is now fully operational. It is to provide wholly new data on groundwater systems in small island developing States. Our response is to work with India and the Mahatma Gandhi Institute to establish peace education and develop civil society in the Asia and the Pacific region, learning to live side by side in a multiethnic society with an understanding of how to relate to cultural diversity. It is to lay the foundations for citizenship education, dialogue among cultures and the spread of ethical values through sport, as was the case at the International Conference of Ministers and Senior Officials responsible for Physical Education and Sport (MINEPS V) held earlier this year in Berlin with the help and support of the Government of Germany.

(27.41) UNESCO must therefore continue on the path to reform in the four strategic directions identified in the report on the independent external evaluation of UNESCO, which seek above all to strengthen the Organization's role, focus activities in the field (the reorganization of our network in Africa, which will be complete by the end of the current year, as planned) and continue efforts to strengthen UNESCO's position in the United Nations system. I believe that considerable progress has been made in this direction over the past two years.

(27.42) Never before in its history has UNESCO been entrusted with leading so many large-scale projects. The Organization is taking an active part in the United Nations reform process. And we have made a qualitative leap forward in our commitments at the country level. UNESCO is currently chairing the Committee of Co-Sponsoring Organizations of the UNAIDS Programme. We are working closely with UNDP and publishing the worldwide Creative Economy Report. We are cooperating more and more closely with UNICEF, with which we conducted the regional consultations on education post-2015. We are working with the World Bank and the World Food Programme on the Nourishing Bodies, Nourishing Minds initiative, which ties together the issues of education, food and health. We have been working more closely with the International Telecommunication Union (ITU) in the Broadband Commission for Digital Development. Lastly, ladies and gentlemen, in accordance with your instructions, we must establish new partnerships that are more solid, more strategic and more numerous.

(27.43) The situation is a significant improvement on what it has been in the past. We now have a comprehensive partnership strategy. UNESCO is receiving support from new donors which, since early 2012, have contributed more than \$100 million, and I welcome the funds-in-trust agreements we have signed with Indonesia, Pakistan, Malaysia, India, Brazil, Azerbaijan, Iraq, Angola, Nigeria, United Arab Emirates, Saudi Arabia and Qatar. Furthermore, we have received some \$50 million from our private-sector partners since the beginning of 2012. UNESCO has received voluntary contributions of more than \$340 million from traditional donors which, often regardless of their own problems, are backing us and have renewed their trust in us, and I should like to thank them for that. I am thinking of the new impetus in our cooperation with the European Union, with which, after signing a strategic partnership agreement last year, we have concluded a €40 million funding agreement for 2012-2013.

(27.44) I should also like to note our agreements with regional structures such as CARICOM, which will be signed literally in a few days' time. As I see it, this is a significant turning point in our endeavours to establish a more robust, better integrated

partnership network and become stronger together. I also believe that all of this demonstrates the justified high hopes and respect invested in UNESCO.

*(The Director-General continues in English)*

27.45 Ladies and gentlemen, we have done all of this. We have strengthened our leadership, sharpened our focus, enhanced our delivery; we have advanced across the board since the last General Conference despite a severe financial crisis. We have not only responded to financial difficulty, but we have acted. We have acted for a stronger UNESCO. We have acted to maintain our core competences, to preserve our unique value – as a laboratory of ideas, as an intellectual leader, as a standard-setter, as a capacity-builder, as a public policy designer and architect.

27.46 On 1 January 2012, the Organization faced a deficit to be absorbed of \$220 million, from the budget of \$653 million approved by the General Conference. Today, almost two years later, we close the biennium with balanced books. We close with a UNESCO that is better performing, more focused and set to move forward. I see this as a sign of confidence in the Organization, in your Organization, and I wish to thank first and foremost Member States. Immediately after the last session of the General Conference, we faced a situation demanding tough choices. One option could have been to make immediate drastic budget reductions, with cuts in staff and programme delivery. Had I chosen this path, it would have been without guidance from Member States, without knowing the political evolution of the situation. The second option was the path taken – drawing on continual dialogue with Member States, on guidance from the Executive Board, on deep measures to reduce costs, following a roadmap of actions adopted by the Executive Board and the recommendations of the Independent External Evaluation of UNESCO, all the while continuing to advocate for the full contribution of all Member States. This was the strategy I pursued. We did this together and I think it is paying off today. It is worth recalling how we achieved this. As a result of the suspension of major contributions, including for 2011, the funds available for 2012-2013 were at the level of \$465 million, so I set a framework for the Organization to work within this ceiling – reduced by almost 30% – throughout the biennium.

27.47 At the 189th session of the Executive Board, Member States agreed on the roadmap of actions I proposed, setting 18 targets over the short and medium term. These required sharper programme focus. They called for reducing expenditure and deep efficiency gains. The roadmap was designed to overcome the immediate crisis, and we are achieving its targets, one by one. Travel costs have been reduced by 73% compared to 2010-2011 expenditure. Regular budget spending on consultants was reduced by 83% between 2011 and 2012. Temporary assistance costs have gone down by 44%. I have frozen the recruitment of 228 vacant posts, mostly in Headquarters. The costs of central services have been cut by 20%. In all this, we have benefited from the commitment and responsibility of Member States. I wish to thank the Executive Board, especially its Chair, for her leadership. Let me also thank the Bureau of the Executive Board and the chairs of committees and working groups, for their guidance. Their support and the support of Member States have been essential.

27.48 Immediately after the last session of the General Conference, I created an Emergency Fund to underpin priority areas and reform initiatives. As of today, the Emergency Fund has received \$75.1 million from Algeria, Belize, Benin, Cameroon, Chad, Congo, Gabon, Iceland, Indonesia, Iraq, Kazakhstan, Mauritius, Monaco, Namibia, Oman, Qatar, Saudi Arabia, Timor-Leste, Turkey, Andorra, Cyprus, Luxembourg, Monaco and San Marino, as well as from individual donors. These funds advanced implementation of document 36 C/5 priorities and the recommendations of the Independent External Evaluation of UNESCO. They accelerated field reform in Africa. Overall, half of the Emergency Funds were allocated to Global Priority Africa, to implement concrete projects on the ground. These funds also bolstered education in priority countries – literacy in Bhutan, Eritrea, Gambia and Sudan, teachers in Djibouti, sector-wide policy and planning in Somalia and Sudan, and higher education reform in Myanmar. They backed the work of the Intergovernmental Oceanographic Commission, notably its Caribbean early warning exercise. They underwrote the new follow-up mechanism for the 1970 Convention on the trafficking of cultural property, and the training of African managers, especially for sites on the List of World Heritage in Danger. They underpinned the 2012 World Open Educational Resources Congress and the World Summit on the Information Society WSIS+10 Review Event. They supported youth engagement in preventing violence in Latin America and the Caribbean and youth participation in democratic processes in Egypt and Morocco. They took forward UNESCO's work for science, technology and innovation in Africa, and the 2012 First Africa Forum on Science, Technology and Innovation. The Emergency Fund supported the *General History of Africa* and its pedagogical use, underpinning the financial contribution of Brazil and Angola. Let me use this opportunity to say that I am determined to take forward this flagship project, to help teach young Africans their history, their contribution to humanity, to strengthen the struggle for human rights and dignity today on the basis of knowledge of our shared history and heritage.

27.49 Let me turn now also to voluntary contributions, which stand at historic levels. In 2012, for the first time in many years, voluntary contributions were higher than assessed contributions, representing almost 50% of the total \$792 million received. In addition, in 2012, Member States allocated \$13.3 million to UNESCO through in-kind contributions. Every bit of support has been important. Every dollar has made a difference. Member States' support helped the International Hydrological Programme to hold the first meeting of the UNESCO water family, including centres and Chairs, in Nairobi this year. Let me underline the in-kind support provided by the Russian Federation, Cambodia, and Azerbaijan, to support statutory meetings of the 1972 and 2003 Conventions on world heritage and on intangible heritage. Most recently, the Government of Ghana hosted the General Assembly of the African Biosphere Reserves Network (AfriMAB). I cannot enumerate all the income support that we have received. This support in-kind has come from every continent. All of this is a resounding expression of confidence by Member States. It reflects your trust in UNESCO's work and delivery. I wish to thank Member States for their generosity, as well as their political and moral support, in this difficult moment.

27.50 Ladies and gentlemen, none of this has been easy. It has required tremendous efforts on all sides. It has called for careful sequencing. It has demanded also a sense of strategic perspective. This is sometimes the greatest difficulty of change: to see the forest and not just the trees, to look beyond tactics towards the big picture. I believe this is another major achievement. The Draft Medium-Term Strategy is our vision of UNESCO for new times. This vision is underpinned by a steel-like will: the will to focus, the will to deliver, the will to lead. The Draft Medium-Term Strategy clarifies UNESCO's mission. It reaffirms the relevance of major programmes. It tightens the strategic objectives to guide our work. It strengthens our contribution to "One United Nations", to a more performing United Nations system. It defines five functions, guided by two overarching objectives, reduced from five – to contribute to lasting peace and to sustainable development and the eradication of poverty. These objectives will guide UNESCO in advancing Global Priorities Africa and Gender Equality, our work for youth, least developed countries, small island developing States and countries in transition. The Draft Medium-Term Strategy is complemented by an Operational Strategy on Priority Africa and an Operational Strategy on Youth, as well as the Priority Gender Equality Action Plan for 2014-2021. Let us take Global Priority Africa. Last December, *The Economist* magazine wrote about "Africa Rising". I have seen this for myself across the continent. Deep change is under way, and African countries know what they need better than anyone else to balance development, to respond to youth aspirations and to strengthen the culture of peace. I saw this last March, when I launched in Angola the UNESCO-African Union Action Plan for a Culture of Peace in Africa "Make Peace Happen" speaking before 3,000 young women and men, alongside Mr Manuel Gonçalves Muandumba, Angolan Minister of Youth and Mr Erastus Mwencha, Vice-President of the African Union Commission (AUC). This spirit underpins UNESCO's proposed Operational Strategy on Priority Africa, to pursue six flagship projects. UNESCO must underpin Africa's renaissance, and we will.

27.51 This same thrust guides the draft Priority Gender Equality Action Plan, to promote equal rights and opportunities for girls and women in all of UNESCO's work. We have laid a solid foundation in the Global Priority Gender Equality, and I am determined to build on these, to widen and strengthen UNESCO's action to empower girls and women. Member States asked for deeper interdisciplinarity, and this has guided my vision and my proposal for the Medium-Term Strategy. You asked for innovative proposals, and this was the spirit of the proposed centre for social transformations and intercultural dialogue. I made this proposal, because I am convinced that all societies face stark questions about equity and deepening inequalities, about social inclusion, about diversity and its impact on social cohesion, about the aspirations of young people, about the revolutionizing impact of new communication technologies on all spheres of life. This was, in fact, the conclusion of Rio+20, which reaffirmed the three pillars of sustainable development – environmental, economic and social. It was equally the message from the 2013 Davos World Economic Forum, where inequalities were highlighted as the greatest risk to all societies today. We have discussed this proposal at length, and I wish to renew my commitment to strengthening UNESCO's support to Member States in managing social transformations, in deepening social inclusion. We have reaffirmed the importance of the Management of Social Transformations Programme (MOST), and I am ready to participate in discussions on bringing MOST closer to the challenges societies face. I look forward to working with you over the next biennium, to define a modality to enhance UNESCO's work in this area. The Draft Medium-Term Strategy is built on this firm conviction, the conviction that there can be no reduction of UNESCO's ambitions, there must be no dilution of our mandate. Today we need more UNESCO, not less. Rights and dignity, equity and equality, inclusion and dialogue – this is the spirit of the Draft Medium-Term Strategy as I see it.

27.52 The Programme and Budget for 2014-2017 contained in document 37 C/5 takes this vision forward. As requested, programmes are defined for the quadrennial period 2014-2017, while budget allocation is for the biennial period 2014-2015. I am determined to sharpen our programmatic focus, to end fragmentation. I am determined to reduce further the weight of administration, to enhance efficiency and effectiveness. Document 37 C/5 foresees a zero nominal growth budget ceiling of \$653 million under which the Organization will need to absorb some \$50 million for cost and other statutory increases normally covered by a zero real growth approach. Should major contributions continue to be suspended, the Executive Board in 191 EX/Decision 15 called for work "to identify programmatic priorities for future orientations of the Organization". At its 5th special session, the Executive Board adopted a decision defining an order of budget priorities among expected results in each Major Programme, and it requested me to submit an expenditure plan and indicative staff restructuring plan based on an expected cash flow of \$507 million for 2014-2015. The work to prioritize has been trail-blazing, and I thank Member States for their leadership. I know that this process has not been easy. It has meant making tough choices. Dialogue and consultation have guided this process, and I thank all for their engagement. Let me express special gratitude also to UNESCO staff, in Headquarters and in the field. I know all too well the pressures that all staff are facing, from uncertainties and heavier workloads. As 192 EX/Decision 16 states, UNESCO staff are "the Organization's real capital, its competence and expertise, and its institutional memory", which we must preserve as much as possible, and I am committed to doing precisely this.

*(The Director-General continues in Spanish)*

27.53 Señoras y señores: la tarea que hoy tenemos por delante es muy clara. Debemos configurar una UNESCO que sea más relevante, eficiente y actuante, a pesar de las muy rigurosas circunstancias. Debemos reconocer el impacto de las restricciones que en materia de personal pesan sobre nuestra capacidad en situaciones de emergencia, nuestro mandato de creación de capacidades y nuestro liderazgo mundial. No tenemos más alternativa que aprovechar lo mejor posible la situación. Esto quiere decir que debemos acelerar el cambio, lo que a su vez exige más creatividad e innovación, exige que asumamos un nuevo compromiso para realizar los sacrificios necesarios para una Organización más fuerte y exige que contemos con mayor respaldo de los Estados Miembros, entre otras cosas por medio de fondos especiales para apoyar los programas y hacer avanzar la reforma. Debemos movernos más allá de las medidas provisionales para revisar juntos las prioridades programáticas y de personal. Debemos acrecentar nuestra habilidad para generar nuevos recursos en beneficio de la Organización. Debemos mejorar la articulación entre el Programa

Ordinario y los fondos extrapresupuestarios, para lo cual hemos puesto en marcha nuevos mecanismos. Debemos profundizar la calidad de nuestro impacto: este debe ser el siguiente gran objetivo que nos guíe. Debemos ser aún más selectivos en nuestra labor y evitar la tentación de la dispersión.

27.54 Permítanme ser muy clara en este asunto. No podemos aceptar reducir el *statu quo* de la UNESCO a una situación en que “las cosas funcionan” con menos recursos. Creo que no debemos tratar de hacerlo todo con menos. Hasta cierto punto, esto implicará una revisión de mandatos y la puesta en práctica de obligaciones reglamentarias, las cuales se expanden a la par que el presupuesto decrece. No tenemos más alternativa que continuar a toda máquina. La buena noticia es que comenzamos con una Organización que está sorteando la tormenta, es decir, resistiéndola. Esto es esencial, toda vez que las expectativas son elevadas para que apoyemos a los países en su camino hacia el logro para 2015 de los Objetivos de Desarrollo del Milenio y los de la Educación para Todos.

27.55 Las expectativas son altas para que llevemos adelante el Decenio de las Naciones Unidas de la Alfabetización, hagamos avanzar la educación para el desarrollo sostenible mediante la conferencia mundial que se celebrará en Japón el próximo año, desbrocemos el terreno y apoyemos la enseñanza superior, en particular con un nuevo instrumento mundial sobre convalidación de las titulaciones de estudios superiores. Las expectativas son elevadas para la tercera Conferencia Internacional sobre Pequeños Estados Insulares en Desarrollo, que se celebrará el próximo año en Samoa, y para que se defina la contribución de la UNESCO en la materia. Las expectativas son elevadas en relación con el liderazgo de la UNESCO en el Decenio internacional de acercamiento de las culturas (2013-2022) y el trabajo del Grupo de Alto Nivel sobre la paz y el diálogo entre las culturas que yo creé. Las expectativas también son elevadas para que la UNESCO contribuya a diseñar una nueva agenda para el desarrollo después de 2015.

27.56 El Consejo Ejecutivo ha tenido intensas discusiones a este respecto, y ansío escuchar el debate con ocasión del Foro de dirigentes que tendrá lugar mañana. La UNESCO está involucrada en las conversaciones mundiales y en los procesos preparatorios para definir esta nueva agenda, y nuestro mensaje es claro: para marchar hacia delante, debemos aprovechar el poder de los costos multiplicadores. Este debe comenzar con la educación, que es un derecho humano y un bien público, y a la vez cimiento del desarrollo sostenible. Necesitamos un nuevo objetivo para la educación que contemple equidad y calidad, herramientas para la vida y el trabajo y el aprendizaje a lo largo de toda la vida, especialmente para las niñas y las mujeres. Codirigida por la UNESCO y el UNICEF, la Consulta temática mundial sobre la educación en la agenda para el desarrollo después de 2015, ha hecho un llamamiento en pro de “La educación equitativa y de calidad y el aprendizaje a lo largo de toda la vida para todos”, y ello refleja nuestra visión y nuestro liderazgo en materia educativa.

27.57 La ciencia, la tecnología y la innovación son otros poderosos multiplicadores, que inducen a compartir los avances para cooperar en torno a las ciencias del mar, la ordenación sostenible de los recursos hídricos y la conservación de la biodiversidad, para así establecer lazos más fuertes entre ciencia, política y sociedad. En la Conferencia de Río+20 los Estados reconocieron la importancia de los océanos, cosa que tuvo eco en la Reunión interregional preparatoria de los Pequeños Estados Insulares en Desarrollo celebrada en Barbados, en la cual se concluyó que los océanos deben ser una prioridad en la agenda para el desarrollo después de 2015.

27.58 La cultura es otro factor facilitador y motor del desarrollo sostenible, y estoy determinada a que la UNESCO continúe trabajando con sus Estados Miembros para consagrarla y reconocer su poder. Además de todo esto debe haber claridad en cuanto a la gobernabilidad y el uso de la ley, y por ello la libertad de expresión y el acceso a la información son tan importantes.

27.59 Permítanme citar aquí al Presidente del Perú, Excmo. Sr. Ollanta Humala, quien, el pasado mes de septiembre, en Nueva York, con ocasión del evento sobre el “Éxito de los Objetivos de Desarrollo del Milenio”, dijo, y cito: debemos encontrar una nueva manera: no crecer para incluir, sino incluir para crecer. Me parece, señoras y señores, que este es el espíritu de la contribución de la UNESCO a la agenda para después de 2015.

27.60 Todo esto muestra el profundo cambio que se ha producido. La UNESCO tiene actualmente el liderazgo dentro del sistema de las Naciones Unidas, y trabaja con todo su saber para establecer una nueva agenda que propicie un desarrollo sostenible ambicioso, universal y justo.

(27.53) **Ms Irina Bokova** (Director-General) (*translation from the Spanish*):

Ladies and gentlemen, our task today is very clear. We must configure UNESCO to be more significant, efficient and active, even though it is in very straitened circumstances. We must acknowledge the impact of staff cuts on our ability to act in emergencies, on our capacity-building mandate and on our global leadership. We have no alternative but to make the best of the situation. This means that we must quicken the pace of change. It means, too, that we must be more creative and innovative and that we must again undertake to make the necessary sacrifices to build a stronger Organization. It also means that Member States must provide greater support – including special funds to backstop programmes and drive the reform forward. We must move beyond provisional measures and must, together, revise programme and staffing priorities. We must build our capacity to generate new resources in the interest of the Organization. We must strengthen the alignment between the regular programme and extrabudgetary funds, and we have set new mechanisms in motion to that end. We must improve the quality of our impact – and this must be the next major objective by which we must be guided. We must sharpen our focus even more and must avoid the lure of dispersion.

(27.54) Let me be clear. We cannot agree to reduce UNESCO's *status quo* to that of a scenario of “*things working*” with fewer resources. I believe that we must not try to do *everything* with *less*. To some extent, this will require a review of terms of reference and the performance of statutory obligations that increase while the budget decreases. We have no alternative but to press ahead at full speed. The good news is that we are beginning with an Organization that is weathering the storm and displaying resilience. This is of the essence, since countries have high hopes of receiving support in order to achieve the Millennium Development and Education for All Goals by 2015.

(27.55) They have pinned great hopes on the enhancement of the *United Nations Literacy Decade*, on the achievement of progress in education for sustainable development at the world conference that will be held in Japan next year, and on clearing the ground and supporting higher education, including a new world instrument on the recognition of qualifications in higher education. They have great expectations, too, of the third *Global Conference on the Sustainable Development of Small Island Developing States*, scheduled for Samoa next year. High hopes have been pinned on UNESCO's leadership of the *International Decade for the Rapprochement of Cultures (2013-2022)* and on its work on the *High Panel on Peace and Dialogue among Cultures* that I have established. There are high hopes, too, that UNESCO will contribute to the design of a new post-2015 development agenda.

(27.56) The Executive Board has held keen discussions on the subject, and I look forward to the debate during the *Leaders' Forum* tomorrow. UNESCO is participating in global talks and in preparations for setting the new agenda. Our message is clear – to make headway, we must harness the power of multiplier costs. This must begin with education. Education is a human right and a public good that cements sustainable development. We need a new education goal that covers equity and quality, tools for life and work, as well as lifelong learning, especially for girls and women. A call for “equitable, quality education and lifelong learning for all”, reflecting our vision and leadership in the field of education, was made during the UNESCO and UNICEF joint *post-2015 global thematic consultation on education*.

(27.57) Science, technology and innovation are three other powerful multipliers. This requires us to share progress, cooperate in marine science, in sustainable water management and in the conservation of biodiversity, and thus establish stronger ties between science, policy and society. States acknowledged the importance of oceans at the Rio+20 Conference, and that was echoed at the *SIDS Interregional Preparatory Meeting* held in Barbados, which concluded that oceans must be a priority in the post-2015 agenda.

(27.58) Culture is another facilitating factor and a motor of sustainable development, and I am determined that UNESCO will continue to work with its Member States to ensure that it is included and that its potential is acknowledged. All of this must be underpinned by clarity as to governability and the use of the law – hence the great importance ascribed to freedom of expression and access to information.

(27.59) With your leave, I shall quote H.E. Ollanta Humala, the President of Peru, who said at the *MDG Success event* in September, “*We must find another way ... this is not only about growing to include, but also about including to keep growing*”. This is the spirit that imbues UNESCO's contribution to the post-2015 agenda.

(27.60) All of this shows that deep-seated change has occurred. UNESCO currently provides leadership within the United Nations system and is drawing on all of its knowledge in order to set a new agenda for sustainable development that is ambitious, universal and fair.

*(The Director-General continues in English)*

27.61 So, ladies and gentlemen, we can see the signs everywhere, from the impact of disasters, from the consequences of climate change, from deepening inequalities. We have entered a new age of limits – in terms of development models, in terms of the planet. The world has changed dramatically since 1945, the challenges are not the same, but the message of our Constitution has never been so true. Lasting peace and sustainable development can only be built in the minds of women and men, in the minds of girls and boys and on the benches of schools. They are built drawing on shared cultural heritage, on the power of cultural diversity, through scientific cooperation, through the creation and sharing of knowledge, through a better understanding of social and global transformations and through strong conditions for freedom of expression and media development. These are drivers for the creativity and innovation every society needs today. These are the basis for greater equity and solidarity. This reminds me of the words of the great humanist, Swami Vivekananda, with whose anniversary UNESCO is associated this year. Speaking in 1893, before the World Parliament of Religions, Vivekananda's words echo still today. He said: “I hope that the bell that tolled this morning in honour of this convention may be the death knell of all fanaticism, of all persecutions with the sword or with the pen.” Throughout this General Conference and looking forward, I hope we can remain inspired by this vision and by the ambitions of UNESCO's mandate. This must start with young women and men. It must start with the young people who represent half of the world today, who filled this very hall one week ago, during the 8th UNESCO Youth Forum. I see this as UNESCO's essential “soft power”. UNESCO does not deliver development financial aid but it crafts the conditions for sustainable development. UNESCO does not itself keep the peace, but it works to make peace last. UNESCO's value lies in its global leadership to advance collective action on key public goods, in education, culture, the sciences, communication and information. These are global goals, important for rich and poor countries alike. Achieving them requires a more focused, better performing UNESCO, a UNESCO in tune with the demands of new times. We have achieved a lot in the last two years, and this will continue, but, let me say, UNESCO deserves stronger support. The call for UNESCO has never been so high. The Organization deserves deeper commitment. The girls and boys seeking to go to school deserve better. The young women and men calling out for opportunities and skills to get jobs deserve better. Societies everywhere undergoing deep transformation, aspiring for social justice and cohesion, deserve better. A world under pressure, facing increasing disasters, accelerating climate change, deserves better. At this time when our message has never been so relevant, UNESCO deserves the full support and engagement of all its members. In this spirit, I appeal once again for this precise support and engagement and commitment of all our Member States. I appeal for the spirit of consensus to guide Member States in our work during the General Conference and in all circumstances, which is one of UNESCO's strongest messages to the world. I appeal to the universality of this Organization, which is our greatest strength, and I appeal for the full contribution of all Member States. This includes the United States, with which UNESCO's partnership has never been so important. I believe UNESCO has perhaps never mattered so much for the American people, nor the American people mattered so much for us. More than ever, the world needs effective, rule-based multilateralism. More than ever, we need a new humanism, to strengthen the ties that bind humanity together, to remind us of everything we share, the values and dreams we hold in common, to work to make them real. For this, change is a necessity not a choice. For this, we need commitment and we need resolve. This is my message to you today. This is my vision. Thank you for your attention.

28.1 **The President:**

Thank you very much, Ms Bokova. Congratulations for this most comprehensive introduction to the general policy debate, which lays a solid foundation for our forthcoming work.

28.2 We have now come to the end of our second plenary meeting of this General Conference. I shall adjourn the meeting, which will resume tomorrow morning for the Leaders' Forum at 9.45 a.m. I would like to kindly ask all delegates to be in their seats by 9.30 a.m. in order to enable us to start our work on time and welcome the heads of State and government. I also wish to remind the members of the General Committee that the Committee will hold its first meeting tomorrow morning at 8.45 a.m. in Room X. There is much to be done in the allotted 45 minutes, so I must respectfully insist on absolute punctuality. I wish a good evening to all of you. *The meeting is adjourned.*

*The meeting rose at 5.50 p.m.*  
*La séance est levée à 17.50 heures*  
*Se levanta la sesión a las 17.50*  
*Заседание закрывается в 17.50*  
*رفعت الجلسة في الساعة ٥,٥٠ بعد الظهر*  
*会议于 17 时 50 分结束*



# Third plenary meeting

Wednesday 6 November 2013 at 10.15 a.m.  
President: **Mr Hao** (China)

# Troisième séance plénière

Mercredi 6 novembre 2013 à 10 h 15  
Président : **M. Hao** (Chine)

# Tercera sesión plenaria

Miércoles 6 de noviembre 2013 a las 10.15  
Presidente: **Sr. Hao** (Chine)

# Третье пленарное заседание

Среда 6 ноября 2013 г. в 10.15  
Председатель: г-н **Хао** (Китай)

# الجلسة العامة الثالثة

الأربعاء ٦ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ١٠,١٥ صباحاً  
الرئيس: السيد **هاو** (الصين)

# 第三次全体会议

2013年11月6日星期三 10时15分  
主席：郝平先生（中国）

**Leaders' Forum: UNESCO mobilizing for and contributing to the post-2015 agenda through education, the sciences, culture and communication and information**

**Forum des dirigeants : Mobilisation et contribution de l'UNESCO à l'agenda post-2015 par le biais de l'éducation, des sciences, de la culture, de la communication et de l'information**

**Foro de dirigentes: Movilización y contribución de la UNESCO para la agenda para el desarrollo después de 2015 mediante la educación, las ciencias, la cultura, la comunicación y la información**

**Форум руководителей: Мобилизация ЮНЕСКО и ее вклад в повестку дня на период после 2015 г. посредством образования, науки, культуры, коммуникации и информации**

**منتدى القادة: اليونسكو تعيى الجهود لخطة ما بعد عام ٢٠١٥ وتسهم فيها من خلال التربية والعلوم والثقافة والاتصال والمعلومات**

**领导人论坛：教科文组织动员教育、科学、文化和传播与信息力量，促进 2015 年后议程**

**1. The President:**

Ladies and gentlemen, I declare open the third plenary meeting of the General Conference which today will be devoted to the Leaders' Forum. Your Excellency Ms Laura Chinchilla, President of the Republic of Costa Rica, Your Excellency Mr Moncef Marzouki, President of the Republic of Tunisia, Your Excellency Mr Algirdas Butkevicius, Prime Minister of the Republic of Lithuania, Madam Chair of the Executive Board, Madam Director-General, Honourable Ministers, Excellencies, ladies and gentlemen, it gives me great pleasure to welcome you, in my capacity as President of the 37th session of the General Conference, to this Leaders' Forum, and I would like to thank you for honouring us with your presence. Ladies and gentlemen, the Leaders' Forum, as you may know, is a contemporary expression of the ambition of the founders of UNESCO to harness the power of ideas and values to prevent conflicts and foster peace and prosperity in the world. As the international community examines the content of the global development agenda, I believe that the time has come for UNESCO to remind world leaders of their responsibility to engage in dialogue that will make a difference. It is time to reaffirm UNESCO's mandate with energy and conviction now that knowledge, innovation and creativity, in a global economy, have become major engines of growth. Development cannot be realized without massive investments in education, the sciences, culture and communication and information. UNESCO has much to contribute to the current debate by deploying its five functions as a laboratory of ideas, standard-setter, clearing house, capacity builder and catalyst for international cooperation in an interdisciplinary and intersectoral manner. I am, therefore, honoured to welcome under this roof the wisdoms of the different countries and cultures to enlighten us on the course that we are about to take. Thank you for your attention. I shall now give the floor to Her Excellency, Ms Alissandra Cummins, Chair of the Executive Board. Please, Madam.

**2.1 Ms Cummins (Chair of the Executive Board):**

Madam President of Costa Rica, Mr President of Tunisia, Mr Prime Minister of Lithuania, Mr President of the General Conference, Madam Director-General, Honourable Ministers, Excellencies, dear colleagues, as the United Nations family prepares to evaluate the progress achieved in the past 15 years towards the Millennium Development Goals and to define the post-2015 international development targets, it is imperative that UNESCO maintain its active engagement in this process. In this sense, the theme of the Leaders' Forum this year is of particular pertinence not only as a means of inspiring the direction of the Organization, but also to precipitate ideas and formulate messages that we, as Member States, must bring to the United Nations General Assembly on the critical role of UNESCO as a key player in building a sustainable, peaceful and equitable future.

2.2 In order to do this, we must remember that the central concept to emphasize is "sustainable development" and not simply "development". For development to be sustainable, it must first and foremost be people-centred. Any development intervention should have at its core the sustainable and long-term improvement of the well-being of its intended beneficiaries. In this sense, the advantage that UNESCO brings to the table in terms of its multidisciplinary nature is obvious. In fact, this multidisciplinary characteristic provides the best starting point for designing holistic approaches to sustainable development.

2.3 Our actions in education are uniquely positioned not to address the pedagogical aspect of education only; they are also situated in a House that specializes in the sciences, culture and communication and information – all the building blocks necessary for achieving quality education and education for sustainable development. In this, we must continue to assert UNESCO's role as the lead United Nations agency for education in the post-2015 development agenda.

2.4 Our actions in natural sciences, in water cooperation, in oceans management and in information and communication technology (ICT) bring together critical technical expertise that could be leveraged to harness science, technology and innovation for sustainable development. In this, the Organization's advocacy for building green societies and green economies, as well as its initiative on the blue economy, should feature prominently in the international community's consideration of the post-2015 targets.

2.5 Our actions in the social sciences, human rights, ethics and freedom of expression are essential intellectual elements for ensuring peaceful, just, equitable and ultimately sustainable social transformations. UNESCO's actions in these fields form the core of our ethical mandate within the United Nations system – fulfilling its role as the moral conscience of the international community. In this, UNESCO should become an indispensable partner for all post-2015 targets, providing much-needed input to ensure informed decisions and actions by all implementing United Nations agencies.

2.6 Ladies and gentlemen, in terms of our actions in culture, its role as an accelerator for positive change was largely forgotten or minimized within the existing set of Millennium Development Goals (MDGs). The tendency to frame development solely in economic terms, and now sustainable development as a combination of economic and

environmental sustainability, is, in my opinion, the biggest limiting factor. In the current construct, human development is not viewed holistically and, therefore, as an expedient measure, anything that does not immediately fit into this framework is relegated to a minor role. In working to bring culture into the sustainable development debate, we have often had to argue from the perspective of how it would benefit the economic objective to other international stakeholders, when in actual fact culture should have been the core factor around which economic and environmental sustainability are built. Culture and cultural heritage provide glimpses into the identity and value constructs of a community, and it is there that behavioural change that would lead to sustainable models of development could be realized. Without cultural adaptation, we will not achieve education for all or poverty eradication. Culture is the key upon which we can drive holistic human development that is people-centred, including spiritual development of individuals. The tendency to dismiss this central role of culture as “soft” in an economic model, or at best grudgingly accepting it as a peripheral necessity, is the main hindrance to integrating it into sustainable development.

2.7 The Director-General and her team have worked very hard these past two years to underscore the inextricable links between culture and development. In fact, the International Congress on “Culture: Key to Sustainable Development” held earlier this year in Hangzhou, China, was the first ever occasion for such an in-depth discussion on this issue. Through these efforts, the international development community has finally recognized the limitations of imposing a single development model on different world cultures and has started to make progress in applying culture towards the achievement of the MDGs. This aspect of UNESCO’s contribution to the MDGs is critical and should be maintained beyond 2015.

2.8 Distinguished colleagues, it is clear that in defining the post-2015 development agenda, UNESCO needs to reassert its role within the United Nations family as a peace builder through education, natural sciences, social and human sciences, culture and communication. UNESCO needs to help to steer the international discourse towards the tenets of sustainable and holistic development in the next phase of global development. If this does not happen, it is a certainty that the effects of unsustainable development will increasingly fuel international tensions and conflicts.

2.9 It is also clear that in order to maximize its impact for sustainable development in the post-2015 era, UNESCO needs to become more interdisciplinary in its approach – or in the jargon of the House, it needs to become more intersectoral in its actions. In other words, it needs to combine its multidisciplinary expertise better in order to achieve more effective interventions. An integrated multidisciplinary strategy is especially important for developing countries, but most especially for small island developing States and least developed countries, in order to achieve economies of scale by channelling the limited resources available towards policies and actions that will guarantee positive outcomes.

2.10 On the other hand, as Member States, we must also be cognizant of the relatively limited resources that we have attributed to UNESCO when compared to the scope of its mandate and our expectations of its delivery. A quick analysis of our regular budget versus the total population of the world shows that we are currently investing approximately 4.5 United States cents per person per year in pursuit of progress in education, the sciences, culture and communication and information for over 200 member countries of UNESCO. This is a paltry sum, but if we look at what the Organization has achieved, there has been an incredibly effective return on investment, all accomplished within a universal and multilateral framework. However, in this scenario, it should not be a surprise that the Organization has always struggled to maintain a strong presence in the field, and this has also severely handicapped our contribution to and influence on the United Nations development framework within individual countries.

2.11 As we move to position UNESCO’s mandate within the post-2015 development agenda, it is evident that the Organization will have to foster stronger partnerships with Member States and civil society to achieve a multiplier effect on its limited resources. More importantly, Member States should seriously consider transforming their National Commission for UNESCO into an effective arm for the delivery of the Organization’s programmes, activities and policies on the ground in response to the post-2015 development agenda – with the goal of creating a true UNESCO presence in each country. This would also enable the Secretariat to consolidate its field presence to become centres of expertise focusing on building the capacity of National Commissions in its fields of competence. Such a move would profoundly extend the reach, scope and effectiveness of the Organization and would bring much-needed clout within the United Nations system to advocate for education, the sciences, culture and communication and information in the implementation of the post-2015 development goals. Ladies and gentlemen, I hope that I have been able to bring some constructive ideas to the discussions today and I look forward very much to hearing your views and messages for UNESCO in the post-2015 framework. Thank you for your attention.

### 3. **The President:**

Thank you Madam Chair. I now give the floor to the Director-General.

#### 4.1 **The Director-General:**

Excellencies, Heads of State and Government, Ministers, Mr President of the General Conference, Madam Chair of the Executive Board, ladies and gentlemen, what world do we want to live in? This question lies at the heart of the Millennium Declaration and it has sparked action across the world to meet the Millennium Development Goals and to achieve education for all (EFA). All of these efforts have been guided by a humanist vision of a more just and equitable world. There has been remarkable progress, but it has been insufficient and uneven.

4.2 Today, we must focus where needs are greatest, we must help countries to accelerate towards 2015 and we must shape a new agenda to follow. This should build on past achievements, while tackling new challenges in an integrated manner. It should focus on what is most urgent: the eradication of poverty, the reduction of inequalities and, of course, the promotion of sustainable development. It must build on human rights. It must pursue a transformative agenda that responds to the needs of societies and of a planet under pressure. Most of all, it must promote peace and security, on the basis of respect, understanding and dialogue.

4.3 In July, Mr Ban Ki-moon, the United Nations Secretary-General, issued a report "A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015". Last month, the United Nations General Assembly held a special event on achieving the Millennium Development Goals. The Open Working Group on Sustainable Development Goals is working on a set of new goals to follow 2015. All of this points in the same direction. We need cross-cutting multipliers in order to achieve progress and shape a bold agenda. This must start with education. There have been great advances in enrolment since 2000, but 57 million children remain out of school. We need a new goal for education, focusing on equity and quality, throughout life, especially for girls and women, for learners to become global citizens. In this spirit, the Global Meeting of the Thematic Consultation on Education in the Post-2015 Development Agenda, co-led by UNESCO and UNICEF, called for "Equitable Quality Education and Lifelong Learning for All".

4.4 Science, technology and innovation are other accelerators of sustainable development. We need more scientists, especially in Africa. We need women scientists. We need stronger sciences for sustainable development. This calls also for cooperation in ocean science, for sustainable water management, for stronger links between science, policy and society.

*(The Director-General continues in French)*

4.5 Excellences, Mesdames et Messieurs, avec l'éducation, avec les sciences, la culture est un autre facteur de durabilité. Elle est une force de cohésion sociale, de croissance, d'emploi, et l'UNESCO l'a démontré, chiffres à l'appui. C'est par la culture que les peuples se rassemblent, se mobilisent et se projettent dans la durée. Il n'y a pas de futur sans culture. La culture est la grande absente de l'agenda pour le développement défini en 2000, et nous devons impérativement inscrire la culture comme accélérateur de la durabilité dans l'agenda post-2015.

4.6 L'enjeu de ce débat, la clé de la réussite, c'est d'identifier les facteurs de durabilité, ce qui fait que nos efforts sont durables. La réponse, Mesdames et Messieurs, se trouve dans l'Acte Constitutif de l'UNESCO : pour être durables, la paix et le développement doivent s'ancrer sur des fondations plus solides que les accords économiques et politiques, ils doivent s'ancrer dans la dignité humaine, dans l'état de droit, renforcé par la liberté d'expression et l'accès à l'information.

4.7 Le monde a énormément changé depuis 1945, et même depuis 2000, mais ce message et ces valeurs sont plus actuels que jamais. 2015 n'est pas qu'une échéance politique, c'est un rendez-vous, je crois, avec l'histoire du mouvement humaniste moderne. Il y eut, en 1948, le souffle de la Déclaration universelle des droits de l'homme. Cinquante ans plus tard, la Déclaration du Millénaire a donné des objectifs clairs, chiffrés, pour traduire ces droits dans la réalité. L'UNESCO a un rôle essentiel à jouer et je suis déterminée à ce qu'ensemble, nous saisissons pleinement cette opportunité historique. Je vous remercie de votre attention.

## 5. **The President:**

Thank you, Madam Director-General. Ladies and gentlemen, I now have the honour of introducing Ms Laura Chinchilla Miranda, the first woman President of Costa Rica. Ms Chinchilla Miranda was born in San José to a family dedicated to public service. Having graduated from the University of Costa Rica, Ms Chinchilla went to the United States of America, where she earned her Master's degree in public policy from Georgetown University. Upon her return to Costa Rica, Ms Chinchilla made a career as an international consultant, specializing in judicial reform and public security. She gained her first public office in 1994, when she became Vice-Minister, and two years later, Minister of Public Security. Having served for two years as Minister, followed by a four-year term in the Legislative Assembly, Ms Chinchilla became Vice-President and Minister of Justice in 2006. She was elected President of Costa Rica in 2010. We are honoured by your presence, Your Excellency. The floor is yours.

### 6.1 **Sra. Chinchilla** (President of Costa Rica):

Muy buenos días Sr. Presidente de la Conferencia General de la UNESCO, Sra. Presidenta del Consejo Ejecutivo de la UNESCO, señoras presidentes de Túnez y de Lituania, Sra. Directora General de la UNESCO, señoras, señores embajadores, amigas y amigos: es con emoción y con orgullo profundos como me dirijo a todos ustedes, como presidenta de un país que cristaliza, como pocos en el mundo, la filosofía profunda de la UNESCO. Sin pretender convertirnos en emblema de nada, nos limitamos simplemente a decir que Costa Rica ha encontrado algunas soluciones a los problemas que hoy en día agobian a la humanidad, soluciones que merecen ser seriamente consideradas. No somos un país "sin problemas". Eso no existe, no ha existido, no existirá jamás. Nuestros problemas son los de nuestra era, los de nuestra sociedad, los del mundo y el momento histórico que nos ha tocado vivir. Pero también es cierto, que ante cada uno de los problemas que hemos debido enfrentar a lo largo de nuestra historia hemos procurado responder de manera responsable, guardando delicados equilibrios.

6.2 "Donde haya un costarricense, esté donde esté, habrá paz", dijo alguna vez el Presidente del Uruguay, Julio María Sanguinetti. Habrá también muchas otras cosas, quisiera yo hoy añadir: habrá diálogo, solidaridad, tolerancia, libertad y respeto, respeto a los demás, sí, pero respeto también al planeta, al medio ambiente, a la naturaleza, esa naturaleza que nosotros hemos abordado, para usar un término familiar para los juristas, como "sujeto de derecho"; esto es, una naturaleza que tratamos como un sujeto, con todo lo que esto significa. Algo que debemos preservar, estudiar, atesorar, jamás violar o saquear: es el principio mismo de todo desarrollo sostenible.

6.3 Entre el año 1 y el año 1400 de la era cristiana el volumen de la población mundial no varió sustancialmente. A partir del Renacimiento y el desarrollo de las disciplinas científicas, de la medicina y de la erradicación de varias pandemias letales, el planeta comenzó a experimentar una explosión demográfica que ahora comienza a tornársenos inmanejable. He aquí algunas cifras. A día de hoy, diez de cada 1.000 personas en la India tienen un automóvil. En China, hay cuarenta carros por mil habitantes. En Europa, seiscientos por mil. En los Estados Unidos de América,

novecientos por cada mil personas. Piensen en la cantidad de dióxido de carbono que esto está generando. Pero consideren, sobre todo, lo que sucederá cuando la totalidad de la población de la India o China adquieran -aspiración perfectamente comprensible- uno o más vehículos. Se estima que para el año 2020 el planeta estará emitiendo 40.000 millones de toneladas de gas carbónico diarias. El desarrollo irracional, indisciplinado, es, por lo tanto, inaceptable. Pero por otra parte, congelar las economías, declarar un grado de crecimiento del 0% nos sumiría en una crisis no menos grave. Así pues, nos vemos en este predicamento: por una parte, un desarrollo no sostenible (de hecho catastrófico); por el otro un no desarrollo, un estancamiento no vendible, porque es un modelo al que, con toda razón, nadie querrá acogerse.

6.4 “El principio de responsabilidad”, de Hans Jonas, de 1979, y “El contrato natural”, de Michel Serres, de 1990, fueron libros que alertaron al mundo: corríamos alegremente hacia el abismo, cantando de camino hacia lo que iba a constituir un suicidio colectivo. Sus principios básicos son muy simples: uno: la naturaleza no es responsable de nosotros: ¡nosotros somos responsables de la naturaleza! Dos: el “contrato social” de Rousseau servirá de muy poco si no nos apresuramos a establecer un “contrato natural”, esto es, un pacto con la naturaleza. ¿Alguien le preguntó nunca a la naturaleza si quería ser “amaestrada” y “poseída”? ¡Tal vez tan solo quería ser amada, respetada, adorada! Sacerdotes y custodios era lo que necesitaba: no violadores.

6.5 Costa Rica ha optado por hacerle el amor a la naturaleza: no saquearla, vapulearla, agotarla. Con veintiséis parques naturales que abarcan más de una quinta parte de su territorio, Costa Rica es el país más “verde” del mundo y el que mayor cantidad de especies tiene por unidad de área. En tan solo 51.000 km<sup>2</sup> de superficie, alberga el 4% de la biodiversidad del planeta, y asumimos plena responsabilidad sobre ella, considerándola un bien patrimonial, algo que pertenece a la humanidad. Nos hemos fijado la meta de convertirnos, para el año 2021, en el primer país del mundo neutral en carbono, y hemos prohibido la cacería deportiva en nuestros campos. No por decreto, sino por voluntad popular. Es que así se hacen las cosas en Costa Rica: de manera consensual, expresión de la voluntad mayoritaria, que respetamos por principio, porque tal es, precisamente, la esencia de nuestro pueblo. Somos una de las 22 democracias más antiguas y sólidas del mundo. Sí, somos, en el más puro sentido de la palabra, una democracia. Palabra traída y llevada más de la cuenta, palabra erosionada, desgastada, palabra con la que más de un dictador “de facto” se gargariza diariamente. Palabra que algunos han vaciado de contenido, o han simplificado al extremo.

6.6 Sufragio no equivale a democracia. El sufragio es un dispositivo electoral. Loable, sin duda alguna, pero que por sí solo no garantiza nada. Un pueblo inculto y desinformado no tendrá elementos de juicio para emitir su voto sensatamente. Será fácil víctima de la propaganda y la manipulación. Terminará, en última instancia, votando contra sus propios intereses, poniendo su destino en manos de sus verdugos. El sufragio es perfectamente estéril, peor aún, potencialmente contraproducente, si no va acompañado de la democratización de la cultura y el conocimiento. Desde la incultura, el voto deviene algo así como una pistola en manos de un niño: ¿cuántos déspotas en la historia del mundo fueron elegidos democráticamente para luego constituirse en flagelo y calamidad de sus pueblos?

6.7 Por eso la educación es constitutiva de nuestra concepción de la democracia. En Costa Rica la educación primaria y secundaria fueron declaradas gratuitas y obligatorias desde 1869. Con ello nos adelantamos en 79 años a la Declaración Universal de Derechos Humanos. Nuestra Constitución nos manda asignar un 8% del PIB a la educación pública, la cual, junto a un sistema de salud universal, ha propiciado un nivel de desarrollo humano comparable al de naciones desarrolladas del planeta. Ambos sistemas, el de educación y el de salud, se han ensanchado para acoger a una enorme población inmigrante que por décadas ha sido absorbida por mi país.

6.8 Nuestra educación se ha modernizado con la introducción de las tecnologías digitales, pero no ve en la tecnología la respuesta única a la formación de seres humanos integrales. Hemos implementado un programa educativo centrado en tres ejes: ética, estética y ciudadanía. Es perfectamente natural. ¿Qué es la ética, después de todo, sino una especie de estética del gesto moral? Cuando hablamos de “bellas acciones”, de un “hermoso gesto”, ¿no hacemos alusión a categorías estéticas? Por otra parte, ¿qué es la estética sino una especie de ética de las formas? Cuando hablamos de armonía, melodía, ritmo, belleza artística, ¿no trasladamos al plano de las formas sensibles una suerte de ética de los sonidos, los colores, los volúmenes y las texturas? Nuestra educación parte de la premisa –platónica, en su esencia- de que estética y ética son, en el fondo, dos manifestaciones diferentes del mismo fenómeno. Por otra parte, la cívica nos enseña la convivencia, que es al mismo tiempo un arte y una ciencia, y en la que también debemos invocar los conceptos de armonía, de consonancia: como los músicos de una orquesta, debemos actuar de consuno para obtener un efecto de conjunto que es el bien común, eso que llamamos sociedad y que es más, mucho más, que una suma de individuos, tirando cada uno de su lado y buscando únicamente el beneficio privado.

6.9 Nuestro sistema educativo nos ha deparado un nivel de conciencia particular en ciertas áreas hoy en día extremadamente sensibles. Costa Rica tiene, por ejemplo, el mejor índice de América Latina en materia de igualdad de género, es uno de los países más seguros y uno de los que más respeta el ejercicio de la libertad de prensa. En mayo fuimos anfitriones de la celebración del Día Internacional de la Libertad de Prensa, y el Premio Mundial de Libertad de Prensa UNESCO-Guillermo Cano fue concedido en San José, Costa Rica. Tuvimos en esa ocasión el honor de acoger a la señora Irina Bokova, a varios dignatarios de la UNESCO y a periodistas del mundo entero.

6.10 Nuestra educación y nuestra cultura florecen porque hemos sido capaces de inyectarles los recursos que, en otros países del mundo, van a perderse en ejércitos, armas y soldados, el engranaje de la muerte que aun las naciones más pobres del planeta se creen en necesidad de poner en acción. El 1º de diciembre de 1948, uno de nuestros más preclaros presidentes tomó la decisión de abolir el ejército para siempre. En lugar de armarse hasta los dientes, como tantos otros dictadores de su época y de nuestra región, ratificó esta resolución en la Constitución política de 1949. Desde entonces los costarricenses hemos vivido en paz con nosotros mismos y con las demás naciones del planeta, teniendo como únicas armas para la resolución de los conflictos el estado de derecho y el sistema jurídico internacional.

6.11 Conocemos la historia: una inmemorial genealogía de la guerra. Ninguna guerra, jamás, solucionó realmente nada. Cada guerra promete ser la última, la “guerra de las guerras”. No creemos en eso. Las guerras se imbrican unas con otras, en una siniestra sucesión, en un cortejo sin fin y sin propósito alguno. Cada guerra no hizo sino diferir, postergar, llegar a las generaciones futuras las heridas aún supurantes de quienes vivieron los anteriores traumas históricos. Un ejemplo entre muchos posibles: las campañas napoleónicas en buena medida engendraron la Guerra franco-prusiana de 1871, que a su vez engendró la Primera Guerra Mundial, que a su vez engendró la Segunda Guerra Mundial, que por su parte engendró la Guerra Fría... Y así seguimos, en una especie de macabro génesis, cada generación tomando el relevo del odio, estallando cíclica e inexorablemente, con periodicidad alarmante y perfectamente predecible. Amigos: si la guerra hubiese sido la solución, ¡simple y sencillamente ya no tendríamos guerras! ¡La existencia de la guerra, aún y siempre, prueba justamente su absurdidad como solución, su fracaso como gestión, su ineficacia para resolver conflicto alguno! Jamás hubo guerra justa: esto es una aporía, una antinomia, una contradicción en los términos.

6.12 Así pues, optamos por la paz. Ese es nuestro verdadero nombre. Los costarricenses nos hemos casado con la paz, y el nuestro es un vínculo absolutamente indisoluble. A lo cual surge la pregunta inevitable: ¿cómo hacemos para defendernos, en el caso de agresiones? Pues acudiendo a las instancias de derecho internacional, amparándonos en los organismos que el mundo ha creado para dirimir este tipo de conflictos. Amigos: desde que el Tigris y el Éufrates “decidieron” inventar la civilización, nos tomó 7.000 años crear las Naciones Unidas, el Premio Nobel de la Paz, la Declaración Universal de Derechos Humanos, la Corte Internacional de Justicia, la Corte Penal Internacional. Demasiado tiempo -¿no creen ustedes?- para por fin entender que no debemos darnos de mazazos unos a otros en la cabeza. No será ciertamente Costa Rica quien haga retroceder a la humanidad al Paleolítico superior. No seremos nosotros quienes socaven una construcción que le ha tomado al mundo tantos milenios, tanto dolor, tanta sangre y tanta muerte. No, no seremos jamás nosotros quienes deshagamos una madeja hilada con miles de millones de vidas segadas.

6.13 Una vez más, y como siempre, renovamos nuestra fe en los organismos encargados de velar por la paz mundial y la convivencia armónica entre las naciones. Esa fe se ha visto alimentada recientemente con la culminación o avance de importantes causas que Costa Rica ha promovido en nombre de la paz mundial. Me refiero a la reciente aprobación por parte de las Naciones Unidas del Tratado sobre Comercio de Armas, y a la reciente celebración de la reunión de alto nivel de la Asamblea General sobre el desarme nuclear, primera de esta naturaleza en las Naciones Unidas, junto con la creación del Grupo de Trabajo de Composición Abierta para hacer avanzar las negociaciones multilaterales de desarme nuclear, que coordina mi país.

6.15 Señoras y señores: Costa Rica se siente profundamente honrada de haber podido hacerse presente en este Foro de dirigentes. ¿Qué es, en el fondo, la UNESCO? Es un enorme acto de fe en el ser humano, eso es lo que es. Una reafirmación de que todavía creemos en nosotros, de que compartimos metas comunes, de que más allá de las diferencias culturales o ideológicas estamos unidos por un fondo común. En la superficie del océano, la infinita mutación de las olas puede generarnos la impresión de que somos radicalmente e irreductiblemente diferentes. Pero si nos sumergiésemos a 10.000 metros de profundidad, ahí donde ni el viento volandero ni otros mil agentes de fricción agitan las calmas aguas, descubriríamos quizás que una fraternidad profunda nos une, serena y amalgama. Es ese fondo común en todos ustedes, el que he querido hoy interpelar el día de hoy. Muchas gracias.

(6.1) **Mme Chinchilla** (Présidente de Costa Rica) (*traduit de l'espagnol*) :

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Messieurs les Présidents de la Tunisie et de la Lituanie, Madame la Directrice générale, Mesdames et Messieurs les Ambassadeurs, mes chers amis, c'est avec beaucoup d'émotion et de fierté que je m'adresse à vous tous en tant que Présidente d'un pays qui est l'un des rares à incarner la philosophie profonde de l'UNESCO. Sans vouloir nous ériger en emblème, nous pouvons au moins dire que le Costa Rica a trouvé certaines solutions dignes d'intérêt aux problèmes qui pèsent sur l'humanité aujourd'hui. Nous ne sommes pas un pays « sans problème » : il n'y en a pas, il n'y en a jamais eu et il n'y en aura jamais. Les défis auxquels nous sommes confrontés sont ceux de notre époque, de notre société et du moment de l'histoire qui nous est échu. Mais il est également vrai que nous nous sommes forcés d'affronter chacun des problèmes qui s'est posé à nous au cours de notre histoire de manière responsable, en préservant de subtils équilibres.

(6.2) « Là où il y a un Costaricien, où que ce soit, la paix règne », a un jour déclaré le Président uruguayen Julio María Sanguinetti. J'ajouterais qu'il y règne bien d'autres choses encore : le dialogue, la solidarité, la tolérance, la liberté et le respect. Respect des autres, bien sûr, mais aussi respect de la planète, de l'environnement et de la nature. Cette nature dont nous avons fait un « sujet de droit » – pour reprendre une expression bien connue des juristes. Autrement dit, une nature que nous traitons comme un sujet, avec tout ce que cela signifie : quelque chose que nous ne devons ni violer ni piller, mais au contraire préserver, étudier et chérir. C'est le principe même de tout développement durable.

(6.3) Du début de l'ère chrétienne à 1400, la population mondiale est restée à peu près stable. À partir de la Renaissance, avec le développement des sciences et de la médecine et l'éradication de plusieurs pandémies mortelles, la planète a connu une explosion démographique telle qu'il nous sera bientôt difficile de la maîtriser. Voici quelques chiffres. Aujourd'hui, en Inde, 10 personnes sur 1 000 possèdent une voiture. La Chine compte 40 voitures pour 1 000 habitants. En Europe, on en compte 600 pour 1 000 habitants, et 900 aux États-Unis. Imaginez ce que cela représente en émissions de dioxyde de carbone. Mais pensez surtout à ce qui se produirait si toute la population de l'Inde ou de la Chine acquérait – ce qui peut parfaitement se comprendre – un ou plusieurs véhicules. On estime qu'en 2020, la planète émettra chaque jour 40 000 millions de tonnes de dioxyde de carbone. Nous ne pouvons nous permettre un tel développement irrationnel et débridé. À l'inverse,

bloquer les économies et ordonner une croissance zéro nous plongerait dans une crise tout aussi grave. Nous voici donc face à un dilemme : d'un côté, un développement insoutenable (voire catastrophique) ; de l'autre, une absence de développement, une forme de stagnation difficile à défendre dans la mesure où personne, à juste titre, ne voudrait d'un tel modèle.

(6.4) Des ouvrages comme *Le Principe responsabilité* de Hans Jonas, en 1979, ou *Le Contrat naturel* de Michel Serres en 1990, ont tiré la sonnette d'alarme : nous nous dirigeons gaiement et en chantant vers l'abîme et ce qui s'annonçait comme un véritable suicide collectif. Ces livres énonçaient des principes très simples, le premier étant que la nature n'est pas responsable de nous : nous sommes responsables de la nature ! Ensuite, le « contrat social » de Rousseau serait de peu d'utilité si nous n'établissions pas dans les meilleurs délais un « contrat naturel », c'est-à-dire un pacte avec la nature. A-t-on jamais demandé à la nature si elle souhaitait qu'on la « maîtrise » ou qu'on la « possède » ? Peut-être ne veut-elle qu'être aimée, respectée et adorée ? Ce dont elle a besoin, c'est de prêtres et de gardiens, non de violateurs.

(6.5) Le Costa Rica a choisi d'aimer la nature, et de cesser de la piller, de la maltraiter et de l'épuiser. Avec ses 26 parcs naturels couvrant plus du cinquième de son territoire, le Costa Rica est le plus « vert » des pays du monde et celui qui compte le plus d'espèces par unité de surface. Sur une superficie de 51 000 km<sup>2</sup> seulement, il accueille 4 % de la biodiversité de la planète, et nous en assumons l'entière responsabilité, la considérant comme une valeur patrimoniale, un bien appartenant à l'humanité tout entière. Nous nous sommes fixé pour objectif de devenir – d'ici à 2021 – le premier pays au monde à bilan neutre en carbone, et nous avons interdit la chasse, non par décret, mais parce que le peuple en a décidé ainsi. C'est ainsi que nous procédons au Costa Rica : de manière consensuelle, selon la volonté du plus grand nombre, que nous respectons par principe parce qu'elle fait l'essence même de ce que nous sommes, à savoir, l'une des 22 démocraties les plus anciennes et les plus solides au monde. Oui, nous sommes une démocratie au vrai sens du terme. Voilà un terme trop souvent galvaudé, rebattu et appauvri, et dans lequel se drape chaque jour plus d'un dictateur de facto. Un terme que certains ont vidé de son contenu, quand ils ne l'ont pas simplifié à l'extrême.

(6.6) Le vote n'est pas synonyme de démocratie. C'est un mécanisme électoral certainement louable, mais qui ne garantit rien en soi. Un peuple qui n'est ni éduqué ni informé manquera de points de repère pour exercer judicieusement ce droit. Il offrira une proie facile à la propagande et aux manipulations. Il finira par voter contre ses propres intérêts, remettant son destin entre les mains de ses bourreaux. Le vote est parfaitement stérile – pire, contre-productif – s'il ne s'accompagne pas d'une démocratisation de la culture et du savoir. Lorsque l'éducation fait défaut, le vote devient comme un pistolet entre les mains d'un enfant. Combien de despotes dans l'histoire ont été élus démocratiquement avant de devenir des fléaux et des calamités pour leurs peuples ?

(6.7) L'éducation est donc ce qui sous-tend notre conception de la démocratie. Au Costa Rica, l'enseignement primaire et secondaire est gratuit et obligatoire depuis 1869 : nous avons donc 79 ans d'avance sur la Déclaration universelle des droits de l'homme. Notre Constitution nous impose de consacrer 8 % du PIB aux services publics d'éducation, ce qui, conjugué à un système de santé universel, nous assure un taux de développement humain comparable à celui des pays développés. Ces deux systèmes – l'éducation et la santé – ont été étendus à la très forte population immigrée que notre pays a absorbée depuis des décennies.

(6.8) Si l'introduction des technologies numériques a modernisé notre éducation, nous ne voyons pas dans la technologie le seul et unique moyen de former des êtres humains intégraux. Nous appliquons un programme éducatif reposant sur trois axes : éthique, esthétique et citoyenneté. Rien d'étonnant à cela : qu'est-ce en effet que l'éthique, sinon une forme d'esthétique du geste moral ? Lorsque nous parlons de « bonnes actions » ou d'un « beau geste », n'y a-t-il là aucune allusion à des catégories esthétiques ? Lorsque nous créons de l'harmonie, de la mélodie, du rythme et de la beauté artistique, ne transposons-nous pas sur le plan des formes sensibles une sorte d'éthique des sons, des couleurs, des volumes et des textures ? Notre éducation s'appuie sur le postulat d'essence platonicienne selon lequel l'esthétique et l'éthique ne sont, dans le fond, que deux manifestations du même phénomène. Qui plus est, l'éducation civique nous enseigne la coexistence harmonieuse, qui est un art en même temps qu'une science et repose sur les concepts d'harmonie et de consonance : comme les musiciens d'un orchestre, nous devons nous accorder pour produire un effet conjoint qui est le bien commun, ce que nous appelons société et qui est plus – bien plus – qu'une somme d'individus tirant chacun dans sa direction et guidés par leur seul intérêt personnel.

(6.9) Notre système éducatif nous a résolument ouvert les yeux sur plusieurs domaines qui sont aujourd'hui extrêmement sensibles. Le Costa Rica possède ainsi l'indice d'égalité entre les sexes le plus élevé d'Amérique latine, et c'est un des pays les plus sûrs et les plus respectueux de l'exercice de la liberté de la presse. En mai 2013, nous avons accueilli les célébrations de la Journée mondiale de la liberté de la presse et le Prix mondial de la liberté de la presse UNESCO-Guillermo Cano a été décerné à San José, au Costa Rica. À cette occasion, nous avons eu l'honneur de recevoir Mme Irina Bokova ainsi que plusieurs hauts responsables de l'UNESCO et des journalistes du monde entier.

(6.10) Notre éducation et notre culture prospèrent parce que nous avons été capables de leur consacrer des ressources qui, dans d'autres pays, sont englouties dans les armes et l'entretien d'une armée, dans une spirale de mort que même les pays les plus pauvres de la terre croient nécessaire d'enclencher. Le 1<sup>er</sup> décembre 1948, l'un de nos présidents les plus éminents a pris la décision d'abolir l'armée. Au lieu de nous armer jusqu'aux dents, comme l'ont fait tant de dictateurs de son temps et de notre région, il a inscrit cette résolution dans notre Constitution politique de 1949. Les Costariciens vivent depuis en paix avec eux-mêmes et avec les autres nations du monde, sans autres armes pour résoudre les conflits que l'état de droit et le droit international.

(6.11) L'histoire n'a été qu'une suite interminable de guerres, dont aucune n'a jamais apporté de solution. Chaque guerre promet d'être la dernière, celle qui doit mettre un terme à toutes les autres. Nous ne sommes absolument pas de cet avis : une guerre en appelle toujours une autre, en une sinistre succession, un cortège sans objet et sans fin. Chacune ne fait que reporter, renvoyer et transmettre aux générations futures les plaies encore suppurantes laissées par les traumatismes historiques antérieurs. Un exemple parmi tant d'autres : les campagnes napoléoniennes ont été la principale cause de la guerre franco-prussienne de 1871, qui a déclenché la Première Guerre mondiale, elle-même prélude à la Seconde Guerre mondiale, qui a entraîné la Guerre froide... Et ainsi se poursuit une genèse macabre, chaque génération recevant un héritage de haine, qui explose de manière cyclique et inexorable avec une fréquence à la fois inquiétante et parfaitement prévisible. Chers amis, si la guerre était la solution, il n'y aurait plus de guerres ! L'existence de la guerre, encore et toujours, est bien la preuve qu'elle est une solution absurde, une option vouée à l'échec, qui ne peut régler aucun conflit ! Il n'y a pas de guerre juste : c'est une aporie, une antinomie, une aberration terminologique.

(6.12) C'est pourquoi nous avons choisi la paix. Elle est notre vrai nom. Nous autres, Costariciens, avons épousé la paix et cette union est indissoluble. Vous me demanderez, inévitablement, comment nous nous défendons en cas d'agression. La réponse est : en faisant appel aux organes juridiques internationaux, en demandant la protection des entités créées par le monde pour régler ce type de conflits. Chers amis, depuis que le Tigre et l'Euphrate ont « décidé » d'inventer la civilisation, il nous a fallu 7 000 ans pour créer les Nations Unies, le Prix Nobel de la paix, la Déclaration universelle des droits de l'homme, la Cour internationale de justice et la Cour pénale internationale. Trop de temps pour enfin comprendre qu'il est inutile de nous en prendre les uns les autres. Ce ne sera certainement pas le Costa Rica qui fera retourner l'humanité au paléolithique supérieur. Nous ne serons pas ceux qui sapent un édifice élevé au prix de tant de millénaires de douleur, de sang et de mort. Non, nous ne serons jamais ceux qui déferont un écheveau formé de dizaines de milliards de vies sacrifiées.

(6.13) Une fois de plus, et comme nous l'avons toujours fait, nous réitérons notre confiance dans les organisations chargées d'assurer la paix dans le monde et la coexistence harmonieuse des nations. Cette confiance a été récemment renforcée par l'aboutissement ou le progrès de causes importantes promues par le Costa Rica au nom de la paix mondiale. Je veux parler de la récente approbation, par les Nations Unies, du Traité sur le commerce des armes, et de la convocation, tout aussi récente, de la réunion de haut niveau de l'Assemblée générale sur le désarmement nucléaire, la première de ce genre aux Nations Unies, ainsi que la création d'un groupe de travail ouvert visant à faire avancer les négociations multilatérales sur le désarmement nucléaire, et dont la coordination est assurée par mon pays.

(6.15) Mesdames et Messieurs, c'est un grand honneur pour le Costa Rica que d'avoir pu assister à ce Forum des dirigeants. Qu'est-ce dans le fond que l'UNESCO ? Un formidable témoignage de la foi en l'être humain. La réaffirmation que nous avons encore confiance en nous-mêmes, que nous poursuivons des objectifs communs et que, par-delà nos différences culturelles ou idéologiques, nous sommes unis par un noyau commun. Le mouvement incessant des vagues à la surface d'un océan peut nous donner l'impression que nous sommes radicalement et irréductiblement différents. Mais si nous nous enfonçons 10 000 mètres de profondeur, là où ni les vents déchaînés ni mille autres causes de friction ne dérangent les eaux tranquilles, nous découvririons peut-être qu'une fraternité profonde, sereine et enveloppante nous unit. C'est à ce noyau commun enfoui en chacun de vous que j'ai voulu faire appel aujourd'hui. Je vous remercie.

## 7. The President:

Thank you, Your Excellency. Ladies and gentlemen, allow me now to introduce His Excellency, Mr Moncef Marzouki, President of Tunisia. Mr Marzouki is well known as a statesman and lifelong human rights activist, but he started his career as medical doctor. After finishing his studies in medicine at the University of Strasbourg, Mr Marzouki worked for several years as a physician in France. Returning to Tunisia in 1979, he founded the Centre for Community Medicine in Sousse and the African Network for the Prevention and Protection against Child Abuse and Neglect. He taught medicine as a professor at the University of Sousse for two decades. Mr Marzouki is a lifelong proponent of human rights. In his youth, he travelled to India to study Mahatma Gandhi's non-violent resistance. Later, he also travelled to South Africa to study transition and apartheid. As a proponent of human rights in his country, Mr Marzouki was repeatedly jailed and he eventually fled the country, seeking asylum in France, where he led the Congress for the Republic, a political party that he founded in 2001. Mr Marzouki returned to Tunisia in January 2011 and became the President of Tunisia in December of the same year. President Marzouki, it is a true pleasure to welcome you to UNESCO. You have the floor, Sir.

٨, ١ السيد مرزوقي (رئيس دولة تونس)

السيدة رئيسة جمهورية كوستاريكا، السيد رئيس وزراء لاتفيا، السيدة رئيسة المجلس التنفيذي، السيدة المدير العام، السيد رئيس المجلس، السيدات والسادة، السلام عليكم ورحمة الله وبركاته. في البداية أريد أن أتقدم بأصدق التهاني إلى السيد هاو بينغ على انتخابه رئيساً للمؤتمر العام لليونسكو وأن أتقدم بالشكر إلى سلفه السيدة كتالين بوغياي على ما بذلته من مجهودات. كما يسعدني أن أتقدم بالتهنئة إلى السيدة إيرينا بوكوفا لإعادة انتخابها على رأس المنظمة متمنياً لها التوفيق. وأود بالمناسبة أن أعبر لها عن شكري لدعمها للتونسيين في ثورتهم حيث جاءت إلى تونس أكثر من مرة. وأريد أن أشكر السيد بان كي- مون الأمين العام لمنظمة الأمم المتحدة على اختياره تونس لتكون من بين الدول العشر الراعية لمبادرته "التعليم أولاً" "Education First".

٨, ٢ قد لا يوجد إجماع بين الشعوب والدول على قضية قدر الإجماع على أهمية التربية وضرورة تعميمها خاصة بعد أن أثبتت الدراسات العلمية أن السبب الرئيسي في تحول البلدان الفقيرة في الخمسينيات مثل ماليزيا وسنغافورة وكوريا الجنوبية إلى النور الصناعية التي نعرفها هو نجاعة سياساتها التربوية قبل وصولها إلى هذا المستوى بعشرين سنة. مثل هذا الاكتشاف لا يزيد إلا في تثبيت إرادة كل البلدان أن ترتقي بتربيتها إلى أعلى مستوى حتى تحقق هذا الشرط. لا غرابة أن



يصبح هاجس الجميع تفعيل النظام التربوي مما يجعل العالم اليوم حقل تجارب تسعى فيه كل الشعوب إلى اكتشاف أحسن نظام تعليمي يمكنه من تدارك الوقت الضائع أو المحافظة على مكانته في مقدمة القافلة. كلنا الآن نبحث عن أنجع طرق التمويل والتكوين والتقييم لهذا النظام التعليمي والتربوي. كلنا نعاني من صعوبة إدارة أنظمة تتزايد تعقيداً وكلفة يوماً بعد يوم. كلنا تحت ضغط البحث عن أنجع السبل للملاءمة بين النظام التربوي وبين حاجات السوق. كلنا نكتشف أن كل نظام اجتماعي إن لم يوضع على قيم مهدد بالانقراض. كلنا نعرف أن النظام التربوي ليس ناجحاً كل النجاعة وهذا ما يفسر، مثلاً، في بلدنا تونس أن عشرين في المائة من الأطفال بين ١٢ و ١٨ سنة يخرجون إلى الشارع دون شهادة، وهو ما يعرضهم لخطورة البطالة أكثر من غيرهم. ثمة أيضاً تحد جديد وهو ظهور ما أسميه الأمية الجديدة، التي قد تكون أخطر من الأمية القديمة. فكل إنسان يريد مواكبة عصره، لا يستطيع الاكتفاء بتقنيات القراءة والكتابة. نحن نرى الضغط الجديد الذي فرضته التكنولوجيا الحديثة على التربية، إذ نعلم كلنا أن من لا يعرف اليوم هذه التكنولوجيا الحديثة مؤهل لأمية جديدة. والثابت أن هذه التكنولوجيا فتحت أرحب الآفاق للمعرفة والتربية ولكنها أيضاً وضعت علينا تحدياً جديداً ونحن لم نستطع التغلب على التحديات القديمة بعد.

٨,٣ أيها السيدات والسادة، كلنا نواجه هذه الإشكاليات وهي تستغرق منا كل الجهد، لكن هل تساءلنا عن الأهداف، خاصة ونحن نريد الآن أن نحدد أهدافاً للتربية بخصوص مشاركتها في التنمية المستدامة؟ أنا أعتقد أن الحوار حول الأهداف يجب أن يأخذ مكانه أيضاً وليس فقط الحوار والنقاشات حول كيفية تنمية مؤسساتنا التربوية. فقد أظهر، مثلاً، عالم الاجتماع الأمريكي ألفين توفلر أن التربية كما نعرفها اليوم لم تكن في الواقع إلا إرادة رأس المال لتطويع أطفال الفقراء وأطفال الفلاحين حتى يجعل منهم المادة الخام لتطوره، حيث بدت التربية كأنها عملية إنسانية، ولكنها في الواقع كانت بالأساس تهدف إلى تقديم اليد العاملة والخبرة الماهرة لرأس المال وللثورة الصناعية التي انتشرت في أوروبا ثم إلى العالم. وبطبيعة الحال كان من الهام بالنسبة لرأس المال وبالنسبة للصناعة والتكنولوجيا الجديدة أن تكون لها هذه الأطر. لكن الدولة لم تتخل عن طريقة التفكير هذه. أي أن كل الدول فهمت أنها لكي تكون قوة عظمى لا بد أن يكون لها مواطنون متعلمون. وبالتالي وضعت هذه الأنظمة التعليمية بالأساس لخدمة مصالح الدولة وليس بالأساس لخدمة مصالح الإنسان. هكذا تشكل الإنسان عبر منظومة التربية سواء بالنسبة لرأس المال أو بالنسبة للدولة أساساً كأداة وليس كهدف. ونحن نحمل هذه الإشكالية إلى حد الآن في كل المستويات. ونحن لا نستطيع الاضطلاع بالتربية أو تحقيق التنمية المستدامة إن لم نعد مراجعة هذه الأهداف الضمنية التي فرضت علينا فرضاً. نحن لا نستطيع أن نحقق هذه التنمية المستدامة بدون تربية يعاد تحديدها أهدافها كلياً وبكل وضوح. وإن لم نفع لهذا فإننا سنواصل خلق تنظيمات تربوية هدفها بالأساس تغطية حاجات رأس المال والصناعة والتكنولوجيا وتغطية حاجات الدولة وليس تغطية حاجات الإنسان والمجتمعات التي نريد تنميتها لتكون حقاً مجتمعات إنسانية تبني هذه الدول الجميلة التي نريدها أن تكثر مثل دولة كوستاريكا.

٨,٤ أيها السيدات والسادة، إن قناعتي اليوم هي أن تحقيق الهدف الأسمى للتربية كما تراه الأمم المتحدة واليونسكو، أي بناء السلم في العقول، يمر بجعل التربية في خدمة الإنسان والإنسانية، أما ما يتحقق من أهداف اقتصادية واجتماعية وسياسية فهو من التبعات الثانوية وليس العكس. إذا قلنا بجد المنظومة الفكرية التي نعتقد أنها الأسلم فإن ضرورة إعادة رسم الأهداف الكبرى للتربية ومن ثم لكل البرامج المتولدة عنها. وهذه الأهداف في نظري هي ثلاثة: الهدف الأول، لكي نبني هذه التربية التي ستعطينا ربما دولاً مثل كوستاريكا، ينبغي تمكين الإنسان من الأدوات الأساسية التي تتيح له، عبر القراءة والكتابة والحساب، واليوم الإعلامية، الدخول إلى التراث الفكري والفني والقيمي للشعب وللإنسانية. لكن لنتنبه هنا إلى أن طرق البيداغوجية التي تُعتمد في التعليم ليست بريئة كما نتصور. فالتركيز على التلقين والحفظ عن ظهر قلب والتعامل مع النصوص هو موقف سياسي والدليل على ذلك أن السعي إلى إشراك المعلم وتنمية ملكة النقد عنده وتعليمه عقلية المبادرة وتمكينه بأكراً من المنهجية خيار لا نراه إلا في أكثر البلدان ديمقراطية وإيماناً بحقوق الإنسان. في الحالة الأولى نحن أمام التربية التي تحتاج إليها الدولة القديمة والاقتصاد القديم. وفي الحالة الثانية نحن بحاجة إلى منهجية تشاركية تمكن الطالب أو التلميذ من أن يكون فاعلاً وليس فقط مفعولاً به، فنحن نمي فيه هذه المواطنة التي نريد أن نصل إليها. الهدف الثاني لكل تربية، بحسب رأبي، هو بلورة الاستعدادات الفطرية عند كل إنسان وتنميتها إلى أعلى درجة ممكنة. صحيح أن كل طفل ليس بالضرورة نابغة، صحيح أننا قد نتعسف كثيراً في التعامل مع أطفالنا ونطلب منهم أن يكونوا عبقرة أو لا يكونوا، صحيح أننا نضع عليهم ضغطاً كبيراً في هذه الحالة، لكن علينا أن نتلمس في كل طفل المهوبة التي نستطيع أن نميها حتى نمي فيه إنسانيته وحتى يعود بالنفع على نفسه وعلى المجتمع. وسمحوا لي هنا أن أؤكد على أن هاجس النوعية الموجود الآن في كل برامجنا يجب ألا ينسبنا أن درجة التحضر في مجتمع ما تقاس بمعاملته لأضعف مكوناته، مثل المساجين والمرضى العقليين وخاصة أصحاب الاحتياجات الخاصة. إن ما تقوم به دولة، كالنرويج مثلاً، في دمج الأطفال المعوقين في الأقسام العادية مثال يجب أن يحتذى به، وهو أحسن تعبير عن الفلسفة التربوية التي يجب أن تسند كل تربيتنا. يجب ألا يكون هدف التربية هو الحصول على أحسن الطلبة وأحسن التلاميذ إلخ... في مسابقة لا تنتهي. فهذه هي العقلية التي فرضها رأس المال وحاجات الدولة. يجب أن يكون هدفنا تنمية الإنسان أياً كان، وخاصة الإنسان الذي، للأسف الشديد، لم يتمكن أن تكون له كل طاقاته وكل قدراته عند الولادة. وهنا يأتي دور اليونسكو، الهدف الثالث في التربية المستدامة، لتبني لنا السلم في العقول والقلوب. وهو ما أسميه التربية المواطنة والإنسانية. في تونس احتلت التربية المدنية مكاناً هاماً في التعليم وذلك لأجيال. لكنها كانت تظهر بصفة كاريكاتورية ما تسعى إليه كل الدول عبر ما تسميه "التربية المدنية"، وهو إقحام الأطفال في الأسطورة الجماعية، في التاريخ المنمق الجميل الذي يروى لهم محاولة دمجهم في المجموعة الوطنية، وفي آخر المطاف الانخراط في منظومة فكرية ليست الحقيقة وأبعد ما تكون عن الصدق. وقد تمهي للحرب كما قالت لنا السيدة رئيسة جمهورية كوستاريكا. هذه التربية المدنية ليست دائماً وأبداً تهيباً للسلم. فعادة الشخصية الوطنية تبني بالصدية، أي أنها تبني على أن الآخر هو ضدي وبالتالي فإنني أمني هويتي الوطنية كهوية مضادة للآخر وبالتالي فهي تعد للحرب. كذلك فإن هذه الدول عادة، حتى الدول الديمقراطية، لا تعطي أطفالها مواد مثل مقاومة الفساد والتعذيب وتزييف الانتخابات وتقنيات الدعاية والتضليل الإعلامي. والحال أنه يجب أن ندرس هذه المواد في آخر التعليم الثانوي وربما في التعليم العالي حتى نمي حقيقة حس المواطنة. إن دور أي تربية مدنية هو تعليم الطفل والمراهق والشاب تفكيك كل الأساطير التي تعطى له، حتى يعرف دائماً وأبداً كيف يدافع عن نفسه ضد هذا السيل العارم من المعلومات والكثير منها حافلة بالسموم. إلا أنني أعتقد أيضاً أن التاريخ يشكل عادة مادة - وهنا سأغضب المؤرخين - فلما تعد الطفل والشاب لأن يكون مواطناً عالمياً وهي تجسده في تاريخ ضيق هو تاريخ شعبه وتاريخ أمته وتسيه أيضاً للتواريخ الأخرى للأمة البشرية. لذلك أقول إن ضرورة البقاء كإنسانية تفرض علينا ضرورة الترابط والتشابك والتلاحم بين القضايا وعلى رأسها قضية تنمية حس الانتماء والمسؤولية، ليس فقط تجاه الوطن والشعب، وإنما أيضاً تجاه الأرض والإنسانية. وكما يجب أن ندرس أطفالنا أنظمتنا السياسية والاجتماعية والاقتصادية الوطنية علينا أيضاً أن ندرسهم أنظمتنا المشتركة على الصعيد العالمي أي هيكلية ووظائف الأمم المتحدة وكل وكالاتها المتخصصة. ولذلك فإنني أتقدم إلى السيدة المديرية

العامه لليونسكو باقتراح فيما يخص التاريخ لدعوة كبار المؤرخين إلى وضع تاريخ جماعي يروي ملحمة الجنس البشري برمته ويكون تاريخاً أفقياً يظهر عرساً بعد عصر كيف شهدت أماكن متفرقة في نفس الوقت انفجارات الخلق والإبداع وكيف ساهمت كل الشعوب في الحضارة البشرية. ويمكن إلحاق هذا التاريخ المشترك بالتاريخ الخصوصية وتدرسه مبسطاً في التعليم الابتدائي وفي أكثر تقدير في التعليم الثانوي. وسأسعى بكل قوتي إلى أن تكون تونس من أوائل الدول التي تنخرط في مثل هذه التجربة. وهناك أيضاً الجغرافية المشتركة التي يجب أن تدرس أيضاً في كل مدارس العالم، ولا أقصد هنا الجغرافيا الفيزيائية. إنني من أشد المعجبين ببرنامج اليونسكو المعني بكنوز البشرية ومن المتابعين لقائمتها التي تتزاحم اليوم كل البلدان لكي توضع فيها بما تحتويه من آثار أو ما حبتها به الطبيعة من مناظر. إنني جد فخور، مثلاً، بأن قائمة التراث العالمي تحتوي على المدن العتيقة لتونس وسوسة والقيروان وآثار قرطاج وكركوان والجم ودقة وبحيرة إشكل. أذكر أن هذا التاريخ أفهمي ما هي الخصوصية والعالمية. العالمية ليست الانحراط في قالب حضاري غالب وهو الغربي وإنما ارتفاع الخصوصية إلى أعلى درجات الإبداع، وأنداك ترتقي إلى معالم العالمية لأن كل إنسان يعجب بما ويجد نفسه فيها. لا أحد يجادل أن الأهرامات ملك المصريين، لكن روعة هذا المعلم رفعتة إلى مقام تراث البشرية. إن علينا تدرسي هذه القائمة في كل البلدان ليحس الطفل الكمبودي بأن آثار أنكور فات ملكه، وأيضاً ماتشو بيتشو وأهرامات الجيزة وسور الصين وزمبابوي الأكبر. أي خيار آخر إذا أردنا أن ننمي في كل طفل إحساسه بالانتماء، لا لشعب وأمة وحضارة فقط وإنما أيضاً للإنسانية جمعاء. إذا أردنا أن نربي حصوناً للسلام في العقول والقلوب فهذا يمر بتنمية هذا الشعور المشترك.

٨,٥ أيها السيدات والسادة، يجب ألا نُحوّل المصاعب التي ستعترضنا وألا نستعطين بها. حقاً، سيبقى تحديد الأهداف لنظامنا التربوي لأمد طويل بين يدي الدولة الوطنية بمحدودها الجغرافية والذهنية، وكذلك بين يدي رأس المال الذي لا يهيم من هذه التربية إلا أن تمدد بمادته الأولية، ألا وهي العامل والتقني والباحث والإداري الماهر. نعم التربية هي اليوم، في جزء كبير منها، بين أيدي وسائل إعلام تريد هي أيضاً دخول العقول والقلوب لخدمة مصالح من مملكتها. الأخطر من هذا كله أن أهم عنصر في التربية خارج وفوق ما نخطط ونخططون من أهداف وما يولدون من برامج. لقد دأبت على القول أن السيد هو من يعطي المثل لا من يعطي الأوامر وكل التاريخ شهادة على أن من أعطوا المثل من رجال ونساء هم الذي طبعوا التاريخ بطابع لا يمحي. نحن لا نتحكم في ظهور هؤلاء الذين يعطون المثل. صحيح أن الدولة والإعلام ورأس المال هم القوى الكبرى التي تسعى إلى قولبة العقول وغزو القلوب، لكننا لا نزال نأمل أن مثل هذه العقول التي تعطينا ما لديها وتؤشر لنا على الطريق قادرة أيضاً على أن تؤدي دورها الهام. ومن حسن الحظ أن خبرتنا تتزايد يوماً بعد يوم. ومن حسن الحظ أن الأجيال التي تتابع تنطلق بأدمغة بكر. من حسن الحظ وجود منظمات مثل اليونسكو تستطيع أن تحمل مشاريعنا نحن الحقوقيين والديمقراطيين والعالميين، وتدعم تربية هدفها الإنسان لا أداها. عندما تتلبد السحب وتأتي لحظات الإحباط أمام ضخامة التحديات، أذكر نفسي بشاعر وضعته لمثل هذه الفترات الصعبة: "من السذاجة محاولة تغيير العالم ومن الجريمة عدم المحاولة". لذلك، سيداتي، سادتي، يجب أن لا نكف عن المحاولة، وكما يقول شاعرنا الوطني والإنساني أبو القاسم الشابي: "ولا بد لليل أن ينجلي. ولا بد للقيد أن ينكسر". شكراً والسلام عليكم ورحمة الله وبركاته.

(8.1) **M. Marzouki (Président de la Tunisie (traduit de l'arabe) :**

Madame la Présidente de la République du Costa Rica, Monsieur le Premier Ministre de la Lettonie, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Monsieur le Président de la Conférence générale, Mesdames et Messieurs, que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous. Tout d'abord, permettez-moi de présenter mes plus sincères félicitations à M. Hao Ping pour son élection au poste de Président de la Conférence générale de l'UNESCO, et de remercier celle qui l'y a précédé, Mme Katalin Bogyay, pour tous les efforts qu'elle a déployés. J'aimerais également féliciter Mme Irina Bokova pour sa réélection à la tête de l'Organisation et lui souhaiter plein succès. Je saisis également cette occasion pour la remercier d'avoir soutenu la révolution du peuple tunisien en se rendant en Tunisie à plusieurs reprises. J'aimerais aussi remercier M. Ban Ki-moon, Secrétaire général de l'ONU, d'avoir désigné la Tunisie comme l'un des dix pays champions de son initiative « L'éducation avant tout ».

(8.2) L'importance de l'éducation universelle est un sujet qui unit les peuples et les États comme aucun autre, notamment depuis que les études scientifiques ont montré que ce qui avait largement permis à des pays comme la Malaisie, Singapour ou la République de Corée de sortir de la pauvreté dans les années 1950, et de s'imposer aujourd'hui comme des géants industriels, avait été la réussite des politiques éducatives adoptées 20 ans plus tôt. De telles découvertes rendent les pays plus déterminés que jamais à créer les meilleurs systèmes éducatifs possibles pour maîtriser ce facteur de réussite. Il n'est donc pas surprenant que nous soyons aujourd'hui obsédés par l'amélioration de nos systèmes éducatifs : le monde entier est devenu un champ d'expérimentation où chaque pays s'efforce de trouver la formule éducative parfaite qui lui permettra de rattraper les autres ou de conserver la première place. Nous cherchons tous actuellement le meilleur moyen de financer, structurer et évaluer nos systèmes d'éducation et de formation. Nous nous efforçons tous de gérer des systèmes qui deviennent chaque jour plus complexes et plus coûteux. Nous sommes tous contraints de trouver les meilleurs moyens d'adapter nos systèmes éducatifs aux exigences du marché. Nous prenons tous conscience du fait qu'un système social qui ne repose pas sur des valeurs morales court le risque de s'effondrer. Nous avons tous conscience que nos systèmes éducatifs ne sont pas aussi efficaces qu'ils pourraient l'être, si bien que dans mon pays, par exemple, 20 % des jeunes de 12 à 18 ans quittent l'école sans qualifications, s'exposant ainsi plus que les autres au risque du chômage. Nous faisons également face à un nouveau défi : l'apparition d'une nouvelle forme d'analphabétisme, qui pourrait s'avérer plus redoutable que celle que nous connaissons. Pour être en phase avec le monde moderne, savoir lire et écrire ne suffit plus. Les nouvelles technologies font peser sur l'éducation une pression supplémentaire et, comme nous le savons tous, celui qui ne parvient pas à les maîtriser tombe dans une nouvelle forme d'analphabétisme. Si ces technologies ont, nous n'en doutons pas, ouvert de nombreuses perspectives bienvenues sur le plan du savoir et de la connaissance, elles créent aussi de nouveaux défis, alors que nous n'en avons pas encore fini avec ceux d'hier.

(8.3) Mesdames et Messieurs, nous sommes tous conscients de ces problèmes et nous consacrons tous nos efforts à les résoudre. Mais nous sommes-nous demandé quels objectifs il convenait de fixer, notamment dans le domaine de l'éducation, et dans quelle mesure ils pourraient contribuer au développement durable ? Je pense que nos débats sur l'éducation devraient porter également sur les cibles, et non uniquement sur les moyens de développer nos institutions éducatives. Le sociologue américain Alvin Toffler a montré, par exemple, que l'éducation ne serait pas ce qu'elle est actuellement sans l'intention capitaliste d'assujettir les enfants des pauvres et des paysans pour en faire des matières premières malléables. Si l'éducation est aujourd'hui perçue comme un progrès social, le but était alors de fournir la main-d'œuvre, l'expertise et les compétences nécessaires pour alimenter le capital et la révolution industrielle qui se propageait en Europe avant d'envahir le monde entier. Les conditions d'alors exigeaient de construire ces cadres avec soin pour servir le capital, les industries et les technologies émergentes. Depuis, l'État n'a cependant pas modifié son mode de pensée, chaque État ayant compris que,

pour être une grande puissance, il devait éduquer ses sujets. Les systèmes éducatifs ont donc été créés pour servir les intérêts des États, et non, comme c'était leur objectif premier, pour servir l'humanité. L'humanité a, par le biais de systèmes éducatifs, été organisée selon la volonté du capital, ou celle de l'État, comme un moyen au service d'une fin et non comme une fin en soi. Sur bien des plans, cette situation n'a pas changé. Nous ne pouvons garantir éducation et développement durable sans reconsidérer ces objectifs fondamentaux qui nous ont été imposés. Pour parvenir au développement durable, nous devons retourner en arrière et fixer, pour l'éducation, des objectifs nouveaux et clairement définis. Dans le cas contraire, nous continuerons de créer des systèmes éducatifs intrinsèquement conçus pour répondre aux nécessités du capital, de l'industrie et de la technologie, ainsi qu'aux besoins des États, et non à ceux des peuples et des sociétés que nous voulons rendre véritablement humaines, dans l'espoir d'augmenter le nombre d'États admirables, comme le Costa Rica.

(8.4) Mesdames et Messieurs, aujourd'hui, je suis convaincu que, pour atteindre l'objectif suprême d'éducation défini par les Nations Unies et l'UNESCO, qui consiste à construire la paix dans l'esprit des hommes et des femmes, l'éducation doit être mise au service de l'humain et de l'humanité. Les objectifs économiques, politiques et sociaux devraient venir en seconde position, et non occuper la première place. Si nous acceptons cette façon de penser comme étant la meilleure, nous devons réorienter nos principaux objectifs d'éducation et redéfinir les programmes qui en découlent. Voici quels devraient être, selon moi, nos trois principaux objectifs. Le premier objectif que l'on doit atteindre pour parvenir à une éducation de nature à bâtir des États comme le Costa Rica devrait être de veiller à ce que les individus apprennent à se servir d'outils essentiels tels que la lecture, l'écriture et le calcul, en y ajoutant, aujourd'hui, l'informatique et les moyens d'accéder à l'ensemble du patrimoine intellectuel, des traditions artistiques et des systèmes de valeurs que les peuples et l'humanité ont à offrir. N'oublions pas que les méthodes d'enseignement qui sous-tendent nos systèmes éducatifs ne sont pas aussi inoffensives qu'elles en ont l'air : ces méthodes, basées sur la dictée, la mémorisation et la manière d'aborder les textes, sont en soi un acte politique. La preuve en est que les pays qui ont choisi d'impliquer les élèves, de développer leur sens critique et de cultiver en eux, dès leur plus jeune âge, un esprit d'entreprise méthodique, sont les plus démocratiques et ceux qui ont le plus de foi dans les droits de l'homme. L'un des problèmes est que nous sommes confrontés à un système éducatif répondant à des besoins nationaux et économiques dépassés ; l'autre est que pour enseigner aux élèves le type de citoyenneté que nous appelons de nos vœux, nous avons besoin de méthodes participatives qui fassent d'eux des apprenants actifs et non réduits à la passivité. Le deuxième objectif de tout système éducatif devrait être, à mon avis, de détecter et de nourrir, autant que possible, le potentiel naturel de chaque individu. Tous les enfants ne peuvent pas être des génies et nous devons admettre que nous avons exigé beaucoup de nos enfants, en ne leur laissant pas d'autre choix que d'être des prodiges et en les soumettant à une pression intense. Nous devrions plutôt chercher en eux les qualités qui peuvent être encouragées pour les aider à acquérir un sentiment d'humanité, qui leur sera utile à eux-mêmes ainsi qu'à la société. À ce propos, permettez-moi de souligner que nous ne devrions pas laisser notre obsession de la qualité, qui se manifeste aujourd'hui dans tous nos programmes éducatifs, masquer le fait que l'on mesure le degré de civilisation d'une société à sa façon de traiter ses membres les plus faibles, comme les prisonniers, les malades mentaux et les personnes ayant des besoins spéciaux. Des pays comme la Norvège, où les enfants handicapés sont intégrés dans le système éducatif ordinaire, sont un exemple que nous devrions suivre, et qui illustre parfaitement la philosophie de l'éducation qui devrait guider l'ensemble de nos réflexions. Les systèmes éducatifs devraient renoncer à cette obsession de la course à la formation des meilleurs élèves que leur dictent les exigences du capital et de l'État, car l'objectif premier de l'éducation devrait être de promouvoir le développement de tous les êtres humains sans exception, et surtout ceux qui, fort malheureusement, ne disposent pas de toutes leurs facultés et capacités à la naissance. Le troisième objectif – et c'est ici où intervient le rôle de l'UNESCO – est que toute forme d'éducation durable devrait nous aider à construire la paix dans nos cœurs et nos esprits : ce que j'appelle enseigner la citoyenneté et l'humanité. Pendant des générations, l'instruction civique a tenu une grande place dans l'éducation tunisienne, mais il y a aussi eu ces tentatives ridicules, de la part de l'ensemble des États, de mettre en place une prétendue éducation civique entraînant les enfants dans les méandres d'un mythe collectif, d'une histoire enjolivée, dans le but de les intégrer à la nation et, au bout du compte, d'introduire de pures fables dans un système de pensée pouvant préparer le terrain à la guerre, comme l'a indiqué Mme la Présidente de la République du Costa Rica. Cette forme d'éducation civique va, en tous points, à l'encontre de la paix. Ceci, parce que l'identité nationale est souvent construite par opposition à « l'autre », que l'on décrit comme adversaire, ce qui est un ferment des conflits. Ces États, quel que soit leur degré de démocratie, n'ont pas su apprendre à leurs enfants à s'opposer à la corruption, à la torture, à la fraude électorale, à la propagande et à la désinformation. Il est donc de notre devoir d'inculquer ces valeurs à nos enfants au niveau de l'enseignement secondaire supérieur, et peut être même au niveau de l'enseignement tertiaire, pour leur donner le sens de la citoyenneté. Toute éducation civique devrait avoir pour objet d'apprendre aux enfants, aux adolescents et aux jeunes, à décortiquer les mythes qui leur sont transmis pour pouvoir ensuite se protéger face au flot d'informations dont ils sont abreuvés et où coule rarement une eau pure. Je considère aussi – et cela ne plaira sans doute pas aux historiens – qu'il est rare qu'à l'école, l'histoire vise à enseigner aux enfants et aux jeunes à être des citoyens du monde : elle les enferme plutôt dans une version étroite de l'histoire qui est celle de leur peuple et de leur pays, en laissant de côté d'autres formes d'histoire humaine. Je dirais ainsi que la nécessité d'assurer la survie de l'humanité nous commande d'établir une interdépendance et une corrélation forte entre les différentes questions qui se posent à nous, notamment le développement d'un sentiment d'appartenance et de responsabilité, non seulement vis-à-vis d'un pays et d'un peuple, mais aussi de la planète et de l'humanité. De plus, tout comme nous devons enseigner à nos enfants le contenu de nos systèmes politique, social et économique nationaux, nous devons également leur dispenser une formation sur nos systèmes mondiaux communs, autrement dit, sur la structure et les fonctions de l'Organisation des Nations Unies et de l'ensemble de ses institutions spécialisées. Aussi aimerais-je proposer à Mme la Directrice générale de l'UNESCO d'inviter d'éminents historiens à créer une version collective de l'histoire qui nous parle de l'humanité dans son ensemble. Celle-ci devrait peindre une large fresque illustrant comment, à travers les âges, les différentes parties du monde ont connu la même explosion de créativité et d'innovation, montrant ainsi la contribution de tous les peuples à la civilisation humaine. Cette histoire collective pourrait être ensuite intégrée à d'autres formes d'histoire plus spécifiques et enseignée sous une forme simplifiée à l'école primaire, et plus en détail au niveau secondaire. Je ferai tout mon possible pour garantir que la Tunisie soit l'un des premiers pays à participer à cette expérience. En outre, une version collective de la géographie – j'entends la géographie non physique – pourrait également être enseignée dans toutes les écoles du monde. Je suis moi-même l'un des plus grands admirateurs du programme des Trésors humains vivants de l'UNESCO et l'un des plus fervents partisans de la Liste du patrimoine mondial, sur laquelle chaque pays ambitionne d'inscrire ses monuments et ses plus beaux paysages. Je suis extrêmement fier que les médinas de Tunis, de Sousse et de Kairouan, les sites antiques de Carthage, de Kerkouane, d'El Jem et de Dougga, ainsi que le lac Ichkeul, figurent sur la Liste du patrimoine mondial. C'est précisément ce programme qui m'a fait comprendre le sens des notions d'individualité et d'universalité. Il m'a appris que l'universalité n'équivaut pas à façonner la civilisation de façon qu'elle entre dans un moule essentiellement occidental, mais à renforcer l'individualité pour l'amener à des sommets d'innovation, où elle acquiert le statut d'universalité parce que tous les hommes l'admirent et se reconnaissent en elle. Personne ne conteste le fait que les pyramides appartiennent aux Égyptiens, mais elles constituent un

monument si magnifique qu'elles ont acquis le statut de patrimoine mondial de l'humanité. Nous devons inclure cette liste dans notre enseignement partout dans le monde, pour que les enfants du Cambodge aient le sentiment que non seulement Angkor Vat leur appartient, mais aussi le Machu Picchu, les Pyramides de Guizeh, la Grande Muraille de Chine et le Grand Zimbabwe. C'est le seul choix qui s'offre à nous si nous voulons susciter chez chaque enfant un sentiment d'appartenance non seulement à un peuple, à un État et à une civilisation, mais aussi à l'humanité tout entière. Si nous voulons réellement élever les défenses de la paix dans le cœur et dans l'esprit des hommes, nous devons encourager ce sentiment d'identité commune.

(8.5) Mesdames et Messieurs, face aux difficultés qui s'annoncent, nous ne devons ni nous laisser impressionner par l'ampleur de la tâche, ni la sous-estimer. En réalité, la définition des objectifs de l'éducation sera encore longtemps aux mains des États, dans les limites de leurs frontières nationales, tant géographiques que mentales, et donc aux mains du capital, qui ne se soucie nullement de l'éducation tant qu'elle lui fournit les matières premières dont il a besoin, c'est-à-dire des travailleurs manuels, des techniciens, des chercheurs et des administrateurs qualifiés. Il est vrai que l'éducation se trouve aujourd'hui pour une large part aux mains des propriétaires des médias, lesquels souhaitent accéder au cœur et à l'esprit des gens pour servir leurs propres intérêts. Le problème le plus grave est que la composante la plus importante de l'éducation échappe aux objectifs et aux plans qu'ils ont ou que nous avons nous-mêmes élaborés. Comme je l'ai toujours souligné, un maître est quelqu'un qui donne l'exemple, non des ordres. Comme cela a été démontré tout au long de l'histoire, les hommes et les femmes qui dirigent par l'exemple sont ceux qui laissent une trace durable. Nous n'avons aucune prise sur les exemples fixés par d'autres : ce sont les forces puissantes de l'État, des médias et du capital qui s'emploient à façonner l'esprit des individus et à envahir leur cœur. Mais nous continuons d'espérer que les esprits qui donnent le bon exemple et nous guident dans le droit chemin continueront d'exercer une influence significative. Par bonheur, chaque jour qui passe nous en apprend davantage. Par bonheur, chaque génération nouvelle génère des esprits frais. Par bonheur, il existe des organisations comme l'UNESCO pour nous soutenir dans nos projets, nous, défenseurs mondiaux des droits et de la démocratie – des organisations qui soutiennent cette vision de l'éducation qui fait de l'homme une fin en soi, non un moyen vers une fin. Parfois, lorsque les nuages s'amoncèlent et que les obstacles au progrès me semblent insurmontables, il me vient à l'esprit une citation que j'avais coutume d'invoquer lorsque je traversais des temps difficiles : « il est idiot de vouloir changer le monde, mais criminel de ne pas essayer ». Nous ne devons donc pas, Mesdames et Messieurs, renoncer à essayer. Comme l'a dit notre humaniste et poète national Aboulkacem Chebbi : « Force est pour les ténèbres de se dissiper, force est pour les chaînes de se briser ». Je vous remercie de votre attention, et que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous.

## 9. **The President:**

Thank you, Your Excellency. Ladies and gentlemen, our third eminent speaker this morning is Mr Algirdas Butkevicius, Prime Minister of Lithuania. Mr Butkevicius holds a Doctorate in economics. Having worked for almost a decade in engineering and construction, he was elected deputy to the Municipal Council of Vilkaviškis region in 1992 and, the following year, he became Deputy Manager in the same region. Mr Algirdas Butkevicius was Minister of Finance from 2004 to 2005 and Minister of Transport and Communications from 2006 to 2008, before being elected Prime Minister of Lithuania in 2012. He has been the leader of the Social Democratic Party of Lithuania since 2009. Your Excellency, it is a pleasure and an honour to have you with us. The floor is yours.

### 10.1 **Mr Butkevicius** (Prime Minister of Lithuania):

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General of UNESCO, Your Excellencies, ladies and gentlemen, 13 years ago, in September 2000, Member States of the United Nations adopted eight Millennium Development Goals. All of them were directly or indirectly associated with UNESCO, which indeed has contributed significantly to their implementation. Therefore, on behalf of the Republic of Lithuania, I would like to congratulate UNESCO for its renowned actions on safeguarding cultural and natural heritage and for fostering cultural expressions and diversity.

10.2 Lithuania welcomes initiatives on education and science, especially in areas of recent and ongoing conflicts. Through such action, UNESCO continually builds peace in the minds of men and women and successfully implements its main mission to enforce peace through programmes on education, science, culture, communication and information. Although the Millennium Development Goals are, as it was correctly observed by UNESCO, unfinished business, thanks to these goals and global platforms for cooperation, the world has made unprecedented collaborative progress, and it is of the utmost importance to continue following the great example of this unifying agenda. Thus we have two main tasks ahead of us: acceleration of the achievement of the Millennium Development Goals and strengthening development efforts beyond 2015. Currently, our main task is to accelerate the achievement of the Millennium Development Goals, which cannot be ensured without proper mobilization of all possible resources – public and private, domestic and international – and without using them in an innovative manner. The same rule applies for the future: we should commit more strongly to allocating sufficient resources, using them innovatively and setting a more efficient framework based on the lessons learnt from the implementation period of the Millennium Development Goals.

10.3 Ladies and gentlemen, the recent financial crisis has illustrated perfectly the vulnerability of progress and sustainability. The agenda for the Millennium Development Goals has helped to lift millions of people out of extreme poverty. It has brought millions of girls and boys into classrooms. Unfortunately, we have overlooked a new challenge, youth unemployment, which has reached record numbers, has become a threat to global development and has caused yearly losses of as much as 1.2% of the global GDP or nearly \$1 trillion. It is of absolute importance to assure that these young people do not become the "lost generation". Therefore, tailoring a specific target to foster youth employability is crucial to ensuring constant attention for this issue in the post-2015 agenda.

10.4 Ensuring equal access to education and high attainment levels remain among the most important goals. Lithuania, which has a good level of overall literacy, low drop-out rates and high tertiary education attainment, nonetheless strongly supports these goals. However, stronger commitment has to be dedicated to improve the quality of education and to build dynamic education systems – systems that are capable of overcoming future challenges and of adjusting to provide everyone – from children to the elderly – with the skills needed for successful life and decent jobs.

Despite the financial crisis, in the European Union alone there are over 2 million vacant jobs that cannot be filled because of the skills mismatch. Quality education for all and lifelong learning opportunities are and will always remain among the main conditions for the continuing and successful development of a person, society and the world.

10.5 Distinguished guests, the future development agenda should be closely linked to science, technology and innovation. Scientific and technological innovation should be adopted for practical use, incorporated in traditional knowledge and made widely accessible, while scientific research should be demand-led. Therefore, strengthening the interface between science and policy communities and ensuring full coherence and synergy with existing national, regional and global initiatives on research, development and innovation are important tasks to undertake in the post-2015 agenda. It is no less important to emphasize the vital role that communication and information play in scientific advance and in promoting sustainable development.

10.6 Ladies and gentlemen, culture is the area currently not reflected in the Millennium Development Goals. Yet it is not only the main pillar of the person's inner development; it has also grown into a strong economic sector, generating income and creating jobs, as well as being responsible for a significant share of the GDP. Culture has become a driver of and an enabler for achieving development goals: the creative economy plays an important role in the development of countries. Culture-led development ensures greater social inclusiveness, innovation, creativity and entrepreneurship for individuals and communities. It is crucial for us to preserve our identity and our heritage, both tangible and intangible, for future generations. It is also very important to foster cultural dialogue and diversity, not only to ensure the moral development of our countries, but also to maintain dialogue and peace among the diverse peoples of the world. Thus we support the call in the Hangzhou Declaration for the full integration of culture to be defined in the post-2015 development agenda through clear goals, targets and indicators.

10.7 Ladies and gentlemen, Lithuania, as the current President of the Council of the European Union, would like to emphasize that the post-2015 framework should be based on the principles of equality and equity, democracy and good governance, the rule of law and accountability, and successful global partnerships. It is hard to believe that today there are still communities in which people cannot express themselves freely, do not have the right to vote and decide on their future, and face abuse and violence. Therefore, we would like to see the post-2015 agenda with a strong focus on peace and security, quality education for all, scientific innovations, culture, gender equality and empowerment of women.

10.8 Distinguished guests, taking this opportunity, I would like once more to emphasize the commitment of the Republic of Lithuania to UNESCO. We have consistently shared the same view, which is written in the Constitution of UNESCO, that peace must be founded upon the intellectual and moral solidarity of humankind, for it to be long lasting. Let us create a better, smarter, more innovative, creative and coherent future together. Thank you very much for your attention.

#### 11. The President:

Thank you, Your Excellency. I would like to address our sincere thanks to the distinguished Heads of State and Government for their wise and inspiring words. I would invite the Heads of State and Government to stay with us, but I know that President Marzouki has another important appointment and thus I wish to thank him again before he leaves us. Ladies and gentlemen, I now give the floor to the representative of the United Arab Emirates, who will read a message on behalf of the President of the United Arab Emirates, His Highness Sheikh Khalifa Bin Zayed Al-Nahayan.

١٢،١ السيد آل نهيان (وزير الثقافة والشباب والتنمية، الإمارات العربية المتحدة):

بسم الله الرحمن الرحيم. أصحاب الفخامة والسعادة، السيدات والسادة، السلام عليكم ورحمة الله وبركاته. يشرفني في البداية أن أنقل إليكم جميعاً تحيات صاحب السمو الشيخ خليفة بن زايد آل نهيان رئيس دولة الإمارات العربية المتحدة وتمنياته الطيبة لكم جميعاً بالنجاح في هذا الملتقى. إن سموه يقدر كثيراً دور منظمة اليونسكو في تعميق التعاون والعمل المشترك في مجالات التربية والثقافة والعلوم في كافة ربوع العالم. إن هذا الملتقى العام للقادة يدركنا بالتحديات الكبرى التي يواجهها العالم في الاقتصاد، والبيئة، والمناخ، وقضايا المياه، والغذاء، والطاقة، والفقر، والتطرف، والإرهاب، والصراعات الدولية، والتغيرات السكانية. كل ذلك يتطلب منا أن نحدد دور الثقافة في مواجهة هذه القضايا والمشكلات وأن نحدد مسؤوليات اليونسكو في الاعتماد على العمل الثقافي من أجل ترشيد ظاهرة العولمة وسد الفجوات بين الدول في التربية والصحة وحقوق المرأة والتقنيات الحديثة وتواصل المعلومات وكذلك في مجال التقدم الاقتصادي بشكل عام.

١٢،٢ إننا في دولة الإمارات العربية المتحدة نعتز بأن حضارتنا قد وفرت لنا على مر التاريخ منظومة متكاملة من التقاليد العريقة والقيم الأصيلة التي تشكل الإطار الملائم لحياتنا وتدعم الفهم والتفاهم بيننا وبين شعوب العالم. إن ثقافتنا في الإمارات هي ثقافة علمية تعزز انتماءنا الإنساني وتؤكد من خلالها مكانتنا اللائقة بنا بين دول العالم. ومن هنا ونحن نستشرف آفاق العمل في المستقبل لمنظمة اليونسكو، فإني أرى بعض النقاط التي تتعلق بدور الثقافة على وجه الخصوص استقيناها من خبراتنا في الإمارات. النقطة الأولى هي قناعتنا القوية بدور العمل الثقافي في تشجيع التفاعل الناجح بين الحضارات والثقافات، بل وبناء العلاقات الدولية على أسس التعاون والتعايش والتخلص من الصور الذهنية النمطية عن الشعوب. لا بد أن تحتم منظمة اليونسكو بأن يكون العمل الثقافي حول العالم وسيلة للانفتاح بين دوله وأقطاره، بحيث يتعرف كل منها على تاريخ الآخر وحضارته ويتعايش الجميع معاً بسلام وتقدم ووثام.

١٢،٣ النقطة الثانية، هي أن تاريخ دولة الإمارات العربية المتحدة، إنما يؤكد اعتمادها، على تقنيات المعلومات والاتصال كمورد مهم لل تنمية الثقافية الناجحة. إن أمام منظمة اليونسكو دوراً محورياً في تعميم الاستخدام الحصري والمستنير لهذه التقنيات في مجال العمل الثقافي في كل مكان. إن من واجبنا في هذا الملتقى، أن نشجع الترابط القوي بين سكان العالم، من خلال التقنيات الحديثة، وأن نعمل معاً لتوفير كافة المتطلبات اللازمة لنجاح هذا الترابط واستمراره.

١٢،٤ النقطة الثالثة، إننا ندرك تماماً العلاقة التبادلية القوية بين التربية والعلوم من جانب، والثقافة من جانب آخر. التربية والعلوم تعكس القيم الثقافية في المجتمع، بل إن المدارس والجامعات ومراكز البحوث، هي بطبيعتها مؤسسات ثقافية لا يمكن لها أن تعمل بمعزل عن ثقافة المجتمع ومقوماته. ومن جانب آخر، فإن

علينا أن ندرك أن العلاقة القوية بين التعليم والثقافة تكتسب أهمية خاصة في هذا العصر الذي يتطلب التعلّم المستمر، والذي يتم جزء كبير منه الآن، على نحو غير نظامي، خارج المدارس والكلليات، وفي إطار توقعات وإمكانيات مجتمعية ترتبط على نحو وثيق بمستويات التنمية الثقافية في المجتمع.

١٢,٥ النقطة الرابعة، إنه في ضوء ذلك كله، فإنني أدعو منظمة اليونسكو إلى أن تكون قائدة في تأكيد مكانة الثقافة في مواجهة التحديات العالمية في القرن الحادي والعشرين. إنني أدعو منظمة اليونسكو، إلى أن تكون ضمير العالم، تتخذ من العمل الثقافي، أداة لتشجيع التطبيقات السلمية والتنمية لكافة العلوم والتقنيات. إنني أدعو منظمة اليونسكو إلى مساعدة الدول المختلفة في الحفاظ على تراثها، وعرض ثقافتها أمام العالم. إن الثقافة والتراث مُثْلان، دون شك، مجالاً لما نُطلق عليه الآن الدبلوماسية الشعبية التي تهدف إلى بناء الثقة والتعاون بين جميع دول العالم. إن أمام منظمة اليونسكو دوراً هاماً في جعل الثقافة في موقع القلب في حياة البشر، وفي حماية العمل الثقافي من الضغوط التي تؤدي إلى تهميشه في كثير من الأحيان. إن لدى اليونسكو فرصة مواتية لمساعدة الدول المختلفة على الحفاظ على تراثها، مع تشجيع التبادل الثقافي، ودعم الإبداع والابتكار، في كافة دول العالم.

١٢,٦ أيها السيدات والسادة، إننا في دولة الإمارات العربية المتحدة، سوف نحتفل بعد ثلاثة أسابيع، مرور ٤٢ عاماً على تأسيس الدولة، وأود بهذه المناسبة أن أشير إلى أن مؤسس الدولة، المغفور له الشيخ زايد بن سلطان آل نهيان، كان معروفاً بأنه "حكيم العرب": قائد يتمنّى يُعَد النظر، وكانت لديه رؤية واضحة لمستقبل بلده وموقعه بين الدول، تنبغ من ثقافته الوطنية وخبرته العملية في شؤون العالم. إن العالم اليوم بحاجة ماسة إلى "الحكمة" لدى القادة والمواطنين على السواء. لأن الحكمة هي سبيلنا إلى تحقيق الرخاء الاقتصادي، ونشر السلام والعدل والتسامح في كافة ربوع العالم. إنني أدعوكم في هذا المنتدى إلى أن نكون حُكَماء في تأكيد دعمنا لمنظمة اليونسكو ودورها المرموق في تعميق مبادئ الأمل والتعاون والاستقرار والرخاء عبر العالم. مرةً أخرى، أُعبّر عن سروري بحضور هذا المنتدى، وأقدّم شكري وتقديري إليكم جميعاً. والسلام عليكم ورحمة الله وبركاته.

(12.1) **M. Al Nahyan** (Ministre de la culture, de la jeunesse et du développement communautaire des Émirats Arabes Unis) *(traduit de l'arabe)* :

Au nom de Dieu, le Clément, le Miséricordieux. Excellences, Mesdames et Messieurs, que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous. Tout d'abord, j'ai l'honneur de vous transmettre les salutations de Son Altesse le Cheikh Khalifa bin Zayed Al Nahyan, Président des Émirats Arabes Unis, et de vous faire parvenir ses meilleurs vœux de réussite pour ce Forum. Son Altesse apprécie grandement le rôle joué par l'UNESCO dans le renforcement de la coopération et des actions communes entreprises dans les domaines de l'éducation, de la culture et de la science à travers le monde. Ce Forum des dirigeants nous rappelle les grands défis auxquels le monde est confronté : économie, environnement et climat, enjeux liés à l'eau, alimentation, énergie, pauvreté, extrémisme et terrorisme, conflits internationaux et changements démographiques. Il nous faut donc déterminer le rôle de la culture face à ces questions et définir les responsabilités de l'UNESCO dans la façon dont la culture est utilisée pour rationaliser le phénomène de la mondialisation et réduire les écarts entre les pays en matière d'éducation, de santé, de droits des femmes, de technologies modernes, d'accès à l'information et, plus généralement, de progrès économique.

(12.2) Aux Émirats Arabes Unis, nous sommes fiers de notre culture qui, au fil des siècles, nous a permis d'élaborer un système cohérent de traditions anciennes et de valeurs authentiques formant un cadre adapté à nos vies et favorisant la compréhension mutuelle avec les autres peuples. Notre culture est ouverte sur le monde. Elle nourrit notre sentiment d'appartenance à l'humanité et, à travers elle, nous affirmons la place que l'on s'est faite parmi les nations. Alors que nous définissons les grandes lignes de l'activité future de l'UNESCO, il me semble que certains points, notamment ceux qui concernent le rôle de la culture et qui sont inspirés de notre expérience aux Émirats Arabes Unis, méritent d'être pris en considération. Premièrement, nous sommes fermement convaincus que l'action culturelle doit contribuer à encourager des échanges fructueux entre les civilisations et les cultures, ainsi qu'à établir des relations internationales fondées sur la coopération, la coexistence et la lutte contre les stéréotypes. L'UNESCO doit veiller à ce que les activités culturelles menées au niveau mondial deviennent un moyen d'ouverture entre les pays et les régions, afin que chacun puisse connaître l'histoire et la civilisation de « l'autre » et coexister ainsi pacifiquement, dans le progrès et l'harmonie.

(12.3) Deuxièmement, l'histoire des Émirats Arabes Unis montre à quel point notre pays s'appuie sur les technologies de l'information et de la communication (TIC), qui sont une ressource indispensable à la réussite du développement culturel. L'UNESCO a désormais un rôle crucial à jouer pour généraliser le recours avisé et judicieux aux TIC dans le domaine de la culture partout dans le monde. Dans le cadre de ce Forum, nous devons notamment encourager le tissage de liens étroits entre tous les peuples grâce aux technologies modernes et travailler ensemble pour remplir toutes les conditions nécessaires à la réussite et au maintien de ces liens.

(12.4) Troisièmement, nous sommes tous parfaitement conscients de la relation très étroite qui existe entre l'éducation et la science, d'une part, et la culture, d'autre part. La science et l'éducation sont le reflet des valeurs culturelles d'une société. D'ailleurs, de par leur nature même, les écoles, les universités et les centres de recherche sont des institutions culturelles qui ne peuvent fonctionner indépendamment de la culture et des composantes de la société. Par ailleurs, nous devons avoir à l'esprit que le lien étroit entre culture et éducation a acquis une importance toute particulière avec l'entrée dans le monde moderne, qui exige un apprentissage continu essentiellement assuré aujourd'hui de manière informelle, en dehors des écoles et des universités, dans un contexte d'attentes et de perspectives sociétales étroitement liées au niveau de développement culturel des sociétés.

(12.5) Quatrièmement, et à la lumière de ce qui précède, j'en appelle à l'UNESCO afin qu'elle montre comment garantir le rôle de la culture face aux défis mondiaux du XXI<sup>e</sup> siècle. J'en appelle à l'UNESCO afin qu'elle soit la conscience du monde et qu'elle fasse de l'action culturelle un outil au service d'une application pacifique de tous les aspects de la science et de la technologie, en faveur du développement. J'en appelle à l'UNESCO afin qu'elle aide tous les pays à protéger leur patrimoine et à faire connaître leur culture au monde. Il ne fait aucun doute que la culture et le patrimoine offrent des possibilités en matière de « diplomatie des peuples », dont le but est de susciter la confiance, l'optimisme et la coopération entre tous les pays. L'UNESCO a un rôle important à jouer, à savoir placer la culture au cœur de la vie humaine et protéger l'activité culturelle des pressions récurrentes tendant à la marginaliser. L'UNESCO a une excellente occasion d'aider tous les pays à préserver leur patrimoine, d'encourager les échanges culturels et de soutenir la créativité et l'innovation partout dans le monde.

(12.6) Mesdames et Messieurs, dans trois semaines, les Émirats Arabes Unis célèbreront le 42<sup>e</sup> anniversaire de la fondation de leur État. À cette occasion, je souhaiterais rappeler que le fondateur de notre nation, feu le Cheikh Zayed bin

Sultan Al Nahyan, était surnommé « le sage des Arabes » et reconnu comme un dirigeant visionnaire. Il avait une idée très précise de l'avenir de son pays et de sa place dans le concert des nations, fruit de sa culture nationale et de sa pratique des affaires du monde. Aujourd'hui, le monde a un besoin urgent de sagesse, tant au niveau des dirigeants que des citoyens. La sagesse est le chemin qui nous mènera à la prospérité économique et à la diffusion de la paix, de la justice et de la tolérance à travers le monde. À l'occasion de ce Forum, je vous exhorte à faire preuve de sagesse et à soutenir l'UNESCO dans sa noble mission de renforcement des principes d'espoir, de coopération, de stabilité et de prospérité dans le monde. Une fois encore, permettez-moi de vous faire part du grand plaisir que j'ai à participer à ce Forum, et de vous exprimer toute ma gratitude et ma reconnaissance. Que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous.

13. **The President:**

Thank you, Sir. Would you please convey our appreciation to His Excellency Sheikh Khalifa bin Zayed Al Nahayan for his message. Excellencies, ladies and gentlemen, I now give the floor to our moderators, Mr Shashi Tharoor and Mr Stephen Cole. Mr Shashi Tharoor is a lifelong civil servant, a United Nations refugee worker, human rights activist, Minister of State for Human Resources Development, an elected member of the Indian Parliament from the Thiruvananthapuram constituency in Kerala and a former Minister of State for External Affairs. Mr Tharoor's United Nations career began in 1978, when he joined the staff of the Office of the United Nations High Commissioner for Refugees, and included key responsibilities in peace-keeping, as a senior adviser to the Secretary-General and as the Under-Secretary-General for Communications and Public Information. Stephen Cole is one of the world's most recognizable and respected faces of international television journalism. Over the past 23 years he has anchored the launches of Sky News, CNN International, BBC World Asia, BBC Click Online and, six years ago, Al Jazeera London. Mr Cole and Mr Tharoor, the floor is yours.

14. **Mr Tharoor (Moderator):**

Thank you very much, Mr President. It is a great privilege to be entrusted, along with Mr Stephen Cole, with the task of moderating what we hope will be a very rich discussion on the opportunities and challenges facing us as we look beyond 2015. Before introducing the ministerial debate, however, we would like to continue with the special speakers listed for this morning and I would like first to introduce His Excellency, Mr Mohammad Javad Zarif of the Islamic Republic of Iran, Minister of Foreign Affairs in the administration of President Rouhani. Mr Zarif is no stranger to the United Nations. He served as representative of the Islamic Republic of Iran to the United Nations from 2002 to 2007. He has also been in education, serving as Vice-President of the Islamic Azad University and, of course, he was Chairperson, as some of you may remember, of the Culture Commission during the 34th session of the General Conference of UNESCO. It is a pleasure to see you again, Your Excellency, and I am pleased to welcome you back to UNESCO. The floor is yours.

15.1 **Mr Zarif (Minister of Foreign Affairs, Islamic Republic of Iran):**

Mr President, distinguished moderators, Madam Chair of the Executive Board, Madam Director-General, Excellencies, ladies and gentlemen, it is indeed a distinct honour and pleasure to participate in this august Forum, and I wish to express my gratitude to the Director-General for her gracious invitation. I am fully cognizant of the difficulty of attempting to provide a precise definition of culture, which is a complex and multidimensional concept. The same difficulty also applies to the concept of sustainable development. Looking at culture as a distinctive system of values, beliefs, traditions, norms, practices, customs, behaviours and manners as well as a compendium of spiritual material, intellectual and emotional features of a society or a social group, which altogether shape and guide the social destiny of a nation, one can easily arrive at the inevitable nexus with the concept and field of sustainable development, which has been defined by the World Commission on Environment and Development as "meeting the needs of the present without compromising the ability of future generations to meet their own needs". Culture serves as the constituent element of the social fabric to promote, enhance and institutionalize social awareness and responsibility, and help to produce socially and culturally conscious citizens whose active and proactive participation in the cycle of social life can, and must, play a creative role in the processes, whose cumulative outcome and ultimate objective are called sustainable development. Culture, as understood and espoused even by ancient civilizations and, of course, divine religions, also entails respect for, and responsibility towards, nature, which has been further enhanced and reinforced in more recent times by growing awareness of the imperative of protection of the environment at both individual and collective levels.

15.2 We have come to appreciate the positive impact of culture, both tangible and intangible, on the much-cherished, albeit illusive, social cohesion and stability in human society, which has come to be seen as a basic prerequisite for sustainable development. We all concur that the post-2015 sustainable human development agenda must accord culture the pivotal role that it deserves in order to ensure that development will have a human face. To that end, we need to adopt innovative beneficial cultural and culture-based approaches and devise appropriate new creative initiatives. As stated in the UNESCO Universal Declaration on Cultural Diversity in 2001, "cultural diversity is as necessary for humankind as biodiversity is for nature". The Declaration goes on to consider culture as "one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence". This assertion makes cultural diversity one of the most important policy areas of sustainable development. And now a word of caution as regards the downside of the discourse on culture, which concerns its abuse or misuse, not as a unifying element between and among different societies and communities, but rather, unfortunately, as a divisive factor. The rather widespread use of violence and resort to force in different parts of the world in the name or under the guise of culture or cultural differences is a sad fact in our world these days.

15.3 Erection of artificial boundaries between cultures and undue emphasis on cultural differences have in fact served to raise the walls of suspicion, mistrust and eventual enmity between different communities and peoples. Politicization of cultural differences, with ulterior motives, is an alarming rising trend. A similar trend, with equally negative repercussions also applies to the realm of science and education. This calls for vigilance on the part of all of us, individually and collectively. In his address to the current session of the United Nations General Assembly, President

Rouhani proposed collectively to wage a "World Against Violence and Extremism" (WAVE) campaign and invited all members of the international community to join the WAVE. He also emphasized the imperative of thinking about a "Coalition for Enduring Peace" all across the globe, instead of the ineffective "Coalitions for War" in various parts of the world. Emphasis on culture and culture-based approaches to global challenges constitute critical central elements of the new initiative. Only through a "Coalition for Enduring Peace" will we ever be able to overcome violence and extremism and move towards sustainable development. War, as has been rightly pointed out this morning by the distinguished President of Costa Rica, is not only illegal and immoral, but also an ineffective tool of promotion of either national or global interest. We need to come to realize that.

15.4 History and experience also tell us that only through dialogue, understanding and inclusive cooperation, can solutions to common problems be explored. The collective search for solutions to common problems of a global nature and at the global level should now embrace, much more than in the past, the contribution of culture, which entails attention to each and every culture and building on their common elements. Intercultural dialogue should be pursued in such a manner as to facilitate and promote cultural rapprochement, which would in turn lead, hopefully, to a "Synergy of Cultures". Drawing on the earlier discussion on the nexus between culture and sustainable development, I believe that the "Synergy of Cultures" can be relied upon to that end.

15.5 Mr President, distinguished moderators, dear colleagues, let me conclude by emphasizing that UNESCO can, and in fact should, play an effective role in promoting the indispensable place of culture at the heart of sustainable development. At a more specific level, the Organization is suitably placed to promote and elevate the status of culture and cultural activities and components in the post-2015 development agenda. According to its Constitution as well as its historic responsibility, UNESCO, as the house of culture and a laboratory of ideas should continue to provide an inclusive environment for the exchange of views, dialogue and interaction in its main fields of competence – especially culture, science, education and communication. Before closing, I have the pleasure of presenting to UNESCO a magnificent silk carpet entitled "Rapprochement of Cultures", which was created for UNESCO, on the occasion of the launch of the International Decade for the Rapprochement of Cultures, by Master Mohammad Jamshidi and his colleagues from Qom in Iran. Thank you very much for your attention.

16. **Mr Cole (Moderator):**

I will just give you all a second to have a look at that carpet because it is obviously a wonderful gift and a wonderful title and I will also pause briefly so the photographers can take a picture. Thank you very much indeed, Mr Mohammad Javad Zarif, Minister of Foreign Affairs of the Islamic Republic of Iran. I am not going to sum up what he said, but I would like to repeat what he has achieved – he has defined culture and sustainable development, and he did both very successfully, and he has highlighted the importance of the link between them. I think that he has done something essential. I was always taught to define terms, and he did both wonderfully. I also wish before the next speaker to thank His Excellency Sheikh Al-Nahayan for the points that he raised in his message because he, too, was brief and extremely effective in what he said. He gave us a good reminder of the challenges that we faced, which he listed before defining the role of culture in solving those challenges. He ended with the most important word of all here today apart from "culture", and that was "wisdom". I merely wished to make that point and to thank him. Let us move on because time is, as ever, short. Please welcome now our next speaker, Dr Abdulaziz Othman Altwajiri, Director-General of the Islamic Educational, Scientific and Cultural Organization.

١٧،١ السيد التويجري (المدير العام للمنظمة الإسلامية للتربية والعلوم والثقافة - إيسيسكو):

بسم الله الرحمن الرحيم، السيد رئيس الدورة السابعة والثلاثين للمؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المديرية العامة، أصحاب المعالي، حضرات السادة والسيدات. السلام عليكم ورحمة الله وبركاته. إن العالم اليوم يعيش تغيرات كبيرة في جميع مناحي الحياة تشمل السياسة والاقتصاد والعلوم والإعلام والمعلومات والحياة الاجتماعية في جوانبها المختلفة. والانتشار الواسع لاستخدام الإنترنت والتطور السريع لوسائل الاتصال قرب المسافات وجعل الناس يتواصلون بشكل أسرع وأفضل. وهذا التطور له تأثيراته الإيجابية والسلبية على أنماط العيش والسلوك والخصائص الثقافية والحضارية للشعوب. ولقد أحدثت العولمة بمظاهرها المتعددة الأبعاد تغيرات لم تقدر تأثيراتها ولا انعكاساتها حق قدرها على صعيد العلاقات الدولية والعلاقات بين أتباع الأديان والثقافات والحضارات. كما أن هذا العالم نفسه تأخر كثيراً في التصدي للمشكلات التي تعترض مسار التنمية الشاملة لشعوب العالم وتعوق تعاونها المثمر وتعزز التعارف بينها بما يرسخ مبادئ التفاهم والسلام والاستقرار والاحترام المتبادل.

١٧،٢ فلا يزال عالمنا موج بحروب طاحنة وصراعات مرهقة ويعاني مصاعب همة من رواسب الماضي والأحكام المسبقة والصور النمطية التي تغذيها النزعات المتطرفة والرغبة في تشويه الحقائق. كما تنامي في عالمنا نزعات وتيارات تحث على الكراهية والإقصاء والتمييز والعنف والإرهاب والعنصرية. وكل ذلك يشكل خطراً كبيراً على السلم والأمن الدوليين، وتستمر مظاهر الشك بالآخر وغيباب رؤية حقيقية للأمور كما هي دون تشويه أو تحريف، بدل المضي قدماً في سبيل بلورة نموذج إنساني متوافق عليه حياة مشتركة قائمة على إقرار وحدة البشرية والمساواة بين الناس في الكرامة وفي الحقوق والواجبات. في ظل هذه الظروف الصعبة والتحديات الجسم، يتبين لنا الدور المهم الذي يجب أن تنهض به التربية والثقافة والعلوم في بناء عقول الأجيال الحالية والمقبلة وتعزيز قيم التفاهم والتسامح والاحترام المتبادل ونشر ثقافة السلام والعدل والمساواة. وتلك هي الرسالة الحضارية لليونسكو التي يقول ميثاقها: "لما كانت الحروب تنشأ في عقول البشر، ففي عقولهم يجب أن تبنى حصون السلام".

١٧،٣ أصحاب المعالي، حضرات السادة والسيدات، إننا نتابع بقلق شديد كيف أن العالم يفتقر اليوم إلى إرادة سياسية قوية وعمل حضاري متناسق لمعالجة هذه المشكلات الخطيرة التي تتفاقم يوماً بعد يوم، وغيرها من المشكلات التي تواجه مسيرة التنمية الشاملة كالأمية والفقر وتلوث المياه والأمراض السارية والمستوطنة وتدهور البيئة ومظاهر التفاوت الاجتماعية والثقافية والحضارية. فالعناية بهذه القضايا ومعالجتها هي مسؤولية جماعية وعمل مشترك تشارك فيه جميع دول العالم، وبهم الحضارات والثقافات كلها، مما يستدعي قيم الاحترام المتبادل والتسامح والانفتاح والوثام والاعتراف بالتعددية الثقافية في إطار التضامن الإنساني.



١٧،٤ والمنظمة الإسلامية للتربية والعلوم والثقافة (إيسيسكو) التي تعزز بعلاقات التعاون المثمرة التي تربطها باليونسكو، والتي أنتهز هذه المناسبة لأشيد بجهود مديرتها العامة الصديقة السيدة إيرينا بوكوفا، وحرصها على إنجاح رسالة اليونسكو الحضارية وعلى تعزيز علاقاتها مع المنظمات والهيئات الدولية والإقليمية. الإيسيسكو ترى أن قيم التعارف والتفاهم والتسامح والاحترام والتعاون هي قيم تتقاسمها كل الحضارات والثقافات، ينبغي الحرص على تعزيزها وترسيخها في النفوس باعتبارها تراثاً إنسانياً مشتركاً، وذلك بإرساء القواعد لحوار حقيقي بين الثقافات والحضارات يقوم على احترام التنوع الثقافي، ويمهد الطريق للتفاعل البناء والجهود المشتركة بين شعوب العالم، ولذلك فإنه ينبغي أن يتضمن برنامج التنمية لمرحلة ما بعد عام ٢٠١٥ كل هذه القضايا وغيرها من المهام الضرورية لبناء عالم أكثر عدلاً وأعم رخاءً وأوسع إنسانية، وأن يقوم كل طرف بما ينبغي القيام به لإنجاح هذه المهمة الإنسانية الحضارية النبيلة حتى نضمن لشعوب العالم وللأجيال المقبلة الكرامة والأمن والعدل والمساواة. إن مبادرة اليونسكو الرائدة هذه تستحق منا كل الثناء والتشجيع. أشكركم، وأتمنى لهذا المنتدى النجاح في تحقيق أهدافه. والسلام عليكم ورحمة الله وبركاته.

(17.1) **M. Altwaijri** (Directeur général de l'Organisation islamique pour l'éducation, les sciences et la culture (ISESCO))  
(traduit de l'arabe) :

Au nom de Dieu, le Clément, le Miséricordieux. Monsieur le Président de la 37<sup>e</sup> session de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Excellences, Mesdames et Messieurs, que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous. De grands changements interviennent aujourd'hui dans le monde, affectant différents domaines : la politique, l'économie, les sciences, les médias et l'information, ainsi que la vie sociale sous tous ses aspects. L'utilisation généralisée d'Internet et le développement rapide des outils de communication ont contribué à réduire les distances et ont donné aux populations des moyens plus rapides et plus efficaces pour communiquer entre elles, tout en ayant une influence tant positive que négative sur les modes de vie, les comportements et les spécificités des différentes cultures et civilisations. De plus, la mondialisation, sous ses différents aspects, a eu des répercussions considérables, pas toujours clairement identifiées, sur les relations internationales comme sur les échanges entre personnes issues de différentes religions, cultures et civilisations. Toutefois, la réponse aux obstacles qui entravent le développement global des sociétés et empêchent les peuples de coopérer efficacement entre eux et de mieux se connaître pour ancrer les principes de compréhension mutuelle, de paix, de stabilité et de respect mutuel, fut loin d'être instantanée.

(17.2) Aujourd'hui, le monde est rongé par des guerres et des conflits douloureux et doit faire face à d'énormes difficultés pour s'affranchir des carcans du passé et des préjugés et stéréotypes nourris par la rhétorique extrémiste et par cette volonté de déformer les faits. Notre monde connaît une montée de courants et de mouvements qui incitent à la haine, à l'exclusion, à la discrimination, à la violence, au terrorisme et au racisme, et font peser une lourde menace sur la paix et la sécurité dans le monde. La méfiance vis-à-vis de « l'autre », dans toutes ses manifestations, et l'absence d'une représentation objective de la réalité, qui ne soit ni pervertie ni déformée, sont toujours présents dans nos sociétés à un moment où doit être recherchée une vision humaniste qui recueille l'adhésion de tous pour bâtir un monde où l'on reconnaît que l'humanité est unie et que les hommes sont égaux tant en dignité qu'en droits et devoirs. C'est au vu de ces difficultés et de ces immenses défis que nous prenons la mesure du rôle important que l'éducation, la culture et la science doivent jouer pour forger les esprits des générations actuelles et futures, promouvoir les valeurs de compréhension mutuelle, de tolérance et de respect mutuel, et répandre une culture de la paix, de la justice et de l'égalité. C'est l'essence même de la noble mission de l'UNESCO dont l'Acte constitutif stipule que « les guerres prenant naissance dans l'esprit des hommes, c'est dans l'esprit des hommes que doivent être élevées les défenses de la paix ».

(17.3) Excellences, Mesdames et Messieurs, nous sommes très préoccupés par la réticence des membres de la communauté internationale à œuvrer ensemble afin de répondre au mieux à ces graves problèmes qui prennent de l'ampleur jour après jour, ainsi qu'à d'autres obstacles venant ralentir le développement global, tels que l'illettrisme, la pauvreté, la pollution de l'eau, les maladies transmissibles et endémiques, la dégradation de l'environnement et les disparités entre les différentes communautés, cultures et civilisations. En effet, il est du devoir de chacun de relever ces défis qui nécessitent les efforts conjugués de tous les pays et de toutes les cultures et les civilisations. On ne peut y parvenir que par le renforcement des valeurs de respect mutuel, de tolérance, d'ouverture, d'harmonie et de reconnaissance de la diversité culturelle dans le cadre d'une solidarité humaine.

(17.4) L'ISESCO est fière de la coopération fructueuse qu'elle entretient avec l'UNESCO, et j'aimerais d'ailleurs saisir cette occasion pour saluer la Directrice générale de l'Organisation et notre amie à tous, Mme Irina Bokova, pour les efforts qu'elle déploie et son souci de voir l'UNESCO mener à bien sa noble mission et renforcer ses relations avec les organisations et les instances internationales et régionales. L'ISESCO est convaincue que les valeurs d'échange, de compréhension mutuelle, de tolérance, de respect et de coopération, partagées par l'ensemble des cultures et des civilisations, doivent être sublimes et instillées dans tous les esprits en tant que patrimoine commun de l'humanité, par un véritable dialogue entre les cultures et les civilisations, fondé sur le respect de la diversité culturelle et susceptible d'ouvrir la voie à un échange constructif et à une action commune entre tous les peuples. Il est donc essentiel d'inclure toutes ces questions, parmi d'autres, dans le programme de développement pour l'après-2015 afin de bâtir un monde plus équitable, plus prospère et plus humain, où chacun est engagé dans la noble mission humaine d'assurer la dignité, la sécurité, la justice et l'équité aux peuples du monde et aux générations futures. Cette initiative pionnière de l'UNESCO mérite d'être saluée et encouragée. Je vous remercie de votre attention et souhaite plein succès à ce Forum dans la réalisation de ses objectifs. Que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous.

18. **Mr Tharoor** (Moderator):

Thank you very much, Dr Abdulaziz Othman Altwaijri, for giving us valuable insights into the issues facing us and for calling upon all of us to break free from old-fashioned stereotypical perceptions fuelled, as you put it, by extremist rhetoric and racial bias. It is an important challenge to all of us. I now turn to the next speaker.

(The Moderator continues in French)

18.2 J'ai l'honneur d'offrir la parole à Madame Marie-Madeline Mborantsuo, Présidente de la Cour Constitutionnelle du Gabon. Madame, vous avez la parole.

19.1 **Mme Mborantsuo** (Présidente de la Cour constitutionnelle du Gabon) :

Madame la Présidente du Conseil exécutif de l'UNESCO, Madame la Directrice générale de l'UNESCO, Monsieur le Président de la 37<sup>e</sup> session de la Conférence générale de l'UNESCO. Mes premiers mots, Madame la Directrice générale, seront pour vous remercier d'avoir bien voulu nous convier à la 37<sup>e</sup> session de la Conférence

générale de cette institution du système des Nations Unies, singulièrement pour intervenir dans ce cadre-là, le Forum des dirigeants, consacré cette année au thème qui vient d'être longuement développé. Mon pays – le Gabon – s'en trouve très honoré et, avec lui, la juridiction constitutionnelle de la République gabonaise dont je suis le Président.

19.2 Madame la Directrice générale, en nous associant à cette réflexion de haut niveau, vous me donnez là, avant tout, l'opportunité de vous adresser mes vives félicitations pour votre réélection à la tête de cette institution, mais également pour les avancées significatives accomplies par votre organisation en vue de concrétiser les Objectifs du Millénaire pour le développement. Sans doute reste-t-il beaucoup de choses à faire, mais l'initiative consistant à convoquer les présentes assises nous conforte dans l'idée que l'UNESCO est plus que jamais décidée à aller de l'avant, à faire plus. Nous l'y accompagnerons avec détermination et ce, d'autant plus que nous observons que les progrès enregistrés ont été inégaux d'un continent à l'autre, l'Afrique étant, dans ce contexte, la région la moins bien lotie.

19.3 Madame, distingués invités, l'on se souviendra que pour la période 2008-2013, l'UNESCO avait fait de l'Afrique et de l'égalité entre les sexes ses priorités dans tous ses domaines d'intervention. Choix qui me comblent doublement, d'abord en tant qu'Africaine, ensuite en tant que femme. Vous comprenez d'emblée pourquoi j'incline à plaider pour un renouvellement de ces priorités dans le prochain programme tant les actions à mener m'apparaissent encore nombreuses, le trop fameux « plafond de verre » – pour reprendre une expression consacrée – étant encore particulièrement bas sur le continent africain. Mais force est de constater que des décennies après la création de l'Organisation, la mission fondatrice de l'UNESCO conserve toute sa pertinence et que d'autres priorités, tout aussi légitimes, nécessitent un traitement particulier.

19.4 En effet, deux points retiennent mon attention à l'occasion de la détermination du programme pour l'après-2015. Le premier tient au rapport entre culture, éducation et nouvelles technologies. Le deuxième concerne l'édification d'un système juridique apte à porter un système éducatif et culturel visant l'excellence.

19.5 S'agissant du premier volet, nous sommes, me semble-t-il, à un tournant porteur d'espoir mais en même temps lourd de risques de toutes sortes. En effet, les nouvelles technologies offrent aujourd'hui à notre société moderne des possibilités insoupçonnées d'améliorer nos capacités dans de nombreux domaines, tels ceux de la culture et de l'éducation. Sur ce dernier point, par exemple, les chemins classiques du système éducatif – le modèle de l'enseignant faisant face à un groupe d'élèves ou d'étudiants – doivent être revus à l'aune de l'évolution des technologies de l'information et de la communication. Il apparaît, en effet, irréaliste aujourd'hui de vouloir bâtir un système éducatif ouvert au plus grand nombre et performant qui n'intégrerait pas les autoroutes de l'information. La technique, on le sait, permet de nos jours, entre autres, d'offrir en direct le même cours à des milliers d'étudiants mais également d'organiser des épreuves de contrôle ou des forums de discussion avec des professeurs et ainsi, au terme du processus, de délivrer un certificat d'enseignement à un plus grand nombre d'élèves disséminés à travers le monde. Comment faire plus longtemps autrement dans nos États qui font face au manque criant d'infrastructures, au déficit chronique d'enseignants et aux taux d'alphabétisation encore trop bas que nous constatons ?

19.6 L'utilisation de ces procédés, comme celui de la documentation électronique, nous semble aujourd'hui incontournable si on veut assurer l'accès à l'éducation et à l'information pour le plus grand nombre. Il reste que malgré notre volonté affichée de nous approprier lesdites technologies, la question se pose de savoir comment inverser ce processus alors que nous sommes confrontés dans nos pays en développement à une montée en puissance constante de notre jeunesse. Cependant, pour incontournables qu'ils soient, ces dispositifs doivent être parfaitement maîtrisés et encadrés pour que la juste combinaison puisse être trouvée avec un enseignement classique qui instaure ce rapport humain toujours indispensable entre l'enseignant et l'apprenant. Il ne peut s'agir ici de substitution d'un modèle par l'autre mais d'une combinaison la plus aboutie possible. C'est la raison pour laquelle tout en replaçant fondamentalement le rôle de l'enseignant et en l'accompagnant dans cette démarche, il conviendra de veiller à ce que d'une massification de l'accès à la connaissance, on ne bascule pas dans une unification et une standardisation attentatoires au pluralisme des systèmes éducatifs et destructrices des modèles culturels.

19.7 Concernant le deuxième point – à savoir l'édification d'un système juridique apte à porter un système éducatif et culturel visant l'excellence –, il est bon de relever, pour bien le souligner, que la question éducative et culturelle ne peut demeurer dans une logique incantatoire limitée à des seules déclarations d'intention. Elle doit s'inscrire fermement dans les objectifs des politiques publiques et trouver un ancrage dans un des instruments normatifs nationaux et internationaux car au-delà de cette prise de conscience, il est indispensable de créer un corpus de normes cohérentes et stables, propres à donner une forme juridique au droit à l'éducation et à la culture, apte à assurer son effectivité et son caractère impératif. Il nous semble, tout d'abord, qu'une simple reconnaissance constitutionnelle d'un droit à l'éducation et à la culture n'est pas en soi suffisante. Certes, elle a une valeur symbolique mais il s'agit avant tout que ce droit soit affirmé par le constituant et par toutes les composantes qui vont contribuer, par leur combinaison, à son effectivité. Ainsi défini en ces différents éléments, de manière suffisamment précise, le droit à l'éducation pourra être utilement mis en œuvre par le législateur puis par le juge. Peut-être pourrait-on adopter une charte, cohérente et adaptée à chaque État, qui serait intégrée dans la constitution des pays. Le juge constitutionnel posera ainsi un cadre à l'action des pouvoirs publics et de l'ensemble des citoyens, et c'est autour de cette vision que pourra véritablement se construire un droit à l'éducation et à la culture. Un tel cadre normatif, essentiellement constitutif de devoirs s'imposant aussi bien aux personnes publiques qu'aux citoyens, est indispensable.

19.8 Le droit au développement durable constitue un autre point qui pourrait être inséré dans le programme pour l'après-2015. En effet, ce droit implique la recherche par nos sociétés d'un équilibre entre un développement économique et social et une gestion pérenne des ressources naturelles ainsi que la protection de l'environnement. Il est de notre responsabilité de transmettre ce patrimoine naturel aux générations futures et d'affirmer une solidarité entre générations. Pourrait-on concevoir la réalisation de ce droit sans que soit affirmé, dans toute son effectivité, le droit à

l'éducation ? Construire un développement durable nécessite recherche, innovation, information et un niveau indispensable de culture et d'éducation de nos populations. L'éducation pour tous est un droit fondamental au cœur même d'un développement exigeant un engagement politique affirmé et durable et un système normatif adapté. Mais, en sens inverse, la réalisation du droit à l'éducation fait appel, tout autant, au droit à un développement durable et aux droits environnementaux.

19.9 Une des composantes essentielles du droit à l'éducation est certainement que celui-ci s'exerce dans un environnement sain et sûr, à même de contribuer concrètement à la qualité de l'apprentissage et des formations. Je voudrais, pour conclure, rappeler, s'il en était encore besoin, que ces deux sujets sont fondamentaux. Que vaut, en effet, le suffrage universel si l'électeur n'est pas en capacité d'apprécier la portée du droit de suffrage ? Que vaut l'expression « la souveraineté nationale » si seulement une part infime de la population dispose d'une formation suffisante pour l'exercer ? L'enjeu final est l'aboutissement du processus démocratique qui, à notre sens, ne peut véritablement s'affirmer que si une part significative de la population a pu, au préalable, accéder à un certain niveau d'éducation. La réalisation de ces deux conditions, à savoir le droit à l'éducation et le droit à un développement durable, constitue, à notre avis, les piliers d'une démocratie que nous voulons durable. Merci de votre aimable attention.

20. **Mr Cole** (Moderator):

Thank you, Ms Mborantsuo, President of the Constitutional Court of Gabon. Quoting the Director-General's statement that UNESCO is more determined than ever to move forward, she noted – and this is an issue for debate, certainly – that progress has definitely been uneven and that it has been particularly uneven in Africa. She touched on the low glass ceiling in Africa, another debatable issue. We shall now call on the deputy prime ministers, whom I would urge, knowing that they are excellent politicians and excellent speakers, to try and limit themselves to three minutes. I should be most grateful if they would. I call first on the Deputy Prime Minister of Malaysia, Mr Muhyiddin bin Mohd Yassin. Please welcome him.

21.1 **Mr Yassin** (Deputy Prime Minister and Minister of Education, Malaysia):

Mr President of the 37th session of the General Conference, Madam Chair of the Executive Board, Madam Director-General of UNESCO, Mr Moderator, Excellencies, ladies and gentlemen, first and foremost, on behalf of Malaysia, kindly allow me to convey our warmest greetings and sincerest appreciation to all members of this auspicious Leaders' Forum. Since the adoption of the six education for all (EFA) goals and the eight Millennium Development Goals (MDGs) in the year 2000, commendable success has been attained across various fronts. In spite of this, we acknowledge that much needs to be done in the light of recent data released by the UNESCO Institute for Statistics (UIS) showing that: (i) 57 million children of primary school-age and 69 million children of lower secondary school-age currently do not have access to basic education; (ii) 250 million children are still illiterate and have not acquired basic skills despite having had four years of formal schooling; (iii) over 84% of the world's adults are now literate, but some 774 million adults remain illiterate, of whom two thirds are women. Most of the world's illiterate originate in south and west Asia and the sub-Saharan Africa regions; and (iv) 3.5 million new secondary education positions will have to be established by 2015 and 1.6 million additional teachers will be required to achieve universal primary education by 2015.

21.2 Against this backdrop, Malaysia is confident that support will be forthcoming from this august Forum towards remedying the above-mentioned shortcomings. For this, UNESCO should further strengthen the role of education as well as contributions from the sciences, culture and communication and information, in shaping the post-2015 development agenda. Chief among these include demonstrating leadership through the EFA initiatives, finalizing its roadmap to ensure consistency towards its finalization by 2015, setting the agenda beyond 2015 and influencing high-level political will across Member States. Malaysia strongly supports the call for a clear convergence, within the post-2015 global development agenda, between the six EFA goals of UNESCO, adopted in Dakar in 2000, and the education-related MDGs, including the Secretary General's "Global Education First Initiative" (GEFI), created in 2012. The consensus reached at the Post-2015 Global Thematic Consultation on Education, held in Dakar in March 2013, on a new education goal, namely "equitable, quality education and lifelong learning for all", especially for girls and women, is much lauded.

21.3 Ladies and gentlemen, I am pleased to inform you of Malaysia's attainment of the EFA goals and MDGs well ahead of the due date of 2015. In particular, success in the universal primary education enrolment ratios and completion rate as well as poverty eradication deserves special mention. In recognizing this, the United Nations on 24 October 2013 bestowed upon Malaysia the United Nations Malaysia Award for achieving Millennium Development Goal 2 – achieving universal primary education – and we are humbly grateful for this. The provision of infrastructure to ensure educational access for the rural poor was partly central to this success. While achieving this, Malaysia is cognizant of the fluid nature of developmental and growth demands, coupled with ever-shifting benchmarks and increasing standards. We fully subscribe to all efforts in addressing and helping our fellow Member States to achieve their national objectives. Arguably, our challenge ahead is to deliberate on an appropriate post-2015 development framework for education which strikes a balance across two fronts, that is being in alignment with the mandates of UNESCO against that of priorities and needs among Member States. In conclusion, Malaysia believes that the EFA agenda must not only be seen to work; it must work, for its benefits are for many. For this, I would like to state and call for a more vigorous commitment and effort by all of us sitting here today to ensure its full realization. Thank you.

22. **Mr Tharoor** (Moderator):

Thank you, Mr Muhyiddin bin Mohd Yassin, Deputy Prime Minister of Malaysia. I give the floor to the Deputy Prime Minister of Egypt, Mr Hossam Issa. Mr Issa, you have the floor, Sir.

٢٣,١ السيد عيسى (نائب رئيس مجلس الوزراء، وزير التعليم العالي - مصر):

السيد رئيس المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المديرية العامة، السيدات والسادة رؤساء الوفود، السيدات والسادة الحضور، أود في مستهل كلمتي أن أتوجه بالشكر إلى اليونسكو لرعاية منتدى القادة ولاختيار موضوع بالغ الأهمية للنقاش خلال الدورة الحالية للمؤتمر وهو: "اليونسكو تعبي الجهود لخطوة ما بعد عام ٢٠١٥ وتسهم فيها من خلال التربية والعلم والثقافة والاتصال والمعلومات".

٢٣,٢ إن طرح موضوع التعليم والثقافة يثير قضية محورية، فالتعليم والعلم يعني وحدة العقل، أهمية العقل، وبالتحديد أهمية العقل النقدي وهو ما يقتضي، في بلادنا على الأقل، تغييراً شاملاً في أساليب التعليم القائمة على التلقين إلى تعليم يُعَلِّي من شأن العقل أي يُعَلِّي من شأن الحرية. فالعقل والحرية متلازمان. العقل يعني الحرية تعني أنك لا تفرض على التلميذ من خلال التلقين مفاهيم أخرى سياسية أو أيديولوجية تتعارض مع سيادة العقل، بل قد تشكل أساليب للقهر، إما باسم الطبقات الحاكمة أو القيادات الحاكمة أو باسم الأيديولوجيات الدارجة في المجتمع. فهناك تعارض ينبغي أن نتعاون جميعاً على حله، كيف نتحول من تعليم تلقيني إلى تعليم تشاركي فيه مشاركة بين الأستاذ والطالب. ذلك أن الثورات العربية عندما قامت، ثورات الربيع العربي، قامت باسم الحرية، والعدالة الاجتماعية، والكرامة الإنسانية، والديمقراطية. كانت تعني بالحرية ليس فقط الحرية في المجال السياسي، وبالعدالة الاجتماعية، كانت تريد ليس فقط جانباً من الدخل القومي وإنما قدرة على العمل في المجتمع. كانت تريد تعليماً آخر يُؤهل الطلاب والشباب للدخول في ميدان الإنتاج، وتلك قضية أخرى ينبغي لليونسكو أن تهتم بها. والارتباط بين التعليم، وخاصة التعلم الفني والسوق أو الجهاز الإنتاجي في الدولة، فالطالب في كثير من الأحيان يتلقى تعليماً، بسبب غياب العقل وسيادة التلقين أو ضعف الأدوات، لا قيمة له من الناحية النظرية وفي كثير من الأحيان، ولا يؤهله بالكامل، خاصة التعليم الفني للدخول في سوق العمل والإنتاج. وبالتالي، فأنا أدعو اليونسكو إلى الاهتمام بالتعليم الفني في بلادنا اهتماماً كبيراً وإعادة صياغته ليربطه بالسوق الإنتاجي حتى يستطيع الطالب أن يخرج ويجد عملاً في السوق. أما في حالتنا فهذا الأمر لا يحدث مطلقاً. ثم إن هناك مشكلة أخرى، فنظرنا إلى ضعف الموارد وازدياد عدد الطلاب الطامحين إلى التعليم الجامعي، نتنازل في كثير من الأحيان ونملأ الجامعات بأعداد هائلة من الطلاب المشوقين دون أن تتوفر الإمكانيات لاستقبالهم في الجامعات. وهذا يترتب عليه اختيار المستوى في الجامعات وضعفه. ولا يمكن مطلقاً مواجهة هذه المعضلة إلا بتعليم من نوع آخر، تعليم مفتوح لكنه قائم على أسس حقيقية. فلأسف الشديد إن التعليم المفتوح، على الأقل في بلادنا، وأنا أعرفه، تعليم مترد إلى حد كبير لا يؤهل أصحابه لخبر من أي نوع كان. وبالتالي فأمام اليونسكو هنا معضلة في كيفية مساعدتنا على تخطي هذه المعضلات.

٢٣,٣ إن هناك أمراً بالغ الأهمية يجب أن نعالجه، في ظل ضعف الإمكانيات، خاصة في مجال البحث العلمي، بمحاولة منع ازدواج العمليات البحثية والربط بين المنشآت البحثية، ليس فقط داخل الوطن وإنما على المستوى القاري وربما على مستوى العالم، وأن نربط أجهزتنا البحثية، مثلاً في أفريقيا، بعضها ببعض لتتلاقى تكرار الأبحاث ذاتها ونوفر الموارد التي تضيع في هذه الازدواجية ونستطيع بذلك أن نتقدم إلى الأمام. فالمراكز القوية تستطيع أن تشد المراكز الضعيفة إليها وتنهض بها. وهذه مهمة ينبغي لليونسكو أن تساعدنا فيها.

٢٣,٤ وفي الختام، أود هنا أن أؤكد الدور الفعال لليونسكو في العديد من المجالات الأخرى وعلى رأسها إعادة صياغة دور الثقافة في التنمية، إضافة إلى الاهتمام بالطاقة البديلة، وإيجاد أفضل سبل الإدارة المشتركة للموارد المائية العابرة للحدود لتحقيق التنمية المستدامة وإرساء السلام ومنع النزاعات. إن صياغة دور الثقافة وربطها بالعلم من شأنه أن يخلق ثقافة جديدة، ثقافة تُعَلِّي من شأن العلم، من شأن المواطنة، من شأن وحدة الإنسان. فوحدة العقل تعني وحدة الإنسان فإذا أمنا بذلك فلن نرى أبداً العديد من الظواهر التي شهدناها في بلادنا، وفي بلدي أنا، في السنوات السابقة من خلافات تقوم على أساس ديني أو آخر تنتهي بما يقتل علاقة المواطنة. فقد تم في بلادنا، في كثير من الأحيان، حرق كنائس ونهب الآثار، وهذا أمر يستحيل معه أن تقوم ثقافة وطنية ضرورية لكي تنشأ منظومة علمية. وشكراً لكم جميعاً. والسلام عليكم.

(23.1) **M. Issa** (Vice-Premier Ministre et Ministre de l'enseignement supérieur de la République arabe d'Égypte)  
(traduit de l'arabe) :

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs les chefs de délégation, Mesdames et Messieurs, permettez-moi de commencer mon allocution en remerciant l'UNESCO d'avoir parrainé le Forum des dirigeants et choisi un sujet d'importance capitale duquel débattre lors de la présente session de la Conférence générale, à savoir « la mobilisation et la contribution de l'UNESCO à l'agenda de l'après-2015 par le biais de l'éducation, des sciences, de la culture, de la communication et de l'information ».

(23.2) Évoquer le thème de l'éducation et de la culture soulève une question cruciale. L'éducation et la science impliquent l'unité de pensée, ainsi que l'importance de la réflexion, et plus particulièrement, la réflexion critique. Ce dont nos pays ont besoin, à tout le moins, c'est de rompre totalement avec les méthodes d'enseignement basées sur l'endoctrinement, pour passer à une éducation qui mette l'accent sur la réflexion, c'est-à-dire sur la liberté, étant donné que ces deux principes sont indissociables. La réflexion et la liberté signifient que personne n'impose à l'élève, par le biais d'un endoctrinement, d'autres concepts politiques ou idéologiques incompatibles avec les règles de l'intellect et qui pourraient, effectivement, constituer des moyens d'assujettissement par les classes dominantes, les dirigeants ou les idéologies ayant cours dans la société. Il y a ici une contradiction, et nous devons travailler de concert pour y remédier : comment passer réellement d'une éducation basée sur l'endoctrinement à une éducation participative, où il existe un partenariat entre enseignant et étudiant ? Quand les révolutions du Printemps arabe ont éclaté, elles avaient pour motif la liberté, la justice sociale, la dignité humaine et la démocratie. « La liberté » signifiait plus que la liberté politique et par « justice sociale », le peuple avait à l'esprit non seulement la redistribution d'une partie du revenu national, mais aussi la capacité à travailler en société. Le peuple appelait à un type différent d'éducation, qui qualifie les étudiants et les jeunes pour leur entrée dans le système de production. Il s'agit d'une autre question à laquelle l'UNESCO devrait s'intéresser. Citons ensuite le lien entre l'éducation, en particulier l'enseignement technique, et le marché ou le système de production au sein de l'État. La plupart des étudiants reçoivent une éducation, mais de par l'absence de réflexion sur ces thèmes, la prévalence de l'endoctrinement et la piètre qualité de l'équipement, celle-ci n'a aucune valeur théorique et, dans la plupart des cas, en particulier dans l'enseignement technique, ne prépare pas totalement l'étudiant à entrer sur le marché du travail et de la production. Par conséquent, j'exhorte l'UNESCO à accorder une la plus grande attention à l'enseignement technique dans les pays arabes, et à réformer ce dernier de façon à tisser un lien avec le marché de la production et permettre aux étudiants diplômés de trouver du travail. Dans notre cas, c'est tout simplement impossible. Il subsiste encore un autre problème. Face au manque de ressources et à la proportion croissante d'étudiants qui aspirent à l'enseignement supérieur, nous avons bien souvent renoncé et nous emplissons les

universités d'un nombre faramineux d'étudiants impatients, sans disposer des ressources pour les admettre. Cela s'est soldé par une chute du niveau universitaire. Seul un autre type d'éducation, ouvert et basé sur des piliers solides, permettra de résoudre ce problème. Malheureusement, la pédagogie ouverte que je connais, du moins dans mon pays, est largement insuffisante et n'apporte guère plus de qualifications aux étudiants. La question ici posée à l'UNESCO est de savoir comment nous aider à surmonter ces difficultés.

(23.3) Un autre sujet extrêmement important est que compte tenu de la pénurie de ressources, en particulier dans le domaine de la recherche scientifique, nous devons essayer d'éviter la duplication des travaux de recherche et d'établir des liens entre centres de recherches, non seulement dans le pays, mais également à l'échelon continental, voire international. Nous devrions relier nos instituts de recherche, par exemple en Afrique, afin d'empêcher les doublons et d'économiser les ressources perdues à cause de ces derniers. Nous serons alors capables d'aller de l'avant. Les centres les moins avantagés pourraient être jumelés à d'autres, mieux dotés, et ainsi bénéficier d'un nouvel élan. L'UNESCO doit nous aider dans cette tâche.

(23.4) Pour conclure, j'aimerais souligner le fait que l'UNESCO a un rôle actif à jouer dans de nombreux autres domaines, principalement : redéfinir le rôle de la culture vis-à-vis du développement, s'intéresser aux sources d'énergies alternatives et trouver de meilleures façons d'assurer une gestion conjointe des eaux transfrontalières, afin de parvenir au développement durable, de garantir la paix et de prévenir les conflits. Une refonte du rôle de la culture et à la création de liens avec la science permettront l'avènement d'une nouvelle culture mettant l'accent sur le savoir, la citoyenneté et l'unité de l'humanité. L'unité de pensée est synonyme d'unité de l'humanité. Si nous avons cru en cette affirmation, nous n'aurions pas été témoins de la plupart des phénomènes qui ont touché les pays arabes, y compris le mien, ces dernières années. On peut notamment citer les conflits basés sur la religion ou tout autre facteur, qui ont brisé le lien de citoyenneté. Dans mon pays, de nombreuses églises ont été incendiées, et des antiquités pillées, ce qui rend impossible l'édification d'une culture nationale indispensable à la création d'un système scientifique. Je vous remercie de votre attention et que la paix soit sur vous.

24. **Mr Cole (Moderator):**

Excellent, thank you. The Deputy Prime Minister wanted to focus on a new type of education and he, I think, articulated what is an important if not one of the most important points here. I wonder whether UNESCO is a victim of its own success. In other words, it has persuaded so many countries to extend their education and educate so many, but unfortunately there are no jobs at the end especially, of course, in the media. It is therefore a good time to raise the topic of vocational training. I thank both deputy prime ministers very much. During the debate I would ask delegations and delegates to stay in their seats and to raise their country plates if they wish to take the floor. That way we know exactly who you are and where you are, so I would thank you for that. We are going to extend this for as long as it is interesting. I now hand over to Shashi Tharoor, who needs no introduction.

25.1 **Mr Tharoor (Moderator):**

Thank you, Stephen. I have been given the pleasant task of introducing the ministerial debate. I think that our Director-General, though she has just left the room, really asked the right question at the very beginning this morning: what kind of world do we want to live in? That is ultimately what this Forum is going to have to address. The year 2015 is almost upon us. I remember my days as a United Nations official, the heady days back in 2000 of the adoption of the Millennium Development Goals. Some of them have actually been fulfilled, in others progress has been uneven, but the time has already come now to think beyond 2015. There is increasing talk already of sustainable development goals to complement the Millennium Development Goals, but what we hope to have today from all of you leaders in this Forum is actually a vision, a vision that will go beyond the mere substitution of one acronym for another, of going from MDGs to SDGs, because it is extremely important that, as we look forward, we learn from our successes and failures and figure out how we can do better than we have because there is no doubt that we will reach 2015 with an unfinished agenda. The Millennium Development Goals will not all have been met everywhere, and I think that it is extremely important to emphasize as well that the key word in this unfinished agenda is that word in the middle there, the word "development". As we ask that question of the Director-General, what kind of world do we want to live in, we also have to ask another more uncomfortable question. At a time when we all speak of the galloping forces of change, there is a question that we need to face: how has the world not changed, what has not developed in these last 15 years sufficiently so we can speak about a paradigm shift? Sadly, poverty still persists across the developing world. Inequality still continues within and between nations. So as we look beyond 2015 it is incumbent upon all of us to grasp this particular nettle. As I am Indian, inevitably the temptation to quote Mahatma Gandhi comes back: "We must be the change we wish to see in the world", the Mahatma used to say, and there, I think, is a task for all of us.

25.2 Turning to UNESCO's specific mandate, education is obviously the key. In India, my catechism as Education Minister, and I apologise to the interpreters in advance, focuses around four "E's" in the English language: expansion of education. We achieved independence with only 17% literacy; only 8.9% of our women could read and write. We had only 26 universities in the entire country, only 400,000 students in higher education. Today the transformation has been quite dramatic. We have gone from 17% to 74% literacy; we have gone from those 26 universities to close to 700 universities; from the 690 colleges in those days to 35,000 colleges today. We have over a million, in fact 1.4 million, schools, some 239 million children enrolled in school; our government delivers 110 million midday meals every day to children. So, expansion has been vital. The second "E" is that of equity, reaching the unreached, including the excluded – people left out of education because of gender, because of distance, caste, religion and language. In the process of fulfilling these two E's, we have perhaps not paid enough attention to the third "E" of excellence. Quality has been uneven, a common phenomenon in many countries. We have, in fact, the challenge of ensuring that we do not just have a few islands of excellence floating on a sea of mediocrity, that we improve quality throughout the system. The fourth "E", which I have added quite recently to this catechism, is the "E" of employability. I mention this list simply because these are problems faced by many developing countries, and answers we all need. Many of our countries, perhaps most of our developing countries, have a demographic bulge of young people. In India, 65% of our population is under 35; we have over 600 million people under 25. How do we equip them for employment in tomorrow's world? To do so, of course, we

need not only education in the classic sense, but also technical education and vocational training, to which some speakers have already alluded.

25.3 If we get it right, we will have transformed the world, not merely our own country, with young people trained, educated, equipped to take advantage of the opportunities of the twenty-first century. If we get it wrong, however, we, I am afraid, face a demographic disaster, because in most developing countries nothing is more dangerous than having legions of unemployed, uneducated, frustrated, unemployable young men. For all of us across the world, education has to be a major national priority, both to seize opportunities and to prevent the opposite – disaster. When we speak of vocational education, we need to emphasize responsiveness to the demands of industry in the modern era, as well as responsiveness to the needs of learners. India speaks of skilling 500 million people in a decade from now, and if we add all those in other countries around the world, we can see what a challenge the globe faces.

25.4 So much for education. Science, culture and communication are fundamental aspects of UNESCO's mandate. Development, of course, requires science, technology and innovation; these were largely ignored in the MDGs of 2000. In fact, as the Swiss novelist Max Frisch said once, "Technology is the art of arranging the world so that we need not experience it". I have to say, even though I am a writer, that I disagree with Mr Frisch because technology has become central to our experience of the world of the twenty-first century. In this information era, communication technology in particular is key to development. The only way that we can leapfrog the obstacles to human progress is by equipping people with technology. Yet we know how difficult access is for everyone. We know what an enormous amount of challenges we face. The era of the information revolution is very unlike the French Revolution because we seem to have a large amount of liberty, only some fraternity and no equality — and in that era, the need for more technology transfers, for example, becomes vital.

25.5 Science: too little is said about science. Science without culture would be for robots and machines. Culture is what makes science and technology human. Moreover, if we are to speak of sustainability, then clearly we need both creativity and science to go together. Finally, of course, the question of the scope for global partnership must engage us today. We have to acknowledge that there has been widespread disappointment with regard to the fulfilment of Millennium Development Goal 8. How can we engage the developed and the developing in the quest for the world beyond 2015? How can we engage the rich in the solidarity of the poor? How do we manage to use this Forum to come up with constructive ideas? Our good President, Mr Hao Ping, mentioned five functions of UNESCO, which in many ways, I think, set up the challenge for our entire Leaders' Forum: UNESCO as a laboratory of ideas, as a standard setter, as a clearing house, as a capacity builder and as a catalyst for international cooperation. Today's discussion should see evidence of international cooperation. It should, we hope, generate ideas, should offer experiences with countries that can, in fact, then serve in this clearing house today to guide us forward, should help us to define standards and should, we hope, point the way to building capacity where it does not exist, including through the transfer of technology and the development of infrastructure in the developing world. With all of this we could have a clear roadmap beyond 2015. I, for one, along with my co-moderator, look forward to a rich and productive discussion, that will perhaps underscore each of the five functions that the President of the General Conference has highlighted and at the same time chart the way for our future work in the years ahead. Thank you very much and I look forward to this discussion.

26. **Mr Cole** (Moderator):

Thank you very much indeed. That was a good introduction to the debate. We shall begin with the discussion between ministers and shall proceed with Indonesia first followed by Finland. Indonesia! Your Excellency, you have the floor.

27. **Mr Nuh** (Minister of Education and Culture, Indonesia):

Thank you, Mr Moderator. Distinguished delegates, ladies and gentlemen, please allow me to contribute a few thoughts. Without global partnership, it is impossible to build peace and harmony. Without peace and harmony, it is impossible to create sustainable development. Without sustainable development, it is impossible to transform economies for more jobs and inclusive growth, without which, poverty eradication is only a dream and, with poverty in one part of the world, it will be impossible for the other parts to live in peace. There is a vicious circle that needs to be broken here. UNESCO definitely can and should play a central role in achieving this goal. Education, science and culture are related to logical, physical, ethical and aesthetical dimensions that are necessary to create peaceful lives, healthy lives and productive lives that can be used to break the vicious circle. Since education is the single source of inequality, emphasis still must be given to education which has been strengthened by science and culture. To increase the impact of education in achieving sustainable development goals, UNESCO must suggest to its member countries to go beyond primary education. Education should start early by promoting early childhood education, stay longer through universal secondary education and also reach wider by reaching the unreached through specific emphasis on education for those with geographical, economic or social barriers. Indonesia has chosen them as its main education development agenda. Furthermore, education must address the three competencies that represents humankind: attitude related to ethics, skill related to physical and aesthetic, and all of it is related to logic. Therefore, education not only for the mind, but also for the spirit and body, education not only for learning knowledge, but also for practising skills and for constructing positive attitudes such as respect for others and tolerance. Science must be included, too, in education for learning knowledge and practising skill. Culture must be integrated into education so that students learn about universal values of kindness and trustworthiness. We need to design new curricula to equip students with competencies in knowledge, skills and attitude. Indonesia has implemented its own in 2013. In the new curriculum, culture plays a central role in the teaching and learning process through the integration of universal values, verified from culture. It is not from exclusive culture, but culture that has been shared universally. For this reason it is important for us to share our values and culture to create a convergent world culture. As a means to achieving this dream, Indonesia has initiated the World Cultural Forum to take place in Bali from 24-27 November this year. I would like to take this opportunity to invite all of you to participate in the Forum. Thank you.

28. **Mr Cole (Moderator):**

Thank you very much, Mr Muhammad Nuh. Oh yes, I would certainly welcome travelling to Bali in November. Thank you for that invitation and thank you for trying to square the virtuous circle and basically telling UNESCO what it should be doing and where it should be going, and that is what we want much more of from all of you in the room, because this is basically your chance to brainstorm and float your ideas. Furthermore, I should like you to react to some of the excellent speeches delivered this morning which contained some very good ideas. Let us be somewhat more proactive, which is really the function of this session and, of course, of the debate this afternoon. The delegation of Finland has left, so I now call on the Minister of Education of Iraq. Your Excellency, the floor is yours.

٢٩ السيد تميم (وزير التربية - العراق):

شكراً جزيلاً. تعليقي على ما طرح صباح هذا اليوم هو أن العراق يواجه تحديات كبيرة وتحت ظروف ضاغطة قد لا يواجهها أي بلد آخر. وهي ما يتعلق باستهداف الإرهاب لكل شيء حتى المدارس ورياض الأطفال. لكننا عازمون على الاستمرار والمضي تحت كل هذه الظروف، إذ إن لدينا في العراق أكثر من تسعة ملايين طالب بين سن السادسة والثامنة عشرة يتوجهون صباحاً إلى مدارسهم. كذلك لدينا أكثر من خمسة ملايين دارس في مدارس نحو الأمية، وهو برنامج طموح بدأ منذ سنتين تقريباً. إنهم يتوجهون إلى أكثر من ٢٢ ألف مدرسة، كما أن هناك أكثر من ٧٠٠ ٠٠٠ معلم ومدرس يستقبلون كل هؤلاء بعمل متواصل يمتد من صباح اليوم حتى نهاية اليوم في المساء. أيضاً، وخلال السنتين الماضيتين، تم تطوير أكثر من مائتي كتاب منهجي جديد في التعليم العام والتعليم المهني. وأيضاً تقوم بطباعة أكثر من ١٠٠ مليون كتاب سنوياً توزع مجاناً. فإن التعليم في بلادي مجاني يبدأ من رياض الأطفال وحتى الحصول على شهادة الدكتوراه. كل هذه الظروف لم تثنينا عن المواصلة وعن ضرورة أن نبدأ بتعليم يتجاوز حدود الوطن ويتجاوز أبعد من ذلك، إلى المستوى الإنساني. فإننا نقوم بتوفير المدارس في كل مكان، رغم الظروف الصعبة، وإلى أبعد نقطة. بل وإننا نلاحق جماعة البدو عندما ترحل بالمدرسة لكي نستطيع أن نوفر التعليم لكي نستطيع أن نقضي على الأمية. كما أننا نقوم بتقديم المساعدات في ظل ما تتعرض له المنطقة من حيث اللجوء وغيره، وإننا نقدم ما نستطيع فيما يتعلق بتوفير التعليم وتوفير الكتاب المدرسي. لدينا مشروع طموح نأمل أن يستمر ونأمل أن يتم وفقاً للبرنامج لكي نتجاوز الأمية ونوفر تعليماً للجميع في بلدي وفي البلاد المجاورة. وشكراً جزيلاً لكم.

(29) **M. Tamim (Ministre de l'éducation de l'Iraq) (traduit de l'arabe) :**

Merci beaucoup. Je commenterai ce qui a été évoqué ce matin en soulignant que l'Iraq fait face, dans des circonstances difficiles, à d'immenses défis, auxquels aucun autre pays n'est confronté. Cette situation est la conséquence d'un terrorisme qui n'épargne rien, pas même les écoles et les jardins d'enfants. Nous sommes néanmoins résolus à poursuivre nos efforts et à aller de l'avant, malgré toutes ces conditions difficiles. L'Iraq compte plus de neuf millions d'élèves, âgés de 6 à 18 ans, qui prennent tous les jours le chemin de l'école. Plus de cinq millions d'étudiants sont également inscrits dans les écoles d'alphabétisation créées dans le cadre d'un projet ambitieux lancé depuis près de deux ans. Ils sont accueillis dans plus de 22 000 écoles et pris en charge par plus de 700 000 enseignants qui travaillent sans relâche, du matin au soir. Par ailleurs, plus de 200 nouveaux manuels scolaires ont été élaborés au cours des deux dernières années pour l'enseignement général et l'enseignement professionnel. Je précise aussi que le nombre de livres imprimés et distribués gratuitement chaque année dépasse 100 millions. Mon pays garantit en effet une éducation gratuite depuis l'école maternelle jusqu'au doctorat. Toutes les difficultés auxquelles nous sommes confrontés ne nous empêcheront pas de continuer sur cette voie et de répondre à la nécessité d'assurer une éducation qui aille bien au-delà des frontières nationales, pour ainsi acquérir une dimension humaine. Malgré le contexte difficile que nous connaissons, nous construisons des écoles dans toutes les régions, même les plus éloignées, et nous veillons à inscrire les bédouins nomades dans des établissements scolaires pour leur offrir l'éducation dont ils ont besoin et éliminer l'analphabétisme. Nous apportons également de l'aide face à l'arrivée de réfugiés et à d'autres défis auxquels la région se trouve confrontée, et nous faisons tout notre possible pour assurer l'accès à l'éducation et fournir des manuels scolaires aux étudiants. Nous poursuivons un projet ambitieux que nous espérons mener à bien conformément au plan établi afin que nous puissions lutter contre l'analphabétisme et mettre l'éducation à la portée de tous, en Iraq et dans les pays voisins. Je vous remercie.

30. **Mr Cole (Moderator):**

Thank you very much, Minister. A timely intervention from Iraq and I agree that Iraq is facing unique challenges, especially terrorism. I have just learnt from an email that a school in the southern suburb of Damascus was bombed this morning. So a timely tribute to the bravery of the teachers who continue to teach in very difficult conditions, I have to say. I now call on the representative of Cambodia.

31. **Mr Naron (Minister of Education, Youth and Sports, Cambodia):**

Yes, thank you. Mr President of the General Conference, Madam Chair of the Executive Board, distinguished Moderators, regarding this morning's speeches as to the post-2015 agenda, I have four points to make. Number one, universal access to primary education is not enough. Cambodia has achieved universal access to primary education with regard to parity, with a 97% net enrolment rate. However, at a time when the technology revolution has accelerated, technology gaps have widened between developed and developing countries. This requires more quality education in addition to the equitable universal access, and developing countries should multiply efforts to promote science, technology and innovation. I think that Facebook is not enough – we need hard science for developing countries. Number two, our young people lack fundamental soft and technical skills. Peace is an illusion if our young people continue to suffer from economic hardship and a lack of skills. Cambodia would recommend that youth become a global priority for the Organization, and efforts must be made to promote vocational training. Number three, the role of culture in the post-2015 global agenda. In the context of globalization, the new generations are more exposed to global trends at the expense of their own culture and traditions. In this regard, Cambodia supports the view that culture should become one of the pillars of the post-2015 agenda. The value of culture is greater than mere economic value. Culture contributes to social cohesion and inclusion. Culture and cultural diversity create a foundation for a stable and resilient society, and cement national identity and unity. Number four, climate change is having a disproportionate impact on poor countries. Protecting forests is not enough; we must reduce greenhouse gas emissions. This is where the principle of common but differentiated responsibility comes in. Having the capacity to respond to natural disasters should become the target of development goals. For this reason, we are in the process of preparing Cambodia's Vision 2030 which rests on five pillars – sustaining high growth, addressing vulnerability, ensuring inclusiveness and sustainability, modernizing education and preserving culture. Thank you for your attention.

32. **Mr Tharoor** (Moderator):

Thank you very much, Mr Hang Chuon Naron, Minister of Education of Cambodia, in particular for stressing that it is not enough to focus on access to primary education; we need to focus on quality, on science and on developing technical and soft skills. Thank you, too, Minister, for introducing the element of climate change into our deliberations today. The next speaker on my list is the Minister of Education of Namibia, Mr David Namwandi. You have the floor, Mr Namwandi.

33. **Mr Namwandi** (Minister of Education, Namibia):

Thank you very much. Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Excellencies, I have eight points to make and I shall make them quickly. Namibia acknowledges that significant progress has been made in achieving the Millennium Development Goals (MDGs) and the education for all goals (EFA), but you agree with me that the two remain unfinished business. Many developing countries, sub-Saharan Africa included, have been left behind in achieving all MDGs and EFA goals. In view of this, MDGs and EFA goals should therefore be a starting point in developing the post-2015 development agenda. UNESCO, being a specialized agency of the United Nations system, should provide resolute leadership in the preparation and implementation of a post-2015 development agenda in its fields of competence. Regarding the content of the post-2015 development agenda, Namibia is of the opinion that the credible quality of lifelong learning for all, education for sustainable development, gender equality, culture as an enabler of poverty eradication and sustainable development, water management and water security and issues affecting youth should be at the core of such a development agenda. Namibia underscores the active participation of youth in governance and in fostering global citizenship because the future we want is for the Y generation. Therefore our generation has an obligation to ensure that future and yet unborn generations will inherit a world which has been managed sustainably, lest history judge us harshly. The development and implementation of science, technology and innovation policies in order to address contemporary ethical issues, including the management of natural disasters, ocean disaster prevention, preparedness and mitigation, should also find their rightful place in the post-2015 development agenda. Information and communication technology (ICT), in our view, contributes to sustainable development in the context of knowledge societies. To conclude, Namibia would therefore like to see that the contribution of ICTs to sustainable development is adequately articulated in the 2015 development agenda. Certainly much has been achieved over the years, but the world is still far from fulfilling those demands that an envisaged sustainable society makes on us. I thank you.

34. **Mr Cole** (Moderator):

Thank you very much, Mr David Namwandi, Minister of Education. You have referred to the digital divide as unfinished business. That is why we are here, unfinished business as we look towards 2015 and try to set the post-2015 agenda. Personally I think that technology is a very good tool but it is certainly far from being the solution. I now call on Mr Jean-Pierre Blackburn, Ambassador and Permanent Delegate of Canada.

35.1 **M. Blackburn** (Canada) :

Monsieur le Président, distingués collègues, Mesdames et Messieurs, pourquoi sommes-nous réunis ici aujourd'hui ? En quelque sorte, pour faire le point sur les Objectifs du Millénaire pour le développement, voir quels sont nos résultats et planifier l'après-2015. A cet égard, le Canada a appuyé les Objectifs du Millénaire pour le développement en mettant particulièrement l'accent sur la santé des mères, des nouveau-nés et des enfants, avec notamment l'Initiative de Muskoka.

35.2 Le présent rendez-vous, dont l'objet est précisément de nous concerter en vue d'élaborer un programme pour l'après-2015, est important. Les Objectifs du Millénaire pour le développement ont véritablement permis d'améliorer la situation des personnes qui vivent dans la pauvreté. Simples à comprendre et bien circonscrits, ils ont encouragé le recours à une approche coordonnée et mis en avant des mesures de résultats et de reddition de comptes, ce qui est une leçon à prendre en compte pour l'avenir, pour la construction de l'après-2015.

35.3 Pourquoi devons-nous préparer cet après-2015 ? Parce qu'il y a encore beaucoup à faire et que certains objectifs ne sont pas atteints. Le Canada croit qu'avant de définir de nouveaux objectifs, il faut d'abord s'attacher à réaliser les objectifs qui n'ont pas été atteints. Les personnes les plus pauvres, les plus vulnérables, les femmes et les enfants, devraient rester des priorités. Les nouveaux objectifs devraient être universels et centrés sur les droits de la personne. L'élément le plus fondamental du développement est l'éducation, une éducation de qualité, avec des professeurs bien formés. Cela est primordial pour obtenir de meilleurs emplois, pour contribuer à renforcer la croissance économique et à réduire durablement la pauvreté. L'éducation des jeunes filles est déterminante pour la santé de la mère et de l'enfant, qui est un objectif important du Canada. Mieux éduquées, celles-ci prendraient des décisions plus éclairées et conforteraient leur place dans la société.

35.4 L'égalité entre les sexes est également une priorité du Canada. Les nouveaux objectifs pourraient s'inspirer à cet égard des programmes de l'UNESCO qui promeuvent, pour les femmes et les hommes, le droit d'accéder, de participer et de contribuer à la vie culturelle et scientifique.

35.5 Le Canada croit également à l'importance du développement économique comme moteur de croissance. Les nouveaux objectifs devraient envisager le problème de l'emploi, de la création d'emplois décents, domaine où, là encore, l'éducation joue un rôle primordial.

35.6 Pour conclure, le programme de développement pour l'après-2015 doit obligatoirement prévoir des objectifs réalistes, bien délimités et mesurables, qui doivent s'accompagner de solides mesures de reddition de comptes pouvant guider l'élaboration des politiques et le suivi des progrès accomplis. Ces objectifs doivent inspirer et motiver une nouvelle génération et tous les partenaires de développement. Le nouveau programme doit également répondre aux défis émergents, prendre en compte les nouveaux enjeux économiques et de développement, notamment l'importance accrue



de la coopération Sud-Sud, le développement économique durable ainsi que la participation au développement d'acteurs non traditionnels comme le secteur privé et les fondations philanthropiques. Voici quelles sont les convictions du Canada pour la construction de l'après-2015, pour l'établissement de priorités qui contribueront à bâtir une société plus humaine, empreinte de compassion envers les plus faibles. Je vous remercie, Monsieur le Président.

36.1 **M. Tharoor** (Modérateur) :

Merci, Monsieur l'Ambassadeur Blackburn, d'avoir présenté votre avis sur plusieurs points et cherché à répondre à la question de savoir pourquoi nous sommes réunis ici aujourd'hui.

*(The Moderator continues in English)*

36.2 I would like to offer the floor to the Cabinet Secretary of Education, Science and Technology of Kenya, Mr Jacob Kaimenyi as the last speaker for the morning.

37. **Mr Kaimenyi** (Cabinet Secretary of Education, Science and Technology, Kenya):

Thank you. Mr President, I am the last speaker, hopefully not the least! Having said that, I really thank you most sincerely for giving me the opportunity to make one or two remarks. First, I do indeed agree that education should promote peace and security, but, Mr President, we cannot promote peace and security unless we continue to promote some UNESCO initiatives such as education in emergencies, respect for all learning and peace, and the introduction of peace education in our respective schools. I like the idea of free and compulsory education, but for free and compulsory education to succeed, we must think in terms of child-friendly schools. Child-friendly schools can only be friendly if, for example, they are devoid of child abuse and if they have basic amenities such as sanitary towels, which are very difficult to find in our continent where some children run away from school. There are issues of malnutrition, lack of food and lack of water. We need to make our schools friendly so as to ensure that our education is free and compulsory, and we have done that to a large extent in Kenya. Another issue is really of interest to me – when we talk about access, we should remember that access sometimes tends to focus on those children who are healthy, and we tend to forget children with special needs, children with various forms of disability, who also need education as a basic right — and this is very important. In our part of the world, sometimes children with disabilities are considered to be a curse and are completely isolated from mainstream education. I also want to support the idea of technical and vocational education and training (TVET). We need in our respective countries to equip people with the requisite skills and competencies so that we have artisans, craftsmen and craftswomen, technologists and technicians, if we are ever to make progress and ensure that our youth are employed. Finally, Mr President, it was mentioned here that we need not focus on numeracy and literacy alone and I concur. We need to broaden our thinking. For example, the issue of talent development was mentioned here, and it was stressed that our education systems must not only identify talent but must nurture talent. We have been told that education must combat or address the issue of corruption, especially in some developing countries, and I concur. I therefore wish to propose that in our respective national constitutions, we must have national values, as has been achieved in Kenya, so that some of these vices are addressed at the earliest opportunity. Thank you.

38. **Mr Cole** (Moderator):

Excellent, thank you very much Cabinet Secretary Jacob Kaimenyi. Those are very good points, well made. In fact, you have touched on what the President of Tunisia said, namely that education is not just about high achievers, hence the need to be more inclusive. I thank you for those excellent points. As we come to the close of this morning's meeting, I should like to point out that the list of speakers is still open. The delegates of Norway, Italy, Denmark, Mongolia, Palestine and Andorra have expressed their wish to speak. May I request you to be in the room at 3 p.m. when the Forum will resume. I thank you for your questions and your contributions this morning.

39. **The President:**

Thank you very much. I thank the Moderators for their wonderful stewardship of this morning's Leaders' Forum and I thank you all for this enriching debate. *The meeting is adjourned.*

*The meeting rose at 1.15 p.m.  
La séance est levée à 13 h 15  
Se levanta la sesión a las 13.15  
Заседание закрывается в 13.15  
رفعت الجلسة في الساعة ١,١٥ بعد الظهر  
会议于 13 时 15 分结束*

# Fourth plenary meeting

Wednesday 6 November 2013 at 3.15 p.m.  
President: **Mr Hao** (China)

# Quatrième séance plénière

Mercredi 6 novembre 2013 à 15 h 15  
Président : **M. Hao** (Chine)

# Cuarta sesión plenaria

Miércoles 6 de noviembre de 2013 a las 15.15  
Presidente: **Sr. Hao** (Chine)

# Четвертое пленарное заседание

Среда 6 ноября 2013 г. в 15.15  
Председатель: г-н **Хао** (Китай)

# الجلسة العامة الرابعة

الأربعاء ٦ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ٣,١٥ بعد الظهر  
الرئيس: السيد **هاو** (الصين)

# 第四次全体会议

2013年11月6日星期三 15时15分  
主席：郝平先生（中国）

**Report on the work of the General Committee**  
**Rapport sur les travaux du Bureau de la Conférence**  
**Informe sobre las labores de la Mesa de la Conferencia**  
**Доклад Президиума о работе**  
**تقرير عن أعمال مكتب المؤتمر العام**  
**总务委员会的工作报告**

**1. The President:**

Good afternoon, ladies and gentlemen. I declare open the fourth plenary meeting of the General Conference. This afternoon, we will continue with the Leaders' Forum. Before we start, however, I would like to briefly report on the work of the General Committee, which held its first meeting this morning. I will ask the Secretary of the General Conference to summarize the recommendations of the General Committee. Mr Millward, you have the floor.

**2.1 The Secretary:**

Thank you, Mr President. The General Committee held its first meeting this morning at 8.45 and I am pleased to present its recommendations to the plenary.

2.2 The General Committee examined the document on the organization of the work of the 37th session of the General Conference, document 37 C/2 Prov. Rev., and endorsed the recommendations of the Executive Board on the organizational matters. Moreover, the General Committee recommended for adoption by the plenary the proposal from the Executive Board concerning the examination of item 4.2 "Consideration and adoption of the Draft Programme and Budget for 2014-2017" (37 C/5). In particular, the Executive Board has recommended that the Joint Meeting of Commissions agree on the modalities of examination by the different commissions of this item with a view to adopting a common approach by all commissions as per 192 EX/Decision 23. The Joint Meeting of Commissions would then meet in a few minutes in Room II and examine item 4.2, limited to those parts of document 37 C/6 and 37 C/6 Addendum and Corrigendum proposing shifts in the programme from one major programme to another.

2.3 In addition, the General Committee has agreed to recommend to the plenary that item 7.1 "Amendments to the Rules of Procedure of the General Conference and to the Regulations for the general classification of the various categories of meetings convened by UNESCO" be also examined by the APX Commission in addition to the Legal Committee to which this item was already attributed. Thank you, Mr President.

**3.1 The President:**

Thank you, Mr Millward. May I take it that the General Conference endorses the recommendations made by the General Committee? I see no objection. *It is so decided.*

3.2 I take the occasion to remind the members of the General Committee that the next meeting will take place on Friday, 8 November at 9 a.m. in Room X.

**Leaders' Forum: UNESCO mobilizing for and contributing to the post-2015 agenda through education, the sciences, culture and communication and information (continued)**

**Forum des dirigeants : Mobilisation et contribution de l'UNESCO à l'agenda post-2015 par le biais de l'éducation, des sciences, de la culture, de la communication et de l'information (suite)**

**Foro de dirigentes: Movilización y contribución de la UNESCO para la agenda para el desarrollo después de 2015 mediante la educación, las ciencias, la cultura, la comunicación y la información (continuación)**

**Форум руководителей: Мобилизация ЮНЕСКО и ее вклад в повестку дня на период после 2015 г. посредством образования, науки, культуры, коммуникации и информации (продолжение)**

**منتدى القادة: اليونسكو تعبى الجهود لخطة ما بعد عام ٢٠١٥ وتسهم فيها من خلال التربية والعلوم والثقافة والاتصال والمعلومات (تابع)**

**领导人论坛：教科文组织动员教育、科学、文化和传播与信息力量，促进 2015 年后议程 (续)**

**4. The President:**

We will now continue our very interesting discussion in the framework of the Leaders' Forum. I have the pleasure to introduce a video message by Ms Phumzile Mlambo-Ngcuka, Executive Director of the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women).

**5. Ms Mlambo-Ngcuka (Executive Director of UN WOMEN):**

Thanks to you all. I am Phumzile Mlambo-Ngcuka, the Executive Director of UN Women. Education has opened our eyes to possibilities. But for me, these possibilities have also brought responsibility: the responsibility to pave the way for the next generation. Education provides the foundation for sustainable democracy, peace and development. Today, I must thank my partner and sister, Ms Irina Bokova. Irina, I thank you for bringing us together and I thank you for your tireless efforts working towards education for all. I cannot stress enough the importance of girls' and women's education as the key building block for women's empowerment and for nation-building. That is why the collaboration between UN Women and UNESCO is such an organic one, and so critical in achieving gender equality. All of us are looking ahead to how we can accelerate the achievement of the Millennium Development Goals (MDGs) and shape the post-2015 development framework. We must ensure a stand-alone goal on gender equality and we must ensure that education figures centrally, both as a right in itself and as an enabler of wider progress. Universal quality and gendered public education. Let us work together to achieve this. Let us work together to achieve education for all. I send you my best wishes for a successful Forum and I thank you.

6. **The President:**

I would like to thank Ms Mlambo-Ngcuka for her words. And now, I will hand over to Mr Shashi Tharoor, India's Minister of State for Human Resources Development and Mr Steven Cole, Senior Presenter at Al-Jazeera, who will continue moderating our discussions this afternoon. Please.

7. **The Moderator (Mr Cole):**

Thank you, Mr President. Welcome back everyone from lunch. This afternoon, we are going to talk about what happened this morning and share our reactions to this morning's speeches. I would like you during your statements to speak more from the heart than from your notes, if that is at all possible, and I am sure that it will be. If you do want to speak at great length, think again. Instead, ministers wishing to circulate a longer statement or a written contribution are very welcome to send their text to the Secretariat, to [c.descombris@unesco.org](mailto:c.descombris@unesco.org). I can provide the website address if you want it, but it is in your information, I am sure. And such material will then be posted on the Forum's website. Also, if you do want to be heard after the ministers have spoken, please raise your country name plate and I will do my best to put my glasses on for those of you at the back of the room to recognize which countries wish to speak. Those are the nuts and bolts. Let us kick off straight away with Norway, welcoming Mr Hans Brattskar, Deputy Minister of Foreign Affairs. Hans, please take the floor.

8. **Mr Brattskar (Norway):**

Thank you so much, Excellencies, ladies and gentlemen. Let me just first thank everybody who made valuable contributions earlier today on this important agenda and say that it is particularly a pleasure for me to be able to represent a new Norwegian Government in this debate at UNESCO's Leaders' Forum.

8.1 As a point of departure, I would like to remind us all that the world has seen remarkable improvements in living standards, education, and health for some years now. The Millennium Development Goals (MDGs) have helped mobilize global action to lift more than half a billion people out of extreme poverty. Our first ambition, however, should be to fulfil all MDGs as soon as possible, and this will be a good starting point as we look at new development goals and ambitions. Norway believes that the new agenda should include goals related to health, women's rights, gender equality, and global education. A lot has been achieved when it comes to saving children and mothers but further action is needed. Women represent nearly two thirds of the world's illiterate and over 30 million girls are still deprived of education around the world. We need to prioritize girls' and women's right to education in developing countries. Participation of men and women on an equal footing is not just a question of human rights but also an important factor in economic development and prosperity. We have certainly seen this in Norway, where a steady increase of women in our work force has made a very important contribution to social development as well as economic growth.

8.2 The post-2015 goals should also make a reference to access to energy, because this is essential to all kinds of development. We need to focus on more renewable energy, energy efficiency and development of new green technologies. We must make further significant efforts towards attaining the MDGs and the education for all goals. And Norway will maintain its high level of funding for educational purposes.

8.3 We strongly encourage consolidated efforts in the field of education both within the United Nations family, UNESCO and UNICEF being the most important, and the existing initiatives such as the Global Education First Initiative (GEFI) and the Global Partnership for Education (GPE). By pulling together and in the same direction we can build a solid platform for a balanced and coherent post-2015 education goal. We should focus on the most marginalized and excluded groups and do our utmost to reach out to children who are deprived of fundamental human rights. Education is not only a right and a goal in itself, it is a vital vehicle for attaining goals in almost any other sector of society. In the words of the United Nations Secretary-General Ban Ki-moon, "when we put education first, we can reduce poverty and hunger, end wasted potential and look forward to stronger and better societies for all". Norway welcomes the fact that the United Nations High-level Panel on the Post-2015 Development Agenda was so clear on the issue of achieving a universal and integrated global development goal on education. All the consultations, conferences, research projects and dialogues that have discussed new development goals have agreed on this issue. Education must be our primary focus in the quest for sustainable development.

8.4 Norway seeks to work closely with our partner countries, fellow donors, multilateral agencies and non-State actors to make certain that the post-2015 education agenda remains at the forefront of our work. UNESCO has a crucial role in moving this agenda forward and we should always remember that education for all goals even preceded the Millennium Development Goals. Needless to say, UNESCO's unique and specific normative work within education, culture, science and communication and information is a truly valuable input to the post-2015 agenda. Norway is ready to assume its share of the common international responsibility and will support initiatives on energy, health, education and gender equality as key building blocks for the post-2015 framework. We shall offer our full support to the Secretary-General and his good offices to help us drive the process forward towards a new set of internationally agreed goals in 2015. Many thanks for your attention.

9. **The Moderator (Mr Cole):**

Thank you, Deputy Minister, for those messages of support for UNESCO. UNESCO will be leading the charge but it needs all of you with it, with all your ideas for 2015. This is why we are here this afternoon; let us not forget that. Indeed, what sort of education are we talking about? One of the most important matters discussed this morning, in my view, was vocational training, especially bearing in mind the demographics in most of the countries represented here, with very young populations and very high levels of unemployment, and vocational education would seem to me to take on an increasing importance. Thank you to Norway and Deputy Minister Hans Brattskar. Let us move on to Mongolia, because I know that the representative of Mongolia has to leave. Mr Bold, Minister for Foreign Affairs and Chairperson of the Mongolian National Commission for UNESCO, you have the floor.

10.1 **Mr Bold** (Mongolia):

Thank you, Mr Moderator. Your Excellencies, distinguished delegates, as the 2015 target date for achieving the Millennium Development Goals approaches, there are a growing number of processes, preparatory activities and debates on what the post-2015 agenda will look like. A new post-2015 era demands a new vision and responsive framework. UNESCO is contributing to framing the post-2015 development agenda in many ways. In this respect, I wish to underline that today's Leaders' Forum under the theme "UNESCO mobilizing for and contributing to the post-2015 agenda through education, the sciences, culture and communication and information" is indeed another opportunity to formulate innovative messages and guidance to contribute to the post-2015 development agenda within the UNESCO mandate. The Government of Mongolia strongly believes that literacy is a fundamental right and essential monitor for human development. Just a moment ago, we attended the special lunch session on this issue, which was addressed by many participants. The battle of literacy is not over and in a digital world it is a very challenging and very exciting issue we have to deal with.

10.2 As the initiator of the United Nations Literacy Decade, Mongolia has been active in supporting UNESCO in its role as coordinating agency of the Decade throughout. The United Nations Literacy Decade was marked by significant progress. We witnessed a rise in the global adult literacy rate and a fall in the numbers of the illiterate population worldwide. However, as made clear in the final evaluation of the implementation of the international plan of action of the United Nations Literacy Decade, we are not there yet. Millions of primary school age children are out of school today. Millions of children are in school but are failing to learn the basics. Millions of women and men with poor literacy skills face problems in their lives. Much stronger political commitment and collective effort are needed to scale up literacy, improve the quality of education for children and adolescents and provide lifelong learning opportunities especially for girls, women and those belonging to marginalized groups.

10.3 Taking this opportunity, I am pleased to inform you that a few days ago, on 31 October, the Third Committee of the 68th session of the United Nations General Assembly unanimously approved the resolution entitled "Literacy for Life: Shaping Future Agendas". Initiated by Mongolia and co-sponsored by 85 United Nations Member States. The resolution recognized the importance of continuing the implementation of measures to eliminate illiteracy worldwide. It also encourages Member States to further utilize innovative information and communication technology and solutions to address the needs of marginalized groups, including girls and persons with disabilities among others. We believe that UNESCO should continue to play its catalytic and coordinating role at a global level to advance the literacy agenda to and beyond 2015 and therefore support the proposal to create a global multi-stakeholder partnership in support of national efforts to accelerate progress towards attainment of the unfinished agenda.

10.4 And briefly, the second issue we wished to draw your attention to is related to education for democracy. As you all know, Mongolia has held the Presidency of the Community of Democracies for the past two years. During our term, we have identified education for democracy as our primary focus. We have led a number of initiatives to advance thinking on education for democracy, including expert seminars and ministerial meetings and the sponsorship and ultimate passing of a United Nations General Assembly resolution on education for democracy, which was adopted unanimously. In addition to these high-level activities, we have strived to make a contribution to the practical work of implementing education for democracy and we have identified curriculum development as an area where there is a need and an opportunity to make such a contribution.

10.5 Just to clarify this, there are many democracy-related curricula in textbooks already. However, they tend to focus heavily on education about democracy, rather than education for democracy, because most schools around the world remain quite traditional in their approach. Students have a limited opportunity to learn to think and act democratically. They are socialized to behave passively and compassionately. How, then, do we expect them to engage in public life as democratic citizens after graduation? To encourage active democratic citizenship and cultivate the kind of learning and development which leads to it, it is necessary to look at a deeper and more experiential kind of learning. We encourage student-centred education reforms that are inherently democratic in their approach to pedagogy, assessment and other aspects of the educational experience. In short, the framework development assistance of Canadian colleagues reflects democratic values and principles at every opportunity and is compatible with existing educational reform agendas worldwide. It provides guidance on how to educate for democracy, not just what to teach. In spite of its limited distribution, the framework has received very positive feedback. Based on this feedback, we think the framework has the potential to make an excellent contribution to advancing education for democracy in many countries, if it can be taken into this broader audience. And the support and cooperation of UNESCO and fellow members would be invaluable with regard to increasing access to the document and thereby unlocking its potential for further impact in education systems around the world. Thank you very much, Mr Moderator.

11. **The Moderator** (Mr Cole):

Thank you very much, Mongolia. Thank you for your points, all well made. I will call on Denmark next and after Denmark, Italy. I now call on Ms Christine Antorini, Minister of Education of Denmark.

12.1 **Ms Antorini** (Denmark):

Thank you. In Denmark we think, like in Norway, that the MDG agenda, in spite of some progress, is still unfinished business. We all need to commit ourselves to doing more to close the gaps in relation to education, and gender equality and women's rights, two areas to which Denmark pays particular attention. We agree that the post-2015 development agenda should resolve – in one single universal framework, with one set of goals that can unite the world in a strong effort – to eradicate extreme poverty, promote sustainable development and to ensure a life in dignity for all.

12.2 Education is a basic right for all children, also for those living in fragile States. The importance of education in the fight against poverty and for sustainable development is well documented and recognized. UNESCO and its Member

States have a key role to play in ensuring the right high-profile and action-oriented education goal for the post-2015 development agenda. There is no doubt in our mind that this should be the organization's number one priority. Ensuring quality education and learning for all is a key to the development of our communities but also a very complex challenge for all of us. This is why international inspiration, cooperation, benchmarking and support are also important. In Denmark we have promoted an idea of quality education for the twenty-first century by embracing knowledge and skills, personal and social competences and learning for creativity, innovation and democratic citizenship. And vocational training is an integrated part of that, developed together with the social partners as discussed earlier today.

12.3 We work closely with other Nordic countries, trying to strengthen and renew our educational traditions in order to improve quality and step up resources. Well-qualified teachers are crucial in this regard, but quality is also a question of relevance and motivation. We welcome the Global Education First Initiative (GEFI) taken by the United Nations Secretary-General and its focus on the content and global context of education. We strongly support the aim of fostering global citizenship. We need to educate our children, youth and adults to live in the world of today and in dialogue and shared responsibility to shape the world of tomorrow. Thank you.

13. **The Moderator** (Mr Cole):

Thank you very much, Minister. I now call on Mr Massimo Bray, Minister for Cultural Heritage and Tourism of Italy. Welcome, Minister.

14.1 **M. Bray** (Italie) :

Mesdames et Messieurs, je suis heureux de participer à la 37<sup>e</sup> Conférence générale de l'UNESCO, et tout particulièrement de prendre la parole dans le cadre de ce Forum qui, j'en suis certain, apportera une contribution précieuse au programme pour l'après-2015 en ce qui concerne les domaines de compétences de l'UNESCO.

14.2 La culture représente un élément fondamental du développement et de la croissance durables. C'est dans cette direction que l'Italie souhaite orienter sa politique culturelle et ses programmes. Sur le plan national, mon gouvernement vient justement d'approuver une série de mesures qui placent la culture au cœur de la politique de croissance pour les années à venir, tel un moteur du développement durable du pays ; ce qui est d'ailleurs aussi une priorité de l'UNESCO. Sur le plan international, notre action vise à renforcer le rôle de la culture sur plusieurs fronts qui me paraissent essentiels : le partage des informations et des expériences, l'accomplissement des objectifs communs, la promotion du dialogue dans le respect de la diversité culturelle – leviers de compréhension mutuelle, de respect réciproque et de paix.

14.3 L'Italie, où les ressources intellectuelles, le patrimoine culturel, la créativité, l'innovation et les talents représentent depuis des siècles une ressource fondamentale, a l'intention d'exploiter ces richesses en tant que moteurs de développement et de l'idée de communauté dont nous avons tous, même en Europe, un besoin urgent. Dans un monde globalisé, caractérisé par l'interdépendance des marchés et par la révolution numérique, il est évident que culture et économie sont étroitement liées. Si les ressources culturelles d'un pays peuvent stimuler son développement économique, tout en valorisant son identité et ses traditions, il est également vrai que chaque investissement nécessite une connaissance du territoire et de la culture locale.

14.4 La Déclaration de Hangzhou de 2013 a précisément marqué un tournant dans ce processus. Les conventions de l'UNESCO – depuis celles de 1972, pour la protection du patrimoine mondial, et de 1970, contre le trafic illicite des biens culturels, jusqu'à celles de 2003, pour la sauvegarde du patrimoine culturel immatériel, et de 2005, sur la protection et la promotion de la diversité des expressions culturelles – représentent une plateforme irremplaçable pour concevoir des stratégies destinées à stimuler la croissance et à renforcer les composantes spécifiques à chaque pays. Je pense notamment à la promotion de parcours de formation et de recherche, à l'échange d'expertise dans différents domaines, à l'éducation systématique des jeunes au respect du patrimoine, avec l'objectif de faire naître une véritable citoyenneté culturelle dans laquelle puissent se reconnaître les nouvelles générations. Je pense également à l'opportunité d'investir dans le secteur stratégique que sont l'industrie culturelle et le tourisme, comme l'Italie l'a fait et continue à le faire, avec l'organisation des différentes éditions du Forum sur les industries culturelles.

14.5 Je souhaite que ce débat débouche sur des indications concrètes pour nos gouvernements respectifs afin que la culture puisse être réellement placée au cœur de l'action politique, dans le but de permettre un développement harmonieux de nos sociétés au profit de la compréhension mutuelle, de la paix et du respect de la diversité culturelle. Merci beaucoup.

15.1 **The Moderator** (Mr Cole):

Thank you very much, Mr Bray. I am going to call on Finland to take the floor in a moment, but first, however, I just wanted to mention that I suspect a lot of you are still reading your statements, which is fine, because it is good to have done some research and preparation, but I would like you also to speak off the cuff. One speaker this morning who I thought spoke very well and very naturally was the Deputy Prime Minister of Egypt. He spoke with some emotion and he spoke very potently, I thought, about how he saw the situation in his country. Costa Rica, too, raised some ideas. The President was talking about finding solutions. She said that increasing wealth in Northern countries brings increasing damage to the environment, as we know. While that is unsustainable, you cannot have stagnation either, nor can you have a balance, when you cannot have stagnation or growth. How do we find a balance going forward after 2015? She said that we were rushing towards the abyss – a collective suicide. She said that Costa Rica wants to be the first carbon-neutral country in the world by 2021. Who else is on that list? Who else wants to be carbon-neutral by 2021? I would love to find out. There are so many despots who are democratically elected, but democracy is dangerous without knowledge – tools in the hands of children. She talked about ethics, aesthetics and citizenship. Some very interesting issues were raised by her comments.

15.2 We are going to move on, now, to Finland. I call on Paavo Arhinmäki, Minister of Culture and Sport. Sir, the floor is yours.

16.1 **Mr Arhinmäki (Finland):**

Thank you, Mr Moderator, Excellencies, ladies and gentlemen. Finland believes that UNESCO has an important role in the crafting of the post-2015 agenda. The agenda should be built on the human rights-based approach and poverty eradication, and sustainable development must be placed at its core. The agenda should be focused on reducing inequalities. Gender equality and women's empowerment should be our cross-cutting priority. We must ensure access to education for all groups. More emphasis needs to be paid to quality. The new goal should be about quality of education and lifelong learning for all. Job-related skills are crucial for employment.

16.2 Culture should be also connected to the post-2015 agenda. Culture is in many ways linked to poverty reduction. Finland supports UNESCO's global leadership in cultural diversity and world heritage protection, where we have shared responsibility. Cultural and creative industries foster the production of goods and services, generate income and create jobs. Equal and open access to knowledge and information, and freedom of expression and media are crucial for development. Here UNESCO has a unique mandate. These are some very important points for Finland, for the programmes we should run in UNESCO and for the post-2015 agenda. Thank you very much, Mr Chair.

17. **The Moderator (Mr Cole):**

Thank you. Our next speaker is Mr Yahya Yakhlef, Minister of Culture of Palestine and President of the Palestinian National Commission for Education, Culture and Science. Minister, the floor is yours.

١٨،١ السيد يحيى يخلف (فلسطين):

السيادات والسادة، هذا هو المؤتمر الأول الذي نشارك فيه بعد أن حصلنا في المؤتمر السابق على العضوية الكاملة في هذه المنظمة الدولية، وحصلنا في الوقت نفسه في الجمعية العامة في عام ٢٠١٢ على صفة دولة. ولعلكم تعلمون أن الصفة القانونية لنا هي دولة فلسطين المحتلة من قبل إسرائيل. أوجه إليكم جميعاً، يا من تمثلون الأخلاقيات الثقافية العالمية، تحية حارة وكذلك إلى السيدة بوكوفا، المدير العام لليونسكو. عبرنا ونعبر مجدداً عن التزامنا الكامل بأهداف ومبادئ اليونسكو والتزامنا بالقيم الإنسانية، قيم العدل، والحوار، والسلام، وبجهود المنظمة في أولوية النهوض بالتعليم، ووبربط الثقافة بعمليات التنمية، وربط العلوم والتكنولوجيا بالابتكار، لأننا، كما قالت المدير العام، نحتاج في هذا العالم إلى مزيد من العلماء. نشمن الجهود التي بذها المجلس التنفيذي والخبراء والمدير العام في إعداد مشروع الاستراتيجية المتوسطة الأجل، وأعتقد أن كثيراً من الكلمات التي قيلت في منتدى القادة هذا مثلت إضاءات على موضوعاتها وأكدت دعمها لختواتها، وأرجو أن يُستفاد من هذه الملاحظات لإثرائها. وهنا أريد أن أؤكد أمرين، الأول، موضوع ديمقراطية التعليم، وقد تحدثت عنه قبل قليل وزير منغوليا. والثاني، تعليم الديمقراطية في المدارس وربطها بالمناهج.

١٨،٢ السيدات والسادة، تحدثت المدير العام في كلمتها عن نقطة هامة تتعلق بحقوق الإنسان. ودكرتنا بالبيان العالمي لحقوق الإنسان الذي صدر عن الأمم المتحدة عام ١٩٤٨. هذا العام، عام ١٩٤٨، كان لنا وما زال ذكرى مؤلمة لأنه عام النكبة الذي شهد تحول الغالبية العظمى من أبناء الشعب الفلسطيني إلى لاجئين في دول الجوار والمنايا والمهاجر. وعلى الرغم من صدور القرار رقم ١٨١ في عام ١٩٤٩ الذي ينص على عودة اللاجئين إلى ديارهم وتوحيدهم، فإن هذا القرار لم يُنفذ لأن السلطات الإسرائيلية رفضت تنفيذه، وترفض تنفيذه رغم مرور ٦٥ عاماً. علينا أن نتساءل، كيف تُرجم الإعلان العالمي لحقوق الإنسان؟ وهل تم تطبيقه على أرض الواقع؟ وما دور اليونسكو في تحقيق الحقوق الأساسية للإنسان في مجالات اختصاصها، في التربية والتعليم والعلوم والثقافة؟ لقد فعلت اليونسكو الكثير في هذا المجال، ولكن ثمة الكثير الذي يتعين علينا أن نفعله. ولا شك في أن اليونسكو عملت وتعمل لمساعدتنا كفلسطينيين في ظروف الاحتلال الإسرائيلي. ونحن نتعاون معها ونؤمن بمبادئها، وبشكل خاص، نؤمن بحل النزاعات عن طريق الحوار والمفاوضات. ونحن الآن نتفاوض مع الإسرائيليين على الرغم من كل العقبات التي يضعونها في طريق هذه المفاوضات مثل الاستيطان، وبناء الجدار، وتغيير معالم القدس، والمس بتراتها وحضارتها الإنسانية. بعد ٦٥ عاماً على الإعلان العالمي لحقوق الإنسان وعلى نكبتنا، وبعد ٤٦ عاماً على احتلال أراضي دولتنا، فإننا نتطلع إلى زوال الاحتلال لتمتع بالحرية، ونطور حياتنا في كنف الحرية. وكما تعلمون، ليس هناك احتلال جميل، الاحتلال بشع - الاحتلال بشع جداً - ونحن الذين نعيش تحت الاحتلال نقول إن الاحتلال بشع، لا يوجد احتلال جميل. كما تعلمون أيضاً، لا ثقافة ولا تنمية ثقافية بدون حرية، لا تنمية في مجال التعليم بدون حرية، لا خطط تنموية اقتصادية أو اجتماعية أو أي خطة أخرى تنجح بدون الحرية. لذلك نحن نأمل أن يتمكن المجتمع الدولي، والأخلاقيات الثقافية العالمية من دعمنا للوصول إلى الحرية والاستقلال وزوال الاحتلال.

١٨،٣ السيدات والسادة، وأخيراً بعد أن انضمنا إلى اليونسكو بالعضوية الكاملة، نتحد معكم وتجمعنا مسؤوليات إنسانية، ونتطلع معكم إلى قدوم الأيام الجميلة التي لم تأت بعد. وشكراً.

(18.1) **Mr Yakhlef (Palestine) (translation from the Arabic):**

Ladies and gentlemen, this the first General Conference we are participating in since we obtained, at its previous session, full membership in this international organization; at the same time, we obtained, in 2012, at the United Nations General Assembly, the status of a State. As you probably know, our legal status is that of the State of Palestine occupied by Israel. I convey to you all, representatives of global cultural ethics, warm greetings, and also to Ms Bokova, Director-General of UNESCO. We have expressed, and we express here anew, our full commitment to the objectives and principles of UNESCO and to its humanitarian values, the values of justice, dialogue, peace and the efforts of the Organization to give priority to promoting education, to linking culture to the process of development, and to linking science and technology to innovation, because, as the Director-General said, we need more scientists in this world. We appreciate the efforts of the Executive Board, the experts and the Director-General in preparing the Draft Medium-Term Strategy. I believe that many of the statements made in the Leaders' Forum have provided clarifications on its themes and have expressed support for its contents. I hope that good use will be made of these enriching comments. Here I should like to stress two things: first, the democratic nature of education, which the Mongolian minister mentioned just now, and secondly, the teaching of democracy in schools and including it in curricula.

(18.2) Ladies and gentlemen, in her statement, the Director-General touched on an important point, namely human rights. She recalled the Universal Declaration of Human Rights adopted by the United Nations in 1948, a year which was, and

remains for us, a painful memory, because it was the year of the *nakba* (catastrophe), which saw the transformation of the great majority of Palestinians into refugees in neighbouring countries and further afield in the diaspora. Despite the adoption of General Assembly resolution 181 (II) in 1947, which provided for the return of refugees to their native places and for their compensation, that resolution has never been implemented, because the Israeli authorities have refused to do so, and have continued to refuse to implement it throughout the 65 years since it was adopted. We are thus bound to ask how the Universal Declaration of Human Rights has been translated into action, and whether it has been applied in practice. What is the role of UNESCO in the achievement of fundamental human rights in its fields of competence, in education, science and culture? UNESCO has done much in this area, but there still remains much for us to do. UNESCO has done and continues to do many things to help us as Palestinians under the Israeli occupation. We cooperate with UNESCO and believe in its principles. In particular, we believe in conflict resolution by means of dialogue and negotiation. We are currently negotiating with the Israelis despite all the obstacles they place in the way of such negotiations, such as the building of settlements and the Wall [of Separation], modifying the landmarks of Jerusalem, and impairing its human heritage and civilization. Some 65 years after the Universal Declaration of Human Rights and our *nakba* (catastrophe), and 46 years after the occupation of the territory of our State, we look forward to the end of the occupation so that we may enjoy freedom and develop our own life under the wing of freedom. As you know, there is no such thing as a beautiful occupation; occupation is ugly, very ugly. We who live under occupation say that the occupation is ugly; there is no beautiful occupation. And as you also know, there is no culture, no cultural development without freedom, no development in the field of education without freedom, no economic or social development plans or any other kind of plan which can succeed without freedom. We therefore hope that the international community and global cultural ethics may support us in achieving freedom and independence and the end of the occupation.

(18.3) Ladies and gentlemen, since we have become a full Member of UNESCO, we join forces with you, united as we are by our humanitarian responsibilities. We look forward, together with you, to the advent of the beautiful days that are yet to come. Thank you.

#### 19.1 The Moderator (Mr Cole):

*Shukran*. I think it is fair to describe that as a historic speech. Let me just ask a question before I call on Bahrain. Setting a universal and pluralistic agenda for peace and sustainability in the twenty-first century: Is there a formula to find a humanist vision for the century ahead? Is there a pledge to craft a different, more just, more prosperous world without poverty or violence and where people live in dignity? The agenda has contributed to lifting millions of people out of extreme poverty, bringing millions of boys and girls into classrooms around the world, improving women's lives, raising the glass ceiling – although in one case we heard in Africa, it is believed in some countries that the glass ceiling is still very low – and fostering access to food, health, sanitation for millions of individuals in the poorest of places on the planet. There has been remarkable progress, we're all aware of that, but it has been uneven and insufficient. How can that change after 2015?

#### 19.2 Our next speaker is Mr Majid Ali Al-Nuaimi, Minister of Education of Bahrain.

٢٠١٠ السيد التميمي (البحرين):

بسم الله الرحمن الرحيم. أيها الحضور الكرام، السلام عليكم ورحمة الله وبركاته. سيدي الرئيس، سأحاول أن أرد على السؤال الذي أشرت إليه في مداخلتك، بأن أركز كلامي على موضوع مهم وهو ما تم التوصل إليه من خطة مستقبلية في هذا الجانب. حتى أستطيع أن أجاب على السؤال الذي أشرت إليه في موضوع الخطة القادمة، في الواقع نلتقي اليوم لتبادل الرأي حول موضوع، أعتقد أنه بالغ الأهمية بالنسبة إلينا جميعاً، وهذه المبادرة من جانب الأمين العام للأمم المتحدة، وهي نتيجة لجهود دولي مقدر ومشكور، يهدف إلى شراكة عالمية جديدة، وهو هدف أساسي لمنظمة اليونسكو في هذا الجانب. وفي الواقع نؤيد ما ذهب إليه الفريق المكلف بوضع جدول أعمال التنمية الجديد، من حيث المضي قدماً في حمل روح إعلان الألفية، فنعتقد، سيدي الرئيس، أن هذا الجانب يحتاج إلى جهد إعلامي أكبر لتوضيح هذا الإعلان لجميع الجهات ذات العلاقة. ففي الواقع، إلى جانب أفضل الأهداف الإنسانية الإنمائية للألفية، التي اطلعت عليها من خلال دراسة الوثيقة بشكل عام، أجد أن هناك قضايا مهمة منها الفقر، والجوع، والمياه، والتعليم، والرعاية الاجتماعية، وبالتالي، أعتقد أن جدول أعمال ما بعد عام ٢٠١٥ الذي نتحدث عنه اليوم، سيدي الرئيس، يتميز بمبادرات شاملة وواقعية وبرؤية سليمة لما عليه العالم اليوم، وما سيكون عليه غداً، في ظل المتغيرات المتلاحقة، وهذا يحتاج منا إلى مزيد من الاهتمام من أجل تطوير النواحي التعليمية والاجتماعية وسياساتنا التربوية، وفي نفس الوقت تعزيز قيم السلام، والتسامح وإبراز مفاهيم حقوق الإنسان التي تجمع البشر في التوجه نحو السلام. وبالتالي أعتقد، من وجهة نظري، أن من الضروري أن نراجع تجاربنا السابقة فيما يتعلق بالأهداف الإنمائية وكذلك مبادرة التعليم للجميع وقضايا المساواة بين الجنسين وكذلك أيضاً مسألة التنمية المستدامة ومبادرات الثقافة والسلام وغير ذلك. كما يجب أن نتذكر أن كثيراً من المبادرات – وهذه نقطة مهمة – التي قامت على الالتزامات الدولية قد حققت درجات متفاوتة من النجاح. وعلى القائمين على تنفيذ جدول الأعمال للمرحلة القادمة النظر في ما نسميه العقبات، التي حالت دون تحقيق أهداف المبادرات الدولية السابقة بصورة كاملة ووفق ما تم التخطيط له. وأرى أن المعنيين الدوليين، عليهم أن يأخذوا بعين الاعتبار أموراً ثلاثة: الأمر الأول هو التنسيق الدقيق والتعاون بين جميع الشركاء على الأصعدة الوطنية والإقليمية والدولية. والثاني، من المهم لنجاح مبادرة الألفية وخطة ما بعد عام ٢٠١٥ أن نعمل على تطوير ما يلزم من موارد مالية وبشرية، خاصة ما تحتاجه الدول المحدودة الموارد والخبرة، مع الالتزام الجاد بتنفيذها. والنقطة الثالثة التي أردت أن أركز عليها هي وضع الأطر الإدارية التي تضمن وضوح الرؤية والقدرة على التنفيذ.

٢٠١٢ لقد كانت اليونسكو سباقة في المبادرات الهامة، سواء في التربية أو في العلوم. وأعتقد أنا، من وجهة نظري الشخصية، أن اليونسكو قادرة أيضاً على أن تحقق المزيد في المرحلة القادمة إذا توافر لها الدعم البشري والمادي. سيدي الرئيس، الحضور الكرام، أود أن أؤكد لهذا المنتدى ترحيب بلادي، مملكة البحرين، بهذه المبادرات واستعدادها الدائم للتعاون من أجل تحقيق جميع أهداف جدول الأعمال المقترح لما بعد عام ٢٠١٥. وسوف نعمل بكل إخلاص مع الدول الأعضاء في المنظمة لتحقيق أهداف هذه المبادرة. شكراً، سعادة الرئيس. والسلام عليكم ورحمة الله.

#### (20.1) Mr Al Noaimi (Bahrain) (translation from the Arabic):

*Bismillāh ir-rahmān ir-rahīm* (In the name of God, the Merciful, the Compassionate). Distinguished guests, *as-salām wa-rahmatu llāhi wa-barakātuh* (Peace and the mercy and blessings of God be upon you). Mr President, I shall endeavour to answer the question you raised in your statement by focusing in my own statement on the important topic of what has been achieved regarding plans for the future in this regard. In order to be able to respond to the question you raised



regarding the forthcoming plan, we are in fact meeting today to exchange views on this subject, which is extremely important for us all. This initiative by the United Nations Secretary-General is the result of a much appreciated international effort aimed at creating a new global partnership, which is a basic objective of UNESCO in this regard. Indeed, we support the views expressed by the team entrusted with framing the new development agenda with respect to carrying forward the spirit of the United Nations Millennium Declaration. Mr President, we believe that this aspect requires greater media exposure in order to make all parties concerned better aware of the United Nations Millennium Declaration. Indeed, in addition to the best Millennium Development Goals (MDGs), which I have examined by studying the document in general, I find that these are important issues, such as poverty, hunger, water, education, and social security, and hence I believe that the post-2015 development agenda we are speaking of, Mr President, should be characterized by comprehensive and realistic initiatives with a sound vision of the current and forthcoming state of the world in the light of successive variables. This will require us to pay greater attention to developing educational and social aspects and our education policies, and at the same time to strengthen the values of peace and tolerance and to highlight the concepts of human rights, which bring human beings together in our efforts to achieve peace. I therefore believe, from my point of view, that we need to review our previous experience with regard to the MDGs, as well as the education for all (EFA) initiative and the issues of gender equality, not to mention sustainable development and the initiative on culture and peace, etc. We also need to remember that many initiatives – and this is very important – involving international commitments have had varying degrees of success. Those concerned with implementing the agenda for the forthcoming period need to examine what we call the obstacles that have completely impeded the achievement of the goals of previous international initiatives with respect to what was planned. I believe that international officials need to take three things into consideration: first, the need to ensure close coordination and cooperation among all partners at the national, regional and international levels; secondly, for the success of the Millennium initiative and the post-2015 plan, it is important for us to endeavour to develop the requisite financial and human resources, especially those required by countries with limited resources and expertise, and to be seriously committed to implementing them; and thirdly, to draw up administrative guidelines to ensure a clear vision and a capacity to implement.

(20.2) UNESCO has been at the forefront of important initiatives, whether in education or science. From my personal point of view, I believe that UNESCO will also be able to achieve more in the forthcoming period if it receives the necessary human and material support. Mr President, esteemed guests, I should like to convey to this Forum the endorsement of my country, Bahrain, of these initiatives, and to stress that Bahrain is always ready to cooperate to achieve all the objectives of the post-2015 agenda. We shall endeavour sincerely, together with the Member States of the Organization, to achieve the objectives of this initiative. Thank you, Mr President. *As-salāmu ‘alāikum wa-rahmatu llāhi* (Peace and the mercy of God be upon you).

21. **The Moderator** (Mr Cole):

Thank you. Once again, the minister raised water as an issue. We all know the significance of that and the possibility of water being a cause of conflict, almost certainly in the next 10 to 15 years. What sector does that come under? Does it come under culture, science or education? That is an issue that people should be looking at very carefully. I now call on Ms Ena Elsa Velázquez Cobiella, Cuban Minister of Education.

22.1 **Sra. Velázquez Cobiella** (Cuba):

Señor moderador, agradezco a la Directora General la convocatoria de este foro para debatir sobre los aspectos en que la UNESCO podría desempeñar un papel protagónico en la configuración de la agenda para el desarrollo después de 2015.

22.2 Ya resulta evidente que los modestos compromisos que nos trazamos en el año 2000 como Objetivos de Desarrollo del Milenio no se cumplirán. Ha habido logros, pero estos son insuficientes, y las insatisfacciones numerosas. Son demasiados los problemas que se acumulan en el mundo expoliado y saqueado donde vivimos. Está claro que la UNESCO no puede resolverlos todos, ni puede por sí sola cambiar el mundo. No puede detener las crisis que se imbrican y ya son permanentes. No puede cambiar las injustas relaciones económicas internacionales que hacen a los ricos cada vez más ricos y a los pobres cada vez más pobres. Pero la UNESCO sí puede hacer otras muchas cosas: puede alzar su voz contra las guerras y en favor de la paz; puede movilizar las conciencias frente a la indetenible destrucción del medio ambiente y la pérdida de la biodiversidad; puede promover una declaración sobre la ética y la privacidad en Internet; puede promover un nuevo humanismo y los valores de la solidaridad frente a tanto egoísmo y mezquindad. Podría así contribuir a que se luche por un mundo mejor. Más aún, si algo puede hacer la UNESCO, mejor y como ningún otro, es luchar incansablemente contra el analfabetismo hasta su eliminación y promover una educación de calidad y a lo largo de toda la vida para las decenas de millones de seres humanos, niñas y niños, mujeres y hombres, a quienes se les conculca el derecho humano fundamental a la educación. No se necesitan nuevos estudios y evaluaciones. Sabemos que puede eliminarse en un plazo breve y que para hacerlo se necesita voluntad política y metas ambiciosas.

22.3 En Cuba, con audacia y voluntad política hace ya más de 50 años que derrotamos el analfabetismo en un año. Hoy ocupamos el lugar 16 en el índice de desarrollo de la Educación para Todos. Hemos acumulado experiencia y reiteramos a la UNESCO nuestro ofrecimiento de establecer una cooperación triangular para la aplicación del reconocido y probado método de alfabetización “Yo, sí puedo”, que ha alfabetizado a más de ocho millones de personas en 29 países de cuatro continentes. Añado que la UNESCO también puede hacer una contribución singular a la agenda para el desarrollo después de 2015 si logramos incluir la dimensión de la cultura como factor de desarrollo. “Ser cultos para ser libres”, proclamó como vaticinio profético el Apóstol de Cuba, José Martí. Y no hay verdad más cabal en frase más breve. En la medida en que seamos capaces de favorecer el desarrollo de todas las manifestaciones artísticas se ampliará el horizonte de las mentes humanas. Comprenderá mejor un pueblo a otro, y asimismo se arrinconarán las causas de guerras fratricidas. Muchas gracias.

(22.1) **Ms Velázquez Cobiella** (Cuba) (*translation from the Spanish*):

Mr Moderator, I would like to thank the Director-General for convening this forum to discuss aspects in which UNESCO could play a leading role in shaping the post-2015 development agenda.

(22.2) It is already clear that the modest commitments that we set ourselves in 2000 as Millennium Development Goals will not be met. We have made achievements, but they have been insufficient, and there have been many disappointments. Too

many problems are building up in a world that has been plundered and pillaged. It is clear that UNESCO cannot resolve them all, nor can it singlehandedly change the world. It cannot stop overlapping and permanent crises, nor can it remedy inequitable international economic relations that make the rich richer and the poor poorer. UNESCO can, however, do many other things – it can revile war and promote peace, raise awareness of unrelenting environmental destruction and biodiversity loss, promote a declaration on Internet ethics and privacy, and promote a new humanism and solidarity in the face of selfishness and pettiness. It could thus contribute to the struggle for a better world. Moreover, if there is anything that that UNESCO can do better than any other, it is to combat illiteracy indefatigably until it has been eliminated and to promote quality lifelong education for tens of millions of children, women and men whose basic human right to education is violated. New studies and assessments are not necessary. We know that illiteracy can be eliminated in a short period of time and that this requires political will and ambitious goals.

(22.3) In Cuba, more than 50 years ago, with audacity and political will we vanquished illiteracy in one year. Today, we rank 16th in the education for all development index. We have gained experience in this regard and we to UNESCO our offer to establish triangular cooperation for the implementation of “*Yo, sí puedo*”, the recognized and proven literacy method through which more than eight million people in 29 countries on four continents have become literate. UNESCO, too, can make a unique contribution to the post-2015 development agenda if culture can be included as a factor of development. “Education is freedom”, as José Martí, Cuba’s apostle, prophetically said. The whole truth cannot be told in a shorter sentence. . Promoting the development of all art forms can only help to broaden our minds. This will enhance mutual understanding among peoples and eliminate the causes of fratricidal wars. Thank you very much.

23. **The Moderator** (Mr Tharoor):

Thank you very much, Cuba. We now turn to Mr Yoh, Minister of Education of South Sudan. Minister, you have the floor.

24.1 **Mr Yoh** (South Sudan):

Thank you very much, Mr Chair. I would like to thank not only the colleagues who have just spoken but also those who enriched the debate, yesterday and today, on the issues of the post-2015 agenda. There were discussions centred on the issue of youth unemployment within the context of a world that is going through very difficult contradictory developments. On the one hand, the population is getting younger and restless – the Middle East being the best example – but at the same time, the economic situation of the world is getting tougher, resources are diminishing and becoming scarce, and, therefore, there are youth employment issues. In my country, the youngest country in the world, where young people account for almost 62% of the population, education issues are vital, especially vocational education, as are issues relating to how educated society will be able to deal with managing natural resources. Equally, technology will no doubt become more important than it was, let us say, 15 years ago, and therefore, I think it is vital that when dealing with issues of youth unemployment we concentrate on the issue of education, especially the vocational training required for these young people to obtain employment.

24.2 The other issue that has been discussed is the link between culture and education, both to unify within the diversities of societies, especially in Africa, where diversity is a real issue and, equally, to build peace, which can only be brought about once issues of dialogue have been addressed within those societies. Education is also linked to democracy, as pointed out so eloquently this morning by the President of Costa Rica – it is difficult to talk of democracy unless you have an informed population. UNESCO needs to incorporate this vital component because the growing population of the world, especially in developing countries, are expected to be democrats, and education can enable them to understand what democracy is.

24.3 The last point I would like to emphasize is the relationship between humanity and nature. Given the fact that nature is the guardian of our survival, we need not spend time debating these issues because they are unquestionable. Over the last 12 months, any one of us, at any time, could have talked of floods, disasters and other such real issues in the world. And therefore, for the survival of humanity, a knowledgeable world that takes education seriously will definitely have a very important role to play, not only in solving these problems but also in actually agreeing for the first time that nature is the frontier that all of us must deal with. I will give you an example from South Sudan, where we share the Nile with many countries, and where, for the period from April to November every year, we have the biggest swamp in the world. The only problem we have then is a lot of water, whereas in other parts of the world, such as in the Middle East or West Africa, people are suffering from a lack of water. The issue of nature and water is not only important, but vital for the survival of people, so it really must be dealt with.

24.4 I believe that the post-2015 agenda needs more creativity. It is not that we did not know when we decided in 2000 what problems needed to be addressed, but creativity lies in how we find the solutions to those problems. This creativity must be collective, with vital cooperation between the North and the South. When dealing with issues of education, youth and culture, it is important to incorporate technology as a way to resolve these problems. Thank you very much.

25. **The Moderator** (Mr Tharoor):

Thank you to the distinguished delegate of South Sudan. That was a very focused and practical-minded set of points. Thank you, Sir. I would now like to turn to the Minister of Education of Thailand, Mr Chaturon Chaisang.

26.1 **Mr Chaisang** (Thailand):

Mr President, Excellencies, ladies and gentlemen. First, I would like to express my appreciation to UNESCO for organizing the Leaders’ Forum during this General Conference. This morning, we heard different perspectives, from the three leaders and many speakers, which I believe have inspired us to look beyond 2015. It reflected the latest results of global United Nations consultations on tackling poverty after 2015. Many speakers have reiterated that the fundamental factor of country development is an investment in education.

26.2 In light of this, Thailand agrees that the future development agenda must be built on the principles of human rights and universal values of equality, justice and security. We therefore support the United Nations Secretary-General's Global Education First Initiative (GEFI). In this regard, the Thai Government's policy on education is fully in line with the new vision of education. We highlight holistic lifelong learning and the promotion of education quality. Thailand's education policy has been formulated so that the building of knowledge, values and social skills are among the key strategies for creating a more cooperative, peaceful, sustainable and liveable society.

26.3 Since education requires contribution and cooperation from various sectors, the Thai Government has announced a National Agenda for Education and has declared 2013 to be the year for joint collaboration to raise the quality of education. The objective of this initiative is to mobilize all expertise and resources to actively take part in promoting quality education. Measures and actions have been undertaken so as to improve students' critical thinking ability, self-learning ability and problem-solving skills. Emphasis has been placed on basic mathematics that prepares future scientists and researchers. I support many previous speakers on the use of ICTs as tools to develop teaching pedagogy, learning content, learning standards, evaluation and assessment standards. In response to the linkage of the demand and supply of education, the quality of vocational education has been emphasized by collaboration with the industrial sector to promote students' knowledge and skills and employability.

26.4 On a final note, I would like to encourage UNESCO to continue as an interdisciplinary agency to help solve many global issues such as poverty reduction, climate change, violence prevention and sustainable peace, so that these global issues may be effectively solved through education. Thank you for your kind attention.

27. **The Moderator** (Mr Tharoor):

Thank you very much to the delegate of Thailand for those useful and necessary points. Self-learning is an interesting thought and something that we could perhaps all inculcate further in our school-children. The next speaker is the Permanent Delegate and Ambassador of Greece, Ms Katerina Daskalaki.

28.1 **Mme Daskalaki** (Déléguée permanente de la Grèce) :

Permettez-moi d'exprimer en premier lieu la grande satisfaction qu'éprouve mon pays en constatant que la notion de culture redevient un élément central du discours sur le développement durable. Grâce aux efforts incessants du système des Nations Unies et à la résolution historique adoptée par l'Assemblée générale des Nations Unies en décembre 2011, la culture est placée au centre du rapport entre la croissance économique, le développement social et la protection de l'environnement, ce qui confirme que le dialogue interculturel est le moyen par excellence d'éviter les conflits au 21<sup>e</sup> siècle et de construire la paix ensemble.

28.2 Aujourd'hui, en Grèce –dans cette Grèce frappée par la crise mais qui se redresse en déployant des efforts surhumains –, la culture reste un puissant outil de créativité, d'amélioration de la qualité de vie et d'innovation en favorisant la croissance et l'emploi. La société civile est fortement sensibilisée à cet égard et entreprend des activités en collaboration avec les communautés locales.

28.3 D'autre part, Monsieur le Président, Excellences, permettez-moi d'attirer votre attention sur le fait que le bassin méditerranéen, ce très ancien berceau de l'humanité, se trouve depuis quelque temps, une fois encore, frappé par des catastrophes épouvantables. Des destructions irréversibles de sites anciens marquent pour toujours notre ère. Notre devoir urgent et inéluctable est d'au moins préserver à tout prix ce qui peut être sauvé.

28.4 Dans ce moment de profonde détresse, la création récente, 43 ans après l'adoption de la Convention de 1970, du Comité subsidiaire de la Réunion des Etats parties à la Convention, porte en soi un message d'espoir, et nous sommes très conscients et reconnaissants des efforts déployés par la Directrice générale et son administration dans ce domaine. Il va sans dire que nous prêtons une attention particulière à l'éducation, aux sciences, à la diversité culturelle et à l'égalité des genres, ainsi qu'aux autres grands sujets traités par l'UNESCO, mais je pense que toutes ces questions vont être abordées par la Conférence générale dans les prochaines journées. Je voudrais ici vous assurer que la Grèce est ouverte à toute collaboration visant la protection des biens culturels, matériels et immatériels, de l'histoire et de l'identité culturelle, tant dans notre région que partout dans le monde. Je vous remercie.

29.1 **M. Tharoor** (Modérateur) :

Je remercie l'Ambassadeur de la Grèce.

*(Le modérateur poursuit en anglais.)*

29.2 I am happy to give the floor to Ms Maria Arnholm, Swedish Minister for Gender Equality and Education. Ms Maria Arnholm, please.

30.1 **Ms Arnholm** (Sweden):

Thank you very much, Mr Moderator. Dear ministers, dear colleagues and dear delegates, almost one year ago, I was in this very impressive room for the first time. I was here to participate in the "Stand up for Malala" event. I would like to bring this brave and courageous girl to this meeting as well. Her struggle for the right to education must be at the core of the UNESCO and the post-2015 agendas. I think her example of taking action on her values and really walking the talk should make her a role model for all of us.

30.2 I would also like to mention another important and somewhat older woman, who we heard at the beginning of the meeting, after lunch. Ms Mlambo-Ngcuka, Executive Director of UN Women, stated very clearly that there must be a stand-alone goal on gender equality in the post-2015 agenda. I would really like to emphasize that.

30.3 In my country, Sweden, and in my country's region, the Nordic region, we still have a long way to go before all individuals can form their lives without being stuck in the straitjacket of gender norms. But still we have come a long way.

I know many are envious that we, the Nordic countries, score high when it comes to global gender-gap ratings. What does this depend upon? Well, I can assure you that it is not the air we breathe. It is not the dark winter nights or the snow. I am quite sure that it comes down to education for all. We have had education for all boys and girls since the 1840s. That is quite a long time and I am sure that if you have to pick one thing and stay focused on one goal, I think that education for all is the way to go.

30.4 I would like to stress, too, that this stand-alone goal for gender equality must take into account not only women and girls but also men and boys. In Sweden, as well as in many other countries, we now face the fact that boys are falling behind when it comes to education and results in schools. All 15-year old boys in Sweden can read, but 25% of them cannot understand and make use of what they read. I think that is a huge problem that underlines the fact that we must make gender equality for boys and girls, men and women, one stand-alone goal.

30.5 Finally, I would just like to point out that Malala is a very young opinion-maker of the world and someone who has really made a difference. I think that to listen to the young is really the way to go and I would like to congratulate UNESCO for a successful Youth Forum that took place last week. I want to make sure that we listen carefully and take care of the recommendation that the young people of the world left for us.

31. **The Moderator** (Mr Tharoor):

Thank you, Ms Arnholm for your very useful remarks, including the significant issue of gender equality. I have to say, with some petty parochial chauvinism, when I heard that Sweden has had gender equality in education since 1840, that I represent a part of India in Parliament where a Queen mandated gender equality in compulsory education in our State in 1819. It is rare, I think, for any part of the developing world to be able to boast of a distinction ahead of Sweden in this very important area. Thank you for raising some very valuable and pertinent points. Indeed, the concern about boys slipping behind now is one that I believe will gather in force, not just at the school level but also in higher education where, certainly to my own observation in my country, increasingly the majority of science graduates and science prize-winners are female. So there is a very significant shift there and gender equality remains an extremely desirable objective all around. We now turn to Trinidad and Tobago's Minister of Education.

32.1 **Mr Sandy** (Trinidad and Tobago):

Thank you, Mr Moderator, but allow me to make a correction. The Minister will be here tomorrow. I am Ambassador John Sandy, Permanent Delegate to UNESCO. Honourable ministers, distinguished delegates, ladies and gentlemen, in pursuit of UNESCO's education for all mandate, we in Trinidad and Tobago pride ourselves in our achievement of virtually universal education for all with virtually free education through primary to tertiary level and we are now looking to expand the pre-school area. Our National Commission this year declared the beginning of a decade for improvement in literacy in order to improve not just the scope but also the quality of education. Yet, with a large educated core population benefiting from free tertiary education, we are now challenged in finding appropriate employment, which means that we either explore more innovative approaches to economic development and the way we leverage our resources, or we risk leaving our young men and women open to temptation of delinquency and criminality.

32.2 One of our greatest challenges, as indicated by previous speakers, remains the high number of young men who are lagging behind young women in the level of educational achievement. This creates its own social problems, of course, primarily high levels of delinquency among young men, which makes them vulnerable to criminal lifestyles and the associated gangster culture. We have started addressing this through our mentorship programme, launched two years ago, with the motto "If it is to be, it is up to me." A ten-word sentence of two-letter words to target young people, primarily young men, between ages eight and 16, using mentors from society to counsel youth, especially those who grow up in challenged areas, to go back to their community. They repeat this affirmation and we have been seeing excellent results from this in our youths. At the same time, it integrates the knowledge of older persons and makes them feel appreciated within our social systems.

32.3 While our young women have high levels of success at the highest levels in all fields of education, the other systems – the public sector and social systems, and upper levels in the work place – are in many ways still lagging behind in loosening up the system for young women. Though there are no legal barriers to their accessing any system, there are barriers based on the cultural conditioning of generations.

32.4 Mr President, we believe that even as UNESCO faces tremendous resource challenges, the global financial crisis also presents the opportunity to look at effecting greater synergies between UNESCO programmes in the areas of science, culture, education and communication, which have the kind of multisectoral and multi-dimensional approaches that all the development changes identified by some of our previous speakers have pointed to.

32.5 We believe that the development push that places culture at the centre of development could genuinely move beyond the rhetoric if we were to explore these linkages and strengthen mechanisms that take this integrated approach recognizing that culture is also the impulse behind political operations, education, science, and how we do business. And we can leverage UNESCO's work in education, science, culture and communication that effect recognition and the synergies between and among these fields. We in Trinidad and Tobago stand prepared to work with you to lend our experiences of having cultivated a relatively peaceful evolution from diverse elements of indigenous peoples of the Americas and migrants from Europe, Africa and Asia to a society where every creed and race finds an equal place. This is demonstrated annually in our world-famous carnival as well as in our daily lives and how we manage diversity, conflicts and differences. We do not just envision, but we live the idea of a world without war, as mentioned by Her Excellency the President of Costa Rica this morning. She reminded us about war and its consequences. Would it not be the dream of us all to have a world without war? Just for a moment, let us contemplate the cost of a war: aircraft, battleships, arms, ammunition and other munitions. Without wars, we could easily feed all the men, women and children

of the world. We would be void of the wanton and senseless destruction of our cities. Then, and only then, could we experience the humanist vision of a peaceful world with food, security and education for all. Thank you.

33. **The Moderator** (Mr Tharoor):

Thank you to the permanent delegate of Trinidad and Tobago. Allow me to turn now to the Minister of Education of Brunei, Mr Pehin Abu Bakar Apong. You have the floor, Sir.

34.1 **Mr Apong** (Brunei):

*As-salāmu ‘alaikum wa-rahmatu llāhi wa-barakātuh* (Peace and the mercy and blessings of God be upon you).

Mr Moderator, Excellencies, ladies and gentlemen, I wish to begin by concurring with what you, Mr Tharoor, mentioned this morning on the four “E”s for the post-2015 development agenda, and referred to again by His Excellency from South Sudan with regard to “employability”. I feel that the employability of our youth is of paramount concern to us all. Education systems around the world should take heed in rearing our youth with the right skills required by industries.

34.2 In this context, in Brunei Darussalam, we have gone through the transformation of technical and vocational education and training (TVET). Under this transformation, it is crucial for TVET systems first to have an appropriate system of governance with sufficient autonomy and flexibility, qualified teaching staff with industrial experience, adequate capacity and an attractive campus environment. This also requires, Mr Moderator, a change in the perceptions among parents, students, employers and all other stakeholders, because in some countries, technical and vocational education has often been referred to as education for failures.

34.3 Second, it is necessary to focus on the training of technicians and skilled personnel, which should be competency-based, practical and hands-on. Any school leaver who has completed 10 or 11 years of schooling in a national educational system will have a place in technical and vocational training. While there are ways for further progression, the key will be the employability of the graduates.

34.4 And third, to meet the aspirations of the people of Brunei Darussalam for a higher standard of living, it is stated in the national vision known as Brunei’s ‘Vision 2035’, that the less academically inclined must be provided with opportunities to acquire the right skills and to seek gainful quality employment. This will build the foundation for a more inclusive and harmonious society.

34.5 With regard to what needs to be done next, I personally feel that UNESCO must focus more on leadership development at all levels of organizations. We need more drivers. Leadership development and training for our youths, for example, will provide them with the basis for personal development as well as for employability. Academic qualifications alone will not guarantee the success required of our youths in the global job market.

34.6 I also wish to share, by reaffirming Brunei Darussalam’s continuing commitment to achieving the Millennium Development Goals, in particular, Millennium Development Goal two, to ensure that by 2015, children everywhere, boys and girls alike, are able to complete a full course of primary schooling. During the period 2005 to 2008, the net enrolment ratio for primary education in Brunei Darussalam was already more than 96% for both boys and girls. Furthermore, the proportion of grade one pupils who successfully reached grade five is about 99%. Additionally, high literacy rates for the population in the 15 to 24 age group as well as for those above nine years old has achieved remarkable progress.

34.7 Excellencies, ladies and gentlemen, the implementation of successive policies since the 1950s has also made a substantial impact on socio-economic development towards the provision of universal access to education. First, the national education policy targets children in the six to 15 age group to attend primary and secondary school. It lays the foundation for basic literacy and numeracy skills in children and to provide opportunities for their personal growth and character development. To guarantee universal access and to achieve the goals as stipulated in UNESCO’s education for all, the government passed the compulsory education order in November 2007. This legislation provides for nine-year compulsory education for children from the age of six. The nine-year period includes six years primary school and three years of lower secondary education. Thus Brunei Darussalam has made a legal provision for achieving universal primary education and also raising the threshold of at least three years of secondary education.

34.8 Second, since 1997, the country has implemented the inclusive education policy which also provides accessibility to students with special needs. Third, to keep up with the fast changing world and to prepare students with the relevant knowledge, skills, values and attitudes, so as to meet the changing needs of our forward-thinking economy, the country has reformed the education system through our very own national education system for the twenty-first century, or in short, SPN 21. At the secondary level, SPN 21 provides multiple pathways to accommodate the diverse learning needs of learners. All students follow a common curriculum for two years, at age seven and eight at the end of which each student will sit for a progress assessment that aims to serve as the basis for selection to allow them to follow the designated pathway and study programme suited to their interests and academic needs.

34.9 Finally, Brunei Darussalam’s ‘Vision 2035’ has identified a strategy for education to prepare youth for employment and achievement in a world that is increasingly competitive and knowledge-based. The ministry of education has initiated various programmes to further improve teaching instruction and learning in school. Some of the programmes have been fully integrated as educational programmes into the school curriculum. Thank you, Mr Moderator.

35. **The Moderator** (Mr Cole):

Thank you, Mr Pehin Abu Bakar Apong of Brunei, Minister of Education. We have been talking about universally accepted values and ethical principles this morning and this afternoon, including those encapsulated in the Millennium Development Goals and the Millennium Declaration. So how important is it to take into account global environmental challenges, such as climate change, biodiversity, loss of ocean and degradation? Should countries be held accountable in some way if they fail to meet specific goals and targets? Is that a question that we should be talking about? Our next

speaker is Mr Juan Manuel Gomez-Robledo, Vice-Minister for Multilateral Affairs of Mexico. Mr Gomez-Robledo, the floor is yours.

36.1 **Sr. Gómez Robledo** (México):

Muchísimas gracias, señor ministro. Y, que gusto que siga usted inspirando nuestras deliberaciones como lo ha venido haciendo desde hace ya tantos años. Señor ministro, México comparte la visión de la UNESCO en torno a la agenda para el desarrollo después de 2015.

36.2 En particular, mi delegación coincide en que la construcción de la nueva filosofía del desarrollo debe realizarse basándose en las lecciones aprendidas en las grandes conferencias y cumbres de las Naciones Unidas y en los Objetivos de Desarrollo del Milenio. Esta agenda, hoy, a diferencia del pasado, debe vincular los esfuerzos de los gobiernos con el sector privado, la sociedad civil, las universidades y el conjunto de organismos, fondos y programas de la gran familia de las Naciones Unidas.

36.3 Bajo el lema de “No dejar a nadie atrás”, como lo estableció el informe del Grupo de Alto Nivel, México estima que la agenda para el desarrollo debe construirse con una perspectiva de inclusión, es decir, que aquellos elementos básicos habilitadores del desarrollo y del crecimiento, como el fortalecimiento del estado de derecho, la inclusión social y financiera, la protección de los derechos humanos, como señaló la Directora General esta mañana, sean el hilo conductor de esta nueva fase del desarrollo.

36.4 La inclusión debe entenderse como un elemento transversal al igual que otros, pero también como un objetivo *per se* de la agenda para el desarrollo después de 2015 que nos debe llevar a una reducción de las brechas de pobreza y de desigualdad y asegurar al propio tiempo la participación de los grupos más vulnerables tradicionalmente excluidos de las políticas en favor del desarrollo. En suma, debemos poder definir umbrales mínimos de bienestar que deben ser obtenidos para garantizar una vida digna, menos desigualdad, y bienestar en torno a una serie de elementos básicos. Recordemos hoy, aunque parezca una verdad de Perogrullo, que la pobreza es un fenómeno multidimensional que no puede ser medido exclusivamente a partir de una falta de ingresos en términos financieros. Por eso el mes pasado, ante la Asamblea General de las Naciones Unidas, el Ministro de Relaciones Exteriores de mi país anunció la intención de México de promover una iniciativa en materia de inclusión, lo que México denomina “la perspectiva global para la inclusión”.

36.5 México convocará en 2014 una serie de reuniones en las cuales esperamos la participación de todos los actores relevantes de esta agenda, como dije, gobiernos, sociedad civil, sector privado, universidades y organismos internacionales, para propiciar una discusión plural en la que de manera conjunta determinemos los elementos de la inclusión con un doble propósito. En primer lugar, incorporar o insertar la perspectiva de la inclusión en las políticas que guiarán las discusiones hacia 2015 para combatir en primer lugar la exclusión social e incorporar a grupos tradicionalmente marginados como son los migrantes, los indígenas o las personas con discapacidad. En ese contexto permítame señalar que México será también sede el próximo año de la única reunión preparatoria de cara a la Conferencia Mundial sobre los Pueblos Indígenas de las Naciones Unidas que tendrá lugar en septiembre de 2014. Se trata de la primera Conferencia sobre los Pueblos Indígenas desde que adoptamos la Declaración de las Naciones Unidas sobre los Derechos de los Pueblos Indígenas en 2007. Y, en segundo lugar, queremos contribuir a definir los componentes principales de lo que debe ser un desarrollo que considere, por supuesto, las tres grandes dimensiones, es decir, los tres grandes pilares: el económico, el social y el ambiental. Pero que atienda, como señalé, a lo que en mi país consideramos las siete carencias básicas que generan pobreza estructural y que deben ser atendidas para superar dicha pobreza estructural. ¿Cómo puede o debe contribuir la UNESCO a este proceso? La UNESCO, a juicio de mi delegación, tiene, señor ministro, sin duda alguna un papel absolutamente central en este proceso: puede contribuir de manera muy particular a la elaboración y posterior ejecución de programas en favor de la agenda para el desarrollo en sus distintas esferas de competencia. Y no necesito decir cuáles son. Pero creo que vale la pena subrayar que la cultura, en su acepción amplia, es parte intrínseca del estado de derecho. Forma parte de los derechos humanos y, obviamente, incide en el fortalecimiento de la paz y la seguridad internacionales, como también señaló esta mañana la Directora General. Debemos, pues, asegurar que la cultura en el sentido amplio no sea solo una referencia periférica o elíptica en los documentos que adoptemos en 2015, sino que se convierta, ojalá, en un objetivo mismo del desarrollo después de 2015. Esta es una reflexión, señor ministro, a la que mi Gobierno quiere contribuir, y estamos apenas en los prolegómenos de esta discusión o de esta reflexión, y muy pronto habremos de distribuir en las Naciones Unidas un documento conceptual al respecto. Muchísimas gracias.

(36.1) **Mr Gómez Robledo** (Mexico) (*translation from the Spanish*):

Thank you very much, Mr Minister. I am pleased that you are still inspiring our deliberations as you done for so many years now. Mr Minister, Mexico shares UNESCO's vision on the post-2015 development agenda.

(36.2) In particular, my delegation agrees that the new development philosophy must be implemented on the basis of the lessons learnt from major United Nations conferences and summits and the Millennium Development Goals. Under the new agenda, of governments' must join efforts with the private sector, civil society, universities and all the organizations, funds and programmes of the wider United Nations system, which was not the case in the past.

(36.3) Given the byword “Leave no-one behind”, set out in the report of the High-level Panel on the Post-2015 Development Agenda, Mexico considers that the development agenda must be built on the basis of inclusion, in other words those basic enabling factors of development and growth, such as the strengthening of the rule of law, social and financial inclusion and the protection of human rights – as the Director-General noted this morning – should guide this new phase of development.

(36.4) Inclusion must be understood as a cross-cutting element in the same way as the others, but also as a goal *per se* of the post-2015 development agenda that must lead to a narrower poverty and inequality gaps and also ensure the participation of the most vulnerable groups traditionally excluded from development policies. In sum, we must set minimum well-being thresholds required to guarantee a decent standard of living, well-being and less inequality on the basis of a few basic features.

We must remember today – although it is perhaps a truism – that poverty is multidimensional and cannot be measured solely in terms of lack of income. Accordingly, last month, at the United Nations General Assembly, the Minister of Foreign Affairs of my country announced that the Government intended to promote an inclusion initiative called “the global inclusion perspective”.

(36.5) In 2014, Mexico will hold a series of meetings which, we expect, will be attended by all relevant stakeholders in the agenda, namely governments, civil society, the private sector, universities and international organizations, to foster a pluralistic debate and together identify the elements of inclusion, for two purposes. First, we wish to incorporate or integrate the perspective of inclusion into policies that will guide the discussions leading up to 2015, first and foremost, to combat social exclusion and include traditionally marginalized groups such as migrants, indigenous persons and persons with disabilities. In this regard, I wish to note that Mexico will also host next year's only preparatory meeting for the United Nations World Conference of Indigenous Peoples, to be held in September 2014. This will be the first World Conference of Indigenous Peoples to be held since we adopted the United Nations Declaration on the Rights of Indigenous Peoples in 2007. Second, we would like to help to identify the main components of development which, clearly, should take into account three major pillars, which are economic, social and environmental. It should, however, also address what we in our country consider to be the seven basic deficiencies that cause structural poverty and must be remedied in order to overcome structural poverty. How can or should UNESCO contribute to this process? Mr Minister, my delegation is of the view that UNESCO undoubtedly has a crucial role to play in the process – it can make a very special contribution to formulating and implementing programmes to promote the development agenda in its various areas of competence ... and there is no need to list them. However, I think it should be emphasized that culture, in its broadest sense, is an intrinsic component of the rule of law. It is a human right that clearly plays a role in strengthening international peace and security, as the Director-General also noted this morning. We must therefore ensure that culture in its broadest sense is not referred to merely as an ancillary or subsidiary matter in the documents that will be adopted in 2015 but that it will, as I hope, become a goal in itself in the post-2015 development agenda. Mr Minister, my Government wishes to participate in the substantive reflection and discussion, which are about to begin, and we shall very soon disseminate a concept paper on the subject at the United Nations.

**37. The Moderator (Mr Cole):**

Thank you, and I look forward to reading that paper and the global perspective for inclusion, which sounds very interesting. I also like the idea of culture in its broadest form as part of the rule of law. You are absolutely right. Thank you for that. I now call on Ms Olivia Muchena, Zimbabwe's Minister of Higher and Tertiary Education, Science and Technology Development. Ms Muchena, the floor is yours.

**38.1 Ms Muchena (Zimbabwe):**

Thank you, Mr President. I wish to respond to earlier pleas by Mr Cole to speak from the heart. As I have listened to the deliberations, I have had an uncomfortable feeling that if we are not careful, UNESCO's concerns and priorities might be left out of the post-2015 agenda, just as they were marginalized in the MDGs. I would like to suggest that we are currently at the stage of crafting the global agenda. There are some emerging priorities: poverty eradication, gender equality and climate change. And these are everybody's concerns. What becomes important is how focused we are, at UNESCO. We need to establish our mandate regarding climate change and water, so that UNEP or some other agency does not say we are stepping into their territory. The same applies to gender equality, which could be seen as UN Women's domain.

38.2 Mr President, I am pleading for UNESCO to focus on its mandate, in a creative manner, so that at the end of the day, as the Director-General said yesterday, the world will say that UNESCO matters to the world. How is this to happen? I will give just two examples. Under our science mandate, I have noticed that each time Mr Hao, the President of this General Conference speaks, he makes reference to science, technology and innovation. Yesterday, he urged us to draw inspiration from the emerging economies and the role they have placed on science, technology and innovation. This morning, he made a statement to the effect that there can be no development without massive investment in science, technology and innovation. What would this do for the post-2015 agenda for UNESCO? Is it for UNESCO to focus on sciences in addition, beyond the academic natural and physical sciences, to look at curricula for vocational educational training institutions, polytechnics and universities – curricula that will bring training that eventually promotes techno-entrepreneurship and other forms of entrepreneurship that address the very real problem of restless youth and unemployment?

38.4 The second example is one of culture. I draw a lot of inspiration from Japan, China and India, to mention a few of the emerging economies, and how culture has been central to their development process. For me, the challenge for the post-2015 agenda as far as UNESCO is concerned, is how to communicate the importance of culture in development in the context of a world that is dominated by one dominant culture, which is now being communicated in various ways, such as the social media, dominant media, and so forth. I think UNESCO would play a very critical role to refocus Member States on the role of culture in development through the initiatives that are already emerging, such as the creative economy; innovative ways that make people appreciate other civilizations and other cultures in a manner that also at the same time puts food on the table. So, to conclude my remarks, I would just like to urge UNESCO to creatively focus its attention on the Organization's niche in this big debate on the post-2015 agenda. I thank you, Mr Moderator.

**39.1 The Moderator (Mr Cole):**

Thank you, Minister, for speaking from the heart. No development without massive investment in science and technology, that is the story in other countries as well. And the Minister drew comparison in countries, such as Japan, where culture has played such an important part in their development. Ms Muchena, thank you very much.

39.2 Those of you who have spoken may now speak again, if you wish. You are not limited to one outing. If you have something important to say, we wish to hear it. Do not hold back. We also do not just want to hear from ministers, of course, but also from ambassadors, at all levels. This is a brain-storming session. We are looking for ideas and we are looking for ways to develop the post-2015 agenda.

39.3 While you think about that, I call on Mr Serigne Mbaye Thiam, Senegal's Minister of National Education. Minister, the floor is yours.

40.1 **Mr Mbaye Thiam** (Sénégal) :

Merci beaucoup. Mesdames et Messieurs, je voudrais partager avec vous deux leçons que nous avons apprises avec notre premier programme sectoriel pour l'éducation et la formation et qui nous ont permis de fixer une orientation de diversification de l'offre éducative dans le nouveau programme sectoriel qui couvre la période 2013-2025. Ce nouveau programme, intitulé « PAQUET » (Programme pour l'amélioration de la qualité, de l'équité et de la transparence), vient d'être adopté par le Gouvernement du Sénégal et a été approuvé par les bailleurs de fonds et la communauté internationale intervenant dans le domaine de l'éducation. Les deux leçons apprises découlent du fait qu'au cours de la décennie passée, le Gouvernement du Sénégal a consacré au programme sectoriel décennal plus de 30 % de son budget de l'éducation et plus de 5 % de son PIB. Cet investissement a permis de faire des progrès importants en termes d'accès, le taux brut de scolarisation étant passé de 64 % à 94 %.

40.2 En même temps, nous avons noté quelques insuffisances liées au fait qu'une partie de la population a été réticente à s'engager dans le système d'éducation formelle, hérité de l'ancien colonisateur qu'était la France. Comme vous le savez, le Sénégal est un pays qui est à plus de 95 % musulman. Une partie de la population préfère toujours envoyer ses enfants dans les écoles coraniques traditionnelles, où les élèves apprennent à mémoriser le Coran avant de s'engager dans l'étude des sciences islamiques. Ce type d'enseignement, dans lequel une partie de la population se reconnaît, a été négligé par le Gouvernement du Sénégal pratiquement depuis l'Indépendance, et nous nous sommes rendu compte que pour atteindre l'objectif de 100 % de scolarisation, il fallait s'y intéresser.

40.3 C'est ainsi que dans le nouveau programme sectoriel, soucieux de diversifier l'offre éducative, nous avons décidé de mettre l'accent sur la modernisation de l'enseignement coranique traditionnel en offrant aux enfants qui choisissent de suivre ce type d'enseignement une formation qui leur permette d'acquérir les instruments de l'éducation de base formelle et donc, au bout de huit ans, tout en ayant appris à mémoriser le Coran, d'obtenir les premiers diplômes de l'enseignement formel. Après cela, ils auront la possibilité soit de continuer dans l'enseignement formel, soit d'aller vers l'enseignement franco-arabe, soit de suivre une formation professionnelle. C'est une direction que nous avons dû prendre pour essayer de combler le « gap » qui nous sépare de la scolarisation universelle.

40.4 Deuxième direction concernant la diversification de l'offre éducative, nous avons décidé, par une politique gouvernementale de promotion de l'enseignement professionnel et technique, de faire de cet enseignement un choix d'orientation des enfants qui valorise leurs capacités dans ces domaines et non plus, comme il était perçu jusqu'alors, une voie d'échec de l'enseignement général. Je voulais partager avec vous ces deux expériences dans le cadre du programme pour l'après-2015 et de la tâche qui nous attend d'ici à 2015, à savoir l'accélération de nos objectifs en termes d'enseignement. Je vous remercie.

41. **The Moderator** (Mr Cole):

Thank you, Minister, for sharing those valuable experiences. Our next speaker is Ms Agyemang, Ghana's Minister of Education. Minister, the floor is yours.

42.1 **Ms Agyemang** (Ghana):

Excellencies, distinguished moderators, I wish to thank the Director-General for creating this Forum that allows our different voices to be heard towards making input to the post-2015 agenda. I acknowledge the inspiring speakers earlier on today and all colleagues who have made such thought-provoking statements. I wish to raise the subject of culture as a defining quality of a stable society and culture as hinged on language and aided by quality education, delivered in the language understood by the learner. My delegation wishes to remind us all that we need to be minded by the fact that culture is complex, it is plural and it has no one size that fits all. The challenge of our time is to respect this perennial fact, to live with it and to tolerate it. The world we wish to live in should perforce have respect for diversity in a very practical way, knowing that cultures are not static or perfect and must develop on their own volitions.

42.2 The subject of history is critical here. Children continue to be taught in languages that are not their primary languages and their own languages are seen as markers of illiteracy, while the broad strokes of the educational content do not even relate to their daily lives. This fact, though rarely used in research instruments, accounts for drop-out rates and, tragically, for the alienation of education. Therefore, education achieves the opposite of its intended results. Such an arrangement sets learners up for failure, at worst, and at best, for incomplete and inapplicable learning outcomes.

42.3 My delegation urges UNESCO to place at the forefront of the considerations on culture, societies that have been affected by their recent history, where education as practised, invested in and deployed is defined practically by steps that lead the learner away from the non-variables. These non-variables that define culture include language, history, philosophy, religion, manners, customs, behaviours, values and more.

42.4 We are very happy to note that culture is going to take such a central role and we consider that it is about time. The emphasis on culture by UNESCO, rightly pushed to the heart of the post-2015 agenda, allows for a unique opportunity to build positions of strength, for true peace, beginning with the self and the environment, where citizens' identities are reinforced, their self-confidence restored and raised, inferiority complexes challenged and self-learning assured. This should move the marginalized and vulnerable to develop the habit of critical thinking and have the space for creativity and the confidence to respect the self and others, and not feel threatened by difference.

42.5 The foundations so created should boost acceptance of different competences, whether vocational, technical or otherwise. Learners will then have the confidence to make choices, because every choice is important. We would also like to suggest that, as we move forward, we consider other forms of education such as those that have been ill-defined



as informal, non-formal, traditional and so on, but which also have riches that you can excavate in terms of methodology, equity and creativity, in all kinds of delivery including technical and vocational education (TVET).

42.6 In closing, distinguished ladies and gentlemen, I would like to suggest that we continue to see education as an indispensable imperative that can and should be delivered in all languages anywhere, regardless of the number of people who speak them. This is so because we cannot afford to leave anyone behind. The forward-march should have everyone marching forward. Language should be no barrier to quality education. Thank you very much.

43. **The Moderator (Mr Cole):**

Thank you very much to the distinguished delegate of Ghana and the forthright and optimistic end to her remarks. I would now like to turn to Mr Hazwan Al Waz, Minister of Education of the Syrian Arab Republic. Mr Al Waz, you have the floor, Sir.

٤٤,١ السيد الوز (الجمهورية العربية السورية):

السيدة المديرية العامة، السيدان الميسران، السيدات والسادة، أقدر للسيد الميسر أنه أشار صباح هذا اليوم إلى استهداف إحدى مدارس دمشق من قبل العصابات المسلحة، التي حاولت بكل السبل إيقاف العملية التربوية في مختلف المحافظات السورية، وهذا برهان واضح على أن التطرف عدو التعليم. السيدات والسادة، إن الأزمة التي تتعرض لها بلادنا سورية منذ ما يزيد على سنتين ونصف عرقلت خطط التنمية ونجم عنها أضرار بشرية ومادية فادحة، بسبب التحريض والدعم الخارجي لعصابات إرهابية وتكفيرية يمثلها تنظيم القاعدة وجبهة النصرة، إذ إنها هددت تراثنا ودمرت بني تحتية في بلدنا منها أربعة آلاف مدرسة، فضلاً عن سقوط أكثر من خمسمائة شهيد من التلاميذ والمدرسين. وفي الواقع، هذه التجربة الصعبة التي واجهناها بتصميم وإرادة اقتضت منا توفير التعليم لما يزيد على أربعة ملايين تلميذ وطالب.

٤٤,٢ نأمل أن تلحظ المنظمة في سياساتها وبرامجها ما يلي: أولاً، إغناء للتنمية الاجتماعية، وثقافة السلام، وتعزيز الحوار والتقارب بين الثقافات، ندعوكم إلى التنبيه للحاجة الماسة إلى تبيين محتويات التربية النظامية في بعض الدول الأعضاء، تلك التي يتضح أنها من يفرخ الإرهاب، وضرورة تحقيق الانسجام من حيث مفهوم الدولة الوطنية وعلاقته بمفاهيم الحرية والديمقراطية والمواطنة العالمية، وبذل الجهود الجادة لتشجيع الدول على تشريع قواعد وإجراءات تربوية وعلمية تحض على قبول الآخر من دون التدخل في الشؤون الداخلية للدول، والتأثير في قراراتها السيادية الوطني في مواجهة المحتل، ومن خلال التفريق بين المقاومة والإرهاب. ثانياً، ضماناً للسلم العالمي ولحفظ أمان وأمن الصحفيين، وسعياً إلى مساءلة وسائل الإعلام المغرضة التي تمارس عملها على نحو يخلق الأزمات ويثير الفتن ويؤجج بؤر الإرهاب، نرى أن نعمل معاً على (١) تشجيع حرية الإعلام والحرص على حرية تعبير وبناءة تكفل التنمية المستدامة والعدالة للمجتمعات والإنسان. (٢) تفعيل ميثاق الشرف الإعلامي وأخلاقيات العمل الصحفي وتنمية الإحساس بالمسؤولية الإعلامية. ومنظمتنا العتيقة مطالبة، أكثر من أي وقت مضى، بالوقوف مع الدول الأعضاء والمساعدة على تطوير رؤية واقعية تضمن مهنية العمل الإعلامي لدى العاملين في هذا المجال.

٤٤,٣ وأخيراً، مسؤوليتنا اليوم نحن المجتمعين هنا في منتدى القادة، أن نترك لأبنائنا وأحفادنا أفضل مما ورثناه. إننا لندعو اليونسكو إلى تمكيننا من أن نتطلع إلى أفق عام ٢٠١٥ وما بعده ونشيد معاً جميعاً وشركاء، شعوباً وحكومات، صرحاً إنسانياً حضارياً متنوع الثقافات، متجذراً في حضارتنا وتاريخنا وتراثنا، ومتحدداً دوماً، عبر التربية والعلوم والثقافة والاتصال والتكنولوجيا، ركائز السلم والأمن المستدام وتغليب الحوار والحلول الجامعة التي تنبذ العنف والتطرف والصراعات. وشكراً لحسن الاستماع.

(44.1) **Mr Al Waz (Syrian Arab Republic) (translation from the Arabic):**

Madam Director-General, dear facilitators, ladies and gentlemen, I am grateful to the facilitators for having referred this morning to the fact that a Damascus school was targeted by armed groups, which have attempted by all possible means to halt the educational process in various Syrian provinces. This is clear proof that extremism is the enemy of education. Ladies and gentlemen, the crisis that my country, the Syrian Arab Republic, has been going through for more than two and a half years has obstructed development plans and has given rise to severe human and material damage as a result of external instigation and support for terrorist and fundamentalist bands, such as al-Qā'ida and Jabhat an-Nuṣra, which have threatened our heritage and destroyed infrastructure in our country, including 4,000 schools and give rise to more than 500 martyrs among pupils and teachers. Indeed, this difficult ordeal, which we have faced with determination and will-power, has made it necessary to provide education to more than 4 million pupils and students.

(44.2) We hope that the Organization will take account of the following in its policies and programmes: first, with a view to enriching social development and the culture of peace, and to promoting dialogue and rapprochement among cultures, we urge you to acknowledge the urgent need to highlight the content of regular education in certain Member States, which turn out to incubate terrorism, and the need to ensure harmonization regarding the concept of the nation State and its relationship to the concepts of freedom, democracy and global citizenship, and to exert serious efforts to encourage countries to enact laws and adopt educational and scientific measures which inculcate acceptance of the Other without interfering in the internal affairs of States or affecting their sovereign national power of decision, distinguishing carefully between resistance and terrorism. Secondly, with a view to ensuring world peace and preserving the safety and security of journalists, and in an attempt to hold to account biased media which perform their work in a manner which engenders crises and dissension and fans the flames of terrorism, we believe that we should work together (1) to encourage freedom of the press and preserve constructive freedom of expression which ensures sustainable and equitable development for societies and individuals, and (2) to enforce the media code of conduct and the ethics of journalism and develop a sense of journalistic responsibility. Our venerable Organization is called upon, now more than ever, to stand together with the Member States and to help to develop a realistic vision which ensures the professionalism of journalistic work among individuals working in the field.

(44.3) Finally, our responsibility today, we who are gathered together in this Leaders' Forum, is to leave to our children and grandchildren the best of what we have inherited. We therefore call upon UNESCO to enable us to look to the horizon of 2015 and beyond and to build together, as partners, both peoples and governments, a humane, civilized multicultural edifice which is rooted in our civilizations, history and heritage, constantly renewed, by means of education, science, culture, communication and technology, whose mainstays are sustainable peace and security, and by giving preference to dialogue and inclusive solutions which reject violence, extremism and conflicts. Thank you for your attention.

45. **The Moderator** (Mr Tharoor):

Thank you Mr Al Waz, we appreciate the enormous odds under which these challenges are being faced in your country. We now turn to the Minister of Education, Science and Sport of Slovenia, Mr Jernej Pikalo. Mr Pikalo, you have the floor, Sir.

46.1 **Mr Pikalo** (Slovenia):

Mr Moderator, Excellencies, ladies and gentlemen. Answering to some of your challenges for the ideas beyond 2015, let me propose some ideas from the Republic of Slovenia. We feel that Millennium Development Goals have been undoubtedly proven and have caused visible progress and we can achieve a lot if we set the targets and we act as responsible actors in order to pursue those very clear targets. Here, the role of UNESCO must be highly acknowledged.

46.2 Second, learning from the past, it is evident that global issues can only be addressed by recognizing their interconnected nature. We cannot address poverty without addressing issues such as education, equality and the use of information and communication technologies (ICTs). In this respect, and with a very clear recognition of the need we have for a global and environmental as well as sustainable and economically viable agenda, it is our conviction that education and science should be at the forefront of our common efforts to eradicate poverty, guarantee greater equality and secure equal and progressive social as well as economic development.

46.3 It is through education that we can promote values of global citizenship, global awareness, mutual respect and solidarity. That is why we are proposing a paradigm that we have taken up in Slovenia, what we call the 'Open Education Project' which brings together very innovative ICTs in order to provide really open education systems from pre-school all the way through to higher education. In an increasingly global and interconnected environment, the traditional understanding, where knowledge is only national or even local, is insufficient. Today, the search for knowledge is global and should be complemented obviously with global education.

46.4 We therefore feel that education should be open and available to all, with the newest and best possible means, including ICTs. A student in China needs and strives for the same knowledge as a student in Argentina. That is why open education should be at the top of our agenda and we feel that it should be one of the fundamental precursors of a global, balanced and equal development. Thank you very much.

47. **The Moderator** (Mr Tharoor):

Thank you, Minister, for your very brief and pertinent remarks. I now give the floor to Ms Lisa Hanna, Minister of Youth and Culture of Jamaica.

48.1 **Ms Hanna** (Jamaica):

Good afternoon, everyone. Good afternoon, Mr President, Director-General, and other distinguished heads of delegations here. I have one simple point to make. As Minister of Youth, I have recognized something very interesting in my own country. While we were planning policy for young people, our young people in their own minds were creating something for themselves already. Last year, we had the opportunity to spend six months in consultation with our young people, and one of the things that specifically came out of those consultations was the fact that many of them felt resigned to the status that they were in. Many of them felt that they had no space in the country, even though we have achieved several Millennium Development Goals including 100% access to primary education.

48.2 So, we have begun to recalibrate youth initiatives and reset a number of our policies to make them more youth-friendly. In addition to that, we want our young people to have the courage to do things differently, because they tell us that technology has impacted their lives. For instance, while it took radio 38 years to reach an audience of about 15 million, it took television 15 years and it took the Internet four years. When they told me that YouTube took less than a year to reach an audience of a billion people with the song Gangnam Style, I was blown away.

48.3 We have the opportunity to change the world in real time, perhaps all at the same time, if we have the courage to really do things differently. What does this mean? I am sure that most people here know the song 'One Love, One Heart' by Bob Marley. And if I ask you all, regardless of what language you speak or which culture you come from, everyone knows Bob Marley. Am I right? And you can say, 'Get Up, Stand Up, Stand Up for Your Rights'. Culture has the opportunity to change the world. It has the opportunity to bring peace and love to many different generations, regardless of age. We, as policy-makers at UNESCO, have the opportunity at this debate to do something significantly different: to identify how to now build a bridge between those young people who will take over the world in the next 10, 20 or 30 years, how to plan policies for that, and how to use best practices from other countries. For example, how does a country like Jamaica use the same best practices as countries such as Brazil, which is using immense innovations in science and technology? How do other countries use the role that Jamaica has played with reggae music to affect legislation? Back in the 1970s, our government listened to the lyrics of Bob Marley and a lot of our progressive legislation for women and children, such as equal pay for equal work and maternity leave with pay, came out of the lyrics of reggae music.

48.4 I would like to suggest to this body that somehow we identify whether or not in the post-2015 goals we use some examples of best practices from other countries to now build a bridge between the policy debate that we are having at the high level and bring it down to the ground, so that it really includes our young people who have the ability to shape the future for the next generation, because they are using these technologies and are already having the debates that we are having here. Somehow I feel that we are lagging behind what they have already discussed. Thank you.

49. **The Moderator** (Mr Tharoor):

Thank you for that and thank you in particular for injecting Bob Marley into this conference room. We have all been given something to think about and I would welcome other people's comments on this reflection by the Jamaican

Minister. I would now like give the floor to Mr Ali Muftah Abied, Libya's Minister of Education, Mr Abied, you have the floor, Sir.

٥٠ السيد عبيد (ليبيا):

السلام عليكم ورحمة الله. في الفترة الصباحية تكلمت السيدة رئيسة كوستاريكا عن التعليم وعن دوره في الحفاظ على البيئة، وتكلم السيد رئيس تونس وأشار إلى أن التعليم يفتقر القدرة على التفكير. وأشار آخرون من المتكلمين إلى أن التعليم ينشئ فرص عمل، ويحارب الفقر، والتعليم يعزز الثقافة والمعرفة العميقة. هذا يعطي انطباعاً بأن نظام التعليم التقليدي يمر بأزمة حقيقية، وهذا بالضبط ما نشعر به في ليبيا، مثلنا مثل الكثير من دول العالم، إذ إننا ننفق أموالاً طائلة لنجد أن المخرجات غير متناسبة مع صرف هذه الأموال الكبيرة. لا يزال التعليم في معظم دول العالم يعتمد على التلقين، والحشو في عقول الطلاب، وهذه للأسف تجربة مررنا بها جميعاً. هؤلاء الطلاب سرعان ما ينسون ما تم حشوه في عقولهم بعد مغادرة المدارس، وفي أحيان كثيرة نجد أنفسنا أمام أشباه متعلمين وليس متعلمين. اليونسكو، وهي وزارة تعليم العالم، وإثما مطالبة بالتعاون مع كل الدول وكل المؤسسات العالمية المهتمة بالشأن التعليمي، لإنشاء المعايير الدقيقة لمنظومة تعليمية جديدة، تتجاوز كل الخلل وتساهم في بناء الإنسان العالمي الواعي والمدرك لحقوقه وواجباته نحو غيره من البشر، وكذلك نحو الطبيعة والبيئة التي يجب أن نحترمها جميعاً. أنا من هذا المكان، أطالب اليونسكو وكل المهتمين بالشأن العالمي بوضع معايير حقيقية لمنظومة عالمية جديدة تتجاوز تلك المنظومة التقليدية التي تتجاوز عمرها قرناً من الزمن. أشكركم، والسلام عليكم ورحمة الله.

(50) **Mr Abied (Libya) (translation from the Arabic):**

*As-salāmu 'alaikum wa-rahmatu llāhi* (Peace and the mercy of God be upon you). This morning, the President of Costa Rica spoke of education and its role in preserving the environment. And the President of Tunisia noted that education enhanced the ability to think. Other speakers have said that education created job opportunities and alleviated poverty. Education strengthens culture and deep-seated knowledge. This gives the impression that the traditional education system is going through a veritable crisis, and this is precisely what we feel in Libya, as in many other parts of the world. We spend large amounts of money only to find that the outputs are not commensurate with the amounts spent. In most countries of the world, education still relies on rote learning and cramming, an experience we are all familiar with: such students soon forget what has been crammed into their brains once they leave school. In many instances, we find ourselves confronted with pseudo-educated rather than truly educated individuals. UNESCO, the world's ministry of education, is called upon, in collaboration with all States and all institutions worldwide which are concerned with education, to establish precise criteria for a new educational system which goes beyond all defects and which contributes to building global, conscious individuals who are aware of their rights and obligations towards other human beings, and towards nature and the environment, which we are all bound to respect. From this spot I urge UNESCO and all those concerned with global affairs to draw up proper criteria for a new global system which goes beyond the traditional system which is over a century old. Thank you and *as-salāmu 'alaikum wa-rahmatu llāhi* (peace and the mercy of God be upon you).

51. **The Moderator (Mr Tharoor):**

Thank you, Mr Minister. The next speaker is Mr Mpinda Simão, Angola's Minister of Education. Angola, you have the floor.

52.1 **M. Mpinda Simão (Ministre de l'éducation de l'Angola) :**

Je vous remercie, regrettant cependant de n'obtenir la parole que maintenant alors que je l'avais demandée en fin de matinée.

52.2 Monsieur le Président de la Conférence générale, Mesdames et Messieurs les délégués à la 37<sup>e</sup> session de la Conférence générale de l'UNESCO, je voudrais en premier lieu féliciter la Directrice générale d'avoir inscrit un point aussi important que le programme de développement pour l'après-2015. L'éducation est essentielle pour réaliser un développement durable, particulièrement un développement centré sur l'homme qui permette de sortir de la pauvreté et d'améliorer ses conditions de vie. Nous appuyons les idées qui sont défendues dans le programme pour l'après-2015 et nous voudrions, malgré les très bons résultats obtenus en matière de scolarisation des enfants et des jeunes, insister sur l'accès universel, qui permet à tous d'acquérir des connaissances et des compétences et est un moyen d'éviter que de jeunes enfants restent en dehors du système éducatif.

52.3 Je voudrais insister aussi sur l'équité, et surtout sur l'égalité des genres. Les femmes constituent un groupe majoritaire dans presque tous les pays du monde, particulièrement en Afrique, et une force de production qu'aucun projet de développement ne saurait négliger.

52.4 La qualité est fondamentale. Le système d'éducation doit être de qualité pour constituer une base durable et soutenue de promotion du développement économique et social dans les différentes nations du monde. Il convient de mettre particulièrement l'accent sur la formation initiale et continue des professeurs, et surtout de donner le sens du leadership aux institutions et aux structures qui s'occupent de la gestion des systèmes éducatifs. Les inspecteurs, les directeurs d'école, les spécialistes de l'évaluation de l'apprentissage et du système éducatif occupent à cet égard une place prépondérante.

52.5 Le chômage des jeunes est un problème dans le monde d'aujourd'hui, créant dans la population un manque de moyens de subsistance qui peut déboucher sur des conflits et est catastrophique dans la vie des peuples. L'Angola en est un exemple. Pour construire des nations fortes, il faut des citoyens solides et bien préparés, des citoyens disponibles et capables de contribuer au développement de leur pays. Voilà les quelques idées que je voulais partager avec vous après le débat de ce matin. Merci.

53.1 **M. Tharoor (Modérateur) :**

Merci, Monsieur le Ministre. Je regrette beaucoup que vous ayez dû attendre si longtemps avant de pouvoir intervenir, votre nom n'ayant pas été inscrit sur la liste des orateurs. Ceci n'enlève toutefois rien à l'intérêt de votre intervention.

(Le modérateur continue en anglais)

53.2 We will now turn to Bangladesh, Mr Nurul Islam Nahid, Minister of Education and Chairperson of the Bangladesh National Commission for UNESCO. Mr Minister you have the floor, Sir.

54.1 **Mr Shahidul Islam** (Bangladesh):

Thank you very much. I am Mr Shahidul Islam, Ambassador and Permanent Delegate to UNESCO, but I assure you that I speak on behalf of my Education Minister, who was supposed to come today, but had to stay back in the capital due to unavoidable circumstances.

54.2 We agree with the United Nations Secretary-General Ban Ki-moon that the Millennium Development Goals (MDGs) have been the most successful global anti-poverty push in human history. In Bangladesh, we have halved the number of people living in extreme poverty, two years before 2015. We have attained general parity at the primary and secondary education levels.

54.3 Bangladesh has also made significant progress in the areas of child mortality and maternal mortality. We note that many of our fellow developing countries have done equally well. But we know that we can hardly be complacent. First, many of our countries are yet to ensure education for all, let alone can they afford quality education. We certainly want to graduate from quantity to quality in respect of education, but how do we ignore the unfinished goals of EFA? So when we talk about UNESCO's contribution to the post-2015 development agenda, there will be a need for maintaining both continuity and transformation in our approach to education.

54.4 Second, since the MDGs were announced in 2000, many new challenges have arisen. Climate change is the most important among them, threatening the sustainability of the progress made by many low-lying coastal countries, least developed countries (LDCs) and small island developing States (SIDS). For them, sustainable development is not a choice but a question of existence. The post-2015 development agenda needs to encapsulate this reality and UNESCO can contribute through its climate change education programme, scientific expertise relating to oceans and water management.

54.5 There is also a growing realization of the link between culture and development that needs to be included in the post-2015 development agenda in an explicit manner and UNESCO is the right organization to promote this component of sustainable development.

54.5 Third, the post-2015 agenda is not only about sharpening our commitment and creating awareness through advocacy. It is also about mobilizing necessary funds to create national capacity and help developing countries to attain these objectives. As the Deputy Prime Minister of Malaysia said, to achieve education for all goals, it will be necessary to establish thousands of new schools and recruit hundreds of thousands of teachers. While UNESCO remains engaged in shaping post-2015 development goals, it will have to place emphasis on mobilizing resources through partnerships and adopt an innovative approach to funding. Thank you.

55.1 **The Moderator** (Mr Tharoor):

Thank you, Mr Ambassador. Indeed, as my colleague Steven Cole mentioned earlier, we are quite happy to hear from ambassadors in the absence of their ministers and it was very good to have your contribution to this discussion.

55.2 I have only one more delegate on my list so far. We would welcome a few more speakers and even if those who have spoken earlier wish to speak again in response to comments made by others, they are welcome to do so. We would still of course aim to finish by 6 p.m. The final person on my list for now is the Minister of Basic Education of Cameroon, Ms Hadidja Alim Youssouf. *Vous avez la parole.*

56.1 **Mme Youssouf** (Cameroun) :

Merci beaucoup. Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale de l'UNESCO, honorables Chefs de délégation, Mesdames et Messieurs, permettez-moi d'abord d'exprimer mes sincères remerciements à Mme Irina Bokova, Directrice générale de l'UNESCO, pour m'avoir invité à participer à cet important Forum des dirigeants dont le thème s'intitule « Mobilisation et contribution de l'UNESCO à l'agenda post-2015 à travers l'éducation, les sciences, la culture, la communication et l'information ». Je voudrais saluer cette heureuse initiative qui s'inscrit en droite ligne des travaux de la 37<sup>e</sup> session de la Conférence générale de l'UNESCO. En même temps, il me plaît de m'acquitter de l'honorable devoir dont m'a chargé le Chef de l'État du Cameroun, S. E. M. Paul Biya, qui m'a demandé de vous transmettre ses chaleureuses félicitations pour la tenue de cette session.

56.2 Excellences, Mesdames et Messieurs, le Gouvernement de mon pays s'est considérablement investi dans la mise en œuvre des OMD, notamment dans le secteur de l'éducation qui est au centre de l'agenda de développement des hautes autorités gouvernementales du Cameroun. En effet, il importe de relever en substance que mon pays s'est doté d'un cadre législatif et réglementaire approprié et d'une stratégie pour le secteur de l'éducation qui a été validée, puis approuvée par les partenaires techniques et financiers en 2006. Celle-ci visait les objectifs ci-après : l'universalisation de l'enseignement primaire ; l'amélioration de l'accès et de la qualité de l'éducation ; la réduction de la disparité entre les genres ; l'amélioration de la gouvernance du système éducatif ; le renforcement du partenariat. La vision du développement visant à faire du Cameroun un pays émergent à l'horizon 2035 a amené le Gouvernement à revoir sa stratégie, conformément aux OMD, pour l'arrimer au Document de Stratégie pour la croissance et l'emploi (DSCE). Cette stratégie révisée a été validée et approuvée, en août 2013, par les partenaires techniques et financiers.

56.3 En outre, notre pays a engagé un vaste programme de réformes dans le secteur de l'éducation sous-tendu par neuf principes directeurs, notamment : le renforcement de l'éducation civique à tous les niveaux de l'éducation et de la formation, la consolidation de la politique du bilinguisme, l'orientation du système éducatif vers la croissance et l'emploi, l'encouragement de l'offre privée d'éducation, le partenariat efficace et bien coordonné, la redevabilité, le renforcement de

la gestion décentralisée, la promotion des langues et cultures nationales. La stratégie actuelle s'inscrit donc dans le prolongement de celle de 2006 quant à l'objectif de la généralisation de l'accès et de l'achèvement du cycle primaire.

56.4 Le programme de recrutement du personnel enseignant se poursuit normalement. La politique de gratuité de l'éducation au niveau du primaire décidée par le Chef de l'État a permis de mettre en place des mesures d'accompagnement telles que le paquet minimum, les crédits de fonctionnement des écoles, la vulgarisation des bibliothèques scolaires, les cantines scolaires, etc. Toute cette panoplie de mesures a permis d'améliorer nettement les indicateurs au niveau de l'éducation, bien qu'il y ait encore des efforts à faire.

56.5 Les défis qui nous interpellent, qui sont relevés dans le nouveau RESEN (Rapport d'état du système éducatif national) et que l'UNESCO devra prendre en compte pour l'après-2015, nous paraissent être prioritairement : l'amélioration de la qualité de la formation des enseignants ; l'universalisation de l'enseignement primaire ; la poursuite du programme d'alphabétisation ; la valorisation et le soutien de l'enseignement technique et professionnel ; la prise en compte d'une demande de plus en plus forte de préscolarisation ; le renforcement de l'éducation inclusive ; l'harmonisation des connaissances et des diplômes de l'enseignement supérieur ; l'employabilité des diplômés des universités.

56.6 Je m'associe de même au souhait du Groupe Afrique qui voudrait que la science, la technologie et l'ingénierie soient considérées comme des priorités « hautes », et non pas « basses » comme c'est le cas actuellement dans le 37 C/5. Nous pensons que l'éducation doit réellement contribuer à réduire la pauvreté. Nous nous félicitons de constater que c'est en ce sens que l'UNESCO oriente ses programmes et souhaitons qu'elle poursuive son action dans cette direction. Je vous remercie, Monsieur le Président, de votre aimable attention.

57.1 **M. Tharoor** (Modérateur) :

Je vous remercie, Madame le Ministre.

*(Le modérateur poursuit en anglais)*

57.2 I am very pleased to offer the floor to Ambassador Kenjiro Monji. You have the floor, Sir.

58. **Mr Monji** (Japan):

Thank you very much, Mr Moderator. Actually this is the first time I have spoken and I hesitated to take the floor because I am the newest Ambassador, Permanent Delegate to UNESCO, having arrived only last week. However, as our Deputy Minister for Education has not arrived yet, please allow me to make two brief points.

58.2 First, on education. As many participants have pointed out the importance of education in the post-2015 development agenda, it is essential to present a clear vision of the role of education. In this regard, it is appropriate to define the role of education for sustainable development (ESD). Japan considers it desirable to pursue education for all, together with education for sustainable development in order to improve the quality of education from the viewpoint of securing sustainable development and, in this regard, I am happy to announce that Japan will host the UNESCO world conference on ESD in November 2014.

58.3 Second, on science. We should make most of the knowledge and the know-how of UNESCO in science in such areas as water, oceans, ecosystems and management of social transformations, where UNESCO has a comparative advantage on the international scene. It is also important to promote sustainable science, a notion that presents an approach to integrate natural sciences and social and human sciences, which is very important today, as the comprehensive approach to global issues is becoming increasingly important. Thank you very much.

59. **The Moderator** (Mr Tharoor):

Thank you, Mr Ambassador and certainly there is a great deal to be said for the freshness of spirit that comes with a newly appointed ambassador on such an important issue on which perhaps too much has been said for too long without sufficient new ideas emerging to animate the debate. Since I had the pleasure of introducing the discussion a few hours ago, my co-moderator Steven Cole will now take the floor, now that it seems that we have run out of speakers among the ministers and speakers, to give you his thoughts on the discussion that we have heard this afternoon. Steven Cole, you have the floor.

60. **The Moderator** (Mr Cole):

Thank you very much. I am going to wrap up what we've heard so far, but before I do so, I believe the representative of Jordan, Mr Thneibat, Minister of Education, has something to add to the debate. Please, Mr Thneibat, you have the floor.

٦١ السيد الذنيبات (الأردن):

بسم الله الرحمن الرحيم. أصحاب المعالي، السادات والسادة الحضور، السلام عليكم ورحمة الله وبركاته. استمعت كما استمعتم هذا اليوم إلى العديد من الكلمات القيمة حول التعليم والتنمية، وعلى رأس هذه الكلمات كلمة رئيسة جمهورية كوستاريكا. ولفت انتباهي جملة أساسية في كلمتها القيمة عندما قالت أن أي عملية تنمية إذا أريد لها أن تكون ذات فائدة، لا بد من أن تدور حول الشعب، كما قالت. ثم قالت كلاماً طيباً كثيراً، وأنا أقول إننا تحدثنا كثيراً هذا اليوم حول عملية التربية بشكل عام في عالمنا الذي نأمل أن يكون علماً موحداً. لكن عندما أتير الحديث عن أن عملية التعليم، بدلاً من أن تكون عملية تلقين يجب أن تكون عملية تشاركية، أغفلنا نقطتين أساسيتين: النقطة الأولى هي أن التشاركية بمفهومها التربوي لا تكون فقط بين المعلم والطالب، وإنما بين المعلم وولي الأمر، ثم بين المعلم والطالب لأن جمع الآراء من أولياء الأمور تساعدنا وإلى درجة كبيرة جداً على التعامل مع الطلبة. وقد لاحظت من خلال قراءاتي العديدة أن هناك إحصائيات تفيد بأن ٣٨٪ من الطلبة في دول العالم النامي لا يذكرون دروسهم في البيت، وهذا مؤشر خطير جداً لا بد من الانتباه له. ولا بد من أن توجه اليونسكو جهودها إلى تثقيف الناس في مثل هذا الأمر من خلال أجهزتها المختلفة في الدول المختلفة. الأمر الثاني، أغفلنا مراجعة المناهج المستمرة بناءً على

جمع الآراء أيضاً من أولياء الأمور، وهو ما قمنا به وسنقوم به حديثاً في الأردن: مراجعة المناهج بناءً على لقاءات دورية مع أولياء الأمور لنرى مستوى هذه المناهج ومدى ملاءمتها مع قدرات الطلبة على استيعاب هذه المناهج. النقطة الأخيرة، أننا في الأردن قد تعرضنا إلى ظروف قاسية، هذه الظروف أملت علينا أن نستقبل عدداً كبيراً من أشقائنا من فلسطين ومن العراق ومن سورية ونؤمن لأبناء الأشقاء التعليم، مما أحدث لدينا أزمة مالية وتعليمية. ففي العام المنصرم جاءنا ما يقارب ١٠٠ ٠٠٠ طالب سوري شكلوا ضغطاً كبيراً على مدارسنا وعلى قدراتنا المالية المحدودة. وكانت المساعدات الدولية التي قُدمت لا تفي بالحاجة إطلافاً. ولذلك، ومن هذا المنبر العالمي، فإنني أناشد اليونسكو، وأناشد الدول الأخرى المقتدرة التي تتمتع بموارد مالية هائلة أن تساعد الأردن في القيام بهذه المهمة الإنسانية الجليلية، لأننا كلنا شركاء في عملية التعليم، وكلنا شركاء في عملية التنمية، ولا يجوز أن يترك أبناء الدول التي تصاب أو تعترضها بعض المشكلات دون تعليم. ولذلك فتحنا أبواب مدارسنا العامة لكافة الطلبة الذين قدموا إلى الأردن، بغض النظر عن جنسياتهم، مما شكل ضغطاً هائلاً على مدارسنا وأصبح في بعض الصفوف ما يزيد على ٧٠ طالباً في الصف الواحد. ولكم أن تصوراً، وجزء كبير من الحضور تربيون، ما مستوى التعليم الذي يمكن أن يصل إلى الطالب في مثل هذه الظروف. ولذلك أكرر النداء مرة أخرى، وهو تقبلت المساعدة إلى الأردن للقيام بمهمة استضافة أبناء الشعوب المجاورة وتوفير التعليم اللائق لهم، وشكراً جزيلاً.

(61) **Mr Theibab (Jordan) (translation from the Arabic):**

*Bismillāh ir-rahmān ir-rahīm* (In the name of God, the Merciful, the Compassionate). Excellencies, ladies and gentlemen, *as-salāmu 'alaikum wa-rahmatu llāhi wa-barakātuh* (Peace and the mercy and blessings of God be upon you). Like you, I have listened today to numerous valuable statements on education and development, and first and foremost that of the President of Costa Rica. I was particularly struck by a fundamental claim when she said that any development process that was intended to be effective needed to be focused on people, as she said, among many other useful points. I say that we have talked a lot today about the education process in general in our world, which we hope will be a united world. But when it was suggested that the education process, rather than being mere rote learning, should be a participatory process, we neglected two fundamental points: first, that participatory education as an educational concept should not be just between the teacher and the student, but also between the teacher and the parent, and then between the teacher and the student because feedback from the parents helps us to a very large extent to deal with the students. I have noticed in my wide reading that statistics indicate that 38% of students in the developing world do not revise their lessons at home. This is a very dangerous statistic, to which we need to pay close attention. UNESCO needs to make efforts to educate people about this matter through its various offices in the Member States. Secondly, we have neglected to ensure continuous updating of curricula on the basis of feedback from the parents, which we have done and shall continue to do in Jordan: revision of curricula on the basis of periodic meetings with parents in order to ascertain the quality and relevance of the curricula with respect to the students' ability to absorb them. Finally, we in Jordan have been confronted with very difficult circumstances, since we have had to take in large numbers of our Palestinian, Iraqi and Syrian brethren and provide education to them, which has given rise to a major financial and educational crisis for us. Over the past year, some 100,000 Syrian students have come to us, and this has constituted a great burden on our schools and our limited financial resources. The international aid provided has not been sufficient at all. Therefore, from this global rostrum, I urge UNESCO and those States that have the financial wherewithal to do so to help Jordan to undertake this noble humanitarian mission, because we are all partners in the educational process; we are all partners in the developmental process. The children of States experiencing troubles must not be left without education. That is why we opened the doors of our public schools to all students who had come to Jordan, regardless of their nationality, and this gave rise to a tremendous burden on our schools. In some classes there have been more than 70 students per class, so you can imagine, as most of you are educationalists, the quality of education the students could receive under such circumstances. I therefore reiterate, once again, my appeal for assistance to be provided to Jordan to enable it to perform its task of hosting students from neighbouring peoples and providing appropriate education to them. Thank you very much.

62.1 **The Moderator (Mr Cole):**

Thank you very much for that most welcome statement. I certainly recognize, as we all do, the pressures on Jordan, and Lebanon, too, in terms of the refugee situation and the 70 pupils per class. How can one teach in such circumstances? I have absolutely no idea.

62.2 Before I summarize today's debate, we shall first hear, very briefly, from Mr Kaimenyi, Cabinet Secretary of Education, Science and Technology of Kenya.

63. **Mr Kaimenyi (Kenya):**

Today we have heard that we have tended to focus more on girls – to the extent that boys are becoming an endangered species. That is in fact the case in Kenya. We should therefore refocus also on boys. Finally, we were told by the President of Costa Rica that generation after generation there have been battles of hatred. She then went on to say that Costa Rica has espoused peace. Can we all espouse peace, like Costa Rica? Thank you very much.

64.1 **The Moderator (Mr Cole):**

Thank you for those worthwhile remarks. The President of Costa Rica made a lot of points in her excellent speech that have rebounded around this room, today, and I thank you for that.

64.2 I just wish to say that the remark by Jordan, about successful schools having a high degree of involvement by parents, is a very important point, and not just in Jordan, but around the world. Every successful school, you will find, is backed and supported and has involvement by parents, in my experience anyway.

64.3 We are reaching the end of the Leaders' Forum. I am confident that it has been a success, thanks to that type of exchange and those kinds of remarks from all around the room. I am convinced that we have mobilized and contributed to the post-2015 agenda through education, the sciences, culture, communication and information.

64.4 Education is at the heart of everything, of course. It remains the key objective, but first of all we must increase the work towards eliminating illiteracy. It is also important to bear in mind that education is preparation for a child's life in the community. The President of Tunisia insisted on the importance of striking a balance between the need for people, especially youth, to find work and the requirement of living as citizens in a complex and diverse world. He also used a very important quote, which said that the Asian Tiger economies had grown from cubs because of education, which I

thought was apposite. Education must, in that sense, foster creativity, technical and vocational education. Others made points about vocational education, especially in those areas where 60% of the unemployed are under the age of 25. That is a very key point. Training, critical thinking and digital skills, as well as tolerance and openness to other cultures are vital.

64.5 The awareness of culture is another key element. Indeed, it was aptly described by Ms Irina Bokova, Director-General of UNESCO, as the foundation of the future. Culture was not mentioned in the MDGs, but the world in 2013 is very different from the world in 2000, not least of course the world of technology, but that probably overlooked the local conditions of development and peace as well as governance.

64.6 Sustainable development is a wonderful phrase. It trips off the tongue very easily. How easily, however, do we understand it? And what does it mean? It can only happen if it is embedded in the cultural experience of people, which is a source of identity, prosperity and social harmony. The role of UNESCO will be to promote the positive forces of culture, but also to prevent the politicization of culture as a means of opposing countries and spreading conflict and terror. In this respect, we must reflect on the need for a new social contract, which would address ethical challenges and which would include a natural contract as advocated by the President of Costa Rica. We need to achieve harmony among people and not just among people but with nature as well. This is the essence of sustainable development, which is why I mention it, and it must involve renewed action with respect to climate change, biodiversity losses and ocean degradation.

64.7 The Prime Minister of Lithuania pointed us in the right direction when he stressed that the post-2015 agenda must provide synergies between science, policy and society. That is very important. In the debate, many ministers expanded on those leading thoughts on how to best promote sustainable development and lasting peace. We have heard many stories around this room on how countries approach that and how they cope with global challenges and strive for new solutions and approaches in line with the principles of UNESCO. Responding to the remarks of the heads of State and government, you have insisted on the need to establish strong connectivity between development, culture, education, democracy, jobs and creativity, sustainability and shared knowledge. That is a very long list.

64.8 What emerges here is a vision where poverty and exclusion can be effectively tackled by actions fostering dignity and equality, especially with respect to women, youth and cultural diversity. In conclusion, what is striking is that with all this human wealth at hand, UNESCO lacks the resources to fund programmes that all of us today have deemed indispensable for the future of us all. As stressed by the Chair of the Executive Board, Ms Cummins, when compared to the world population, the budget of UNESCO – and this I did not know at the beginning – is equivalent to 4.5 US cents per person, per year. That is clearly insufficient if we intend to commit, in earnest, to building peace in the minds of people. We must reflect on the words of His Excellency Mr Hao Ping, President of the 37th session of the General Conference, when he said that the hour has come for UNESCO to remind leaders of their responsibilities.

64.9 In a period when the budget of UNESCO is severely diminished – which is a massive understatement in my view – efforts must be made to obtain due resources, but efforts must also be made in more strategic directions. The Organization must be more innovative, especially with technology – although again I insist that technology is a fabulous tool, but it is not the solution – and work closer to the field, reforming its architecture and its relations with Member States and also engage with partners from civil society and the private sector, increasingly perhaps in the light of the budget deficit. The private sector should be encouraged to mobilize energies that have long remained untapped and without which a global development agenda cannot find its way to solving some of the daily realities experienced by people around the world.

64.10 There has been an uneven response, as Ms Bokova said in her opening remarks. By basing its action on such partnerships, spanning from the global to the local, UNESCO should be better positioned in the post-2015 period to achieve solidarity among people, cultures, and nations. Thank you very much. I now give the floor to His Excellency Mr Hao Ping, President of the 37th session of the General Conference.

**65.1 The President:**

Excellencies, ladies and gentlemen, allow me first to congratulate all participants at this session of the Leaders' Forum, especially the heads of State and government who were present to launch the debate with inspiring and thought-provoking speeches.

65.2 As you all recognized, the Millennium Development Goals (MDGs) and education for all (EFA) goals have succeeded in catalysing a global humanist awareness in all countries, among governments as well as civil society. Peace, prosperity and harmony cannot be attained without efforts to address the needs of people living in poverty or on the margins of society. Progress has been made, but much remains to be done.

65.3 One lesson you draw from the success of MDGs is that sustainable and equitable development cannot rest solely on economic policy. It calls for approaches that put humans at the centre. It calls for new models through which people can be equipped with the tools that help them develop their own potential for creativity and dialogue.

65.4 In the debate, many ministers reflected on how to best promote sustainable development and lasting peace through a true global development agenda. From this exchange it is easy to conclude that UNESCO's mission is more important than ever. Yet, our Organization does not have the resources that can match its universal ambitions. We require efforts from all UNESCO stakeholders to give it the means to really build the defences of peace in the minds of people. Allow me also to say how much the quality of the debate has depended on the skill and the poised moderation of Mr Shashi Tharoor and Mr Steven Cole, whom I thank most profoundly for their contributions.

*(Applause)*

65.5 Let me also inform you that the Secretariat will shortly issue an information document capturing the major points and suggestions made at the Leaders' Forum. This document will then inform our further discussions on the post-2015 development agenda, throughout this session, and in particular at the joint meeting of commissions scheduled to address this item. Thank you very much. The meeting is adjourned. Thank you.

*The meeting rose at 6.05 p.m.*  
*La séance est levée à 18 h 05*  
*Se levanta la sesión a las 18.05*  
*Заседание закрывается в 18.05*  
*رفعت الجلسة في الساعة ٦,٠٥ بعد الظهر*  
*会议于 18 时 05 分结束*



# Fifth plenary meeting

Thursday 7 November 2013 at 10.15 a.m.

President: **Mr Hao** (China)

later: **Ms Alshaibaniya** (Oman)

later: **Mr Hao** (China)

# Cinquième séance plénière

Jeudi 7 novembre 2013 à 10 h 15

Président : **M. Hao** (Chine)

puis : **Mme Alshaibaniya** (Oman)

puis: **M. Hao** (China)

# Quinta sesión plenaria

Jueves 7 de noviembre de 2013 a las 10.15

Presidente: **Sr. Hao** (China)

después: **Sra. Alshaibaniya** (Omán)

después: **Sr. Hao** (China)

# Пятое пленарное заседание

четверг 7 ноября 2013 г. в 10.15

Председатель: г-н **Хао** (Китай)

затем: г-жа **Альшайбания** (Оман)

затем: г-н **Хао** (Китай)

# الجلسة العامة الخامسة

الخميس ٧ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ١٠,١٥ صباحاً

الرئيس: السيد **هاو** (الصين)

ثم: السيدة **الشييبانية** (عمان)

ثم: السيد **هاو** (الصين)

# 第五次全体会议

2013年11月7日星期四10时15分

主席：**Hao**先生（中国）

随后是**Alshaibaniya**先生（阿曼）

再随后是**Hao**先生（中国）

**General policy debate** (*continued*)  
**Débat de politique générale** (*suite*)  
**Debate de política general** (*continuación*)  
**Обсуждение вопросов общей политики** (*продолжение*)  
مناقشة السياسة العامة (تابع)  
**总政策辩论** (续)

1. **The President:**

Ministers, Excellencies, ladies and gentlemen, I declare open the fifth plenary meeting of the General Conference. Over the past two days, we have heard reports on the work of the Executive Board, the proposal for the programme and the strategic direction made by the Director-General as well as wise remarks from State leaders. It is now time for each of you, representatives of Member States, to present your country's vision for UNESCO. The National Statements will start today, and continue all day tomorrow and Saturday morning before finishing on Monday morning. The Director-General and her staff will pay close attention to all remarks and questions and will deliver the reply on Monday afternoon. Before starting, please allow me to remind you of good timekeeping. Our time is limited, while almost 200 speakers will participate in the debate. As agreed during the organization of our work, each head of delegation will have six minutes to address the Plenary. I am fully aware that many of you distinguished ministers and heads of delegation have travelled from afar to share your wisdom and concerns. I understand that it is difficult to address the numerous and complex issues in such a short statement. However, it is in the interest of us all to keep within this time-frame in order to have a productive and balanced debate. If you have already prepared a longer speech, you may request the authorization to publish the extended version of your text. To help you time your interventions, we have put in place a sound system. A brief musical signal will indicate that you have one minute left to finish your speech. At the end of the allocated time, different pieces of world music will start playing. They will rise in crescendo if the speech continues. I now call on our first speaker for this morning, His Excellency Mr Kristian Vigenin, Minister of Foreign Affairs of Bulgaria. Your Excellency, please.

2.1 **Mr Vigenin** (Bulgaria):

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Excellencies, ladies and gentlemen, may I take this opportunity, Mr President of the General Conference, to congratulate you on your election and wish you a very successful mandate. May I also commend H.E. Ms Katalyn Bogay for so brilliantly presiding over the 36th session of the General Conference. My delegation associates itself with the statement on behalf of the European Union to be delivered later in the debate.

2.2 Madam Director-General, on behalf of my Government I would like to congratulate you on your nomination by the Executive Board for a second term in office at the helm of UNESCO. Two years after the 36th session of the General Conference we witness remarkable efforts and tangible results in achieving the goal of a reformed UNESCO, more focused on its core activities. My delegation wishes to congratulate the Director-General for her strong commitment to increased visibility of UNESCO and for her efforts towards more coordinated interaction with other United Nations agencies. I also commend her for the courageous decisions she has made in difficult moments for the Organization. Bulgaria renders its unreserved support for all her endeavours.

2.3 In times of conflicts and transition, societies reach out to their cultural routes for equilibrium. If they are mature enough, they consider their past with the understanding that history is not a mere succession of shifting borders and the movement of people. Neither is it a succession of governments and economic policies. It is most of all an intensive spiritual and intellectual exchange, an endless process that unites peoples and which we call civilization.

2.4 The dynamics of social movements in recent years, the strife for change persistently demonstrated by young people everywhere in countries of different economic, political and cultural settings, is clear proof that societies are facing unprecedented challenges. These are exacerbated by multiple global crises aggravated by a crisis of values. While globalization has brought together peoples and cultures and benefited social and economic development, progress is hampered by poverty, growth of inequalities, the erosion of social cohesion in many countries, and the growing degradation of the environment.

2.5 All this is challenging our understanding of social agreement, international solidarity and interaction as they have been formulated at the establishment of the United Nations system. However, the philosophical design of humanism through education and culture, which has always been at the core of UNESCO's very foundation, is more relevant than ever before for managing the global problems. And here let me quote from the vision of the Director-General of UNESCO: "Our times call for new humanism that allies human development with the preservation of the planet and guarantees equal access for all to the benefits of education, the sciences, culture, communication and information. This new humanism must build on renewed aspirations for freedom, equality, tolerance and mutual understanding, especially between peoples of different cultures. It must seek to craft more inclusive societies, guided by a profound concern for social justice, human dignity and for fundamental rights and moral principles."

2.6 Ladies and gentlemen, it is with gratification that I would stress the enhanced role and recognition of specific lead competencies of UNESCO in the United Nations system. UNESCO's special place in the constitution of the United Nations Secretary-General Ban Ki-moon's Scientific Advisory Board and the Global Education First Initiative (GEFI) is proof of relevance. UNESCO's participation, together with other United Nations agencies, in responding to post-conflict and post-disaster situations cannot but create synergies and improve the efficiency of impact. It increases the visibility of the Organization internationally and, most importantly, on the ground. UNESCO needs to successfully position itself in the preparation of the post-2015 development framework in the areas of education for all (EFA), quality education,

stronger interface between science and policy, and the full integration of culture as an engine for sustainable development.

2.7 My delegation commends the shared efforts of the Member States and the Secretariat for achieving enhanced programmatic prioritization. Acting together, we managed to continue the reform and prevent the collapse in the implementation of UNESCO's programmes. Your role, Madam Director-General, in this exercise was crucial. Bulgaria welcomes the ambitious goal within the framework of the Medium-Term Strategy to lay the foundations and establish the conditions for achieving sustainable peace, for eradication of poverty and for sustainable development. UNESCO is better equipped now than it was two years ago to face the challenges ahead and to deliver. It is more focused on its core competencies. It is better integrated in the United Nations system. The adaptation of the field offices to specific needs of countries and regions is under way. Alongside strengthened global priorities, youth is underpinning all UNESCO action and the Organization should continue to do so in an even more integrated way. What we still need is predictable financing of our programmatic activities for the longer term.

2.8 Today UNESCO is more needed than ever before. And UNESCO needs the commitment of all countries, large and small, in order to deliver successfully and efficiently. It is also crucial for the Organization to preserve to the maximum extent possible the expertise of its staff while implementing the reform process. For Bulgaria, quality education and the improved implementation of the cultural conventions will remain a priority within the next programme period. Ladies and gentlemen, Bulgaria will remain a reliable UNESCO partner in strengthening the values of freedom, intercultural dialogue, human rights and dignity in the implementation of the mandate of the Organization. Thank you very much.

### 3. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Laurent Fabius, Minister of Foreign Affairs of France. Your Excellency, you have the floor.

#### 4.1 **M. Fabius (France) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs les Ministres, Mesdames et Messieurs les Ambassadeurs, Mesdames et Messieurs, chers amis, cette année, comme vous le constatez, c'est le Ministre des affaires étrangères qui conduit la délégation française à la Conférence générale. Ma présence veut marquer l'attention très particulière que la France entend manifester envers l'UNESCO, organisation clef du système des Nations Unies dont nous avons l'honneur d'accueillir le Siège à Paris. Et il y a une raison supplémentaire à ma présence et à notre attention, c'est que l'UNESCO traverse une période difficile.

4.2 Mesdames et Messieurs, dans cette situation difficile, je veux dire que nous avons confiance en la capacité de l'UNESCO d'avancer, grâce à vous tous, grâce à la communauté de femmes et d'hommes compétents et passionnés qui constituent votre Secrétariat et grâce au courage de votre Directrice générale. Le Conseil exécutif a souhaité, Madame la Directrice générale, que vous soyez reconduite dans vos fonctions et je veux, au nom du Gouvernement français, vous en féliciter et vous souhaiter bonne chance. Nous pensons que l'UNESCO doit contribuer à répondre à beaucoup de défis et notamment à cinq défis que je veux brièvement résumer pour que ma voix ne se confonde pas avec la gentille musique qui monte avec le temps.

4.3 Le premier défi, c'est de promouvoir la culture dans un monde où elle est souvent négligée et pillée. La culture est un facteur de liberté, de démocratie et de développement durable, parce qu'elle relie les sociétés à leur histoire et à leur territoire, parce qu'elle les libère, parce qu'elle les éclaire sur les choix qu'elles ont à faire. L'UNESCO bien sûr doit remplir pleinement sa mission de promotion de la culture dans le monde.

4.4 Concrètement, cela implique d'encourager la création et la diffusion des œuvres. Cela passe par la préservation du patrimoine culturel, notamment dans les pays en guerre, patrimoine essentiel pour la reconstruction. Et je veux saluer l'action de l'UNESCO partout, et notamment au Mali, dans cette direction. Cela implique de lutter contre le trafic des biens culturels. Cela conduit à assurer la place de la culture dans les grandes négociations internationales. La dimension culturelle, bref, doit être prise en compte partout.

4.5 Deuxième défi, il s'agit de répondre au péril climatique et environnemental. Comme vous le savez sans doute, la France devrait accueillir fin 2015 la grande conférence internationale sur le dérèglement du climat et cette réunion sera décisive. Je souhaite que l'UNESCO utilise son expertise, qui est grande, pour la préparation de Paris Climat 2015, notamment en matière scientifique et d'éducation à l'environnement.

4.6 Troisième défi : garantir la diversité culturelle et linguistique à l'heure d'Internet. Nous savons tous que la montée en puissance des acteurs globaux d'Internet bouleverse les pratiques et le financement de la création. Les frontières physiques, douanières, fiscales deviennent inopérantes. Nous devons proposer, pour les nouveaux espaces numériques de diffusion, une déclinaison opérationnelle des principes de la Convention de 2005 sur la protection et la promotion de la diversité des expressions culturelles.

4.7 Quatrièmement : promouvoir l'éducation et particulièrement celle des filles. Nous comptons sur l'UNESCO pour agir dans les pays en développement, particulièrement en faveur de l'éducation des jeunes filles. Nous savons que la scolarisation est un accélérateur de développement, une ouverture à la citoyenneté et un outil essentiel de diversité culturelle et linguistique. La France souhaite travailler avec l'UNESCO à une initiative en faveur du multilinguisme dans le domaine de l'éducation, favorisant l'enseignement de deux langues étrangères dans le système éducatif.

4.8 Enfin, dernier défi : nous voulons promouvoir partout la liberté d'expression. Nous souhaitons que soient renforcés les programmes de l'UNESCO relatifs à la liberté d'expression, à la formation des journalistes, à la mise en

place de législations pour le secteur des médias dans les pays en transition démocratique. Et à cet égard, je veux souligner que, dans de nombreux pays, la censure est toujours active et marquer aussi, pour m'en désoler, la recrudescence des violences visant les journalistes. Je pense évidemment avec émotion aux deux journalistes de Radio France International récemment enlevés et assassinés.

4.9 Mesdames et Messieurs, sur ces sujets comme sur d'autres, la France entend être force d'action et de proposition. En 1945, c'était Léon Blum qui représentait mon pays et il disait – je cite : « Il faut se mettre en harmonie avec les lois profondes de l'univers et non pas avec les préjugés et les habitudes qui en voilent le véritable sens ». Et il ajoutait : « Chaque siècle a sa tâche dont les autres ne sauraient s'acquitter pour lui ». C'est une bonne définition de la mission de l'UNESCO. La France est fière d'avoir l'UNESCO sur son sol. Elle vous fait confiance. Elle est attachée à votre mission. Merci.

(Applaudissements)

## 5. The President:

Thank you very much, Your Excellency. Our next speaker is Her Excellency, Ms Madiha Alshaibaniya, Minister of Education of Oman. Your Excellency, you have the floor.

٦,١ السيدة الشيبانية (عُمان):

بسم الله الرحمن الرحيم. سعادة رئيس المؤتمر العام لليونسكو، سعادة رئيسة المجلس التنفيذي، معالي المديرية العامة لليونسكو، أصحاب المعالي والسعادة رؤساء وأعضاء الوفود، أيها الحضور الكريم، السلام عليكم ورحمة الله وبركاته. يشرفني بداية أن أنقل إليكم تحيات صاحب الجلالة السلطان قابوس بن سعيد المعظم حفظه الله ورعاه، وتمنياته لهذا المؤتمر بالتوفيق والنجاح. كما أود أن أشيد بجهود اليونسكو ودورها الرائد في شتى الميادين المرتبطة بمجالات عملها المتمثلة في التربية والثقافة والعلوم والاتصال، شاكرة باسم وفد بلادي سلطنة عُمان معالي إيرينا بوكوفا على قيادتها الحكيمة للمنظمة منطلقاً من رؤية اليونسكو ورسالتها الداعية إلى تعزيز السلام. كما أتوجه بالتهنئة إلى سعادة هاو بنغ نائب وزير التربية والتعليم بجمهورية الصين الشعبية على انتخابه رئيساً للمؤتمر العام لليونسكو في دورته الحالية. وأتقدم بالشكر الجزيل إلى سعادة كاتالينا بوغياي، المندوبة الدائمة لجمهورية المجر لدى اليونسكو، على ما بذلته من جهود طيبة أثناء ترؤسها المؤتمر العام لليونسكو في دورته السابقة، متمنية للجميع دوام التوفيق والنجاح في مهام عملهم.

٦,٢ سعادة الرئيس، إن اهتمام سلطنة عُمان بالتعليم يتضح جلياً من خلال ما حددته الأهداف العامة للنظم الأساسية للدولة. إذ عملت السلطنة على جعل التعليم ركناً أساسياً لتقدم المجتمع، تكفله الدولة وتوسعى إلى نشره وتجويده باعتباره حقاً مكفولاً للجميع لا يصح المساس به، وهيأت لنشره ورفع جودته السبل كافة. وتماشياً مع المستجدات العالمية في قطاع التعليم، فإن سلطنة عُمان مستمرة في مراجعة نظامها التعليمي وتقييمه، إذ وجه سلطان البلاد أثناء الانعقاد السنوي لمجلس عُمان ٢٠١٢ القطاعات المسؤولة عن التعليم إلى ضرورة مراجعة سياسات التعليم وخطته وبرامجه، وإلى أهمية الربط بين مخرجات التعليم ومتطلبات سوق العمل. وقد تُرجمت هذه التوجيهات بإنشاء مجلس التعليم الذي يقوم حالياً بإجراء دراسة حول إعادة هيكلة التعليم في السلطنة بمراحله المختلفة، ووضع المقترحات المتعلقة بجود التعليم وتنويعه بما يتوافق مع متطلبات التنمية في السلطنة خلال المرحلة المقبلة. وتحقيقاً لأهداف عقد الأمم المتحدة للتعليم من أجل التنمية المستدامة، فقد قامت السلطنة بالتعاون مع منظمة اليونسكو، بتنفيذ العديد من البرامج والأنشطة في هذا الجانب التي من بينها المشاركة في تطبيق إطار تحليل وتشخيص نوعية التعلم العام، وتعد السلطنة أول دولة عربية تشارك في هذا التحليل. ويتوقع من هذا المشروع أن يقوم بتشخيص التحديات التي قد تعيق تجويد التعليم واقتراح بدائل وحلول إجرائية، وتحديد أولويات عمل انظماً من هذا الإطار التحليلي.

٦,٣ أصحاب المعالي والسعادة، إن سلطنة عُمان مستمرة في ربط التكنولوجيا بالتعليم لما لها من أهمية كبيرة في العملية التعليمية التعلمية وبأني مشروع اليونسكو للمصادر التعليمية المفتوحة كأحد المشاريع الرائدة في هذا المجال، مسهماً في تحسين وتطوير وتجويد التعليم إلى حد كبير. ولقد تبنت وزارة التربية والتعليم، بالتعاون مع اليونسكو والجهات المعنية في السلطنة، مشروع دعم هذه المصادر المفتوحة بهدف تعزيز الخطط الوطنية لتطبيق تكنولوجيا الاتصال والمعلومات في التعليم.

٦,٤ الحضور الكريم، أصحاب المعالي والسعادة، يحتل الحوار بين الثقافات والتواصل بين الحضارات مكانة بارزة في اهتمامات المفكرين والباحثين والمؤسسات الثقافية لكونه حاجة إنسانية ملحة تقتضيها المتغيرات الدولية المتسارعة التي يشهدها عالم اليوم. وهو ما يعني وجوب تربية ناشئة على ثقافة الحوار وقبول الآخر والبحث عن القواسم المشتركة للبشرية مع الحفاظ على القيم الإنسانية العليا. وفي هذا الصدد، فإنه ينبغي الإشادة بمبادرة الحوار العربي الأوروبي التي انطلقت عام ٢٠٠١، بمبادرة عدد من اللجان الوطنية العربية والأوروبية والتي حققت الكثير من الطموحات المشتركة. وإيماناً بأهمية الثقافة باعتبارها من أقوى السبل لتدعيم السلام والتنمية المستدامة، فقد عُرف بلدنا، سلطنة عُمان، دائماً بانتهاجه سياسية واضحة المعالم على أساس التعاون مع الجميع وفق مبادئ ثابتة تتمثل في الاحترام المتبادل، وتشجيع لغة الحوار، ونبذ العنف في معالجة الأمور وصولاً إلى مجتمعات يسودها التأخي والاستقرار.

٦,٥ الحضور الكريم، إن نصف عدد سكان العالم تقل أعمارهم عن ٢٥ سنة، لذا فإن السلطنة تولي هذه الشريحة الهامة من فئات المجتمع اهتماماً بالغاً، إذ قامت بإنشاء لجنة وطنية للشباب تهدف إلى ترسيخ قيم المواطنة والعمل على توسيع مشاركتهم في مسيرة التنمية الشاملة بالسلطنة، من أجل بناء مستقبل مستدام. وفي هذا الإطار فإننا نُشيد بالرؤية الشاملة والمتكاملة التي وضعتها اليونسكو بهذا الصدد. كما نُؤكد أهمية وضع توصيات منتدى الشباب الأخير موضع التنفيذ.

٦,٦ سعادة الرئيس، أصحاب المعالي والسعادة، الحضور الكريم، إن المرحلة المقبلة تتطلب منا جميعاً تضامناً للجهود للخروج بالمنظمة إلى مستقبل أكثر إشراقاً، فإن اليونسكو تبقى، كما هي عليه دائماً، منارة علم وثقافة تنشر بريقها الداعي إلى السلم والأمن والعدالة والحرية بحيث يصل إلى دول العالم كافة. والسلام عليكم ورحمة الله وبركاته.

(6.1) **Mme Alshaibaniya (Oman) (traduit de l'arabe) :**

Au nom de Dieu, le Clément, le Miséricordieux. Monsieur le Président de la Conférence générale de l'UNESCO, Madame la Présidente du Conseil exécutif, Madame la Directrice générale de l'Organisation, Mesdames et Messieurs les chefs et membres de délégation, Mesdames et Messieurs, que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous. Tout d'abord, j'ai l'honneur de vous transmettre les salutations de Sa Majesté le Sultan Qabus bin Saïd – Dieu le préserve –, ainsi que ses vœux de succès et de réussite pour la tenue de cette conférence. Je salue les efforts de l'UNESCO et le rôle de chef de file qu'elle assume dans ses divers domaines de compétence, à savoir l'éducation, la culture, la science et la communication. Je tiens aussi, au nom de la délégation de mon pays, le Sultanat d'Oman, à remercier Mme Irina Bokova pour la clairvoyance avec laquelle elle dirige l'UNESCO, prenant toujours pour point de départ la vision de l'Organisation et sa mission de promotion de la paix. De même, je présente mes félicitations à M. Hao Ping, Vice-ministre de l'éducation de la République populaire de Chine, pour son élection à la présidence de la présente session de la Conférence générale. J'adresse aussi mes vifs remerciements à Mme Katalin Bogay, Déléguée permanente de la Hongrie auprès de l'UNESCO, pour les efforts louables qu'elle a déployés en sa qualité de Présidente de la précédente session de la Conférence générale, et vous souhaite à tous plein succès dans l'exercice de vos fonctions.

(6.2) Monsieur le Président, l'intérêt que porte le Sultanat d'Oman à l'éducation ressort clairement des objectifs d'ensemble fixés par le pays aux systèmes clés de l'État. Le Sultanat s'est employé à faire de l'éducation l'un des piliers fondamentaux de l'avancement de la société et met tout en œuvre pour élargir l'accès à l'enseignement et améliorer la qualité de l'éducation, qu'il érige en droit inaliénable garanti à tous par l'État. Tenant compte de l'évolution que connaît le secteur de l'éducation à l'échelle mondiale, le Sultanat poursuit l'examen et l'évaluation de son système éducatif. Sa Majesté le Sultan Qabus a, lors de la session annuelle du Conseil d'Oman en 2012, porté à l'attention des autorités chargées de l'éducation la nécessité de revoir les politiques, plans et programmes de ce secteur, ainsi que la nécessité d'aligner les résultats de l'éducation sur les exigences du marché du travail. Ces directives se sont traduites par la création d'un conseil de l'éducation qui mène actuellement une étude portant sur la restructuration du système éducatif national à tous les niveaux. Ce conseil élabore aussi des propositions pour garantir la qualité de l'éducation et assurer sa diversification, conformément aux exigences de développement du Sultanat pour les années à venir. En vue de la réalisation des objectifs de la Décennie des Nations Unies pour l'éducation au service du développement durable, le Sultanat a lancé de nombreux programmes et activités en collaboration avec l'UNESCO et participe notamment à la mise en œuvre du Cadre de bilan-diagnostic de la qualité de l'enseignement général (GEQAF). Le Sultanat est d'ailleurs le premier pays arabe à participer à ce travail d'analyse. Ce projet devrait permettre de déterminer quels sont les obstacles pouvant compromettre la qualité de l'éducation, de proposer des alternatives et des solutions pratiques, et d'identifier des priorités d'action sur la base du Cadre de bilan-diagnostic en question.

(6.3) Excellences, le Sultanat d'Oman poursuit ses efforts visant à établir des liens entre l'éducation et la technologie, car cette question revêt une grande importance dans les processus d'éducation et d'apprentissage. Le projet de l'UNESCO relatif aux ressources éducatives libres figure parmi les projets pilotes lancés dans ce domaine et contribue sensiblement à l'amélioration, au développement et au renforcement de l'éducation. Le Ministère de l'éducation a adopté, en collaboration avec l'UNESCO et les parties prenantes au Sultanat, le projet de soutien aux ressources éducatives libres afin de promouvoir les plans nationaux préconisant le recours aux technologies de l'information et de la communication (TIC) dans l'éducation.

(6.4) Excellences, Mesdames et Messieurs, le dialogue entre les cultures et les civilisations occupe une place prépondérante dans le travail entrepris par les intellectuels, les chercheurs et les institutions culturelles. Ce dialogue est l'expression d'un besoin humain pressant né des changements toujours plus rapides qui interviennent aujourd'hui sur la scène internationale. Il est donc primordial d'assurer une éducation axée sur la culture du dialogue, l'acceptation de l'autre et la recherche de terrains d'entente entre les hommes, tout en préservant les valeurs suprêmes de l'humanité. Dans ce cadre, nous ne pouvons que saluer l'Initiative du dialogue euro-arabe lancée en 2001 par des comités nationaux arabes et européens et dont la mise en œuvre a permis la concrétisation de nombreuses ambitions communes. Conscient de l'importance de la culture comme l'un des instruments les plus puissants pour la consolidation de la paix et la réalisation du développement durable, mon pays, le Sultanat d'Oman, adopte depuis toujours une politique claire fondée sur la coopération avec toutes les parties prenantes, conformément aux principes immuables du respect mutuel, de la promotion du dialogue et du rôle que les nations ne violent des différends, afin de parvenir à une société où règnent fraternité et stabilité.

(6.5) Mesdames et Messieurs, les jeunes de moins de 25 ans constituent la moitié de la population mondiale. Le Sultanat prête une très grande attention à cette composante importante de la société et a créé, dans cette optique, un comité national pour la jeunesse dont le but est d'ancrer les valeurs de la citoyenneté et d'accroître la participation des jeunes au processus du développement global du Sultanat pour favoriser la construction d'un avenir viable. À cet égard, nous saluons la vision globale et intégrée que l'UNESCO a développée en faveur des jeunes et nous soulignons l'importance de la mise en œuvre des recommandations issues de la dernière session du Forum des jeunes.

(6.6) Monsieur le Président, Excellences, Mesdames et Messieurs, il nous incombe à tous de conjuguer nos efforts dans les années à venir pour assurer à l'Organisation un avenir meilleur. Je dirais enfin que l'UNESCO reste, comme elle l'a toujours été, un phare du savoir et de la culture, qui projette sa lumière de paix, de sécurité, de justice et de liberté sur tous les pays du monde. Que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous.

7. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Guillaume Long, Minister of Knowledge and Human Talent of Ecuador. Excellency, you have the floor.

8.1 **Sr. Long (Ecuador):**

Señor Presidente de la Conferencia General, señora Presidenta del Consejo Ejecutivo, señora Directora General, señores ministros delegados de países hermanos: estoy aquí como representante del Ecuador, un país que busca crear una sociedad y economía solidaria orientada hacia el "buen vivir" de todos sus ciudadanos. Nuestra historia nos condenó a una especialización primario-exportadora, que se tradujo en altos costos sociales y también ambientales. Aunque tantas voces venales se esfuerzan en negarlo, he visto con mis propios ojos la desolación en los bosques de la Amazonía ecuatoriana dejada por la contaminación criminal de la compañía petrolera Chevron. Para nunca más permitir este tipo de prácticas y dejar nuestro rol pasivo en los destinos de la humanidad, el Ecuador precisa cambiar radicalmente su patrón de acumulación. Creemos con firmeza que es indispensable que el Ecuador logre transformar su matriz productiva para dotarse de un nuevo modelo de especialización económica, que dependa del talento humano de

las y los ecuatorianos. Esto nos permitirá democratizar las estructuras productivas de nuestro país y por ende la sociedad ecuatoriana en su conjunto, así como alcanzar mayor soberanía en el sistema internacional.

8.2 Para lograr este propósito necesitamos transformar nuestro sistema de educación superior garantizando los principios de democracia, calidad y pertinencia y recuperar la educación como “bien público”. Esto significa, en primer lugar, recuperar la calidad de la educación superior, lo que conlleva acabar con las lucrativas “universidades de garaje” o “universidades-fantasma” que menudean en América Latina, en el África subsahariana, y en general, aunque no exclusivamente, en el Sur Global. El Ecuador tomó la muy valiente e histórica decisión de cerrar de manera definitiva 14 universidades que carecían de calidad. También se suspendieron 44 campus universitarios, extensiones universitarias que funcionaban alejadas de la matriz, en condiciones precarias e inaceptables. El Ecuador no está dispuesto a permitir la estafa académica. A la par que luchamos por mejorar la calidad, estamos también inmersos en un proceso de democratización del acceso a la universidad y las prácticas universitarias. Hoy la educación superior pública es gratuita en el Ecuador, lo que significa que hemos más que duplicado el acceso de los afroecuatorianos y los indígenas a la universidad. El Ecuador cuenta con un 27% de los jóvenes del quintil más bajo, el quintil más pobre (es decir, el 20% más pobre del país), matriculado en el sistema de educación superior, siendo esta la cifra más alta de toda América Latina. Contrariamente a lo que se suele pensar, la reforma del sistema de educación superior del Ecuador demuestra que no tiene por qué haber incompatibilidad entre calidad y democratización. Se trata, desde nuestra perspectiva, de un falso dilema. Hoy, el Ecuador dedica el 1,85% de su Producto Interno Bruto a la educación superior. Es el gasto más alto de toda América Latina, que en promedio dedica al tema el 0,8% de su PIB. El presupuesto de educación del Ecuador ha pasado de 350 millones de dólares en 2006 a 1600 millones de dólares (casi 5 veces más) en 2013, lo que demuestra la gran voluntad política que existe para hacer del sistema de educación superior un pilar del cambio estructural en el país.

8.3 Por supuesto, estos esfuerzos tienen que ir de la mano de avances en educación primaria y secundaria en nuestro país. Para países como el Ecuador, esto implica trabajar aspectos de cobertura y de infraestructura, pero sobre todo mejorar la enseñanza y el talento humano de los docentes, dotar de prestigio a la carrera del profesor. Para lograr esto hemos tomado medidas históricas, como por ejemplo triplicar el sueldo base de los maestros. Pero también hemos exigido que los que aspiran a ser educadores tengan que obtener puntajes mayores en el examen de ingreso a la universidad para ser aceptados. Si bien aspiramos a alcanzar la sociedad del conocimiento, sabemos que existen muchas formas de la misma; existen modelos económicos de generación de conocimiento que son excluyentes.

8.4 Ha llegado el momento de que la UNESCO juegue un rol importante en lo que será sin duda uno de los grandes debates del siglo XXI: la propiedad intelectual. No podemos seguir despreocupándonos de este tema aquí, en este foro, so pretexto de que otros organismos internacionales que regulan los ámbitos económico-comerciales se han adueñado del tema. La UNESCO debe defender el conocimiento, la investigación, la ciencia y la tecnología como patrimonio de la humanidad. Esta Organización, que se caracteriza por su potencial para expresar democráticamente opiniones y aspiraciones de sus miembros, grandes o pequeños, fuertes o vulnerables, sin vetos ni pesos diferenciados en la toma de decisiones, debe inmiscuirse en el debate sobre el conocimiento y sobre la propiedad del mismo.

8.5 El Ecuador está inmerso en un proceso formidable de cambio de paradigma y de lucha contra estructuras caducas. Somos conscientes de que debemos seguir avanzando para conseguir nuestros fines sin recurrir a excusas ni lamentos eternos sobre nuestra condición de país pequeño y vulnerable. Lograremos el cambio de matriz productiva hacia una sociedad del conocimiento y del “buen vivir” con el apoyo de nuestros ciudadanos. Pero estamos convencidos de que sin un cambio radical de rumbo por parte de la comunidad internacional la humanidad entera seguirá enfrentando los mismos problemas y retos. De la posición que adoptemos aquí sobre el conocimiento dependen la paz y la seguridad mundial que hace tantas décadas motivaron la creación de esta Organización. Muchas gracias.

(8.1) **M. Long** (Équateur) (*traduit de l'espagnol*) :

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Messieurs les ministres délégués de pays frères, je représente ici l'Équateur, pays qui s'efforce de créer une société et une économie solidaires axées sur le « bien-vivre » de tous ses citoyens. Notre histoire nous a condamnés à nous spécialiser dans l'exportation de matières premières, ce qui a entraîné des coûts sociaux, mais aussi environnementaux, élevés. Bien que de nombreuses voix vénales tentent de le nier, j'ai vu de mes propres yeux la désolation laissée par la pollution criminelle de la compagnie pétrolière Chevron dans les forêts de l'Amazonie équatorienne. Pour ne plus jamais permettre ce genre de pratiques et cesser d'être passif face au destin de l'humanité, l'Équateur doit changer radicalement son modèle économique. Nous croyons fermement qu'il est indispensable que l'Équateur réussisse à transformer sa matrice productive pour se doter d'un nouveau modèle économique, fondé sur le talent des Équatoriens et des Équatoriennes. Ainsi nous pourrions démocratiser les structures productives de notre pays et, par conséquent, la société équatorienne dans son ensemble, tout en parvenant à une plus grande souveraineté sur la scène internationale.

(8.2) Afin d'y parvenir, nous devons transformer notre système d'enseignement supérieur, en garantissant les principes de démocratie, de qualité et de pertinence, et nous réapproprié l'éducation comme un « bien public ». Cela implique tout d'abord de rétablir la qualité de l'enseignement supérieur, ce qui suppose d'en finir avec le système lucratif des « universités de garage » ou « universités fantômes » qui se multiplient en Amérique latine, en Afrique subsaharienne et, de manière générale mais non exclusivement, dans les pays du Sud. L'Équateur a pris la décision historique et très courageuse de fermer définitivement, faute de qualité, 14 universités. De même, les activités de 44 campus ou antennes universitaires qui fonctionnaient loin de l'établissement principal, dans des conditions précaires et inacceptables, ont été suspendues. L'Équateur ne saurait tolérer l'escroquerie universitaire. Parallèlement à nos efforts d'amélioration de la qualité, nous mettons en œuvre un processus de démocratisation de l'accès à l'université et aux formations universitaires. Aujourd'hui, l'enseignement supérieur public est gratuit en Équateur, ce qui signifie que nous avons plus que doublé l'accès des Afro-Équatoriens et des populations autochtones à l'Université. L'Équateur compte 27 % de jeunes du quintile le plus défavorisé (c'est-à-dire les 20 % les plus pauvres du pays), inscrits dans l'enseignement supérieur – soit le taux le plus élevé de toute l'Amérique latine. La réforme du système d'enseignement supérieur de l'Équateur démontre, contrairement à ce que l'on pense généralement, que qualité et démocratisation ne sont pas forcément incompatibles. De notre point de vue, c'est un faux

dilemme. Aujourd'hui, l'Équateur consacre 1,85 % de son produit intérieur brut à l'enseignement supérieur. Ce chiffre est le plus élevé de toute l'Amérique latine, qui y consacre 0,8 % de son PIB en moyenne. Le budget de l'éducation de l'Équateur est passé de 350 millions de dollars en 2006 à 1 600 millions (soit presque 5 fois plus) en 2013, ce qui témoigne d'une grande volonté politique de faire du système d'enseignement supérieur un pilier du changement structurel du pays.

(8.3) Naturellement, ces efforts doivent aller de pair avec des progrès dans l'enseignement primaire et secondaire de notre pays. Pour des pays comme l'Équateur, cela suppose de traiter certains aspects tels que la couverture et les infrastructures, mais surtout d'améliorer l'enseignement et les compétences des enseignants, de valoriser le métier de professeur. Pour y parvenir, nous avons pris des mesures historiques : par exemple tripler le traitement de base des enseignants. Mais nous avons aussi exigé que ceux qui aspirent à devenir enseignant obtiennent de meilleurs résultats à l'examen d'entrée à l'université pour être acceptés. Si nous voulons réussir à édifier une société du savoir, nous savons qu'il en existe plusieurs formes ; nous savons aussi qu'il existe des modèles économiques de génération de connaissances qui sont excluants.

(8.4) Le moment est venu pour UNESCO de jouer un rôle important dans ce qui sera sans nul doute un des grands débats du XXI<sup>e</sup> siècle : la propriété intellectuelle. Nous ne saurions continuer à nous désintéresser de ce thème ici, dans cette enceinte, sous prétexte que d'autres organismes internationaux qui régissent la sphère économique et commerciale s'en sont emparés. L'UNESCO doit défendre le savoir, la recherche, la science et la technologie en tant que patrimoine de l'humanité. Cette Organisation, qui se caractérise par sa capacité à exprimer démocratiquement les avis et aspirations de ses membres, grands ou petits, puissants ou vulnérables, sans droit de veto ni pondération des voix dans la prise de décisions, doit prendre part au débat sur le savoir et la propriété du savoir.

(8.5) L'Équateur est engagé dans un formidable processus de changement de paradigme et de lutte contre des structures caduques. Nous sommes conscients que nous devons encore aller de l'avant pour atteindre nos objectifs, sans chercher d'excuses ni nous lamenter éternellement sur notre condition de petit pays vulnérable. Nous parviendrons à changer de modèle productif en vue de l'édification d'une société du savoir et du « bien-vivre », avec l'appui de nos concitoyens. Cependant, nous sommes convaincus que, faute d'un changement de cap radical de la part de la communauté internationale, l'humanité tout entière continuera de se heurter aux mêmes problèmes et défis. De la position que nous adoptons ici concernant le savoir dépendent la paix et la sécurité mondiales qui, il y a maintenant plusieurs décennies, ont motivé la création de cette Organisation. Je vous remercie.

## 9. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Ricardo Ehrlich, Minister of Education and Culture of Uruguay. Your Excellency, you have the floor.

### 10.1 **Sr. Ehrlich (Uruguay):**

Excelencias, Presidente de la Conferencia General, Presidente del Consejo Ejecutivo, señora Directora General, señoras y señores ministros y jefes de delegación: vengo de un pequeño país. Con el siglo XXI instalado y marcando las tendencias por las que transcurrirán las próximas décadas, con las enseñanzas del siglo XX aún frescas, quiero compartir con ustedes una serie de miradas sobre lo que esperamos de la UNESCO.

10.2 Nuestro Presidente decía hace poco en las Naciones Unidas: "debemos entender que los indigentes del mundo no son de África o de América Latina, son de la humanidad toda, y esta debe, como tal, propender a empeñarse en su desarrollo, en que puedan vivir con decencia por sí mismos. Los recursos necesarios existen, están en ese depredador despilfarro de nuestra civilización."

10.3 Ahora como nunca, nuestra suerte en cada lugar del planeta está ligada a la de los otros, no es posible desvincular nuestros destinos. Por eso, ahora como nunca, la consigna de la hora es vivir juntos, aprender a vivir juntos. Estas palabras suenan un poco huecas a la luz de las sombras del contexto mundial actual, pero entendemos que es la consigna central del siglo XXI. Ahora como nunca, el desarrollo del conocimiento del ser humano y de la naturaleza se acompaña de las más grandes promesas. Sin embargo el acceso a ese conocimiento se ha convertido en factor de acrecentamiento de distancias entre regiones, países y personas.

10.4 La conciencia de la igualdad de derechos, del valor de la diversidad, de la preservación de la naturaleza para las generaciones futuras y de la significación de la cultura de paz y los esfuerzos internacionales en esa dirección no logra evitar el afianzamiento de una cultura que valora el consumo como sinónimo de bienestar y objetivo de vida, de una cultura que continúa afirmando valores de intolerancia y de rumbos civilizatorios que acrecientan la concentración de riqueza y la profundización de desigualdades. Tampoco se logran afirmar las bases de un desarrollo económico que se proyecte hacia el futuro de manera sostenible. Los valores supremos de solidaridad y dignidad, propios de la naturaleza humana, cargados de enseñanzas milenarias, fecundados por la promesa del conocimiento, continuamente son postergados por la política de lo real, por los valores de la cara oscura de la misma naturaleza humana.

10.5 Aprender a vivir juntos implica apostar por construir un mundo de cultura, educación y conocimiento para todos; implica concebir la sostenibilidad del desarrollo apoyado en una cultura de paz, una cultura que permita que el ser humano valga por lo que es, y no por lo que consume; implica sentir cada afrenta contra la dignidad del ser humano como un dolor y una pérdida para toda la humanidad; implica combatir permanentemente la intolerancia bajo todas sus formas; significa ver en nuestra formidable diversidad nuestra mayor riqueza.

10.6 Las nuevas generaciones que comienzan a hacerse un lugar sobre el planeta hacen escuchar hoy su voz con indignación, afirmando principios éticos de todos los tiempos. Desde nuestro continente la voces de la tierra se hacen oír, por ejemplo en guaraní: *Tekó Porã*; en quechua: *Sumak Kawsay*; y en aymara: *Sumaq Qamaña*, afirmando el referente ético del buen vivir.

10.7 En ese contexto, la misión de la UNESCO es más necesaria que nunca. Son tiempos de UNESCO. Sin embargo, la mirada sobre el planeta y sobre los resultados de los grandes emprendimientos internacionales, como los Objetivos de Desarrollo del Milenio o los de la Educación para Todos, nos llevan a afirmar con fuerza que lo que

hacemos no es suficiente. No se trata del destino de comunidades y pueblos postergados, se trata de nuestro destino común. Debemos pues redoblar esfuerzos por la cultura como constructora de cohesión humana, cohesión social y convivencia, como base del sentido de pertenencia y arraigo, como elemento fundamental del desarrollo sostenible y pilar de la dimensión ética de la vida; redoblar esfuerzos por una educación de calidad para todos, centrada en el aprender a aprender y aprender a convivir, por las sociedades de acceso democrático al conocimiento y a su creación; redoblar esfuerzos por el fortalecimiento de contextos internacionales crecientemente solidarios y por un compromiso irrestricto con la valores de tolerancia y la paz.

10.8 Sabemos que el camino que tenemos por delante sigue siendo largo, pero debemos asumir sin descanso el desafío de aprender a vivir juntos y volver a enarbolar aquella bandera levantada hace muchos años en un combate por la igualdad de derechos: “Un mundo, una esperanza”. En ese contexto, en el marco de un positivo trabajo con las oficinas regionales, el Uruguay renueva una vez más su firme compromiso con la UNESCO, sus valores y su misión. Muchas gracias.

(10.1) **M. Ehrlich** (Uruguay) (*traduit de l'espagnol*) :

Excellences, Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs les ministres et chefs de délégation, je viens d'un petit pays. Alors que le XXI<sup>e</sup> siècle est déjà bien installé, fixant les tendances pour les prochaines décennies, et tandis que les enseignements du XX<sup>e</sup> siècle sont encore frais dans nos esprits, je voudrais partager avec vous plusieurs idées sur ce que nous attendons de l'UNESCO.

(10.2) Notre Président déclarait il y a peu aux Nations Unies : « nous devons comprendre que les indigents du monde ne sont pas d'Afrique ou d'Amérique latine ; ils font partie de l'humanité tout entière et celle-ci doit, en tant que telle, s'efforcer de prendre part à leur développement, de leur permettre de vivre décemment par leurs propres moyens. Les ressources nécessaires existent ; elles se trouvent dans le gaspillage dévastateur de notre civilisation ».

(10.3) Aujourd'hui plus que jamais, notre sort est, partout sur la planète, lié à celui des autres ; il est impossible de désunir nos destins. C'est pourquoi, aujourd'hui plus que jamais, le mot d'ordre est de vivre ensemble, d'apprendre à vivre ensemble. Ces mots sonnent un peu creux au regard des vicissitudes du contexte mondial actuel, mais nous pensons que c'est le mot d'ordre essentiel du XXI<sup>e</sup> siècle. Aujourd'hui plus que jamais, le développement de la connaissance de l'être humain et de la nature s'accompagne des plus grandes promesses. Néanmoins, l'accès à ce savoir est devenu un facteur de creusement des écarts entre régions, pays et individus.

(10.4) La conscience de l'égalité des droits, de la valeur de la diversité, de la nécessité de préserver la nature pour les générations futures et du sens que revêt une culture de la paix, ainsi que les efforts internationaux déployés en ce sens, ne permettent pas d'éviter l'affirmation d'une culture qui considère la consommation comme un facteur de bien-être et un but dans la vie, d'une culture qui continue d'ancrer des comportements intolérants, ainsi que de choix de civilisation qui accentuent la concentration des richesses et approfondissent les inégalités. Ils ne permettent pas non plus d'asseoir les bases d'un développement économique qui se projette vers un avenir viable. Les valeurs suprêmes de solidarité et de dignité propres à la nature humaine, chargées d'enseignements millénaires et fécondées par la promesse du savoir, sont constamment reléguées au second plan par la *realpolitik* et le côté sombre de cette même nature humaine.

(10.5) Apprendre à vivre ensemble implique de miser sur la construction d'un monde fait de culture, d'éducation et de savoir pour tous ; cela suppose un développement durable fondé sur une culture de la paix, une culture selon laquelle la valeur l'être humain se mesure à l'aune de ce qu'il est et non de ce qu'il consomme ; cela suppose de ressentir chaque atteinte à la dignité humaine comme une douleur et une perte pour toute l'humanité ; cela suppose de combattre sans relâche l'intolérance sous toutes ses formes ; cela suppose enfin de considérer notre formidable diversité comme notre plus grande richesse.

(10.6) Les nouvelles générations qui commencent à se faire une place sur la planète font aujourd'hui entendre leur voix avec indignation, réaffirmant des principes éthiques intemporels. Depuis notre continent, les voix de la terre se font entendre, par exemple en guaraní : *Tekó Porã* ; en quechua : *Sumak Kawsay* ; et en aymara : *Sumaq Qamaña*, affirmant le principe éthique du bien-vivre.

(10.7) Dans ce contexte, la mission de l'UNESCO est plus nécessaire que jamais. L'époque a besoin de l'UNESCO. Cependant, il n'y a qu'à observer la planète et les résultats des grandes initiatives internationales, telles que les Objectifs du Millénaire pour le développement ou ceux de l'Éducation pour tous, pour affirmer avec force que ce que nous faisons n'est pas suffisant. Il ne s'agit pas du destin de communautés et de peuples laissés pour compte ; il s'agit de notre destin commun. C'est pourquoi nous devons redoubler d'efforts pour asseoir la culture comme facteur de cohésion humaine, de cohésion sociale et de coexistence pacifique, comme fondement du sentiment d'appartenance et d'enracinement, comme élément fondamental du développement durable et pilier de la dimension éthique de la vie ; redoubler d'efforts, également, pour assurer une éducation de qualité pour tous, centrée sur le principe d'apprendre à apprendre et d'apprendre à vivre ensemble, en vue d'édifier des sociétés propices à un accès démocratique au savoir et à sa création ; redoubler d'efforts, enfin, pour renforcer des contextes internationaux de plus en plus solidaires et s'engager résolument en faveur des valeurs de tolérance et de paix.

(10.8) Nous savons que le chemin qu'il nous reste à parcourir est long, mais nous devons sans relâche relever le défi d'apprendre à vivre ensemble et arborer à nouveau l'étendard brandi il y a plusieurs années lors d'un combat pour l'égalité des droits sur le thème « *Un mundo, una esperanza* ». C'est dans ce contexte, et dans le cadre d'un travail fructueux avec les bureaux régionaux, que l'Uruguay réaffirme une fois de plus son engagement sans faille aux côtés de l'UNESCO, en faveur de ses valeurs et de sa mission. Je vous remercie.

*Ms Alshaibaniya (Oman) takes the Chair*

11. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Bjorn Haugstad, Deputy Minister of Education and Research of Norway.



### 12.1 Mr Haugstad (Norway):

Madam President, Excellencies, Director General, colleagues, ladies and gentlemen, I am honoured to be back here at UNESCO. Let me first take the opportunity to commend the Director-General and her staff for navigating the Organization through these difficult last years. This is an important General Conference because UNESCO stands at a crossroads where the economic reality and budgetary constraints make it more important than ever to focus UNESCO's work; important, because UNESCO has a central mandate within the United Nations family. The United Nations is the steward of international legal order and standards for public goods such as the environment and human rights.

12.2 Norway approves of the Director-General's message of continued reform and improved integration with the United Nations system. Norway believes the reform process is of utmost importance, and we will continue to pay careful attention. We, the Member States, need to do better in defining UNESCO's priorities.

12.3 Ladies and gentlemen, Norway would like to draw special attention to three areas: education, freedom of expression and sciences. Education is a fundamental human right. The newly-elected Norwegian Government has set education as a top priority, with a particular emphasis on teachers and quality. UNESCO must continue to provide strong leadership in the field of education, and to provide support to the Global Education First Initiative (GEFI). Furthermore, the Norwegian Government has decided to give UNESCO its full political support in its efforts for a global convention for recognition of qualifications in higher education. Internationalization of higher education spurs quality, better access, and better life opportunities for everybody. Furthermore, participants in the Youth Forum support such a global convention.

12.4 UNESCO is showing real leadership in its stewarding of the education for all (EFA) initiative. The efforts have given results: never before have so many children attended school. However, the job is not yet done. Millions of children and adolescents remain out of school. About 150 million children leave school without having gained basic skills. Quality is key to successful completion and I am proud to say that my Government will focus on teachers, because teachers are decisive for students' learning. Some 6.8 million teachers are needed to achieve universal primary education. Investing in teachers is crucial to make a dent in the global learning crisis. Also, there has to be more emphasis on quality in learning and teaching, and we expect UNESCO to play its part.

12.5 Madam President, another of Norway's priorities is freedom of expression and media, where UNESCO has a particular mandate. Free media is a cornerstone of democracy and governance. Media professionals are still being targeted and far too few of the perpetrators are brought to justice. The United Nations Security Council held this July a debate on the protection of journalists. I would like to join all those who commend UNESCO for its contribution, including the adoption of the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity. Press freedom, access to information, and transparency are vital for good governance. The importance of governance was underlined in the High Level Panel's report to the United Nations Secretary-General on the next development goals.

12.6 Madam President, UNESCO has a unique mandate for sciences. Research and knowledge are necessary to make better policy decisions. The Intergovernmental Oceanographic Commission (IOC) is doing valuable work for ocean science, observatories, data and information exchange. This gives us valuable information for climate research and policy. However, in order to make the best contribution in facing common global challenges, the various science sectors need to work closely together. We believe that UNESCO needs to do more to make these synergies happen in all relevant areas. Thank you.

### 13. The President:

Thank you, Your Excellency. Our next speaker is His Excellency, Dr Khalid Al Sabti, Vice-Minister of Education of Saudi Arabia.

١٤,١ السيد السبتي (المملكة العربية السعودية)

بسم الله الرحمن الرحيم، السيد رئيس المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المديرية العامة، السيدات والسادة رؤساء الوفود، الأخوة والأخوات، السلام عليكم ورحمة الله وبركاته. أود في البدء أن أعبر عن سعادي بالمشاركة في هذا المؤتمر الثقافي التربوي العلمي الكبير، الذي نرسم فيه مستقبل منظمنا العريقة (اليونسكو). إننا نتمن بشكل كبير الدور المهم الذي تقوم به على الساحة الدولية. وإذا كانت منظمنا قد مرت بظروف مالية صعبة خلال العامين الماضيين، فإننا نأمل أن تنتهي هذه الظروف قريباً، من أجل تمكين المنظمة من تحقيق أهدافها وبرامجها التي تقرها الدول الأعضاء. وقد ساهمت المملكة العربية السعودية مع عدد من الدول في دعم صندوق الطوارئ في المنظمة، حرصاً على قيام المنظمة بأداء مهامها الأساسية.

١٤,٢ وإننا نشيد بالجهد المتميز الذي قامت به المديرية العامة للمنظمة خلال سنواتها الأربع الماضية، الأمر الذي انعكس بشكل إيجابي أثناء انتخابات الشهر الماضي، التي نتج عنها ترشيح المجلس التنفيذي في دورته الثانية والتسعين بعد المائة، وبأغلبية كبيرة، للسيدة بوكوفا لفترة ثانية. وأود دعوة المؤتمر العام إلى اعتماد هذا الترشيح. وأقدم إليها سلفاً تحنئة المملكة العربية السعودية بهذه الثقة التي هي أهل لها، متمنياً لها العون والتوفيق خلال فترة إدارتها القادمة. كما أود تحنئة السيد هاو بونغ لانتخابه رئيساً للمؤتمر العام لهذه الدورة. ونظراً إلى ما يتمتع به من خبرة قيادية متميزة في بلد عظيم هو الصين، فإننا على ثقة بقدرته على تسيير أعمال المؤتمر العام لليونسكو بنجاح.

١٤,٣ السيدات والسادة، إننا ندرك جميعاً أهمية القرارات التي تتخذها المنظمة في كافة الميادين، وأنه يجب علينا جميعاً التعاون في سبيل تطبيقها. غير أنه من المؤسف جداً أن تتكرر القرارات في أكثر من دورة للمجلس التنفيذي دون تنفيذ، والسبب في ذلك إعاقة بعض الدول لبعض هذه القرارات، ومن أهمها تلك القرارات الستة المتعلقة بجوانب ثقافية وتراثية وتعليمية في فلسطين المحتلة، ومن أبرزها ما يتعلق بمدينة القدس بتراثها المسيحي والإسلامي المهدد. ولذا فإن المملكة العربية السعودية تود التأكيد على ضرورة العمل الجاد والمخلص لتحويل القرارات من القول إلى الفعل، والتحرك الصادق من أجل تنفيذها.

١٤،٤ السيدات والسادة، إن مشروع الاستراتيجية المتوسطة الأجل من أهم المشروعات التي يجب أن تتضافر الجهود لتحقيق أهدافها من أجل الإسهام في السلام الدائم، وفي التنمية المستدامة. ومن منطلق اهتمام المملكة العربية السعودية بالتعليم، فقد عملت وبتعاون كبير مع اليونسكو لإنشاء مركز من الفئة ٢، وهو "المركز الإقليمي للحدود والتميز في التعليم، وهو واحد من بين ثمانية مراكز في دول مختلفة أوصى المجلس التنفيذي خلال دورته الحالية بإنشائها. وأود أن أشكر اعتماد المؤتمر العام لإنشاء المركز، مهتماً بقية الدول على إنشاء المراكز الأخرى لديها ومنها مصر والجزائر. ونود التأكيد في هذا الإطار على أهمية تطوير التعليم العام من أجل تعزيز فرص التعلم الجيد مدى الحياة لصالح الجميع، وتمكين الدارسين من أن يكونوا مواطنين عالميين في مجال الإبداع والمسؤولية. فالتعليم هو الحل الأمثل لمشكلات الفقر والمرض والجهل وما يترتب على ذلك من صراعات وصعوبات تعوق تحقيق السلام والتعايش العالمي.

١٤،٥ السيد الرئيس، السيدات والسادة، يعرض في مؤتمرها هذا موضوع الأخلاقيات وضرورة صون الشؤون الشخصية في الفضاء الإلكتروني. وهنا نود تأكيد أهمية هذا الموضوع في عالم اليوم، وأنه يجب على اليونسكو أن تعمل من أجل ضمان الحريات للأشخاص، في كل فضاءات النشر، والنظر في إمكانية وضع أطر وقوانين تحفظ للمجتمعات حقوقها، وتضع حداً للتجاوزات الفردية والدولية في انتهاك خصوصية الأفراد والجماعات.

١٤،٦ أما في موضوع الشباب، فإني أود التنويه بالمتديات الشبابية التي تنظمها اليونسكو قبيل المؤتمر، تأكيداً على الاهتمام بالشباب، ومنحهم فرص التعلم واكتساب الخبرة باعتبارهم قادة المستقبل، وكم سرنا التعاون مع اليونسكو لتنظيم مؤتمر شباب عالمي حول ثقافة التطوع والحوار سيعقد في المملكة العربية السعودية في بداية شهر كانون الأول/ديسمبر القادم، وستكون السيدة إيرينا بوكوفا على رأس ضيوف هذا المؤتمر الدولي. وباسم المملكة العربية السعودية أود تقديم الشكر إلى المنظمة على اعتماد يوم الثامن عشر من كانون الأول/ديسمبر من كل عام يوماً عالمياً للغة العربية، ضمن إطار دعم اليونسكو للتنوع الثقافي واللغوي في العالم. والمملكة من خلال مندوبيتها الدائمة وبالتعاون مع المندوبيات العربية ومع خطة تنمية الثقافة العربية (أرابيا)، ستقوم بتنظيم احتفائية باللغة العربية في يومها العالمي. ختاماً، أتمنى لمؤتمرها كل النجاح والتوفيق، والسلام عليكم ورحمة الله وبركاته.

(14.1) **M. Al Sabti** (Royaume d'Arabie saoudite) (*traduit de l'arabe*) :

Au nom de Dieu, le Clément, le Miséricordieux. Madame le Présidente de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs les chefs de délégation, Frères et Sœurs, que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous. Je souhaite, tout d'abord, exprimer la joie qui est la mienne de participer à cette grande conférence pour l'éducation, la science et la culture au cours de laquelle nous traçons ensemble l'avenir de notre prestigieuse organisation, l'UNESCO. Nous nous réjouissons vivement du rôle important dont s'acquitte l'Organisation sur la scène internationale et formons le vœu que les difficultés financières auxquelles l'UNESCO s'est trouvée confrontée au cours des deux dernières années soient bientôt levées afin qu'elle puisse mener à bien les objectifs et les programmes approuvés par les États membres. À ce propos, le Royaume d'Arabie saoudite a soutenu, avec d'autres pays, le Fonds d'urgence mis en place au sein de l'UNESCO, et ce, dans le souci de permettre à l'Organisation de remplir ses principales fonctions.

(14.2) Par ailleurs, nous saluons les efforts méritoires déployés par la Directrice générale durant les quatre années de son mandat. Ces efforts ont contribué de manière positive aux résultats des élections tenues le mois dernier et à l'issue desquelles le Conseil exécutif, à sa 192<sup>e</sup> session, a nommé Mme Bokova, à une large majorité, pour un second mandat. J'invite la Conférence générale à approuver cette nomination et j'adresse par avance à Mme Bokova les félicitations du Royaume d'Arabie saoudite pour cette confiance largement méritée, lui souhaitant courage et succès pour son prochain mandat. J'aimerais aussi féliciter M. Hao Ping pour son élection à la présidence de la présente session de la Conférence générale. Ayant assumé des postes de responsabilité dans ce grand pays qu'est la Chine, M. Ping jouit d'une riche expérience qui lui permettra, nous en sommes sûrs, de diriger les travaux de la Conférence générale avec succès.

(14.3) Mesdames et Messieurs, nous sommes tous conscients de l'importance des décisions prises par l'Organisation dans tous ses domaines de compétence et de la nécessité, pour nous tous, de coopérer entre nous afin de garantir leur mise en œuvre. Il est cependant très regrettable que certaines décisions soient examinées à plusieurs sessions du Conseil exécutif et restent sans suite parce que certains pays y font obstruction. C'est notamment le cas des six décisions portant sur des questions relatives à la culture, au patrimoine et à l'éducation en Palestine occupée, et plus particulièrement au patrimoine en péril des religions chrétienne et musulmane dans la ville de Jérusalem. À cet égard, le Royaume d'Arabie saoudite tient à souligner la nécessité de s'employer avec sérieux et dévouement à traduire en actes les décisions concernées, et la nécessité d'agir avec honnêteté pour assurer leur mise en œuvre.

(14.4) Mesdames et Messieurs, la Stratégie à moyen terme de l'UNESCO est l'un des projets les plus importants dont nous devons atteindre les objectifs, dans le cadre d'un effort commun, pour contribuer à la réalisation d'une paix et d'un développement durables. Conscient de l'importance que revêt l'éducation, le Royaume d'Arabie saoudite a créé, en étroite collaboration avec l'UNESCO, le Centre régional pour la qualité et l'excellence de l'enseignement, qui figure parmi les huit centres de catégorie 2 proposés par différents pays et dont le Conseil exécutif a recommandé la création à sa dernière session. À cet égard, je tiens à remercier la Conférence générale d'avoir approuvé la création du centre régional et je félicite les autres pays dont les centres ont également été approuvés, notamment l'Égypte et l'Algérie. Nous soulignons ici qu'il est important de développer l'enseignement général pour favoriser un apprentissage de qualité tout au long de la vie pour tous et permettre aux apprenants de devenir des citoyens du monde créatifs et responsables. L'éducation reste en effet le meilleur remède contre la pauvreté, la maladie et l'ignorance, et contre les difficultés et les conflits qui en résultent et font obstacle à l'instauration de la paix et de la coexistence dans le monde.

(14.5) Monsieur le Président, Mesdames et Messieurs, la question de l'éthique et la nécessité de protéger la vie privée dans le cyberspace figurent à l'ordre du jour de la présente session de la Conférence générale. Nous souhaitons, dans ce cadre, souligner l'importance que revêtent ces sujets dans le monde d'aujourd'hui et la nécessité, pour l'UNESCO, de veiller à ce que les libertés des personnes soient garanties dans tous les espaces de publication et d'étudier la possibilité d'élaborer des cadres législatifs à même de protéger les droits des sociétés et de mettre un terme aux violations commises par des individus ainsi qu'aux violations du droit international portant atteinte à la vie privée des individus et des communautés.

(14.6) Pour ce qui est de la jeunesse, je salue l'UNESCO pour les forums qu'elle organise en faveur des jeunes, en marge des sessions de la Conférence générale. Ces événements témoignent en effet de l'attention accordée aux jeunes et du souci de leur offrir la possibilité d'acquérir les connaissances et l'expérience dont ils auront besoin en tant que dirigeants de demain. Sachez, à cet égard, que cela a été pour nous une grande joie que de coopérer avec l'UNESCO en vue de l'organisation de la conférence mondiale sur la jeunesse qui se tiendra au Royaume d'Arabie saoudite au début du mois de décembre prochain et

qui aura pour thème la culture du bénévolat et du dialogue. Mme Irina Bokova figurera d'ailleurs en tête de liste des personnalités invitées à prendre part à cette conférence internationale. De plus, je tiens à remercier l'UNESCO, au nom du Royaume d'Arabie saoudite, d'avoir proclamé le 18 décembre « Journée mondiale de la langue arabe », dans le cadre de ses initiatives visant à promouvoir la diversité culturelle et linguistique à travers le monde. À l'occasion de cette journée mondiale, le Royaume organisera, par l'intermédiaire de sa délégation permanente et en collaboration avec les délégations permanentes des autres pays arabes, un événement consacré à la langue arabe qui s'inscrira dans le cadre du Plan Arabia pour le développement de la culture arabe. Pour conclure, je souhaite plein succès et réussite à notre conférence, et que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous.

15. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, the Honourable Mr Vasant Kumar Bunwaree, Minister of Education and Human Resources of Mauritius.

16.1 **Mr Bunwaree (Mauritius)**

Madam President, Madam Director-General, Excellencies, ladies and gentlemen, I wish at the outset to congratulate Mr President on the occasion of his election as President of the General Conference. Madam President, every age brings new challenges but also new opportunities. Our age demands that we put together our collective efforts and respond to the challenges of poverty, exclusion, armed conflicts, natural disasters and also those of sustainable development in the best way we can.

16.2 We all believe that UNESCO has a major role to play here, because it has been invested with a mandate for peace and the responsibility of providing an intellectual forum within the United Nations system. Mauritius accordingly supports the main lines of action in the Draft Programme and Budget for 2014-2017. Indeed, the challenges today are multidimensional and I am happy to note that the emphasis is on innovation and creativity and the design of new approaches, new tools and new policies so as to strengthen the resilience of all countries as they progress on the road to sustainable development.

16.3 Madam President, both the Commonwealth and the Conference of Ministers of Education of French-Speaking Countries (CONFEMEN), to which Mauritius belongs, have been energetic contributors to the consultative debates at global level. As Chair of the Commonwealth Ministerial Working Group, I had personally the honour to submit our contributions in December last year to the representative of the High Level Panel of Eminent Persons and also to UNESCO. We obviously concentrated on the crucial role of education as a driver of change and transformation in society, as an essential element to eradicate poverty, eliminate inequity and be disability-inclusive. Indeed, the Commonwealth's priorities in education were reflected in the United Nations outcomes, especially the principle that the new framework should be based on expanding access, eliminating inequity and improving quality. UNESCO, as the lead organization for education in the United Nations system, must ensure that the overarching inclusive education goal be owned by all countries. Our duty is also to ensure collectively that a global partnership provides genuine support to countries that are still striving to attain the education for all (EFA) and Millennium Development Goals (MDGs).

16.4 Madam President, Mauritius has for its part, always assumed its responsibility vis-à-vis the countries in the region. In fact, UNESCO itself has used Mauritius as a platform for the sharing of experiences and good practices in a number of domains. We have now been entrusted by the Association for the Development of Education in Africa (ADEA) with the responsibility for hosting the Inter-Country Quality Node (ICQN) on Early Childhood Development. On the strength of our track record and excellence in capacity building, we are now graduating from the BRENDA-supported "Mauritius – Africa Initiative", a regional programme of capacity building in early childhood development, to becoming the regional hub for this sector. This will thus facilitate peer-to-peer knowledge-sharing, and contribute to giving a boost to this new initiative. On the other hand, I must highlight that Mauritius has been able to successfully facilitate ICT-mediated interactive learning in our primary schools through the Sankoré Project. Information and communication technology (ICT) and its accompanying digitized content have today become a reality in Mauritian classrooms. The benefits of this project are soon to be shared with countries in the region.

16.5 Madam President, sustainable development for small island developing States (SIDS) remains a pressing challenge. Vulnerabilities that these States are exposed to could result in underdevelopment and environmental degradation. This is paradoxical, however, since the ocean is there to be put to productive use. Mauritius recently held a national dialogue on how to promote the "ocean economy" or the "blue economy" as one of the main pillars of development. The UNESCO Intergovernmental Oceanographic Commission (IOC) could certainly provide much-needed support here.

16.6 Madam President, Mauritius fully supports the enunciation of the United Nations Secretary-General to the effect that investing the young with entrepreneurship education is one of the best ways of meeting the challenge of providing half a billion jobs by 2030. In Mauritius, we have already crossed that bridge with the recent introduction of entrepreneurship education in the school curriculum. It is also gratifying to note that we have also successfully introduced our mother tongues, Kreol Morisien (Mauritian Creole) and Bhojपुरी, in our school system. They are on a par with the panoply of languages already existing in Mauritius and taught in schools. Moreover, intercultural education is also being introduced in our school curriculum.

*(The speaker continues in French)*

16.7 Madame la Présidente, s'il est vrai que l'aspiration première de tout jeune quittant le système scolaire est de trouver un emploi décent lorsqu'il accède au marché du travail et d'envisager de créer un foyer ou de fonder une famille, il est non moins vrai que ces événements ne sont que deux éléments, fondamentaux bien sûr, inaugurant le démarrage de ce jeune dans un long périple qui va marquer le parcours de sa vie, au long duquel il devra se tenir sur ses propres pieds, sachant maîtriser les valeurs humaines et morales, sachant qu'il n'est pas seul et que les autres existent aussi et

qu'ils évoluent tous dans un même monde qu'ils doivent respecter et savoir préserver pour le bénéfice de ceux qui les entourent et de ceux qui viendront après eux.

16.8 C'est dans cette épreuve de la vie, Madame la Présidente, qu'il faut que ce jeune réussisse et cela nécessite une préparation basée sur l'enseignement scolaire, certes, mais plus encore sur une formation complète, holistique, extracurriculaire, qui s'accompagne de l'apprentissage obligatoire des valeurs humaines.

16.9 Unissons donc nos forces, Madame la Présidente, au sein de cette grande organisation qu'est l'UNESCO, pour que nous réussissions dans cette noble tâche qu'est la préparation de nos enfants, en pleine croissance biologique, physique et intellectuelle, à une vie réussie.

*(Le modérateur poursuit en anglais)*

16.10 Let us educate our children for life. Thank you Madam President.

17. **The President:**

Thank you, Your Excellency. Our next speaker is Her Excellency, Ms Maria Arnholm, Minister of Gender Equality and Deputy Minister of Education of Sweden.

18.1 **Ms Arnholm (Sweden):**

Madam President, Madam Chair of the Executive Board, Madam Director-General, no offense to all you prominent men, but let me just say what a pleasure it is for a minister of gender equality to start up a speech in that very female way. Your Excellencies, ladies and gentlemen, it is an honour for me to address the 37th session of the General Conference of UNESCO. Sweden fully aligns itself with the statement to be delivered by Lithuania on behalf of the European Union. This is a time of financial distress for UNESCO which, of course, puts a big strain on the Organization and its Secretariat. But these challenges should be seen as opportunities, leading us to foster a more focused organization.

18.2 UNESCO needs reforms and in this perspective, among others, Sweden welcomes the nomination of Ms Bokova for a second term of office. This is also why Sweden is a candidate for the Executive Board: because we want UNESCO to be an organization with the focus to meet global challenges instead of spreading its resources too widely. We trust in your support on November 13.

18.3 Madam President, many of UNESCO's core values are closely linked to what the world needs for development. Without education we cannot solve the challenges of the future. Without cooperation in sciences we cannot optimize development. Without culture and cultural diversity we cannot liberate ourselves from narrow-mindedness and thus we counteract the struggle for peace. Furthermore, the free exchange of ideas is a solid foundation for peace, cooperation, development and growth. We are pleased to see that UNESCO is devising a new strategy on youth in cooperation with the young people who met at the Youth Forum last week, here in Paris. When more than half of the world's population is under 20 their voices must be clearly heard.

18.4 Madam President, let also me speak very clearly. Girls make up the majority of the world's 61 million out-of-school children, and women are two thirds of the world's 775 million illiterates. This is unacceptable and unsupportable. In December last year, I had the privilege to participate in the "Stand Up for Malala" event here at UNESCO in Paris. For me it is evident that investing in girls' education is not just a moral and political obligation; it also is the most cost-effective investment humanity can make for growth, development and peaceful co-existence. Let us as governments rise to the action of respecting, protecting and fulfilling the human rights of all women and girls. Every child, not every other, should hear the school bell call out to them on early mornings!

18.5 Ladies and gentlemen, UNESCO carries out essential work for the fulfilment of freedom of expression and press freedom everywhere and UNESCO has our full support in this. We look forward to the implementation of the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity and the publication of analyses on media development and trends. In this important field, UNESCO must continue to argue that human rights, including freedom of expression, apply online as well as offline.

18.6 Madam President, more than 600 journalists have been killed over the last 10 years and many have been imprisoned. We must speak up on behalf of those who have had their voices silenced, like the European-Eritrean journalist Dawit Isaak. He was arrested with other colleagues in Eritrea on 23 September 2001 because he used the freedom of speech guaranteed to everyone in the United Nations Declaration of Human Rights. He has been imprisoned ever since without a trial. We call for his immediate release.

*(The speaker continues in French)*

18.7 Chers collègues, chers amis, pour terminer, permettez-moi de citer le deuxième Secrétaire général de l'Organisation des Nations Unies, M. Dag Hammarskjöld. Il avait mis en regard deux conceptions différentes de l'ONU, qui serait soit « *un dispositif de conférence statique* », soit « *un instrument dynamique pour une communauté mondiale bien organisée* ». Espérons que cette Conférence générale sera l'occasion pour nous d'agir comme une communauté mondiale bien organisée, en arrêtant des objectifs peu nombreux, mais précis, et des projets clairvoyants. Merci pour votre attention.

19. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Chaturon Chaisang, Minister of Education of Thailand.

20.1 **Mr Chaisang** (Thailand):

Madam President, Madam Chair of the Executive Board, Madam Director-General, Excellencies, ladies and gentlemen, I wish to start by congratulating the President of the General Conference on his election as President of this session of UNESCO's General Conference. With his able leadership, I am confident that we will complete our deliberations smoothly. I would also like to take the opportunity to commend UNESCO's Director-General, Ms Irina Bokova, for reforming UNESCO by managing the Organization in a more cost-effective manner without losing its lead role in promoting a holistic and humanistic vision of quality education worldwide.

20.2 Thailand is one of many countries that started a global drive for EFA in 1990, and I reaffirm our ongoing commitment to providing quality education for all, in order to achieve an inclusive, innovative, sustainable and knowledgeable society. I am pleased to confirm that Thailand will host a high-level EFA meeting of Asia and the Pacific Member States in 2014 which will distil the lessons learnt from EFA in the region, and highlight priority issues and targets for post-2015 global education. The Thai Government remains committed to improving the quality of education, and accessibility, so that all Thais may have an equal opportunity to realize their full potential. Current education policy focuses on the equitable distribution of resources and use of improved technology to empower individuals, communities, the nation and the region. Accordingly, in 2014 20.5% of the national budget will be allocated to education. This will be the driving force for Thailand to produce a highly qualified workforce to complement Thailand's anticipated social and economic growth.

20.3 The Ministry of Education, therefore, has announced a national agenda for education and declared the year 2013 to be the year for a joint collaboration to raise the quality of education. In this regard, we are already in the process of reforming and integrating the education system to produce learners who can think, analyse, solve problems and learn independently and continuously throughout their lives. One of the main goals of education reform in Thailand is to increase science, maths, engineering, and technology (STEM) literacy so that more students will have the opportunity to learn thoroughly and think critically in STEM.

20.4 The paradigm shift from learning for degrees to learning for labour markets has also focused attention on vocational education and training to meet the country's workforce needs. At present, 60% of Thai students opt for general education and only 34% for vocational education and training. We would like to shift the balance to 50/50, and eventually to 40/60 in the future. With a better educated workforce, we will be able to increase productivity, make better use of the country's natural resources, and be better able to meet the needs and demands of local and international markets. At the same time we are developing occupational competency standards, professional qualifications, vocational standards, and competency-based curricula to create a coherent classification to facilitate transfer and progression both within and between areas of competence.

20.5 I also reaffirm Thailand's commitment to work with UNESCO in its various fields of competence. In response to Thailand's green growth policy, the promotion of green technologies, including renewable energy and mitigation of and adaptation to climate change, should be reflected in the next agenda for global development. We will continue to work with UNESCO in focusing on the social and human sciences to facilitate social transformations and intercultural dialogue conducive to social inclusion, poverty eradication, violence prevention and sustainable peace. Finally, in relation to communication and information, I look forward to hosting the Global Forum on Media and Gender (GFMG) in Thailand in December this year. Once again, I wish to reaffirm Thailand's support for UNESCO in working for a sustainable, equitable and peaceful future. Thank you for your attention.

21. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Paavo Arhinmäki, Minister of Culture and Sport of Finland.

22.1 **Mr Arhinmäki** (Finland):

Madam President, Madam Chair of the Executive Board, Madam Director-General, distinguished delegates, first of all I would like to congratulate Mr Hao for his election as President of the General Conference and we would also like to thank the outgoing President and the Chair of the Board. Finland concurs with the statement to be delivered by Lithuania on behalf of the European Union.

22.2 Excellencies, human rights matter. Finland believes that both UNESCO's programme and the post-2015 agenda should be built on human rights. Sustainable development and poverty eradication must be at the centre. All of us face inequalities, both within and between our countries. To reduce them, we must act for a more people-centred approach, one with provisions for education, freedom of expression, gender equality, youth and people with disabilities. Finland supports the Education for Sustainable Development (ESD) programme. In fact, all of UNESCO's areas are crucial for the post-2015 agenda. That is why UNESCO should work even more across its sectors. The key is education: the focus should be on learning and quality at all stages of education, including media literacy and arts education. Nobody, no girl or boy, should be denied the right to education. Education provides skills for employment. It is a way out of poverty. It empowers young people.

22.3 Finland welcomes the youth strategy. Young people must be allowed to be active, contributing citizens, not just policy objects. Ladies and gentlemen, equal and open access to knowledge and information are essential for any agenda, not least for UNESCO with its unique mandate for freedom of expression and media. All human rights apply equally offline and online. Hate speech online is no more acceptable than it is in the printed media. Culture, too, is a driver of

development. Finland looks to UNESCO for global leadership in areas such as cultural diversity and heritage protection worldwide. Here we have a shared responsibility. Excellencies, Finland is a candidate to the World Heritage Committee, and seeks your valuable support.

22.4 Madam Director-General, we applaud your efforts to listen to Member States. Among many notable steps, we are pleased with the follow-up of the independent external evaluation, with new partnerships and cost-effective measures. Through increased inter-agency cooperation, UNESCO is now more visible. As to relevance, we hope for action towards even more concrete and applicable policy recommendations. We also see a need for more evaluation capacities across the board.

22.5 Ladies and gentlemen, Finland welcomes the nomination of Ms Bokova for a new term of office. We pledge our continued full support to Ms Bokova's leadership. We look forward to working together on a renewed reform agenda. The road toward the next steps will require difficult decisions, but we should keep our compasses pointed at the one reason we are here. Our goal is one I know we all share, one of mutual interest: to make UNESCO fulfil its global mandate and work better for the people who need it most. We have come together, not to preserve the status quo, but to drive UNESCO forward. Thank you. *Merci*.

### 23. The President:

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Ali Abied, Minister of Education of Libya.

٢٤،١ السيد عبيد (ليبيا)

بسم الله الرحمن الرحيم. السيد رئيس المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المديرية العامة لليونسكو، أصحاب السعادة رؤساء الوفود، السيدات والسادة. أتشرف بمخاطبتكم جميعاً باسم بلادي ليبيا التي تحررت منذ سنتين من حكم نظام استبدادي غاشم. وسجلت بدماء شهدائها وتضحيات نسائها ورجالها ملحمة تاريخية في النضال ستهتدي بها الشعوب، وتفتخر بها الأجيال. وأنتهز هذه الفرصة لأنتقل إلى حضراتكم من خلال هذا الخطاب تحيات الشعب الليبي والمؤتمر الوطني العام والحكومة الليبية المؤقتة، ولأعبر لكم عن تطلعاتهم وثقتهم في اليونسكو البيت العالمي للتربية والعلوم والثقافة ومؤتمرها العام، ولأفصح عن آمالهم المعقودة عليكم في التوصل إلى ما نصبو إليه من تنمية مستدامة وسلام دائم، وثقافة منتشرة، وتعليم مشاع، وعلم متاح للجميع. وإني أتقدم بالتهنئة إلى السيد هاو بنغ على انتخابه رئيساً للمؤتمر العام، وأتوجه بالتقدير إلى السيدة أليساندرا كمنز رئيسة المجلس التنفيذي على النجاح الذي حققه المجلس خلال فترة ترؤسها له وأخص بالامتنان السيدة إيرينا بوكوفا المديرية العامة لليونسكو على ما قدمته إلى المنظمة خلال السنوات الأربع الماضية، وإلى بلادي على وجه الخصوص، والذي تمثل في دعم المنظمة لليبي أثناء حرب التحرير في عام ٢٠١١ والحرص على تراث ليبيا ومنظومتها التعليمية الذي عبرت عنه بالبيانات التي صدرت عن اليونسكو والإجراءات التي اتخذتها بما يخدم مصلحة ليبيا واستقرارها، والتي نقدرها كل تقدير، ونؤسس عليها تأييدنا لترشحها لولاية ثانية مديرة عامة لليونسكو، ليستمر العطاء، ويستمر نجاح هذه المنظمة في أداء مهمتها الإنسانية للعالم أجمع.

٢٤،٢ أيها السيدات والسادة، لقد احتفلت ليبيا هذا العام بمرور ستين عاماً على انضمامها إلى اليونسكو بصفة عضو. ونقر بتقدير عال بالمرود الإيجابي لهذه العضوية طيلة العقود الماضية، المتجسد في التعاون المثمر بين بلادي والمنظمة، بدءاً من إنشاء مؤسسات تعليمية في ستينات القرن الماضي إلى تنفيذ برامج مشتركة في المجالات التربوية والعلمية والمعلوماتية والثقافية في الوقت الحاضر. وما إقدام اليونسكو العام الماضي على إنشاء مكتب للمشروعات بليبيا إلا تعزيزاً لهذا التعاون، وتطلع إلى مزيد من توطيد هذه العلاقة ومزيد من تفعيل المشاريع في المستقبل، خاصة تلك التي تحتاج إليها ليبيا في هذه الأيام لتطوير بنيتها التعليمية، وتنمية نشاطها العلمي، وإصلاح ما أفسده النظام السابق من إحلال في النسيج الاجتماعي، وتشويه لبرامج التنمية، وخذش للهوية الوطنية، وإهدار لحقوق الإنسان. إننا في ليبيا اليوم نسعى إلى تحقيق أهداف ثورة شباب/فبراير في الحرية، والكرامة، والعدل وحماية حقوق الإنسان، وضمان حرية التعبير، وصون الهوية الوطنية، وإقامة دولة القانون والمؤسسات. إن المدخل إلى تحقيق هذه الغايات هو التربية والتعليم والمعلومات والعلوم والثقافة، وكلها تدخل ضمن اهتمامات هذه المنظمة، وندعو إلى دعمها والمحافظة عليها وتوفير المناخ المناسب لإنجاز مهامها.

٢٤،٣ ومن هذا المنطلق فإن بلادي توافق على خطة الإنفاق المستندة إلى تدفق نقدي متوقع لعامي ٢٠١٤-٢٠١٥ قدره ٥٠٧ ملايين دولار أمريكي. ونؤيد خطة إصلاح المنظمة بما في ذلك توجهاتها نحو تحسين مجال عملها في العلوم الاجتماعية وتطوير بنيتها وتفعيل آلياتها، بما يدفع إلى إحلال السلم العالمي، وتوفير التعليم الجيد للجميع، والاندماج الاجتماعي والمواطنة العالمية، والمساواة بين الجنسين وترسيخ ثقافة السلام ونبد العنف، وإرساء دعائم الديمقراطية والإصغاء إلى صوت الشعوب، صوت كل ما هو حق، وكل ما هو خير، وكل ما هو جميل. والتوجه نحو الإبداع والابتكار.

٢٤،٤ أيها السيدات والسادة، إن المؤتمر الوطني العام والحكومة الليبية يعبران من خلال مشاركة وفد بلادي في هذا المؤتمر للمجتمع الدولي والمنظمات الإقليمية والدولية، وعلى رأسها جامعة الدول العربية ومنظمة المؤتمر الإسلامي والاتحاد الأوروبي والأمم المتحدة واليونسكو وبقية منظمات الأمم المتحدة العاملة، عن بالغ شكرهما وتقديرهما العميقين لوقوفها إلى جانب الشعب الليبي. ونود في هذه المناسبة أن نجني مشاركة الوفد الفلسطيني ممثلاً لبلاده عضواً في المنظمة لأول مرة، وما كان ذلك إلا تنفيذاً لقرار المؤتمر العام لليونسكو في دورته الماضية، آمليّن تجنّب المنظمة أي آثار سلبية لقرارات يعتمدها المؤتمر العام. وفي الختام، أدعو الله أن يمتعنا بالأمن والسلام والعدل، وأن يوفقنا للعمل معاً، دولاً وشعوباً ومنظمات، على تحقيق تطلعات الشعوب في الحياة الحرة الكريمة. والسلام عليكم ورحمة الله، وشكراً لإصغائكم.

### (24.1) M. Abied (Libye) (traduit de l'arabe) :

Au nom de Dieu, le Clément, le Miséricordieux. Madame le Présidente de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale de l'UNESCO, Mesdames et Messieurs les chefs de délégation, Mesdames et Messieurs, j'ai l'honneur de m'adresser à vous tous, ici présents, au nom de mon pays, la Libye, qui s'est libéré, il y a deux ans, du joug d'un régime autoritaire et répressif. La Libye a écrit, par le sang de ses martyrs et les sacrifices de ses femmes et hommes, l'épopée historique d'une lutte qui servira d'exemple aux peuples et fera la fierté des générations futures. Je saisis l'occasion qui m'est offerte pour vous transmettre, par ce discours, les salutations du peuple libyen, ainsi que du Congrès général national et du gouvernement transitoire de la Libye. Je souhaite aussi vous faire part de leurs attentes et de la confiance qu'ils mettent en l'UNESCO, siège mondial de l'éducation, de la science et de la culture, ainsi qu'en sa

Conférence générale, et vous exprimer l'espoir qu'ils placent en vous pour nous accompagner dans notre quête d'un développement et d'une paix durables, d'une culture rayonnante, d'une éducation universelle et de sciences accessibles à tous. Par ailleurs, je tiens à féliciter M. Hao Ping pour son élection à la présidence de la Conférence générale et j'adresse à Mme Alissandra Cummins, Présidente du Conseil exécutif, l'expression de mon estime pour les succès obtenus par le Conseil sous sa présidence. Ma gratitude va tout particulièrement à Mme Irina Bokova, Directrice générale de l'UNESCO, pour tout ce qu'elle a apporté à l'Organisation au cours des quatre dernières années, et notamment pour ce qu'elle a offert à mon pays, à savoir le soutien de l'Organisation à la Libye pendant la guerre de libération de 2011 et son souci de protéger le patrimoine et le système éducatif du pays, souci dont témoignent les nombreux communiqués publiés par l'UNESCO et les mesures prises par l'Organisation en faveur de la Libye et de sa stabilité. Nous sommes extrêmement reconnaissants de ces démarches sur lesquelles nous nous basons pour soutenir la nomination de Mme Bokova pour un second mandat à la tête de l'UNESCO, afin que cet élan de générosité se poursuive et que l'Organisation continue de s'acquitter avec succès de sa mission humaine, au service de tous les peuples du monde.

(24.2) Mesdames et Messieurs, la Libye a célébré cette année le 60<sup>e</sup> anniversaire de son adhésion à l'UNESCO en tant qu'État membre. Nous reconnaissons avec une profonde gratitude l'impact positif que cette adhésion a eu tout au long des décennies passées et qui se matérialise par la coopération fructueuse existant entre mon pays et l'Organisation. Cette coopération, qui a débuté avec la création d'institutions éducatives dans les années soixante du siècle dernier se poursuit actuellement par la mise en œuvre de programmes communs dans les domaines de l'éducation, de la science, de l'information et de la culture. La création par l'UNESCO, l'an dernier, d'un bureau de projet en Libye est venue renforcer notre coopération et nous aspirons à consolider encore cette relation et à mettre en œuvre davantage de projets à l'avenir. Aujourd'hui, la Libye a précisément besoin de projets permettant de développer son infrastructure éducative, d'élargir ses activités scientifiques et de réparer les dégâts causés par l'ancien régime, qui a fragilisé le tissu social, altéré les programmes de développement, porté atteinte à l'identité nationale et bafoué les droits de l'homme. La Libye œuvre actuellement à la réalisation des objectifs de la révolution de février pour assurer la liberté, la dignité et la justice, protéger les droits de l'homme, garantir la liberté d'expression, préserver l'identité nationale, instaurer l'État de droit et rebâtir les institutions du pays. L'éducation, l'information, la science et la culture sont d'une importance cruciale pour la réalisation de ces objectifs et relèvent tous des domaines de compétence de l'Organisation. C'est pourquoi il est nécessaire de soutenir l'UNESCO, de préserver ses capacités et de lui assurer les conditions favorables qui lui permettront d'accomplir sa mission.

(24.3) À cet égard, mon pays approuve le plan de dépenses basé sur une trésorerie attendue de 507 millions de dollars pour 2014-2015. Nous soutenons aussi le plan de réforme de l'UNESCO, notamment les orientations définies pour améliorer les activités de l'Organisation dans le domaine des sciences sociales, développer son infrastructure et renforcer ses mécanismes afin de favoriser l'instauration de la paix dans le monde, d'assurer une éducation de qualité à tous les élèves, de promouvoir l'intégration sociale et la citoyenneté mondiale, de garantir l'égalité entre les sexes, d'enraciner la culture de la paix et de la non-violence, de jeter les bases de la démocratie, d'entendre la voix des peuples – la voix de ceux qui prônent tout ce qui est juste, bon et beau – et de soutenir la créativité et l'innovation.

(24.4) Mesdames et Messieurs, le Congrès général national et le gouvernement de la Libye ont voulu, par la participation de la délégation de mon pays à cette conférence, exprimer leurs vifs remerciements et leur profonde reconnaissance à la communauté internationale et aux organisations régionales et internationales, notamment la Ligue des États arabes, l'Organisation de la Conférence islamique, l'Union européenne, l'Organisation des Nations Unies, l'UNESCO et les autres institutions du système des Nations Unies, pour le soutien qu'elles accordent au peuple libyen. Nous saisissons aussi cette occasion pour saluer la participation de la délégation de la Palestine qui, pour la première fois, représente son pays devenu membre de l'UNESCO, sur décision prise par la Conférence générale à sa dernière session, et nous formons le vœu que soit évité, à l'avenir, tout impact négatif que pourrait subir l'UNESCO en raison de décisions adoptées par sa Conférence générale. Pour conclure, je prie pour que nous puissions vivre dans un monde de sécurité, de paix et de justice, et que nous puissions agir ensemble – États, peuples et organisations – afin de répondre aux attentes de tous ceux qui aspirent à vivre dans la liberté et la dignité. Que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous. Je vous remercie de votre attention.

**25. The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Emilio Chuayffet Chemor, Minister of Education of Mexico.

**26.1 Sr. Chuayffet Chemor (México):**

Señora Presidenta de la Conferencia General, señora Presidenta del Consejo Ejecutivo, señora Directora General, distinguidos delegados, señoras y señores: desde hace sesenta y ocho años la UNESCO ha trabajado por defender la libertad del hombre. Esta no ha sido una defensa en abstracto: para que la autodeterminación se transforme en realidad cotidiana, ha sido indispensable que los gobiernos proporcionemos los medios para hacerla efectiva. Tenemos claro que la educación no es solo un derecho humano más, sino que es un verdadero derecho habilitante para el ejercicio de los demás, tal como ha afirmado la doctora Irina Bokova, a quien felicito por su nombramiento para un segundo periodo al frente de la Dirección General de la UNESCO. Bajo su batuta se ha desarrollado una nueva visión de la educación, colocándola como agenda política prioritaria en el mundo.

26.2 México ha estado presente desde los inicios de la UNESCO. Recordamos aquí al Secretario de Educación Jaime Torres Bodet, que fue Delegado Permanente de México en la reunión de la Conferencia General constitutiva y segundo Director General de esta Organización. Casi siete décadas después, el Presidente Enrique Peña ha impulsado una importante reforma educativa que por primera vez en la historia de mi país coloca la calidad y la equidad en la enseñanza como una meta constitucional explícita. Esta reforma es ante todo un medio para la inclusión. Solo si se recibe una mejor educación aumentan las oportunidades para que cada quien escriba su propia historia de éxito.

26.3 Con la reforma educativa convergen otros programas que también ha echado a andar la nueva Administración de mi país. Estos amalgaman calidad y equidad, como es el caso de ampliar la educación para las niñas. También están el de escuelas dignas, que busca la mejora de la infraestructura de los planteles; el de tiempo completo, que amplía la jornada escolar para brindar una formación más integral; o un vasto programa de becas que nos lleva hoy a tener 9 millones de becarios y gracias al cual uno de cada cuatro niños o jóvenes en la escuela es becario del Gobierno mexicano. Hemos iniciado la entrega de computadoras a alumnos de los últimos grados de primaria para cerrar la

brecha digital, y además hemos iniciado un proceso de renovación profunda del modelo educativo y de la enseñanza para la formación de maestros. La infancia es nuestro punto de partida. El desarrollo de los niños y el pleno ejercicio de sus derechos son los criterios rectores de esta reforma. México agradece el apoyo de la UNESCO. Esperamos que la aportación de sus valores y principios nos siga acompañando en este esfuerzo.

26.4 Como en todo cambio de fondo ocurrido en el mundo, en México la reforma educativa ha enfrentado resistencias. Sabemos, como expuso Octavio Paz, nuestro Premio Nobel de Literatura, el peligro que puede correr una sociedad en cuyas venas corre el veneno del miedo al cambio. Que sea el interés superior de la infancia el principio y el impulso que nos permita seguir navegando en el camino. Nuestro Gobierno continuará protegiéndolo contra cualquier contratiempo. Así ganarán los niños, los padres, los maestros y la sociedad entera.

26.6 En nuestra nueva visión de la educación, México también reafirma su compromiso con la cultura. La conservación de los patrimonios natural y cultural, material e inmaterial, es una responsabilidad con el pasado, pero también con el futuro. Somos el país de América Latina con más sitios inscritos en la Lista de la UNESCO, y el sexto a nivel mundial. Esta es una gran distinción, pero también una enorme obligación.

26.7 El hombre del siglo XXI debe vincular el progreso con la preservación del planeta y acceder, en igualdad de condiciones, a la educación, la ciencia, la cultura y la información. A nosotros nos corresponde asegurar las vías que guíen a este nuevo ser humano hacia una sociedad más incluyente, en la que al mismo tiempo se favorezca el multiculturalismo, que, "aunque invisible", diría don Jaime Torres Bodet, "la presencia de este nuevo hombre nos estimula; nos estimula porque nos compromete, y porque nos compromete, nos juzga". Muchas gracias.

(26.1) **M. Chuayffet Chemor** (Mexique) (*traduit de l'espagnol*) :

Madame la Présidente de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, distingués délégués, Mesdames et Messieurs, voilà près de 68 ans que l'UNESCO s'efforce de défendre la liberté de l'homme. Cet effort n'avait rien d'abstrait : pour que l'autodétermination devienne une réalité quotidienne, il a été indispensable que nous, gouvernements, offrions les moyens de la rendre effective. Il nous apparaît clairement que l'éducation n'est pas seulement un droit de la personne humaine supplémentaire, mais un véritable droit donnant les moyens d'exercer tous les autres droits, comme l'a affirmé Mme Bokova, que je félicite pour sa nomination pour un second mandat à la direction générale de l'UNESCO. Sous sa conduite, une nouvelle vision de l'éducation s'est développée, conférant à cette dernière le statut de priorité stratégique mondiale.

(26.2) Le Mexique a été présent dès les débuts de l'UNESCO. Permettez-moi de rappeler ici que le Secrétaire à l'éducation Jaime Torres Bodet fut Délégué permanent du Mexique à la première session de la Conférence générale et deuxième Directeur général de cette Organisation. Presque 70 ans plus tard, le Président Enrique Peña a lancé une importante réforme éducative qui, pour la première fois dans l'histoire du pays, fait explicitement de la qualité et de l'équité de l'enseignement un objectif constitutionnel. Cette réforme est avant tout un moyen d'inclusion. Ce n'est que par une éducation de meilleure qualité que l'on augmente les chances de chacun d'être l'artisan de son propre succès.

(26.3) Cette réforme de l'éducation s'accompagne d'autres programmes que la nouvelle Administration mexicaine a commencé à mettre en œuvre. Ces programmes combinent qualité et équité, à l'instar de celui visant à accroître l'éducation des filles. C'est également le cas du programme des « écoles dignes », qui a pour but d'améliorer les infrastructures scolaires ; du programme « temps complet », qui allonge la journée d'école pour dispenser une formation plus complète ; ou du vaste programme de bourses qui compte aujourd'hui 9 millions de bénéficiaires et grâce auquel un enfant ou un jeune scolarisé sur quatre bénéficie d'une bourse de l'État mexicain. Nous avons commencé à remettre un ordinateur aux élèves des dernières classes du primaire afin de combler le fossé numérique et nous avons par ailleurs lancé un processus de rénovation en profondeur du modèle éducatif et de la formation des enseignants. Notre point de départ, ce sont les enfants. Leur épanouissement et le plein exercice de leurs droits sont les critères qui régissent cette réforme. À cet égard, le Mexique remercie l'UNESCO de son appui. Nous espérons que les valeurs et principes qu'elle apporte continueront de nous accompagner dans cette entreprise.

(26.4) Comme tout changement de fond qui intervient dans le monde, au Mexique, la réforme éducative s'est heurtée à des résistances. Nous connaissons, comme l'a expliqué Octavio Paz, notre prix Nobel de littérature, le danger qu'une société peut courir lorsque coule dans ses veines le poison de la peur du changement. Car c'est l'intérêt supérieur de l'enfant qui nous guide et nous anime pour continuer à avancer. Notre Gouvernement continuera de le protéger envers et contre tout. Ainsi, les enfants, les parents, les enseignants et la société tout entière seront-ils tous gagnants.

(26.6) Dans notre nouvelle vision de l'éducation, le Mexique réaffirme lui aussi son engagement en faveur de la culture. La conservation du patrimoine naturel et culturel, matériel et immatériel, est une responsabilité à l'égard du passé, mais également du futur. Nous sommes le pays d'Amérique latine comptant le plus grand nombre de sites inscrits sur la Liste du patrimoine mondial de l'UNESCO, et le sixième au niveau mondial. C'est un grand honneur, mais aussi un immense devoir.

(26.7) L'homme du XXI<sup>e</sup> siècle doit lier le progrès à la préservation de la planète et doit pouvoir accéder, dans des conditions égales, à l'éducation, à la science, à la culture et à l'information. Il nous appartient de préparer les voies qui conduiront cet homme nouveau vers une société qui soit plus inclusive, tout en favorisant le multiculturalisme, et dans laquelle, « bien qu'invisible », comme dirait Jaime Torres Bodet, « la présence de cet homme nouveau nous stimule ; elle nous stimule parce qu'elle nous engage et, parce qu'elle nous engage, elle nous juge ». Je vous remercie.

27. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Jernej Pikalo, Minister of Education, Science and Sport of Slovenia.

28.1 **Mr Pikalo** (Slovenia):

Madam President, Madam Director-General, Excellencies, ladies and gentlemen, it gives me an enormous pleasure to address this 37th session of the General Conference and share with you some views regarding the important challenges that we have in UNESCO today. I can say with full confidence that Slovenia fully associates itself with the statements made on behalf of the European Union. As a strong supporter of UNESCO, Slovenia expects a lot, in areas where so much is being depended upon and important, from building education for all to advancing freedom of speech



as well as free and independent media. The human rights perspective is invaluable, as is gender equality. In difficult economic circumstances, Slovenia compliments the Director-General for her effort to embed the zero nominal growth Programme and Budget. The still ambitious programme calls for innovative funding and a clear roadmap for strategic partnerships. We urge all Member States to pay their contributions in full and on time. We are pleased to see very substantial increases in funds allocated to Africa and gender equality – this is something that corresponds to the priority status across the Organization.

28.2 We feel that youth must be empowered through inclusion, schooling and job creation. I am proud to inform you of a recent example of good practice in Slovenia, where the Slovenian National Commission for UNESCO established a UNESCO youth platform one year ago. The network brings together youth from all over Slovenia who actively participate in a range of different activities, lectures, presentations, sport and cultural events in the framework of UNESCO's goals. Two of our young UNESCO Heralds presented our activities at UNESCO's Youth Forum last week.

28.3 To our mind, access to educational opportunities for all is a right, not a privilege. UNESCO's post-2015 education for all agenda should be based on quality, equity and inclusion, and a refined EFA structure. Education of women and girls should be the top priority. Gender equality calls for bolder benchmarks and indicators. Let us turn our time into an era of opportunity for all. We believe that new technologies, above all ICT, bring further challenges in the efforts that we make for education. We can only profit from those technologies if we acquire new knowledge, new information, and also what we call today "multimedia literacy". Once more, I express my gratitude that the virtual platform run in our country by the Slovenian Jožef Stefan Institute, called "VideoLectures.net", has been designated by the United Nations and UNESCO as one of the best examples of creative and innovative e-content in the world in the last decade. In Ljubljana, in a few weeks' time, a conference entitled "Internet of Education" will take place under the patronage of the Director-General.

28.4 The Government of Slovenia has set as one of its key priorities the building of a knowledge-based society that is inclusive, comprises e-skills, and where each individual can participate in and profit from innovation added value. Slovenia notes also its satisfaction at the work done by the Member States in the World Heritage Committee in protecting and promoting the world's unique cultural and natural heritage. We firmly support professionalism and independence as a basis of the World Heritage Committee's work. Distinguished Director-General, Slovenia welcomes your reforms and UNESCO's management, and we think that this is leading to higher quality, efficiency and visibility. Slovenia will continue to support you and your staff and we encourage you to persist in your efforts and to fully make use of the intellectual and operational capabilities within our National Commissions. Thank you and I wish you all the best.

#### 29. The President:

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Abdul Wahed Ali Al Hammadi, Minister of Education and Higher Education of Qatar.

#### ٣٠،١ السيد الحمادي (قطر)

بسم الله الرحمن الرحيم. معالي مديحة الشيبانية نائبة رئيس المؤتمر، سعادة السيدة أليساندرا كمتنز رئيسة المجلس التنفيذي، سعادة السيدة إيرينا بوكوفا المديرة العامة لليونسكو، أصحاب السعادة رؤساء وأعضاء الوفود، السيدات والسادة، السلام عليكم ورحمة الله وبركاته. يطيب لي في بداية كلمتي أن أقدم بالأصالة عن نفسي ونيابة عن وفد قطر بخالص التهنية للسيد هاو بنغ، رئيس المؤتمر العام، بمناسبة انتخابه رئيساً لهذه الدورة، متمنياً له التوفيق والنجاح في إدارة أعمال هذا المؤتمر. كما أعرب عن تقديري للدور الكبير الذي قامت به السيدة أليساندرا كمتنز رئيسة المجلس التنفيذي وأعضاؤه الموقرون من خلال عملهم المتواصل، منذ نهاية الدورة السابقة. وتقدم أيضاً بالتهنية إلى السيدة إيرينا بوكوفا، على ثقة المجلس التنفيذي بما وإعادة ترشيحها لرئاسة هذه المنظمة العريقة لولاية ثانية، شاكرين ومقدرين جهودها، وجهود العاملين في إدارة دفة العمل في أمانة اليونسكو خلال السنوات الأربع الماضية، التي شهدت صعوبات مالية لا تحصى على أحد منا.

٣٠،٢ حضرات السيدات والسادة، إن التحولات الاجتماعية التي تشهدها دول العالم، خاصة في منطقتنا العربية لجديرة بأن تحتم بما اليونسكو وأن تتناولها بالبحث والدراسة. كما أن لغة الحوار المطالبون بما جميعاً تواجه معوقات كثيرة في واقعنا اليوم، وخير دليل على ذلك ما واجهته بعثة الخبراء لمعاينة الآثار الإسلامية المهذدة في مدينة القدس القديمة، من عدم تمكنها من القيام بمهمتها بسبب الشروط التي تتعلق بطريقة عملها. وهنا تؤكد على أهمية دور ومساعي منظمة اليونسكو نحو نشر وتعزيز ثقافة السلام والحوار والتسامح، ونبذ العنف والإرهاب، واحترام حقوق الإنسان، والرأي والرأي الآخر. كما تؤكد على مسؤوليتنا جميعاً في حماية التراث الإنساني العالمي المهدد بالخطر في القدس الشريف.

٣٠،٣ حضرات السيدات والسادة، إن التعليم هو الركيزة الرئيسية في نمو وتطور المجتمعات وهو من أهم برامج منظمنا العريقة اليونسكو. ونحن في دولة قطر نولي التعليم أهمية قصوى تنبع من توجيهات حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني أمير البلاد المفدى حفظه الله ووعاه. فلدينا نظام تعليمي تمكنا من خلاله تحقيق المساواة بين الجنسين، والوفاء بحقوق ذوي الاحتياجات الخاصة في التعليم كما بدأنا الخطط اللازمة والطموحة لبناء نظام تعليمي يتماشى مع أرقى المقاييس العالمية، وذلك من خلال تبني أحدث الوسائل التكنولوجية الحديثة في المناهج التعليمية، لمواكبة متطلبات العصر ونهضة بلدنا قطر الذي يشهد نمواً سريعاً في مختلف القطاعات والمجالات. كما أننا نطمح في نظام تعليمي مخرجاته من الشباب الذي يعتز بثقافته وحضارته، منفتح في الوقت نفسه على حضارات وثقافات العالم، يتفاعل معها، ويؤثر فيها، ويتأثر بها.

٣٠،٤ ودولة قطر لم تدخر جهداً في دعم ومساندة الجهود الدولية والإقليمية والعربية للمساعدة في تنفيذ البرامج والمشروعات التربوية في الدول الصديقة المحتاجة لعون في جميع أنحاء العالم أو التي تعاني من آثار الحروب. وتجدر الإشارة هنا إلى مبادرات صاحبة السمو الشيخة موزا بنت ناصر، المبعوث الخاص لليونسكو للتعليم الأساسي والعالي في دعم التعليم في العراق وقطاع غزة. كما احتضنت الدوحة قبل أيام قليلة، مؤتمر القمة العالمي للابتكار في التعليم (وايز) في نسخته الخامسة، الذي أصبح علامة عالمية مميزة لتطوير جودة التعليم. وقد دعي إلى هذا المؤتمر ما يقارب ألف شخصية تربوية وسياسية على مستوى العالم. كما

شارك وفد من طلبة وطالبات دولة قطر في احتفالية "يوم ملاله"، التي أقيمت في نيويورك في تموز/يوليو الماضي إيماناً منا بحق الفتاة في التعليم. وهنا ينبغي ألا ننسى أبناءنا وبناتنا في سورية، حيث بدأ العام الدراسي، وهؤلاء الأطفال مشردون داخل وخارج ديارهم، وكثير منهم خارج المدارس. وقد سعت دولة قطر إلى تقديم العون والمساعدة إليهم بكل الوسائل الممكنة. وفي هذا الصدد فإننا نقترح على أمانة المنظمات استحداث برامج، وتقديم حلول لسد الحاجة الملحة إلى التعليم لهؤلاء الأطفال، وعلاجهم من آثار الحرب على المستويين النفسي والتعليمي.

٣٠,٥ حضرات السيدات والسادة، إن الثقافة مكون هام من مكونات منظمة اليونسكو، ولقد حرصت دولة قطر دائماً على أن تكون عضواً فاعلاً في هذا القطاع من خلال عضويتها في لجنة التراث العالمي، إذ إننا ستستضيف الدورة الثامنة والثلاثين لهذه اللجنة عام ٢٠١٤. كما أن تسجيل موقع "الزبارة التراثي" كأول موقع قطري يتم تسجيله على قائمة التراث العالمي، ومساهمتها في جهود صون وإعادة ترميم التراث الذي خربه الجهل في مالي، ورعايتها لمشروع التنقيب عن الآثار في السودان بالتعاون مع حكومة السودان الشقيق، خير دليل على العناية التي توليها دولة قطر للحفاظ على التراث الإنساني العالمي.

٣٠,٦ حضرات السيدات والسادة، إن السلام الذي هو الهدف الأساسي لمنظمتنا العريقة، لن يسود في العالم إلا إذا صدقت النيات في الحوار الجاد المسؤول، وهو في متناول أيدينا جميعاً. ودولة قطر تولي حوار الثقافات والأديان أهمية كبرى، فلقد حرصت منذ سنوات على تنظيم المنتديات والمؤتمرات السنوية لحوار الحضارات والثقافات والأديان. ولا يسعني في ختام كلمتي إلا أن أعرب عن خالص تميّاتي لمؤتمركم هذا بالتوفيق والنجاح في مهمته الإنسانية الجليلة التي تساهم في تعزيز روح التسامح والتقارب بين شعوب العالم. وفقكم الله. والسلام عليكم ورحمة الله وبركاته.

(30.1) **M. Al Hammadi (Qatar)** (*traduit de l'arabe*) :

Au nom de Dieu, le Clément, le Miséricordieux. Madame Madiha Al Shaibaniya, Vice-présidente de la Conférence générale, Madame Alissandra Cummins, Présidente du Conseil exécutif, Madame Irina Bokova, Directrice générale de l'UNESCO, Mesdames et Messieurs les chefs et membres de délégation, Mesdames et Messieurs, que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous. Il me plaît, tout d'abord, d'adresser, au nom de la délégation de l'État du Qatar et en mon nom propre, mes vives félicitations à M. Hao Ping, Président de la Conférence générale, pour son élection à la présidence de la présente session, tout en lui souhaitant succès et réussite dans la direction des travaux de la Conférence. Je tiens également à témoigner mon estime à Mme Alissandra Cummins, Présidente du Conseil exécutif, ainsi qu'aux honorables membres du Conseil, pour le rôle important dont ils se sont acquittés sans relâche depuis la fin de la précédente session. Nous félicitons aussi Mme Irina Bokova, qui a su gagner la confiance du Conseil exécutif et a ainsi été nommée pour un second mandat à la tête de cette prestigieuse organisation. Nous exprimons nos remerciements et notre gratitude pour les efforts consentis par Mme la Directrice générale et par tous ceux qui ont contribué à la conduite des travaux du Secrétariat durant les quatre dernières années, qui ont été marquées par des difficultés financières dont nous avons tous conscience.

(30.2) Mesdames et Messieurs, les transformations sociales qui interviennent à l'heure actuelle dans tous les pays du monde, et notamment dans les pays arabes, méritent que l'UNESCO y prête attention et qu'elle y consacre des recherches et des études. Le dialogue, auquel nous appelons tous, rencontre aujourd'hui de nombreux obstacles dont témoigne l'impossibilité, pour la mission d'experts chargée d'évaluer l'état des monuments islamiques en péril dans la Vieille Ville de Jérusalem, de s'acquitter de sa tâche en raison des conditions auxquelles est soumise sa méthode de travail. Nous soulignons ici l'importance du rôle assumé par l'UNESCO et des efforts déployés par l'Organisation pour répandre et promouvoir la culture de la paix, du dialogue et de la tolérance, pour combattre la violence et le terrorisme, et pour garantir le respect des droits de l'homme et des divergences de vue. Nous remercions aussi notre responsabilité collective de protéger le patrimoine mondial de l'humanité dans la noble ville de Jérusalem des dangers qui le menacent.

(30.3) Mesdames et Messieurs, l'éducation constitue le fondement du développement et du progrès des sociétés et représente l'un des programmes les plus importants de notre prestigieuse organisation, l'UNESCO. L'État du Qatar accorde la plus grande importance à l'éducation, conformément aux directives de Son Altesse le Cheikh Tamim bin Hamdan Al Thani, Émir du pays – Dieu le préserve. Grâce à notre système éducatif, nous avons réussi à assurer l'égalité entre les sexes et à garantir les droits des élèves ayant des besoins éducatifs spéciaux. Nous avons également entamé la mise en œuvre de plans ambitieux indispensables à la création d'un système éducatif qui respecte les normes internationales les plus élevées, et ce, en ayant recours aux moyens technologiques les plus modernes dans les programmes éducatifs, afin de répondre aux exigences de notre époque et d'assurer le relèvement de notre pays, qui connaît une croissance rapide dans tous les secteurs et domaines. Nous aspirons à un système éducatif permettant de former des jeunes qui soient à la fois fiers de leur culture et de leur civilisation et ouverts aux civilisations et cultures du monde, tout en étant capables d'interagir avec elles, de les influencer et d'être imprégnés par elles.

(30.4) L'État du Qatar s'est pleinement attaché à soutenir les efforts déployés aux niveaux international et régional, ainsi qu'au niveau des pays arabes, pour aider à la mise en œuvre de programmes et projets éducatifs dans les pays amis affectés par la guerre, dans toutes les régions du monde, et qui ont aujourd'hui besoin d'aide. Il convient de noter, à cet égard, les initiatives lancées par Son Altesse Cheikha Mozah bint Nasser Al Missned, Envoyée spéciale de l'UNESCO pour l'éducation de base et l'enseignement supérieur, afin de soutenir l'éducation en Iraq et dans la bande de Gaza. Par ailleurs, Doha a accueilli, il y a quelques jours, le cinquième Sommet mondial sur l'innovation en éducation (WISE), considéré désormais comme un événement incontournable à l'échelle mondiale pour le renforcement de la qualité de l'éducation. Près de mille personnalités de renommée mondiale dans les domaines de l'éducation et de la politique ont été conviées à prendre part à ce sommet. De même, une délégation d'étudiantes et d'étudiants du Qatar a participé aux activités de la Journée de Malala, célébrée à New York en juillet dernier, témoignant ainsi de l'attachement de notre pays au droit des filles à l'éducation. Nous ne saurions, à cet égard, oublier les enfants de Syrie, filles et garçons, qui ont été contraints de fuir leur région ou leur pays et dont nombre d'entre eux se retrouvent aujourd'hui loin des bancs de l'école, bien que l'année scolaire ait déjà commencé. L'État du Qatar s'est employé à leur fournir aide et soutien par tous les moyens et nous proposons, dans ce cadre, aux secrétariats des organisations de mettre en place des programmes et d'apporter des solutions pour répondre aux besoins pressants de ces enfants en matière d'éducation et atténuer les séquelles que la guerre a laissées en eux, tant sur le plan psychologique qu'éducatif.

(30.5) Mesdames et Messieurs, la culture est une composante majeure du travail de l'UNESCO et l'État du Qatar s'est toujours montré soucieux de jouer un rôle actif dans ce domaine en sa qualité de membre du Comité du patrimoine mondial, dont il accueillera la 38<sup>e</sup> session en 2014. L'inscription sur la Liste du patrimoine mondial du Site archéologique d'Al Zubarah, devenu le premier site du Qatar à figurer sur la Liste, la contribution de mon pays aux efforts de conservation et de réhabilitation du patrimoine malien ravagé par l'ignorance, ainsi que le patronage par l'État du Qatar du projet de fouilles

archéologiques qui sera engagé au Soudan en collaboration avec le gouvernement de ce pays frère, sont autant d'éléments prouvant l'attention qu'attache le Qatar à la préservation du patrimoine mondial de l'humanité.

(30.6) Mesdames et Messieurs, la paix, objectif ultime de notre prestigieuse organisation, ne régnera sur le monde qui si l'intention d'engager un dialogue sérieux et responsable – dialogue qui se trouve aujourd'hui à la portée de nous tous – se concrétise réellement. L'État du Qatar accorde une très grande importance au dialogue entre les cultures et les religions et s'emploie depuis des années à organiser chaque année des forums et des conférences sur le thème du dialogue entre les civilisations, les cultures et les religions. Je ne saurais conclure sans souhaiter à cette conférence mes vœux les plus sincères de succès et de réussite dans sa noble mission humaine, qui contribue à la promotion de la tolérance et du rapprochement entre les peuples. Puisse Dieu vous venir en aide dans vos fonctions, et que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous.

٣١ الرئيسة:

شكراً جزيلاً لمعاليتكم. المتحدث التالي هو معالي الدكتور ماجد بن علي النعيمي وزير التربية والتعليم بمملكة البحرين.

(31) **La Présidente (traduit de l'arabe) :**

Je vous remercie, Excellence, pour votre allocution. Le prochain orateur est S. E. M. Majid bin Ali Al Noaimi, Ministre de l'éducation du Royaume de Bahreïn.

٣٢,١ السيد النعيمي (البحرين)

بسم الله الرحمن الرحيم. معالي رئيسة المؤتمر العام، معالي السيدة إيرينا بوكوفا، المديرية العامة لليونسكو، السيدات والسادة، الحفل الكريم، السلام عليكم ورحمة الله وبركاته. في البداية يسعدني أن أتقدم إلى رئيس المؤتمر العام هاو بنغ بالتهنئة لانتخابه رئيساً للمؤتمر، وأن أنقل إلى معالي المديرية العامة خالص تحاني بلادي مملكة البحرين وقيادتها، بمناسبة تجديد الثقة في قيادتكم لمنظمة اليونسكو خلال الدورة القادمة، تأكيداً لما تحظون به من مكانة، ولما تتميزون به من أداء رفيع، معبراً عن شعور وفد مملكة البحرين بالارتياح لما تضمنه مشروع البرنامج والميزانية للمنظمة خلال العامين القادمين، مؤكداً دعم مملكة البحرين لتوجهات المنظمة في مجال التعليم للجميع، والتوسع في إنشاء المراكز الإقليمية، واستخدام تقنية المعلومات، وتمكين المرأة، وتعظيم الاستفادة من العلوم التي تتوافق مع احتياجات البشر المتنامية.

٣٢,٢ معالي رئيس المؤتمر، معالي المديرية العامة، السيدات والسادة، لقد كان من ثمار التعاون مع منظمتم العتيدة الإعلان عن جائزة اليونسكو-الملك حمد بن عيسى آل خليفة لاستخدام تكنولوجيات المعلومات والاتصال في مجال التعليم، التي وضعتها مملكة البحرين في خدمة أهداف اليونسكو، وكذلك إنشاء واستضافة المركز الإقليمي للبحوث في مجال تكنولوجيا المعلومات والاتصال في بلادي البحرين، وهو مركز من الفئة ٢ يعمل تحت رعاية اليونسكو لخدمة الإقليم، وينظم سنوياً عشرات الدورات وورش العمل المتخصصة المهمة، وكذلك التعاون في مجال تطوير المناهج الخاصة بالتعليم المهني والفني بمملكة البحرين، بإشراف خبراء المنظمة، وهي مناهج تستفيد منها حالياً العديد من الدول، هذا إضافة إلى توقيع مذكريتي تفاهم مع مكتب التربية الدولي بجنيف لتطوير مناهج التربية للمواطنة وحقوق الإنسان لمساعدة وزارة التربية والتعليم في مملكة البحرين على تجديد وتطوير مناهجها الدراسية، ووضع إطار وطني للتربية للمواطنة، بما يشمل مبادئ وقيم حقوق الإنسان، والعيش المشترك، والتسامح، وإعداد المعلمين وتدريبهم على تدريس هذه المجالات المهمة.

٣٢,٣ ولقد وفّت مملكة البحرين بالتزاماتها تجاه تحقيق أهداف التعليم للجميع قبل الفترة المحددة لها في ٢٠١٥، إذ تمكنت من تحقيق جميع هذه الأهداف منذ عام ٢٠٠٧، ببلوغ نسبة القيد الصافي في التعليم الابتدائي حوالي ١٠٠٪، ونسبة المساواة بين الجنسين في التعليم إلى نسبة ١٠٠٪، وخفض الأمية الأبجدية إلى ما دون ٢,٤٦٪، وخفض التسرب من التعليم إلى أقل من ٠,٥٪، ودمج الطلبة من ذوي الاحتياجات الخاصة القابلين للتعلم في المدارس الحكومية. يحدث ذلك، أيها الحضور الكرام، في الوقت الذي تواجه فيه بلدي مملكة البحرين تحدياً إرهابياً غير مسبوق، حيث تتعرض المؤسسات التعليمية لاعتداءات مستمرة، وعمليات تخريب شبه يومية من قبل المخربين الخارجين عن القانون، منذ أكثر من سنتين، بما يعرض الأطفال إلى مخاطر جمة، ويؤثر على حقهم في التعليم في بيئة آمنة، إذ بلغ عدد الاعتداءات إلى اللحظة التي أتحدث فيها الآن أكثر من ٢٢٤ اعتداءً متنوعاً، بين حرق وتكسير ومهاجمة المدارس بالمولوتوف، وإتلاف المنشآت التعليمية بمختلف وسائل التخريب.

٣٢,٤ معالي رئيس المؤتمر، معالي المديرية العامة، السيدات والسادة، وفي إطار جهود مملكة البحرين الرامية إلى تحقيق هدف بناء مجتمع المعلومات الذي تبناه المنظمة، قامت البحرين بتعميم التعليم الإلكتروني على جميع المدارس منذ عام ٢٠٠٩، ويأتي في هذا السياق الدور المميز لجائزة اليونسكو-الملك حمد بن عيسى آل خليفة لاستخدام تكنولوجيات المعلومات والاتصال في مجال التعليم، التي أتمت دورتها الأولى خلال السنوات الست الماضية بنجاح كبير.

٣٢,٥ وختاماً، أجدد شكري وتقديري للجهود التي بذلها العاملون في المنظمة، مؤكداً أن مملكة البحرين بقيادة جلالة الملك المفدى حفظه الله ورعاه، ستظل على وفائها الدائم للمبادئ التي تعمل من أجلها منظمة اليونسكو في نشر المعرفة والمحبة والسلام، وتعزيز التعاون الإنساني لصالح بني البشر. والسلام عليكم ورحمة الله وبركاته.

(32.1) **M. Al Noaimi (Bahreïn) (traduit de l'arabe) :**

Au nom de Dieu, le Clément, le Miséricordieux. Madame la Présidente de la Conférence générale, Madame Irina Bokova, Directrice générale de l'UNESCO, Mesdames et Messieurs, honorable assemblée, que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous. Tout d'abord, j'ai le plaisir de féliciter M. Hao Ping pour son élection à la présidence de la Conférence générale et de vous transmettre, Madame la Directrice générale, les très sincères félicitations de mon pays, le Royaume de Bahreïn, ainsi que celles de ses dirigeants, pour la confiance placée de nouveau en vous pour diriger l'UNESCO dans le cadre d'un second mandat. Cette confiance témoigne de votre prestige et de la qualité de votre travail. Je souhaite aussi exprimer la satisfaction de la délégation du Royaume de Bahreïn à l'égard du contenu du Projet de programme et de budget de l'Organisation pour les deux prochaines années et je souligne, à cet égard, le soutien du Royaume aux orientations de l'Organisation en ce qui concerne l'éducation pour tous (EPT), la création d'un plus grand nombre de centres régionaux, le recours aux technologies de l'information, l'autonomisation des femmes et l'utilisation optimale des sciences, qui permettent de répondre aux besoins croissants de l'humanité.

(32.2) Monsieur le Président de la Conférence générale, Madame la Directrice générale, Mesdames et Messieurs, la coopération de mon pays avec votre prestigieuse organisation a porté de nombreux fruits, dont la création du Prix UNESCO-Roi Hamad bin Isa Al Khalifa pour l'utilisation des technologies de l'information et de la communication dans l'éducation – prix que le Royaume de Bahreïn met au service des objectifs de l'UNESCO – et la création, sur le territoire de mon pays, du Centre régional pour les technologies de l'information et de la communication. Ce centre de catégorie 2 placé sous l'égide de l'UNESCO œuvre en faveur de la région et organise chaque année des dizaines de séminaires et ateliers spécialisés. Nous coopérons aussi avec l'UNESCO pour le développement, au sein du Royaume et sous la supervision d'experts de l'Organisation, de programmes spécifiques à l'enseignement professionnel et technique, dont profitent actuellement plusieurs pays. À cela s'ajoutent deux mémorandums d'accord signés avec le Bureau international d'éducation à Genève pour l'élaboration de programmes relatifs à l'éducation à la citoyenneté et aux droits de l'homme afin d'aider le Ministère de l'éducation du Royaume à rénover et développer ses programmes d'enseignement, à mettre au point un cadre national pour l'éducation à la citoyenneté qui engloberait les principes et les valeurs des droits de l'homme, de la coexistence et de la tolérance, ainsi qu'à fournir aux enseignants les compétences et la formation nécessaires pour dispenser des cours dans ces domaines importants.

(32.3) Le Royaume de Bahreïn a tenu les engagements qu'il avait pris pour la réalisation des objectifs de l'éducation pour tous avant l'échéance de 2015. Le Royaume a en effet pleinement atteint ces objectifs dès 2007, en réalisant un taux net de scolarisation dans l'enseignement primaire avoisinant 100 %, en garantissant une égalité parfaite entre les sexes dans l'éducation, en réduisant le taux d'analphabétisme à moins de 2,46 %, et le taux d'abandon scolaire à moins de 0,5 %, et en intégrant les élèves ayant des besoins éducatifs spéciaux dans les écoles publiques. Ceci intervient à un moment où mon pays, le Royaume de Bahreïn, est confronté à une vague de terrorisme sans précédent : les institutions éducatives sont la cible d'attaques continues et d'actes de vandalisme quasi-quotidiens commis depuis plus de deux ans par des scélérats qui placent les enfants face à de terribles dangers et entravent ainsi leur droit à l'éducation dans un environnement sûr. En effet, plus de 224 attaques de toutes sortes ont été recensées à ce jour, attaques au cours desquelles des écoles ont été incendiées, saccagées et endommagées par des cocktails Molotov, et des établissements éducatifs dégradés par différents actes de vandalisme.

(32.4) Monsieur le Président de la Conférence générale, Madame la Directrice générale, Mesdames et Messieurs, dans le cadre des efforts déployés par le Royaume de Bahreïn pour atteindre l'objectif, adopté par l'Organisation, de bâtir une société de l'information, le Royaume a étendu l'apprentissage en ligne à toutes les écoles du pays depuis 2009. Nous nous devons de mentionner le rôle particulier joué à cet égard par le Prix UNESCO-Roi Hamad bin Isa Al Khalifa pour l'utilisation des technologies de l'information et de la communication dans l'éducation, dont la première édition, couvrant les six années précédentes, s'est achevée avec grand succès.

(32.5) Pour conclure, je réitère mes remerciements et ma reconnaissance pour les efforts consentis par tous ceux qui œuvrent au sein de l'Organisation et je souligne que le Royaume de Bahreïn, sous la direction de Sa Majesté le roi – Dieu le préserve –, restera toujours attaché aux principes en faveur desquels l'UNESCO s'engage pour répandre le savoir, la cordialité et la paix, et promouvoir la coopération entre les hommes pour le bien de l'humanité toute entière. Que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous.

*Mr Hao resumes the Chair*

**33. The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Reza Faraji Dana, Minister of Science, Research and Technology of the Islamic Republic of Iran. Your Excellency, you have the floor.

**34.1 Mr Dana (Islamic Republic of Iran):**

*Bismillāh ir-rahmān ir-rahīm* (In the name of God, the Merciful, the Compassionate). His Excellency, Mr Hao Ping, President of the 37th session of the General Conference, Her Excellency Ms Alissandra Cummins, Chair of the Executive Board, Her Excellency Ms Irina Bokova, Director-General of UNESCO, Excellencies, ladies and gentlemen, at the outset, I would like to congratulate His Excellency Mr Hao Ping on his election as President of the 37th session of the General Conference and wish him the best in his important task.

34.2 Mr President, ladies and gentlemen, the spirit of UNESCO's Constitution culminates in the promotion and enhancement of multilateralism in its multidimensional manifestation. I think that universities can also serve as laboratories of ideas which can also pave the way for the synergy of the potential of various intellectual trends. It is only through this spirit that the common solution to our common problems will emerge. It is especially from this angle that UNESCO's mission deserves much higher visibility.

34.3 The *raison d'être* of UNESCO testifies that the intellectual and moral solidarity of mankind is indeed an unavoidable prerequisite for attaining the ideal of a durable peace. We have learned that mere political and economic arrangements cannot secure human society from loss, conflict and war. We need to encourage a global multidimensional multilateral orientation to fight the destructive feelings of "otherness". Many of the international conventions and resolutions codified and then approved in this Organization were created to support this idea. The concept of the protection and promotion of cultural diversity is very colourful in this House. It is in the same spirit that the idea of dialogue among civilizations has been so warmly embraced by UNESCO C/4 and C/5 documents.

34.4 Here, not only under my hat as minister of the higher education system of my country but also as a scientist and a university professor, I would like to pay tribute to those active scientists who supported the presence of the beautiful "S" in UNESCO's name in 1945. They cleverly understood that the scientific gap between different nations and countries would serve as a cause of discrimination, exploitation and anti-development. In fact, the scientific community of my country wishes to ask your General Conference whether the imposition of heavy sanctions by some UNESCO Member States is not the manifestation of the practical negation of the presence of "S" in UNESCO's name, sanctions which cause the academic body of another Member State to suffer from being denied access to research resources and academic cooperation. This is the case, while the modern world has taught us that securing the long-term interests of one group or one country at the cost of the others is not possible. The presence of "S" in UNESCO's name means the

rejection of scientific arrogance and scientific apartheid. Science cannot serve to advance the prosperity of humankind without also taking ethics into account. This was in fact the reason that the Islamic Republic of Iran proposed the establishment of the Avicenna Prize for Ethics in Science, which was approved during the 32nd session of the General Conference of UNESCO.

34.5 The ethical aspects of modern scientific and technological development, especially in the field of cyberspace, are increasingly gaining weight as far as the relevant international protocols are concerned. Mr President, what would happen to UNESCO's ideals if the fundamental right to self-determination of the people who are living under foreign occupation is denied? It was greatly to the credit of UNESCO that, in 2011, Palestine was accepted as a Member State of this Organization. As a result, the Palestinians can better find access to the development they deserve.

34.6 Mr President, ladies and gentlemen, I would like to take this opportunity to repeat a proposal of my country to the recent United Nations General Assembly – that is, the realization of a “world against violence and extremism”. I am sure that the essence of the mission of this Organization would find it so relevant. It would serve tolerance, balance, development, justice, prosperity and light against violence, extremism, bloodshed, discrimination and darkness. Thank you for your attention.

35. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Jesper Fisker, Deputy Minister of Education of Denmark. Your Excellency, you have the floor.

36.1 **Mr Fisker (Denmark):**

Mr President of the General Conference, Madam Director-General, Madam Chair of the Executive Board, Excellencies, ladies and gentlemen, let me first join my fellow speakers in congratulating you, Mr Hao on your election to the high office of President of the General Conference. Good luck in that adventure. Allow me also to congratulate you, Director-General, on your nomination for a new term of office.

36.2 Since UNESCO's last General Conference, the Director-General and her staff have had a tough time trying to make ends meet as far as budget and programme are concerned. We are truly impressed by the results obtained. We still have many tasks to fulfil, however. Let me focus on education. There is no other single factor affecting as many aspects of life as education. It is given top priority in both UNESCO and Denmark. We cannot afford to waste the talent of millions of children and young people who have managed to access education, but who are learning very little or nothing. Raising the quality of education is undoubtedly one of our most important tasks.

36.3 2013 has been a year of heavy educational reform work in my country, Denmark. Like many other countries we have to improve the quality of our education at all levels. In June, we reached a political agreement on a reform of the public and lower secondary school system entailing a longer and more varied school day. New and more diverse teaching methods are seen as instrumental to improving the motivation and performance of all children. In September, our government launched a comprehensive reform proposal on the technical vocational education and training (TVET) system, “Skills for the Future”, to make technical and vocational education and training more attractive and of the highest quality.

36.4 The first focus of this reform proposal is on the development of a more attractive education environment for young people below 24 years. We would like to make TVET the first choice of many more young people. The second focus is on a more simplified and transparent educational structure and the third, on clear and higher entry requirements and better opportunities to move on to higher education – no closed doors. This reform is expected to be implemented in 2014 and 2015.

36.5 Mr President, UNESCO is ever more relevant in a time when strong multilateral cooperation is needed to cope with global challenges transcending national borders. No country can confront these challenges on its own. One of the most important challenges is building sustainable peace and long-term stability. The well-being of children and youth has been identified as a crucial aspect of sustainable development and civic engagement, and will involve poverty eradication, educational and employment opportunities. Furthermore, Denmark strongly believes that no lasting peace can be obtained without the full and equal participation of girls and women in breaking the poverty circle and building the peace process – a very important issue that Her Royal Highness, Princess Marie of Denmark, was addressing two days ago in this assembly.

36.6 At the recent Executive Board meeting, the Director-General expressed the following goal for UNESCO: to make it more relevant, efficient and visible. You have come a long way, Director-General, and we look forward to discussing the renewed reform agenda based on the strategic directions adopted by the General Conference. High standards, stronger focus and relevance of and impact on our actions are crucial to reach the goals. We hope that this General Conference will give you a clear mandate to further sharpen the focus and priorities of our future work.

36.7 In closure, Mr President, UNESCO is a multifaceted organization and all the mandates are of utmost importance. We have to maintain our vision of intercultural dialogue and cultural diversity, of freedom of expression and access to information, of establishing an integrated system for research and innovation to face climate change challenges, of putting each and every child in school, of creating, ladies and gentlemen, a life of dignity for all. I wish us all a fruitful and result-oriented General Conference. Thank you, Mr President.

37. **The President:**

Thank you Your Excellency. Our next speaker is Ms Lucy Moala-Mafi, Secretary-General of the National Commission and Deputy Director of Human Resources Management at the Ministry of Education and Training of Tonga. Your Excellency, you have the floor.

38.1 **Ms Moala-Mafi** (Tonga):

President of the General Conference, Chair of the Executive Board, Director-General of UNESCO, distinguished delegates, ladies and gentlemen, I am deeply honoured to be given the opportunity to deliver my country's national policy statement, and to bring you warm greetings from His Majesty, King George Tupou VI, his Government and the people of the Kingdom of Tonga.

38.2 Mr President, like all the eloquent speakers before me, I, too, would like to add my congratulations on your election as President of the 37th session of the General Conference. Ladies and gentlemen, Tonga is a small island developing State located in the South Pacific, with a population of just over 100,000 people and with 176 islands scattered over 700,000 square kilometres. We belong to the Pacific sub-region, comprising 17 Member States. Tonga is famous for two things: one, being the only remaining monarchy in the Pacific, and two, being fearful rugby opponents. Since the last rugby world cup, we definitely feel at home in France.

38.3 Mr President, Tonga strongly agrees with the reflections and emphasis of the Director-General during her address at the opening session on Tuesday, that UNESCO is today more in demand, more relevant and more efficient with respect to the challenges facing the world. Since Tonga joined UNESCO in 1980, UNESCO has continued to provide it with a beacon of hope for poverty eradication, stability, peace and sustainable development. It is therefore only befitting that while I stand at this podium in front of the UNESCO family, I take the honour to reconfirm and renew Tonga's support, commitment and trust in UNESCO. It is our dream that every human being on the face of this Earth think UNESCO, act UNESCO and be UNESCO, for we continue to strongly believe that wars and poverty of all kinds can be solved through the peaceful minds of men and women, boys and girls.

38.4 Mr President, small and poor as it may be, Tonga has achieved quite a number of significant milestones in UNESCO's fields of competence. Our Tonga strategic development framework permits us to address and monitor progress towards the achievement of our own national goals, the Pacific Plan and international goals. Educational reform in Tonga is now targeting three main priority areas: we have achieved universal access to primary education and we are now concentrating on quality education, students' competencies, teachers' competencies, and teaching and learning standards from early childhood education (ECE) to post-secondary level, which includes inclusive education and TVET. Tonga is being driven by her very own locally-developed "Tonga Education Lakalaka Policy Framework for 2012-2017". The focus of the framework is on achieving excellence, universal access, equity, relevance, and sustainability. Under a new education act passed by parliament in October 2013, Tonga has expanded the compulsory age of schooling from six to fourteen years to four to eighteen years. This, in itself, has already achieved Millennium Development Goal two (MDG 2) on universal primary education.

38.5 In the natural sciences, Tonga is now implementing the very ambitious "Tonga Energy Roadmap 2010-2020", which is a 10-year plan to reduce reliance on imported fuel for electricity generation and reach 50% generation from renewable sources by 2020. Tonga depends on imported diesel for over 90% of its electricity needs culminating in high costs for consumers. Preliminary results of activities implemented under the roadmap are showing favourable progress. Tonga has also developed a joint national action plan on climate change adaptation and disaster risk management to ensure it addresses national and global priorities and concerns to enable the people and environment of Tonga to adapt to the impacts of climate change and to mitigate disaster risks.

38.6 In the social and human sciences, a new ministry of internal affairs has been created to monitor relevant issues in this sector such as youth, social and cultural values, social problems, gender equality, gender and development, women's empowerment, anti-doping in sports, violence, and human rights. Recently, parliament passed the "Tonga Family Protection Bill 2013".

38.7 In culture, Tonga has signed the 1972 and 2003 conventions on cultural heritage and is working with a number of development partners for the implementation of these conventions. Tonga, however, is still in need of professional assistance from UNESCO to progress its tentative list to the World Heritage List, and for the development of museum, archives and documentary heritage. The Government of Tonga has recently endorsed a national cultural policy and implementation plan. The Ministry of Education and Training has also completed its work on reforming the curriculum for three subjects that support cultural development in primary schools, and that is Tongan society and culture, movement and fitness, and creative technology.

38.8 In communication and information, there is a rapid growth of Internet and ICT development as a result of the launching and commissioning in August of a submarine fibre-optic cable that has connected Tonga to the global telecommunications network. Tonga also launched its freedom of information policy in June 2012, and has developed an 18-month implementation plan and toolkits for both public authorities and those seeking public information. Tonga is also developing a roadmap for Tonga's transition from analogue to digital television broadcasting.

38.9 Despite the significant investment Tonga has made in all the areas that have been mentioned, it still has many challenges to face and address. It is sad to state that the quality of education does not seem to be improving, as shown by diagnostic tests for literacy and numeracy. Peace and stability is being threatened through loss of cultural heritage and values. Our large oceans and land, which we depend on heavily for our livelihoods, may desert us one day. We therefore fully appreciate the theme that UNESCO has dedicated to the Leaders' Forum to help us prepare for the fast pace of evolutionary transformation and erosion of culture, values and humanism. We also welcome the declaration by the United Nations of 2014 as the International Year of Small Island Developing States (SIDS) and beg UNESCO to be committed and to take a proactive engagement in addressing the needs and challenges of SIDS. One such challenge is the issue of possible migration as a result of natural disasters and the adaptation and cultural preservation of displaced populations in new environments. We humbly ask UNESCO also to continue to commit itself to Education for Sustainable Development, for we strongly believe that ESD can improve the lives and attitudes of citizens worldwide and make them

agents of positive change and growth. In conclusion, Mr President, Tonga very much looks forward to further cooperation. I wish everyone a successful General Conference, and may God bless you all – *Tu'a 'Ofa Atu*.

39. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Matthew Sudders, Ambassador, Permanent Delegate of the United Kingdom of Great Britain and Northern Ireland to UNESCO. Your Excellency, you have the floor please.

40.1 **Mr Sudders** (United Kingdom of Great Britain and Northern Ireland):

Thank you very much. Mr President of the General Conference, Mr Deputy Director-General, Excellencies and dear colleagues, every other year, we gather here in this great room to make our set piece speech. Most of us quite understandably devote a large part of our speech to our own countries and experience. If you have travelled around Paris lately you have already seen the adverts "Britain is great". I do not need to tell you – I invite you to cross the channel and go and see for yourself. So instead in my speech I want to focus purely on UNESCO, its present and its future.

40.2 We all know that UNESCO lives in difficult times, but that the need and desire for UNESCO's work to be done well has not diminished. Many fear for UNESCO in these troubled times, but perhaps that fear is misplaced. It is true that UNESCO tomorrow cannot be like UNESCO today and yesterday and some fundamentals will need to change. But what kind of UNESCO do we want in future? Let us be honest amongst ourselves: as Member States we are inherently incoherent and it is that incoherence we should focus on when we are discussing our future strategy.

40.3 Let me give you two examples from a single sector – education. On the one hand, the main priority of Member States was expressed as national capacity building. But on the other, we have been collectively shrinking UNESCO's resources in real terms for years. The donor partners know that very often capacity building is not UNESCO's strength and so they channel the resources through other organizations. Why do we not really flesh out what UNESCO's role is at a country level, country by country, and work with all the organizations where they do their best? This would make UNESCO's future increasingly reliant on extrabudgetary resources, which would themselves depend on UNESCO performing well. The challenge for UNESCO is not so much to get donors for the first programme, it is to keep them for the second, third and fourth.

40.4 Similarly, we talk of the real need for UNESCO to provide global leadership on education, yet, as Member States, we set that as a relatively low priority when we were asked. What do we mean by global leadership on education? Well for the United Kingdom, we mean cutting-edge thinking, sharing best practices, superb advocacy. And in all of this, our performance could be improved. The best advocates for education do not have to be education specialists – look at Malala.

40.5 As Member States, our approach to the UNESCO label is also inherently contradictory sometimes. We want it to be protected, we want it to be enhanced, and yet we also insist that we receive the UNESCO label for ever more things in each of our own countries. When we take that approach, we risk devaluing the UNESCO name if we are not very careful indeed. Are we being careful enough?

40.6 We need to look at many of the ways in which we work in this Organization. Even the General Conference is an example, dare I say. I was honoured, for instance, to be chosen as Chair of the APX Commission, but I have to ask whether it really necessary to have that decision announced and validated three separate times before I am actually allowed to sit in the chair. That kind of archaic practice really does need review and modernization. Also, when a science or culture committee meets, hundreds of the world's best experts are present, and they are passionate about their subject, they are passionate about UNESCO's mission, and what do we do? We have them spend most of their time discussing the work and worries of the two or three people in the Secretariat? When the most valuable resource we have is people's time, why do we waste it so often?

40.7 What about our business planning process? Why do we have a process that does not really enable us to set clear priorities and as a result, the Executive Board needs to retrofit a priority exercise to our existing process? Have any of these things caught up with the modern reality of the resources UNESCO will have, and a UNESCO where more than half of its funding will be voluntary contributions in future? If UNESCO obtains more than half of its funding through voluntary contributions in future, how will we maintain the global standard-setting and normative roles? How will we make sure that they are carried out effectively? And another vital question I have to ask, as we are sat in the General Conference, busily taking decisions and approving documents, how many of us honestly can say that we understand any of those processes fully? If we do not understand them, how are we taking the right decisions?

40.8 In the field reform, we have talked of empowering field offices. My Government knows from all the organizations we have worked with that the characteristics of a successful field operation include the head of office, not headquarters, being empowered with the resources to design a programme, and designing the right team to implement it, and working very closely with local partners in all aspects of it. In successful organizations it is the best people who run the field operation, and they do so with the confidence and support of their home organization. How do those characteristics compare with UNESCO, today and tomorrow, post field reform?

40.9 We need more action on transparency too. It is a simple enough question: how can I find out what UNESCO does, with what resources, with which partners and to what effect in my country and any other? And if I cannot find that out, why not? Similarly, other United Nations organizations now have clear disclosure policies. Let me be clear: this Organization is funded by our taxpayers. They have a right to know what goes on here just as they have a right to know what goes on at home. We could and we should make progress on this immediately. And whilst we are modernizing our work, let us re-establish the core relationship with customers. A good example: this Organization places great emphasis

on conferences and events like this one, but how often does it really measure their value? We could start by checking whether the participants are happy, by defining how we will see success one day, one year and one decade afterwards. When you go home from this General Conference, will the Organization even ask you what you thought, how well it did, and whether it could improve? What will you remember a year from now? Thank you, dear colleagues.

**41. The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr David Doyle, Ambassador, Permanent Delegate of Saint Kitts and Nevis.

**42.1 Mr Doyle (Saint Kitts and Nevis):**

Mr President of the General Conference, Madam Chair of the Executive Board, Honourable Ministers, Excellencies, Madam Director-General, distinguished delegates, ladies and gentlemen, I have the honour of delivering this speech on behalf of the Honourable Nigel Carty, the Saint Kitts and Nevis Minister of Education, who, sadly, could not join us today due to other pressing government business back in the capital.

42.2 Mr President, this year, Saint Christopher and Nevis celebrates its 30th anniversary as an independent sovereign State. Within months of its independence, we marked our long-term relationship with UNESCO by becoming a fully-fledged member of the Organization. Since 1983, Saint Kitts and Nevis has been an active and constructive member in multiple activities, both here in Paris and on the ground, and indeed we remain highly committed to UNESCO, its expertise, principles and programmes of work.

42.3 The Government of Saint Kitts and Nevis fully supports and is fully supportive of, and indeed seeks to encourage a rigorous focus on, the priorities of the Organization as reflected in the Medium-Term Strategy. This is particularly pertinent in relation to activities associated with education and social stability needs of our youth, and Saint Kitts and Nevis' long-standing support for targeted measures aimed at small island developing States (SIDS).

42.4 We need little reminding, ladies and gentlemen, that small island States, such as Saint Kitts and Nevis, have limited room and resources to manoeuvre in the face of external economic, climatic and environmental shocks. This calls for assertive, precision-driven treatment by UNESCO with interventions that are pragmatic, scientifically-driven and interdisciplinary in nature. UNESCO's very unique skills and expertise continue for us to be the Organization's distinctive comparative advantage vis-à-vis other United Nations organizations.

42.5 As a small island developing State, we would of course argue that we are a special case, characterized by vulnerability, by remoteness, by the adverse effects of natural hazards, not to mention the continuing worldwide financial crisis. In this light, criteria such as GDP per capita to determine the needs and level of UNESCO intervention, in our view is misplaced and indeed must be discouraged. We cannot fairly be compared to countries with infinitely larger economies of scale of many other Member States. Ladies and gentlemen, we sometimes overlook the fact that many SIDS already live on the front line of pockets of poverty, pollution, natural disasters and the degradation of coastlines, tropical forests and coral reefs. The Government of Saint Kitts and Nevis, Mr President, endorses the fulfilment of UNESCO's key mission, which is to contribute to the building of peace, and the alleviation of poverty, by galvanizing all its key competencies. This must be central to the 2015 programme of work.

42.6 The Government of Saint Kitts and Nevis believes that no real economic and social development is possible, especially in small island States, without a solid foundation in education. Hence, quality education at all levels continues to be the policy of Saint Kitts and Nevis in terms of its education strategy, from early childhood all the way up to higher education. However, technical and vocational education and skills development elicits very special attention for us in terms of our country's growth plans. We would look upon TVET as substantially enhancing the prospects of finding employment. But we stress that the quality, accessibility and recognition associated with TVET programmes, must be improved in our sub-region if we are to equip our young people with necessary knowledge, skills and attitudes to meet the current job requirements. This, in fact, goes beyond pure skills for employment. TVET must also be used to develop skills for people to become responsible citizens and active participants in shaping their future.

42.7 A major factor in contributing to the TVET policy development with UNESCO must be the question that we have in the Caribbean where we have very high drop-out rates of young males, now reaching nearly 26% of the male youth population in our sub-region, with serious implications for consequences of youth violence. We would underline our continuing support for strengthening TVET with extrabudgetary funding and other measures.

42.8 The effects of climate change are, unfortunately, an indelible part of life on small island developing States. Saint Kitts and Nevis is no stranger to natural disasters and hurricanes. Indeed, half of the 25 most disaster-prone States in the world are SIDS, with their spiralling legacy of volcanic eruptions, tsunamis and cyclones. The combined effect of warming oceans, rising sea-levels and intensified heavy rains, have impacted on the quality and availability of freshwater, diminished the livelihoods of citizens, who directly rely on the land to yield agricultural produce and fisheries and ultimately affect food security. Small islands, therefore, are particularly vulnerable to the heightened frequency of these natural hazards. We therefore call upon UNESCO to work with all the SIDS members ahead of the Third International Conference on SIDS in Apia in September next year, on developing an action plan on the future priorities of its programme of work beyond 2014. This should cover climate change adaptation and mitigation, early-warning systems of impending storms and tsunamis, but also education for sustainable development and culture and youth. Small island developing States policy has been central to Saint Kitts and Nevis' work at UNESCO. We pledge therefore to work with UNESCO and the SIDS members in identifying a package of strategic, highly-visible, tangible actions, addressing these key issues within UNESCO's mandate.

42.9 Mr President, Saint Kitts and Nevis believes that UNESCO is strategically well placed to assist the sub-region in amplifying intercultural dialogue, based on the legacy of enslavement and its associated cultural heritage. Steps must be



taken to protect, conserve, promote and transmit our cultural heritage for the purposes of dialogue and development going forward. In concluding, Mr President, I wish to express, on behalf of the Government of Saint Kitts and Nevis, our deep and respected gratitude to UNESCO for its work and expertise in favour of SIDS, and especially on the ground in our country, and we wish to declare our continued partnership with the Organization in our quest to improve the quality of island living. Thank you.

43. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Karam, Ambassador, Permanent Delegate of Lebanon to UNESCO.

44.1 **Mr Khalil Karam (Lebanon):**

I am thankful for the wake-up speech made this lunchtime by the British ambassador and for the other wake-up speech yesterday from the Jamaican ambassador, who spoke about Bob Marley.

*(The speaker continues in Arabic)*

٤٤,٢ السيد مدير المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المديرية العامة ممثلة بالسيد أنديغا، السادة رؤساء الوفود، السيدات والسادة، يُسعدني في مُستهل كلمتي أن أعرب لرئيس المؤتمر العام المنتخب عن أصدق التهاني متمنياً له التوفيق والنجاح. ولا يسعني في هذه المناسبة إلا أن أثنى على جهود رئيسة المجلس التنفيذي وحسن إدارتها، التي أفضت إلى تجنب المجلس العديد من المآزق، وذكّرت الجميع بضرورة العودة إلى الأسس والمبادئ التي أنشئت من أجلها اليونسكو.

٤٤,٣ ففي خضم ما يشهده العالم من أزمات وثورات وحروب، ومن تغيّرات جيوسياسية وتقدّم علمي مطّرد، يتطلع إنسان القرن الحادي والعشرين إلى عالم أكثر إنسانية، حيث لا تسود شرعة الغاب فيجسد الضعيف ويُجلب القوي، إلى عالم أكثر عدلاً وإنصافاً حيث لا يُكّال بمكيالين، فُتستباح المحرمات وتُنتهك أبسط حقوق الإنسان. إن إنسان اليوم يتطلع إلى عالم تغلب فيه لغة العقل لا القتل، لغة التسامح والتحاور لا التناحر، فهو يبحث عن عهد جديد للإنسانية. من هذا المنطلق، نتوق إلى منظمة فاعلة تستنهض ضمير العالم فتكون قدوة في الأخلاقيات فعلاً لا قولاً، إلى منظمة تستعيد الريادة في مجالات اختصاصها، تستقطب الفكر وأهله، والعلم وأصحابه، لتتألق من جديد فتتربى سراديب التعصب والجهل بنور العلم والمعرفة. فالمنظمة مطالبة اليوم بأن تكون المتدخل الطبيعي لإسقاط هذا المنحى المظلم وإزالة النزعات المتطرفة من النفوس والعقول، فتعمل جاهدة على إظهار الحق وإسقاط الباطل. ولبنان الدولة العضو والمؤسس للمنظمة، الداعم لمبادئها وقيمها، يطمح إلى ترسيخ دور اليونسكو عبر برامجها المختلفة.

٤٤,٤ أولاً، في مجال التربية، السعي الجدي إلى تحقيق الأهداف الإنمائية للألفية، ومن بينها برنامج التعليم للجميع، ومكافحة ظاهرة التسرب المدرسي، تنفيذاً لاتفاقية حقوق الطفل. ففي بلدي لبنان، سعت الدولة إلى تأمين هذا الحق في المرحلة الابتدائية إلى حد كبير، إلا أن النزاعات التي تعصف بالمنطقة وضعت لبنان في أزمة إنسانية - تربية إزاء الأطفال النازحين المتسربين من دول الجوار خاصة من سورية، والمبعدين قسراً عن مدارسهم. فهو يجهد مناشداً المجتمع الدولي لإيجاد حل لا يؤدي فقط إلى استيعاب الأزمة بل إلى حلّها، ويأمل أن تُولي هذه المنظمة الأمر حقه وأن تساهم هي أيضاً، بفعل خبراتها ودورها الريادي، في معالجة هذا الوضع.

٤٤,٥ ثانياً، في العلوم، إن اليونسكو في هذا المجال تُساهم مشكورة في مواكبة غضب الطبيعة الذي يُهدق بالإنسان عبر إنشاء شبكات علمية إقليمية ودولية لدرء الأخطار وتجنب بعض العواقب الوخيمة، وعبر استحداث نظام الإنذار المبكر للتسونامي، ومراقبة حركة المحيطات وتلوث البيئة البحرية، وانقراض أنواع وتكاثر أخرى، مما يُخل بتوازن المحيط الحيوي. ولبنان من جهته يشارك بشكل فعال في الاجتماعات المنعقدة في هذا الشأن، وقد أنشأ بمساعدة دول صديقة قاعدة بحرية ترصد حركة الأرض والبحر كونه في منطقة لا تخلو من الخطر.

٤٤,٦ ثالثاً، في العلوم الاجتماعية والإنسانية، يسرني أن أعلن عن انطلاقة جديدة للمركز الدولي لعلوم الإنسان في جبيل/بيبلوس الذي تدعمه اليونسكو، بإتقان تأليف مجلس إدارته وهيكلته الإدارية، ووضع استراتيجية عمله وأنشطته. إنه مركز يمتلك من القدرات ما يُحوّله وضع الدراسات العلمية، وعقد المنتديات الفكرية، وتنظيم دورات التدريب الهادفة إلى تطوير المهارات والقدرات لدى الشباب والمرأة بهدف تحفيزهم على المشاركة في الحياة العامة وصنع القرار.

٤٤,٧ رابعاً، في الثقافة، يتمسك لبنان المتنوع بتنوع طبيعته، المتعدد بثقافته، المتشعب بطوائفه ومذاهبه، بضرورة دعم اللغة الفرنسية في المنظمة، فهي إحدى لغات العمل في هذا الصرح، دون إغفال اللغات الأخرى، ولا سيما العربية، لغتنا الأم، كي لا تبقى مهمشة. فمواقع اليونسكو الإلكترونية بالعربية هزيلة المضمون، والوثائق المترجمة بها نادرة. كما يتمسك لبنان بالتنوع الثقافي الذي هو مصدر غناه الثقافي والوجودي والإنساني. وهنا أنهو بقرار المديرية العامة تثبيت الثامن عشر من شهر كانون الأول/ديسمبر يوماً للغة العربية.

٤٤,٨ في الختام، اسمحوا لي أن أتوقف عند حدث بارز، ألا وهو اختيار مدينة زحلة في البقاع "مدينة مبدعة"، فضلاً عن حضورها التاريخي الساطع في نطاق الشعر. أخيراً، تمنى للمؤتمر تحقيق الأهداف التي يعقد من أجلها، والمنظمة اليونسكو مزيداً من الفاعلية والحضور في ساحة العمل المتنوع الذي تقوم به في سبيل إنسان يطمح إلى إعلاء كل الشؤون التي تتصل بوجوده الحي. وشكراً.

(44.2) *(traduit de l'arabe)* Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale représentée par Monsieur Engida, Mesdames et Messieurs les chefs de délégation, Mesdames et Messieurs, j'ai le plaisir, tout d'abord, d'adresser mes plus sincères félicitations au Président de la Conférence générale pour son élection, lui souhaitant succès et réussite dans ses fonctions. À cette occasion, je ne peux que louer les efforts déployés par Madame la Présidente du Conseil exécutif et la direction avisée qu'elle a assurée, qui ont permis au Conseil d'éviter bien des obstacles et nous ont rappelé, à tous, la nécessité d'un retour aux fondements et aux principes autour desquels l'UNESCO a été créée.

(44.3) Alors que la planète connaît nombre de crises, révolutions et guerres, auxquelles s'ajoutent des changements géopolitiques et des avancées scientifiques soutenues, l'homme du XXI<sup>e</sup> siècle aspire à un monde plus humain, non soumis à la loi de la jungle qui veut que les plus forts imposent leur volonté aux plus faibles. L'homme aspire à un monde plus juste et

plus équitable où l'on ne fasse pas de deux poids, deux mesures. Un monde où les interdits ne soient jamais bravés, et les droits de l'homme, même les plus élémentaires, jamais bafoués. L'homme d'aujourd'hui aspire à un monde où la raison triomphe de la folie meurtrière et où la tolérance et le dialogue triomphent de la discorde. L'homme est en quête d'une nouvelle ère d'humanisme. C'est dans ce contexte que nous aspirons à une organisation active, capable d'éveiller les consciences et de donner l'exemple en matière d'éthique, non en paroles, mais en actes. Nous aspirons à une organisation qui puisse reprendre son rôle de chef de file dans ses domaines de compétence et rallier intellectuels et scientifiques pour briller de nouveau et répandre dans les dédales de l'intolérance et de l'ignorance la lumière du savoir et de la connaissance. L'Organisation est appelée aujourd'hui à s'imposer comme un intervenant naturel pour vaincre ces formes d'obscurantisme et libérer les cœurs et les esprits de l'emprise de l'extrémisme, en œuvrant sans relâche pour faire triompher le bien sur le mal. Le Liban aspire, en sa qualité d'État membre et de membre fondateur de l'UNESCO, et en tant que défenseur de ses principes et valeurs, à ce que le rôle de l'Organisation soit renforcé dans ses différents programmes.

(44.4) Premièrement, en matière d'éducation, nous devons nous efforcer de réaliser les Objectifs du Millénaire pour le développement, notamment ceux ayant trait à l'éducation pour tous (EPT) et à la lutte contre l'abandon scolaire, conformément aux dispositions de la Convention relative aux droits de l'enfant. Mon pays, le Liban, s'est activement employé à garantir le droit à l'éducation primaire. Néanmoins, les conflits qui frappent la région ont plongé le Liban dans une crise qui l'empêche de répondre aux besoins humanitaires et éducatifs des enfants réfugiés venant de pays voisins, notamment la Syrie, et qui ont été contraints de quitter les bancs de l'école. Mon pays appelle instamment la communauté internationale à trouver une solution qui puisse non seulement contenir les effets de la crise, mais surtout y mettre fin. Le Liban espère que l'Organisation prêtera l'attention nécessaire à cette question et qu'elle contribuera, elle aussi, de par son expérience et son rôle de chef de file, aux efforts déployés pour remédier à cette situation.

(44.5) Deuxièmement, en ce qui concerne les sciences, nous saluons l'UNESCO pour sa contribution à la prévention des catastrophes naturelles qui menacent l'humanité. À cet effet, l'Organisation crée des réseaux scientifiques régionaux et internationaux dont l'objectif est de prévenir les risques de catastrophe et d'éviter certaines de leurs conséquences néfastes ; elle met en place des systèmes d'alerte rapide aux tsunamis, observe les océans et le niveau de pollution du milieu marin, et surveille de près la disparition de certaines espèces et la prolifération d'autres, phénomènes qui mettent en péril l'équilibre de la biosphère. Pour sa part, le Liban participe activement aux diverses réunions consacrées à ces questions et a créé, avec le soutien de plusieurs pays amis, une plate-forme maritime pour l'observation de la terre et de la mer, car le pays se trouve dans une région loin d'être à l'abri des dangers.

(44.6) Troisièmement, pour ce qui est des sciences sociales et humaines, j'ai le plaisir d'annoncer que le Centre international des sciences de l'homme, créé à Byblos (district de Jbeil) sous l'égide de l'UNESCO, a pris un nouveau départ. La composition du conseil d'administration, la structure de gouvernance et la stratégie d'action définissant les activités du Centre ont en effet été finalisées. Le Centre dispose désormais des capacités nécessaires pour conduire des études scientifiques, organiser des forums de réflexion et offrir des sessions de formation aux jeunes et aux femmes pour développer leurs compétences et leurs capacités et les inciter à participer à la vie publique et aux processus de prise de décisions.

(44.7) Quatrièmement, dans le domaine de la culture, le Liban, riche par la diversité de sa nature et par la pluralité de ses cultures, rites et confessions, reste attaché à la nécessité de soutenir la langue française au sein de l'UNESCO étant donné qu'elle figure parmi les langues officielles de l'Organisation. Cependant, cela ne doit pas se faire au détriment des autres langues, notamment l'arabe, notre langue mère, qui risque ainsi de rester marginalisée. En effet, le contenu des sites Web de l'UNESCO disponibles en langue arabe est très restreint, et les documents traduits vers l'arabe très peu nombreux. Le Liban reste également attaché à sa diversité culturelle, source de richesse dans laquelle il puise le sens de son existence et ses dimensions culturelle et humaine. À cet égard, je souhaite saluer la décision de la Directrice générale de consacrer le 18 décembre à la célébration de la Journée mondiale de la langue arabe.

(44.8) Pour conclure, permettez-moi de porter à votre attention un événement majeur, celui de la désignation de Zahlé comme « ville créative », et de souligner la contribution fort exceptionnelle de cette ville dans le domaine de la poésie. Enfin, nous souhaitons à cette conférence plein succès dans la réalisation de ses objectifs et nous formons le vœu que l'UNESCO renforce davantage sa présence et son efficacité dans les divers domaines au sein desquels elle œuvre en faveur des hommes et des femmes qui aspirent à faire avancer toutes les questions liées à leur existence. Je vous remercie de votre attention.

**45. The President:**

Thank you, Your Excellency. Ladies and gentlemen, before we break for lunch we will have the great honour to welcome the Prince and Grand Master of the Sovereign Military Order of Malta. I will suspend the meeting very briefly in order to go to welcome our distinguished visitors. I kindly ask you to remain in your seat until we regain this room.

**Visit by His Most Eminent Highness Fra' Matthew Festing, Prince and Grand Master of the Sovereign Military Order of Malta**

*The meeting is suspended from 12.50 p.m. to 12.55 p.m. to allow the President of the General Conference and the Director-General to welcome His Most Eminent Highness Fra' Matthew Festing, Prince and Grand Master of the Sovereign Order of Malta*

*His Most Eminent Highness Fra' Matthew Festing, Prince and Grand Master of the Sovereign Order of Malta enters Room I and is escorted to his place*

**46. The President:**

Your Most Eminent Highness, Madam Chair of the Executive Board, Madam Director-General, Excellencies, ladies and gentlemen, I am honoured to welcome to UNESCO His Most Eminent Highness, Fra' Matthew Festing, Prince and Grand Master of the Sovereign Military Order of Malta. Fra' Matthew Festing was born in the United Kingdom and grew up in Egypt and Singapore. He studied history in Cambridge, and later specialized as an art expert. In 2008, he was elected as the 79th Prince and Grand Master of the Order of Malta. Your Most Eminent Highness, it is a distinct honour to welcome you to UNESCO today. The floor is yours, please.

47.1 **H.M.E.H. Fra' Matthew Festing** (Prince and Grand Master of the Sovereign Order of Malta):

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Your Excellencies, ladies and gentlemen, it is a privilege for me to address here today the 37th session of the UNESCO General Conference, in a year of great symbolic importance for the Sovereign Order of Malta. The Order is, in fact, celebrating 900 years of uninterrupted service to the poor, the sick, the needy and to refugees. I am particularly grateful to His Excellency the President of the General Conference for the warm words of welcome in which he recalled the Order's contribution to the building of peace, which we pursue through intensive widespread medico-social, health and humanitarian assistance, especially in the areas which are victims of natural disasters and conflict.

47.2 The Sovereign Order of Malta, in the course of its long existence, has gone through a number of historical and sometimes dramatic phases which are well known; I wish to stress, however, that in its modern, present-day endeavour to contribute to world peace and stability, the Sovereign Order remains totally committed to its original mission and dedicates most of its energies to humanitarian action in 110 countries, availing itself of over 80,000 permanent volunteers spread over the entire world, as well as 25,000 highly trained doctors, nurses, social workers and committed teams who are always ready for necessary and timely interventions.

47.3 First of all, I wish to reiterate the sentiment of sincere admiration felt by the Sovereign Order for the absolutely irreplaceable work carried out by UNESCO – as well as indeed by the entire United Nations system – which is often performed in conditions of extreme difficulty, as we can see through our observer's permanent missions to the United Nations in New York, Geneva, Vienna, Rome, Nairobi, and obviously UNESCO here in Paris. This consideration very firmly enhances our intention to keep seeking avenues and areas of possible cooperation. Cooperation with UNESCO has recently constituted one of our priorities, as we can see through a brief reminder of important joint initiatives undertaken in the recent past, and these have included the international conference on humanitarian diplomacy and international crisis management, organized with the French navy, held at UNESCO here in January 2011; the March, 2012, Brussels seminar on protecting the sacred places in the Mediterranean which was a contribution to intercultural dialogue, organized with the European Commission and, of course, with the collaboration of UNESCO; and in November, 2012, the Cyprus forum on the protection and conservation of cultural heritage in the Mediterranean, which was organized with the Government of Cyprus, again in collaboration with the European Commission and UNESCO. I hope that we can further develop this cooperation and that we can identify some important areas of mutual interest on the basis of the UNESCO Medium-Term Strategy, planned for the years between 2014 and 2021.

47.4 Concerning the building of peace and sustainable development through world heritage, it is clear that peace and security remain key challenges in a vast spectrum of the world's geo-political areas. And we have to strengthen our joint efforts in the building of peace and the eradication of poverty, within the means afforded to us by our limited resources. To this end, the promotion and the protection of world heritage is one of the keys to the development of intercultural and interreligious dialogue. It is a fact that the Sovereign Order of Malta is itself the carrier of an important cultural heritage and is therefore particularly concerned with the conservation and protection of the world's cultural religious heritage as an irreplaceable instrument of cultural dialogue. Because the history of the Order of Saint John of Jerusalem – it has a complicated history, later "of Rhodes", and then "of Malta" – is concentrated around the Mediterranean Sea, we consider that sacred places have a universal dimension and are irreplaceable and that their disappearance would constitute an irretrievable loss both for a specific group of people and for the human community at large. Sacred places have always played a central role for religions, economics and cultures across the ages. They have together attracted the devotion of millions of worshippers, inspired artists, but also been the object and cause, as we well know, of contentions and conflicts. Sacred places are the expression of cultural diversity, religious plurality and different traditions that risk being lost if not adequately protected. We are convinced that sacred places play an important role in the development of intercultural dialogue in general, specifically in the Mediterranean area, and that an efficient system of protection of these sacred places can make a significant contribution to the social and political stability of the region.

47.5 In recent years, UNESCO has played a leading role in the development and promotion of powerful normative action related to the protection of cultural and natural heritage in all its forms. A corpus of standard-setting documents, including charters and recommendations, exists on the subject of monuments and sites. A number of research studies and analyses of religious heritage and sacred sites were carried out by the related institutions that you have, ICCROM and ICOMOS. Among the numerous workshops and contributions on that topic, the Kyiv Statement on the Protection of Religious Properties within the Framework of the World Heritage Convention, of November 2010, and the international seminar for representatives of religious organizations involved in the management and use of world heritage properties of religious interest, held in Moscow in May 2013, must be singled out. The Order of Malta is confident that UNESCO, with the support of its connected institutions and other international organizations and stakeholders that have a definite interest, shall take the initiative to promote the recognition of principles and guidelines for the effective protection of sacred places, thus contributing to the peaceful development of the world. And we in the Order of Malta are obviously ready to contribute to this project.

47.6 As far as response to post-conflict and post-disaster situations is concerned, we should remember that the Order may indeed act as a facilitator. In one of your previous speeches, Madam Director General, you said that "nothing symbolizes respect between nations more than the way in which a country treats the cultural heritage of another country. Attacks on cultural symbols signal an escalation in violence. They quicken the moral dislocation of societies by aiming to touch people in what they hold dearest and deepest." The concept of "culture of peace" forged by UNESCO was an important step in this direction, as it suggested that peace is not the result of a treaty signed by States but part of a global culture, the way men and women behave, or indeed should behave, in society. The diplomatic relations that the Order of Malta enjoys with over 100 States are highly important in facilitating its humanitarian activities and in allowing unrestricted and protected access, especially in crisis regions. This often allows the Order to carry out relief operations in areas where almost no-one else has safe access. Owing to its character as a neutral, apolitical and independent

institution that does not pursue any economic or political goal nor indeed depends on any other State or government, its humanitarian role and its permanent presence in more than 110 countries, the Order is able to intervene as a facilitator whenever a State requires its intervention. At a time when tensions are rising, the reputation of the Order of Malta, which acts with discretion over the long term, allows it to be accepted as a symbol of peace among peoples, factions, ethnic groups and religions.

47.7 So, Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Your Excellencies, ladies and gentlemen, the Sovereign Order of Malta is more than ready to continue developing its fruitful dialogue with the relevant sections of UNESCO in order to discuss and eventually implement any new proposals for specific joint projects. Thank you very much indeed.

48. **The President:**

Thank you, Your Most Eminent Highness, for your inspiring words. Ladies and gentlemen, we have now come to the end of our meeting. The plenary will reconvene this afternoon at 3 p.m., when we will hear an address by His Excellency, the President of the Republic of Ecuador. May I ask you to kindly be in your seats by 2.45 p.m. please? *The meeting is adjourned.*

*The meeting rose at 1.10 p.m.*  
*La séance est levée à 13 h 10*  
*Se levanta la sesión a las 13.10*  
*Заседание закрывается в 13.10*  
*رفعت الجلسة في الساعة ١,١٠ بعد الظه*  
*会议于 13 时 10 分结束*

# Sixth plenary meeting

Thursday 7 November 2013 at 3.25 p.m.

President: **Mr Hao** (China)

later: **Mr Rodríguez** (Dominican Republic)

later: **Ms Mitrofanova** (Russian Federation)

later: **Mr Hao** (China)

# Sixième séance plénière

Jeudi 7 novembre 2013 à 15 h 25

Président : **M. Hao** (Chine)

puis : **M. Rodríguez** (République dominicaine)

puis : **Mme Mitrofanova** (Fédération de Russie)

puis : **M. Hao** (Chine)

# Sexta sesión plenaria

Jueves 7 de noviembre de 2013 a las 15.25

Presidente: **Sr. Hao** (China)

después: **Sr. Rodríguez** (República Dominicana)

después: **Sra. Mitrofanova** (Federación de Rusia)

después: **Sr. Hao** (China)

# Шестое пленарное заседание

четверг 7 ноября 2013 г. в 15.25

Председатель: г-н Хао (Китай)

затем: г-н Родригес (Доминиканская Республика)

затем: г-жа Митрофанова (Российская Федерация)

затем: г-н Хао (Китай)

# الجلسة العامة السادسة

الخميس ٧ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ٣,٢٥ بعد الظهر

الرئيس: السيد هاو (الصين)

ثم: السيد رودريغيز (الجمهورية الدومينيكية)

ثم: السيدة ميتروفانوا (الاتحاد الروسي) ثم: السيد هاو (الصين)

# 第六次全体会议

2013年11月7日星期四 1.时25分

主席：郝平先生（中国）

随后：Rodríguez先生（多米尼加共和国）

随后：Mitrofanova女士（俄罗斯联邦）

随后：郝平先生（中国）

**Visit by His Excellency Mr Rafael Correa, President of Ecuador**  
**Visite de Son Excellence M. Rafael Correa , Président de l'Equateur**  
**Visita del Excmo. Sr. Rafael Correa, Presidente del Ecuador**  
**Визит Его Превосходительства г-на Рафеля Корреа, Президента Эквадора**  
زيارة فخامة رئيس إكوادور، السيد رفايل كوريا  
**厄瓜多尔总统 Rafael Correa 先生来访**

*His Excellency Mr Rafael Correa, President of Ecuador, enters Room I and is escorted to his place.*

**1.1 The President:**

Good afternoon ladies and gentlemen. I declare open the sixth plenary meeting of the General Conference.

*(The President continues in Chinese)*

1.2 女士们，先生们，今天下午我们非常荣幸地迎厄瓜多尔共和国总统 Rafael Correa 先生的到访。Correa 先生是一位杰出的国家领袖。他先后留学比利时和美国，并在美国伊利诺伊州大学获得经济学博士学位。回国后，Correa 先生致力于发展本国教育，他在教育和文化部任职期间参与制定了国家教育系统优化改革。他曾任基多大学教育学教授，并于 2005 年担任经济与财政部部长。一年后，他当选厄瓜多尔共和国总统，目前已是第三个任期。阁下先生，下面请您演讲。

(1.2) *(translation from the Chinese):* Ladies and gentlemen, this afternoon, we have the very special privilege of welcoming His Excellency Mr Rafael Correa, President of the Republic of Ecuador. Mr Correa is in many respects a unique leader. He has studied in Belgium and the United States and has received a doctorate degree in economics from the University of Illinois. Upon his return to Ecuador, Mr Correa continued his involvement in raising the education levels of his country. He participated in the preparation of improvement programmes for the national education system. He also worked as Professor of Economics at the University of Quito, before becoming Minister of Economy and Finance in 2005. A year later, Rafael Correa was elected President of the Republic of Ecuador. He is currently serving his third term. Your Excellency, the floor is yours.

**2.1 Sr. Correa (Presidente de Ecuador):**

Señor Hao Ping, Presidente de la 37ª reunión de la Conferencia General de la UNESCO, señora Alistandra Cummins, Presidenta del Consejo Ejecutivo, señora Irina Bokova, Directora General de la UNESCO, señores ministros y jefes de delegación ante la Conferencia, señor Lautaro Pozo, Embajador del Ecuador y Delegado Permanente ante la UNESCO, señores miembros de la delegación ecuatoriana, señores representantes de los medios de comunicación: primeramente disculpas, creo que estoy un poco retrasado. Le explicaba a la Sra. Directora General que vengo de una reunión y de un almuerzo muy agradable con el Presidente Hollande. Pero bueno, nos tomó un poquito más de tiempo del que esperábamos. En segundo lugar, me han dado 20 minutos. Ojalá pueda ajustarme al tiempo. He estado trabajando duro para eso, pero no sé si lo lograré. Quería transmitirles aprovechando esta importantísima reunión algunas ideas. Y, primero, saludarlos con un abrazo interminable del ecocentro del mundo, el Ecuador, en esta 37ª reunión de la Conferencia General de la UNESCO.

2.2 Ojalá todos, algún día, puedan visitar el Ecuador, donde tenemos los cuatro mundos: la costa marina, la sierra andina, la selva amazónica y esa maravillosa región insular, nuestras Islas Galápagos, las Islas Encantadas, patrimonio natural de la humanidad. Y todo esto en un territorio de apenas algo más de 256.000 kilómetros cuadrados, en donde se dan todos los climas y microclimas imaginables. En un mismo día, el turista que nos visita podrá desayunar en la playa con frutos del mar recién pescados, luego almorzar en las faldas del Cayambe, un soberbio glaciar en plena línea equinoccial, y más tarde cenar en la selva amazónica. Al día siguiente, a una hora de vuelo, nuestro asombrado turista estará ya en las Islas Galápagos, una de las siete maravillas naturales del planeta.

2.3 La gama multicolor de nuestra flora y fauna se complementa y enriquece aún más con la diversidad de nuestras culturas humanas. Tenemos, además de una mayoría mestiza (yo soy mestizo), 14 nacionalidades indígenas con sus correspondientes lenguas ancestrales, incluidos dos pueblos no contactados que han preferido el aislamiento voluntario en el corazón de la selva virgen. Nuestra nueva Constitución de 2008 define al Ecuador como un Estado unitario, pero plurinacional y multicultural.

2.4 Los argentinos muy orgullosos dicen: "El Papa es argentino". Dilma Rousseff, Presidenta del Brasil y querida amiga (el Brasil, eterno rival de la Argentina en fútbol ¿verdad?), dice: "Bueno, el Papa será argentino, pero Dios es brasileño". Nosotros, los ecuatorianos, no tenemos ningún problema con aquello: de seguro el Papa es argentino, probablemente Dios es brasileño, pero con certeza... ¡el paraíso es ecuatoriano! Así que bienvenidos al Ecuador.

2.5 La UNESCO nació en 1945, entre las cenizas de la Segunda Guerra Mundial, para "erigir en la mente de los hombres los baluartes de la paz". Frente al holocausto sufrido, consideramos la paz solamente como ausencia de guerra. En el siglo XXI, la paz es sobre todo presencia: presencia de justicia, presencia de desarrollo. Ya Gandhi nos decía que la pobreza es la peor forma de violencia y, hace más de 40 años, el Papa Pablo VI manifestaba que el desarrollo es el nuevo nombre de la paz.

2.6 Paz sin justicia es sencillamente pacificación. La insultante opulencia de unos pocos en América Latina al lado de la más intolerable pobreza son también balas, balas cotidianas en contra de la dignidad humana. La superación de la pobreza, queridos amigos, es el mayor imperativo moral que tiene el planeta, ya que por primera vez en la historia de la humanidad la pobreza no es fruto de la escasez de recursos o de factores naturales, sino fruto de sistemas injustos y excluyentes.

2.7 Y para aquellos que nos quieren robar conceptos tan sublimes como el de libertad, que entiendan bien: no puede haber libertad sin justicia. No solo eso. En regiones tan desiguales como América Latina, solo buscando la justicia lograremos la verdadera libertad. Aunque la ciencia y la tecnología, uno de los objetivos de la UNESCO, como mencionare más adelante, son necesarias. El problema del desarrollo no es técnico, es básicamente un problema político: ¿quién manda en una sociedad? ¿Las élites o las grandes mayorías? ¿El capital o los seres humanos? ¿La sociedad o el mercado? Eso es lo que está en la raíz de la crisis europea: todo está en función del capital, sobre todo del capital financiero. Con la complicidad de la supuesta ciencia económica y de las burocracias financieras internacionales, nos disfrazan ideología como ciencia, y muchos ciudadanos europeos están convencidos de que así tiene que ser. ¡Así no tiene que ser! La solución de la crisis pasa por recuperar el control de los ciudadanos sobre el capital y de la sociedad sobre el mercado.

2.8 Estimados amigos: el problema del desarrollo es que requiere muchas cosas, pero ninguna en sí misma es suficiente. El poder puede estar en manos de las grandes mayorías, alcanzarse la mayor equidad, pero tan solo tener miseria para repartir. Por eso la ciencia y tecnología también son fundamentales para aquel nuevo nombre de la paz.

2.9 Creo firmemente en el poder transformador de la ciencia y la tecnología. Es más, en ellas deposito gran parte de mi esperanza en el futuro del planeta, en la sostenibilidad de nuestro modo de vida, en la posibilidad de alcanzar el buen vivir para toda la humanidad. Desde hace mucho tiempo considero que cualquier intento de sintetizar en principios y leyes simplistas -llámense estas materialismo dialectico o egoísmo racional- procesos tan complejos como el avance de las sociedades humanas está condenado al fracaso. Y también estoy convencido de que los adelantos científicos y tecnológicos pueden generar mucho más bienestar y ser mayores motores de cambios sociales que cualquier lucha de clases o la búsqueda del lucro individual.

2.10 Bastaría recordar la revolución industrial que transformó sociedades agrarias en industriales, o, mucho más recientemente, el espectacular avance de las tecnologías de la información que transformaron esas mismas sociedades industriales en sociedades del conocimiento. Considero que los sistemas políticos, económicos y sociales que prevalecerán en el futuro serán aquellos que permitan el mayor avance científico y tecnológico. Pero también, y esto es muy importante, su mejor aplicación para el bien común. Lamentablemente aquí también tenemos otro problema político. El conocimiento generalmente es un bien público, es decir, técnicamente sin capacidad de exclusión, ya que todos podemos acceder a ese conocimiento, y sin rivalidad en el consumo, ya que mi uso de ese conocimiento no impide que otra persona también lo utilice. En el momento que tengo un *software*, yo lo puedo utilizar y otra persona también lo puede utilizar, y, bueno, normalmente es de fácil acceso un nuevo *software*. Tratar de privatizar un bien público por medio de medidas institucionales como patentes perjudica a la sociedad en su conjunto porque, si no hay rivalidad en el consumo, mientras más personas disfruten de este bien ya creado, mayor será el bienestar social. Este es uno de los famosos "fallos de mercado".

2.11 Un ejemplo dramático de la privatización del conocimiento y de exclusión forzosa es el alto costo de ciertas medicinas por estar patentadas. Ese alto costo supuestamente se justifica porque la empresa que creó ese nuevo medicamento debe tener un incentivo adecuado para seguir generando conocimiento. El aparentemente pragmático principio de la privatización del conocimiento, además de su ineficiencia social, lo único que hace es someter al ser humano al capital. Hay formas más eficientes de incentivar la producción del conocimiento. Una alternativa es la mayor participación del mundo académico y del propio sector público. Otra alternativa es compensar por medio del Estado la generación de conocimiento con fines lucrativos y, de esta forma, lograr su disponibilidad para la humanidad entera. El mayor problema de todas estas alternativas es que atentan contra fundamentalismos ideológicos y contra el imperio del capital.

2.12 Mientras que principalmente son los países ricos los que producen ciencia y tecnología, países como el Ecuador también producen bienes públicos, los bienes ambientales. Pero, en este caso, por todo el aire puro que genera la selva amazónica, pulmón del planeta sin el cual la vida humana sufriría un grave deterioro, los países de la cuenca amazónica no reciben ninguna compensación, mientras que, por su parte, los mayores contaminadores no pagan absolutamente nada por consumir esos bienes ambientales, y se cree que la producción de bienes ambientales no tiene costo. La realidad es que puede ser muy costosa, no en cuanto a costos directos, sino en lo que los economistas llamamos el "costo de oportunidad".

2.13 Hoy muchos exigen -sin ninguna solvencia moral, dicho sea de paso- que no se explote el petróleo de la Amazonía, pero eso implica un costo inmenso por los ingresos no recibidos y por cada día que transcurre con un niño sin escuela, una comunidad sin agua potable, o gente muriendo por enfermedades perfectamente evitables. Verdaderas patologías de la miseria. Para ilustrar el problema político al que me referí, es decir, las relaciones de poder, imagínense ustedes por un instante si la situación fuera la inversa y los generadores de bienes públicos ambientales fueran los países ricos y nuestros países fueran los contaminadores. Seguramente ya nos hubieran hasta invadido para obligarnos a pagar una justa compensación.

2.14 Queridos amigos: el orden mundial no solo es injusto, es inmoral. Todo está en función del más poderoso y los dobles raseros abundan por doquier. Los bienes públicos globales producidos por países pobres deben ser gratuitos. Los bienes públicos producidos por los países hegemónicos deben ser pagados, imponiendo barreras institucionales como las patentes. Lo más triste es que muchas veces los mismos países pobres participan con entusiasmo en mecanismos tan absurdos.

2.15 Señores directores, queridos amigos: quisiera aprovechar este foro para enunciar una vez más ante el mundo un desastre ambiental 85 veces mayor que el vertido de British Petroleum en el Golfo de México en 2010 y 18 veces mayor que el del Exxon Valdez en Alaska en 1989. Se trata de la contaminación dejada por Texaco, petrolera que operó en la Amazonía ecuatoriana hasta 1992 y que fue comprada por la transnacional Chevron en el año 2001.

2.16 Chevron, la tercera compañía más grande de los Estados Unidos, fue demandada hace aproximadamente 20 años por comunidades indígenas amazónicas afectadas por la contaminación. Se trata de un caso estrictamente privado: comunidades amazónicas contra Chevron–Texaco. Chevron ha pasado la última década luchando para no ser juzgada en las cortes de Nueva York, lugar de domicilio de la empresa, sino donde supuestamente se había cometido la infracción, es decir, en Sucumbios, provincia del Ecuador. Como perdió el juicio y ha sido condenada a pagar una fuerte suma, se ha pasado esta década destrozando esas mismas cortes que con tanto entusiasmo defendió cuando creía que podía comprarlas, y ha gastado centenas de millones de dólares en una campaña mundial de desprestigio contra el Ecuador. Además, ha demandado al Estado ecuatoriano invocando el Tratado sobre promoción y protección recíproca de inversiones firmado con los Estados Unidos, alegando que en 1998 firmó con el Gobierno de entonces un acuerdo de finiquito certificando que se había hecho la debida remediación ambiental.

2.17 En primer lugar, el Tratado de inversiones no es aplicable en un juicio entre particulares y, en segundo lugar, lo más grave, Texaco dejó el país en 1992 y el Tratado con Estados Unidos recién entró en vigor en 1997, cinco años después. De forma inaudita, el tribunal arbitral se declara competente y, más aún, ordena suspender la sentencia dictada en las cortes ecuatorianas contra Chevron, es decir, se acabó la soberanía del país, se acabó la independencia en nuestras cortes.

2.18 Además de la monstruosidad jurídica que supone aplicar retroactivamente un tratado, es necesario denunciar al mundo cómo estos tratados atentan contra nuestras soberanías, cómo esos centros de arbitraje están absolutamente cooptados por las transnacionales, y cómo en este orden mundial tan injusto el capital tiene más derechos que los seres humanos.

2.19 En el continente americano, si un Estado atenta contra los derechos humanos primero se tienen que agotar todas las instancias judiciales nacionales antes de poder llevar el caso a las cortes interamericanas. Pero cualquier transnacional puede llevar sin ninguna instancia previa a un Estado soberano a estos centros de arbitraje donde todo está a favor del capital.

2.20 Finalmente, sobre la supuesta limpieza realizada por Chevron-Texaco, los invitamos nuevamente a que visiten el Ecuador y vayan a meter la mano en las centenas de piscinas dejadas por Texaco: sacarán esa mano llena de brea. Veinte años después de que la petrolera saliera del país y supuestamente hiciera remediación ambiental, esa es la mano sucia de Chevron que corrompió hasta a gobiernos anteriores. Frente a la prepotencia y miles de millones de dólares de Chevron-Texaco, frente a la infamia de esta empresa corrupta y corruptora, el Ecuador utilizará el arma más letal que se haya inventado: la verdad.

2.21 Queridos miembros de la Mesa, queridas amigas y amigos: la misión de la UNESCO consiste en contribuir a la consolidación de la paz, la erradicación de la pobreza, el desarrollo sostenible y el dialogo intercultural. Pero necesitamos menos caridad y más justicia. Evitando la privatización del conocimiento y logrando su disponibilidad para la humanidad entera se daría un impulso fundamental para el desarrollo de las naciones más pobres, que no necesitan limosnas, sino talento humano, ciencia, tecnología.

2.22 Con el reconocimiento de una compensación por bienes ambientales se generaría una redistribución gigantesca de los ingresos a nivel planetario que serviría para acabar con la pobreza y consolidar un desarrollo sostenible. Nadie es más consciente que yo de que, dadas las relaciones de poder vigentes en el mundo y el estado actual de la humanidad, esto es una utopía. Pero la UNESCO nació para las utopías. Y como dice Eduardo Galeano, querido amigo, escritor uruguayo y autor de “Las venas abiertas de América Latina”: “La utopía es como el horizonte, marchamos dos pasos y se aleja dos más, marchamos diez y se aleja diez más. Entonces, ¿para qué sirve la utopía? Pues sirve precisamente para eso, para caminar”. Muchas gracias.

(2.1) **Mr Correa** (President of Ecuador) (*translation from the Spanish*):

Mr Hao Ping, President of the 37th session of the General Conference of UNESCO, Ms Alissandra Cummins, Chair of the Executive Board, Ms Irina Bokova, Director-General of UNESCO, ministers and heads of delegations to the Conference, Mr Lautaro Pozo, Ambassador of Ecuador and Permanent Delegate to UNESCO, members of the Ecuadorian delegation, representatives of the media: first, please excuse me; I believe that I am a little late. As I explained to Madam Director-General, I was attending a meeting and a very enjoyable luncheon with President Hollande. However, it took a little longer than we expected. Secondly, I have been given 20 minutes. Hopefully, I will be able to adjust to the time limit. I have been working hard to achieve this but I do not know if I will succeed. I should like to use this important meeting to present some ideas to you. And, before that, I should like to greet you with an everlasting embrace from the eco centre of the world, Ecuador, at this 37th session of the General Conference of UNESCO.

(2.2) We hope that all of you will, one day, visit Ecuador, where there are four worlds: the marine coast, the Andean mountains, the Amazon forest and the marvellous island region, our Galapagos Islands, the Enchanted Islands, a natural heritage of humanity. All this in a territory of little more than 256,000 square kilometres, in which there are all the climates and microclimates imaginable. In a single day, the tourist who is visiting us can eat breakfast on the beach enjoying freshly caught seafood, then later have lunch on the slopes of the Cayambe, a magnificent glacier on the equator, and later dine in the Amazon forest. The next day, after a one-hour flight, our dazzled tourist will already be in the Galapagos Islands, one of the seven natural wonders of the world

(2.3) The multicolour range of our flora and fauna is further complemented and enriched by the diversity of our human cultures. In addition to a mestizo majority (I, myself, am mestizo), Ecuador has 14 indigenous nationalities with their corresponding ancestral languages, including two non-contacted populations that have chosen voluntary isolation in the heart of the virgin forest. Our new Constitution of 2008 defines Ecuador as a unitary but plurinational and multicultural State.

2.4 The proudest Argentinians say: “The Pope is Argentinian”. Dilma Rousseff, President of Brazil and a dear friend (Brazil, eternal rival of Argentina in football, of course) says: “Well, the Pope is Argentinian, but God is Brazilian”. We Ecuadorians have no problem with that: of course the Pope is Argentinian, God is probably Brazilian, but there is no doubt that...heaven is Ecuadorian! So, welcome to Ecuador.



(2.5) UNESCO was born in 1945, among the ashes of the Second World War, to “construct the defences of peace in the minds of men”. In face of the holocaust, we consider peace to be solely the absence of war. In the twenty-first century, peace is above all presence: the presence of justice, the presence of development. Ghandi already told us that poverty is the worst form of violence and, more than 40 years ago, Pope Paul VI declared that development is the new name for peace.

(2.6) Peace without justice is only pacification. The offensive opulence of a few in Latin America alongside the most intolerable poverty are also bullets, daily bullets against human dignity. Overcoming poverty, dear friends, is the world's highest moral imperative, since for the first time in the history of humanity, poverty is not the result of a scarcity of resources or of natural causes but the product of unjust and exclusive systems.

(2.7) Let those who would steal from us such sublime concepts as freedom understand clearly: there is no freedom without justice. Moreover, in regions with great inequality, as in Latin America, it is only in seeking justice that we will attain true freedom. Although science and technology, one of the objectives of UNESCO, as mentioned earlier, are necessary, development is not a technical problem, but fundamentally a political problem: who is in charge of a society? The elite or the great majorities? Capital or human beings? Society or the market? This is the root of the European crisis: everything is based on capital, especially financial capital. With the complicity of the so-called economic sciences and the international financial bureaucracies, ideology is being disguised as science, and many Europeans are convinced that this is the way it should be. But this is not the way it should be! The solution to the crisis is for citizens to regain control of capital and for society to regain control of the market.

(2.8) Dear friends: the problem with development is that many things are needed, not one of which is, in itself, sufficient. Power can be in the hands of the great majority, we can achieve greater equity, but we only have poverty to share. That is why science and technology are also fundamental to any new face of peace.

(2.9) I believe firmly in the transformative power of science and technology. Moreover, I place in them a large part of my hope for the future of the planet, for the sustainability of our way of life, for the possibility of achieving well-being for all human beings. For many years, I have believed that any attempt to consolidate into simplistic laws and principles – whether it is called dialectical materialism or rational self-interest – a process as complex as the evolution of human society is doomed to failure. I am also convinced that scientific and technological progress can lead to much greater well-being and can serve as better drivers of social change than any class struggle or search for individual wealth.

(2.10) We need only to recall the industrial revolution, which transformed agrarian societies into industrial societies or, much more recently, the spectacular progress in information technologies which transformed those industrial societies into knowledge societies. In my view, the political, economic and social systems that will prevail in the future will be those that enable the greatest scientific and technological progress, as well as, and this is very important, the best use of such progress for the common good. Unfortunately, this gives rise to another political problem. In general, knowledge is a public good, meaning that technically it cannot give rise to exclusion since everyone has access to knowledge, and there is no competition in relation to using it since my use of a particular piece of knowledge does not prevent another person from also using it. Once I own a piece of software, I can use it and another person can also use it and, usually, there is easy access to new software. Attempts to privatize a public good through institutional means such as patents harm society as a whole since, if there is no rivalry in its consumption, the more people who benefit from this already existing good, the greater the social welfare will be. This is one of the well-known “market failures”.

(2.11) A dramatic example of privatization of knowledge and forced exclusion is the high cost of certain drugs owing to patenting. The high cost is supposedly justified because the company that created the new drug must have adequate incentives to continue generating knowledge. The apparently pragmatic principle of the privatization of knowledge, in addition to its social inefficiency, leads to only one thing - the subordination of human beings to capital. There are more effective means of stimulating the production of knowledge. One alternative is greater participation of the academic world and the public sector itself. Another option is to have the State compensate for knowledge that is generated for profit, thus ensuring its availability to humanity as a whole. The biggest problem with these alternatives is that they undermine ideological fundamentalisms and the imperialism of capital.

(2.12) While it is mainly the wealthy countries that generate science and technology, countries like Ecuador also produce public goods in the form of environmental goods. However, in this case, for all the pure air generated by the Amazon forest, the lungs of the planet, without which human life would deteriorate drastically, the countries of the Amazon basin receive no compensation, while, for their part, the major polluters pay absolutely nothing for the use of these environmental goods and it is assumed that the production of environmental goods has no cost. The reality is that it can be very costly, not in terms of direct costs but in what economists call “opportunity cost”.

(2.13) Today, many are demanding – without, incidentally, any credibility – that the oil in the Amazon should not be exploited. But that would mean an immense cost in terms of unreceived income and in terms of each day that a child is deprived of school, a community is deprived of potable water, or people die from fully avoidable illnesses. Genuine pathologies of poverty. To illustrate the political problem that I mentioned, namely the relations of power, imagine for an instant that the situation was reversed and the wealthy nations were generating environmental public goods and our countries were polluting. We would surely already have been practically invaded in order to force us to pay just compensation.

(2.14) Dear friends: the world order is not only unjust, it is immoral. Everything is based on having the most power, and double standards are everywhere. The global public goods produced by the poor countries must be free. The public goods produced by the hegemonic countries must be paid for and subject to institutional barriers such as patents. The most unfortunate aspect is that often the same poor countries participate enthusiastically in such absurd mechanisms.

(2.15) Directors, dear friends: I should like to use this forum to announce once again to the world an environmental disaster 85 times greater than the British Petroleum oil spill in the Gulf of Mexico in 2010 and 18 times greater than the Exxon Valdez oil spill in Alaska in 1989. This is the pollution caused by Texaco, an oil company which has been operating in the Ecuadorian Amazon since 1992 and which was bought by the transnational company Chevron in 2001.

(2.16) Chevron, the third largest company in the United States, was sued approximately 20 years ago by Amazon indigenous communities affected by the pollution. It was a strictly private case: Amazonian communities vs. Chevron-Texaco. Chevron spent the previous decade fighting not to be tried in the courts of New York, where the business is domiciled, but rather where it allegedly committed the offence, namely in Sucumbios, a province of Ecuador. Since it lost the case and was condemned to pay a large amount, Chevron has spent these past ten years destroying the same courts that it so

enthusiastically defended when it believed that it could buy them off, and has wasted hundreds of millions of dollars on a worldwide campaign to discredit Ecuador. Furthermore, it has brought suit against the State of Ecuador, invoking the Agreement on the Reciprocal Promotion and Protection of Investments signed with the United States, claiming that in 1998 it had signed with the Government then in power a settlement agreement certifying that it had undertaken the appropriate environmental remediation.

(2.17) First of all, the agreement on investments is not applicable to lawsuits between private parties and, second, the most serious issue is that Texaco left the country in 1992 and the new agreement with the United States entered into force in 1997, five years later. In an unheard of move, the arbitral tribunal declared itself competent and, what is more, suspended the sentence handed down by the Ecuadorian courts against Chevron, dealing a fatal blow to our country's sovereignty and the independence of our courts.

(2.18) In addition to the legal anomaly of applying an agreement retroactively, the world must be made aware of how such agreements undermine our sovereignty, how these arbitration bodies are completely co-opted by the transnational companies, and how in this highly unjust world order, wealth possesses more rights than human beings.

(2.19) On the American continent, if a State fails to respect human rights, all remedies before the national courts must be exhausted before the case can be heard by the inter-American courts. Yet, any transnational company can bring, without prior recourse, a sovereign State before these arbitration bodies where capital reigns supreme.

(2.20) Lastly, in respect of the alleged clean-up done by Chevron-Texaco, we once again invite them to come to Ecuador and put their hands into the hundreds of pools left by Texaco: their hands will come out covered with tar. Twenty years after the oil company left the country and allegedly took remedial environmental measures, it is the filthy hand of Chevron that has corrupted previous administrations. In face of the power and the thousands of millions of dollars of Chevron-Texaco, in face of the infamy of this corrupt and corrupting company, Ecuador will use the most lethal weapon ever invented: the truth.

(2.21) Dear Members of the Bureau, dear friends: UNESCO's mission is to contribute to the consolidation of peace, the eradication of poverty, sustainable development and intercultural dialogue. But we need less charity and more justice. Avoiding the privatization of knowledge and ensuring its availability to humanity as a whole would provide a basic incentive for the development of the poorest countries, which do not need limousines, but human talent, science and technology.

(2.22) Recognition of compensation for environmental goods would lead to an enormous redistribution of income at the international level which would help to end poverty and consolidate sustainable development. No one is more aware than I am that, given the existing relations of power in the world and the actual state of humanity, this is a utopian idea. But UNESCO was born to create utopias. As Eduardo Galeano, a dear friend, Uruguayan writer and author of *Las venas abiertas de América Latina*, said: "Utopia is like a horizon, when we take two steps, it is two steps farther away; when we take ten steps, it is ten steps farther away. So, what is the point of utopias? The point is that they make us do exactly that – move forward". Thank you.

### 3. 主席:

谢谢厄瓜多尔 Correa 总统阁下所做的演讲。你介绍了厄瓜多尔的历史文化和当前我们所关心的和平、消除饥饿、消除贫困等问题。为我们教科文组织第三十七届大会领导人论坛增加了光彩。让我们再次以热烈掌声向总统先生表示感谢。

(3) **The President** (*translation from the Chinese*):

Thank you for your speech, Your Excellency Mr Correa, President of the Republic of Ecuador. You have presented the history and culture of Ecuador and covered topics of common concern such as peace, elimination of hunger and poverty reduction. Your speech has greatly enriched the Leader's Forum of the 37th session of the General Conference of UNESCO. I propose that we thank Mr President with another warm round of applause.

*The meeting is suspended from 3.50 to 3.55 p.m. while His Excellency Mr Rafael Correa, President of Ecuador, is escorted from the room.*

**General policy debate** (*continued*)

**Débat de politique générale** (*suite*)

**Debate de política general** (*continuación*)

**Обсуждение вопросов общей политики** (*продолжение*)

مناقشة السياسة العامة (تابع)

总政策辩论 (续)

### 4. The President:

Ladies and gentlemen, we will now continue with the national statements. I now have the honour to call our first speaker, His Excellency, Mr Adkham Ikramov, Deputy Prime Minister of the Republic of Uzbekistan. Please, Your Excellency.

#### 5.1 Mr Ikramov (Uzbekistan):

Your Excellency Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Your Excellencies, ministers, ladies and gentlemen. Your Excellency, Mr Hao Ping, allow me to extend my congratulations on your election to the high post of the President of the General Conference and to sincerely wish you great success in your leadership of our Organization. Also I would like to express my gratitude to Ms Katalina Bogyay for her excellent leadership during the past two years.

5.2 Today we are in the process of transition to four-year planning of UNESCO programmes with an eight-year Medium-Term Strategy. It is important to mention that these reforms are being undertaken in conditions of ongoing

financial challenges in UNESCO's regular budget. The success of ongoing reforms will significantly depend on joint commitment and consolidation of efforts among UNESCO Member States, as well as on the sustainable development of partnership relations with international, regional and national organizations and the private sector.

5.3 An alternative option for UNESCO's budget for 2014-2015 with the amount of \$507 million, suggested by the Director-General, focuses on activities for priority programmes. The Republic of Uzbekistan supports initiatives by the Director-General aimed at decreasing administrative expenses and increasing expenditure on programme activities, applying an interdisciplinary approach in relation to each UNESCO project.

5.4 Ladies and gentlemen, a four-year planning cycle was prepared to coordinate UNESCO programmes with other agencies of the United Nations family. A new programme, to be approved during the current session, will cover the preparation period and initial stages of implementation of the post-2015 development agenda. Therefore, we have to develop a flexible and clear mechanism of programme management which should include both the methodology of a sunset clause and initiation of new projects. Our Organization should maintain a leading role in its areas of competence.

5.5 Another important aspect of current reforms includes gradual transition to result-based budgeting. This approach assumes that planning of expected outcomes should be based on an efficiency assessment by direct beneficiaries. Thus, the Secretariat of the Organization is entrusted with the responsible task of intensifying the interaction between National Commissions for UNESCO and the delegation of more powers to UNESCO field offices in Member States.

5.6 Madam Director-General, Uzbekistan congratulates you on your nomination for a second term of office as the Director-General of the Organization. Now we need to jointly seek new forms of cooperation. Taking into consideration financial constraints at UNESCO, we propose some opportunities to make the activities of the Organization visible in the sphere of innovative projects.

5.7 At the end of August in Uzbekistan, with the personal participation of Madam Director-General, we successfully held the traditional ninth "Sharq Taronalari" International Music Festival, held regularly in Samarkand since 1997 under the initiative of His Excellency, Mr Islam Karimov, President of the Republic of Uzbekistan. More than 400 artists and musicians from more than 50 countries of the world took part in this forum of cultures. This festival is a particular example of the practical realization of UNESCO's Convention for the Protection of the World Cultural and Natural Heritage, the Convention for the Safeguarding of the Intangible Cultural Heritage and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Another example may be cooperation aimed at a practical realization of UNESCO's initiative on building a knowledge-based society. Every year the newly-opened national library complex in the capital city of Tashkent becomes a platform for international fora aimed at ensuring free access to achievements in education, and the natural and social sciences.

5.8. In our view, UNESCO programmes should be focused on a number of feasible priority objectives through wide use of the potential of UNESCO's Associated Schools Project Network (ASPnet), UNEVOC Centres, UNESCO Chairs and UNESCO category 2 centres. In this regard, we believe it is important to share and disseminate the unique experience of the International Institute for Central Asian Studies in Samarkand, established under the auspices of UNESCO in 1995. The Institute makes practical contributions to the achievement of UNESCO's strategic objectives on the basis of regional cooperation among academic establishments along the Great Silk Road. Once more, let me express our sincere gratitude on behalf of the delegation of the Republic of Uzbekistan and wish you all health and success. Thank you for your attention.

## 6. The President:

Thank you Your Excellency. Our next speaker is His Excellency, Honourable Tan Sri Muhyiddin Mohd Yassin, Deputy Prime Minister and Minister of Education of Malaysia. Your Excellency, please.

### 7.1 Mr Yassin (Malaysia):

*As-salāmu 'alaikum wa-rahmatu llāhi wa-barakātuh* (peace and the mercy and blessings of God be upon you).

Mr President of the 37th session of the General Conference, Ms Irina Bokova, Director-General of UNESCO, Ms Alissandra Cummins, Chair of the Executive Board, Excellencies, distinguished delegates, ladies and gentlemen, a very good afternoon to you all. I am deeply honoured to be here at the 37th session of the UNESCO General Conference. Please allow me to express our heartfelt appreciation to Ms Irina Bokova, whom we had the pleasure of hosting on her first official visit to Malaysia in May this year. At this juncture, I would also like to congratulate Palestine and South Sudan for joining us in UNESCO.

7.2 The global conversation has opened on the post-2015 agenda to which we must all contribute. We believe UNESCO plays a vital role in mobilizing its strength, ensuring progress in education, the sciences, culture, communication and information. These form the building blocks for an inclusive and knowledgeable global community. Malaysia's commitment to UNESCO and its determination to support developing nations in reaching the Millennium Development Goals (MDGs) by 2015 is demonstrated through the signing of the Malaysia UNESCO Cooperation Programme (MUCP) in 2011, followed by the establishment of the Malaysian Funds-in-Trust in April 2013. Through this cooperation, Malaysia could contribute for the benefit of least developed countries (LDCs) and small island developing States (SIDS), as well as for Africa, among others.

7.3 Malaysia is committed to providing accessible and equitable education to its people towards achieving education for all (EFA). For example, we have worked towards providing access to education for students undergoing treatment through our "Schools in Hospitals" programme which was established in 2011. A total of eight schools in hospitals have been operationalized which provide the opportunity for students to keep up with their peers in mainstream schools. In addition, marginalized groups in remote areas are assisted through comprehensive model schools to meet the educational needs of indigenous children. As an enabler of greater social mobility, competitive growth and wealth

creation, Malaysia believes that quality education provides the best return on investment with respect to the standards of its human capital. To this end, Malaysia is gearing towards an education system that serves the needs of its young citizens in preparing them for the global demands of the twenty-first century. Our goals and aspirations for the education system are envisaged through the formulation of the “Malaysia Education Blueprint 2013-2025” which was launched in September 2013. The blueprint focuses on five key pillars which are access, quality, equity, unity and efficiency. Quality, however, is the central principle cutting across all dimensions in pursuit of a system that is dynamically adapted to the ever-changing developmental landscape, locally and globally.

7.4 Excellencies, ladies and gentlemen, science, technology and innovation (STI) is one of our utmost priorities. Through the International Science, Technology and Innovation Centre (ISTIC), we hope to continuously reinforce and forge our partnership in promoting South-South cooperation and supporting UNESCO’s science programmes. ISTIC has been facilitating the integration of a developmental approach into our national STI policies which focuses on capacity building, providing a platform for policy advice, exchange of experiences and best practices. To date, a total of 1,585 personnel from 82 developing countries have directly benefited from the 33 capacity-building programmes that ISTIC has conducted over the past five years.

7.5 As a multi-ethnic nation, Malaysia is blessed with a rich and diverse intangible heritage and culture. Over the centuries, we have remained steadfast in ensuring their preservation, embraced fully from one generation to the next. Our commitment to UNESCO on this front is reinforced by the ratification of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, which was deposited with the Director-General of UNESCO on 23 July 2013. In this area, we certainly wish to see greater cooperation with UNESCO in the near future. The present biennium has indeed been one of great challenges, with a fiscal budget outlay that impedes the full implementation of the Programme and Budget endorsed by the previous General Conference. In spite of this, Member States have seen progress and noteworthy performances in most areas undertaken by UNESCO. At this juncture, Malaysia would like to thank the Director-General, the Members of the Executive Board and the Secretariat of UNESCO for their prudent stewardship of UNESCO’s Programme and Budget. I would also like to compliment other Member States as well for their undivided support in running the show during a time of fiscal hardship. Having said this, I wish to express Malaysia’s optimism that we will overcome obstacles in implementing our major programmes covering UNESCO’s sectoral priorities, and with sufficient collective wisdom, we will prevail to achieve the desired goals, *inshā’ Allāh. As-salāmu ‘alaikum wa-rahmatu llāhi wa-barakātuh*. Thank you.

#### 8. **The President:**

Thank you Your Excellency. Our next speaker is His Excellency, Mr Luvsanvandan Bold, Minister for Foreign Affairs of Mongolia. Your Excellency, please.

#### 9.1 **Mr Bold (Mongolia):**

Mr President, Madam Chair of the Executive Board, Madam Director-General, Excellencies, distinguished delegates, on behalf of the delegation of Mongolia and in my own name, I would like to congratulate you, Mr President, and the other members of the Bureau on your unanimous election and express my confidence that under your skilful leadership the General Conference will achieve successful outcomes. Allow me to assure you of the full support and cooperation of my delegation in the deliberations and work of the General Conference. We warmly welcome the delegation of Anguilla in joining UNESCO as its ninth Associate Member and wish her fruitful cooperation within the UNESCO family. It gives me great pleasure to extend our sincere congratulations to the Director-General of UNESCO, Ms Irina Bokova, on her nomination for re-election to the post of Director-General for the next term, and wish her every success in her future endeavours.

9.2 Mr President, UNESCO-led global programmes and projects yielded fruitful outcomes for advancing development priorities, such as improving access to universal quality education, combating illiteracy, providing sustainable development with science and evidence-based policies, supporting and strengthening multiculturalism and intercultural dialogue, building knowledge-based societies through the effective use of information and communication technology and promoting global citizenship. However, emerging new trends and challenges force us to unite our voices and make collective and resolute decisions for achieving sustainable development and lasting peace. We need to mobilize all our efforts in order to achieve the internationally-agreed Millennium Development Goals by 2015 and the education for all (EFA) goals. In this regard, Mongolia highly appreciates UNESCO’s active involvement in the ongoing post-2015 development agenda debates within its mandate. Taking this opportunity, I would like to emphasize that UNESCO has been substantially contributing to the social and economic development of Mongolia through its multifaceted activities aimed at providing policy and technical advice as well as national capacity building in the fields of education, science, culture, communication and information.

9.3 The Government of Mongolia has defined the “green economy” as a main pillar of its sustainable development and is currently developing a national policy framework for a green economy. We believe that our successful cooperation with UNESCO in the field of sustainable development education will bring closer our objective to develop the green economy and instil a policymaking approach based on the nature-man relationship at each and every level of administration.

9.4 Mongolia is a nation with rich natural and cultural heritage. I am pleased to note that in recent years, several examples of national heritage have been inscribed on UNESCO’s lists of the tangible and intangible heritage. We are committed to continuing our cooperation with UNESCO in preserving, restoring, advertising and conducting research into our internationally recognized and registered heritage. The Government of Mongolia is looking forward to expanding further its cooperation with UNESCO for building national capacity to fight against the trafficking of cultural objects.

9.5 Mr President, as the Director-General rightly stated at the recent UNESCO World Innovation Summit for Education panel, organized in Doha, and I quote, “we need to rethink the fundamentals of education for new times – to strengthen human rights, to deepen respect and mutual understanding, to respond to a world of change”. Mongolia is determined to contribute to UNESCO’s agenda of learning to live together through its global initiatives on literacy and education for democracy. On this occasion, I would like to thank the United Nations family for its continuous support of Mongolia’s initiatives in recent years. In this respect, I am pleased to note that a week ago, at Mongolia’s initiative, the resolution entitled “Literacy for Life: Shaping Future Agendas” was unanimously approved by the Third Committee at the 68th session of the United Nations General Assembly.

9.6 As you are all aware, Mongolia has successfully held the Presidency of the Community of Democracies for the past two years. During this term, Mongolia initiated a resolution on education for democracy, which was approved by the United Nations General Assembly last year. Moreover, together with our Canadian partners, we have developed “Education for Democracy: A Curriculum Framework”. The framework focuses on encouraging active democratic citizenship and provides guidance on how to educate for democracy, and not just what to teach. Mongolia is willing to cooperate with UNESCO and other fellow Member States in promoting education for democracy.

9.7 Mr President, in conclusion, I would like to reiterate my delegation’s strong commitment to working together with other Member States towards strengthening UNESCO so that it remains a centre of excellence for advancing education, culture, sciences, and communication and information worldwide. Thank you for your attention.

#### 10. **The President:**

Thank you Your Excellency. Our next speaker is His Excellency, Mr George Moyon, Minister of Higher Education of Congo.

#### 11.1 **M. Moyon (Congo) :**

Monsieur le Président de la 37<sup>e</sup> session de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale de l’UNESCO, Mesdames et Messieurs les délégués, Mesdames et Messieurs, je tiens avant tout à saluer l’ensemble des délégations venues de toutes les régions de notre planète. Je me réjouis de constater que, par leur présence en nombre, elles confirment l’importance toujours actuelle des idéaux que l’UNESCO a pour mission de promouvoir. Je voudrais ensuite féliciter Monsieur le Président pour son élection, ainsi que les membres du Bureau. Je saisis l’occasion qui m’est offerte ici de féliciter une fois encore Mme Irina Bokova, qui a été brillamment reconduite dans ses fonctions de Directrice générale par le Conseil exécutif. Puissiez-vous, Madame la Directrice générale, continuer de conjuguer quotidiennement dextérité, pondération et efficacité dans la recherche de solutions pertinentes pour le bien de notre organisation commune.

11.2 Monsieur le Président, Mesdames et Messieurs les délégués, la stratégie 2008-2013 était initialement annonciatrice d’une période pleine de promesses, grâce à une réforme qui devait renforcer la place spécifique de l’UNESCO à la poursuite des objectifs globaux de développement des Nations Unies, particulièrement les Objectifs du Millénaire. La remise en cause partielle ou totale de certains programmes en raison des difficultés financières qu’a connues l’Organisation ces deux dernières années a reporté ou réduit les effets dynamisants que nous étions tous en droit d’attendre de cette stratégie.

11.3 En dépit de la morosité de la conjoncture, la coopération a été particulièrement renforcée et rendue plus productive grâce à la rationalisation des moyens mobilisés. Au niveau national, nous avons pu apprécier l’efficacité de la participation de l’UNESCO aux efforts conjoints des Nations Unies. Nous avons également pu mesurer les progrès accomplis au titre de la réforme du dispositif hors Siège, qui rapproche l’UNESCO des réalités du terrain. Par l’entremise du Bureau de pays de Brazzaville, l’UNESCO s’est impliquée de façon proactive dans tout le processus de rétablissement de la paix, à l’issue des conflits armés qu’a connus le Congo.

11.4 En matière d’éducation, d’une façon générale, les capacités stratégiques, infrastructurelles et pédagogiques ont été renforcées. Il convient ici de noter la généralisation par le Gouvernement de la République de la gratuité de l’enseignement public. Le domaine des sciences a bénéficié, entre autres, d’un appui à l’élaboration d’une politique scientifique nationale et de l’innovation, laquelle est devenue un modèle pour d’autres pays.

11.5 S’agissant de la culture, on retiendra la ratification de conventions, l’inscription d’un site sur la Liste du patrimoine mondial et l’admission très récente de Brazzaville dans le Réseau de villes créatives de l’UNESCO. Aujourd’hui, le Congo se prépare, avec d’autres pays africains, à mettre en œuvre un programme de formation d’enseignants en vue de combler le déficit de qualité de l’enseignement. Dans cette perspective, mon pays souscrit aux impératifs de la réforme qui s’articule sur la stratégie consistant, entre autres, à recentrer l’action de l’Organisation dans ses domaines de compétence et à la rapprocher davantage des réalités du terrain. Dans ce contexte de réforme, le Congo reconnaît le progrès que représente le cadre de partenariat avec les commissions nationales proposé par le groupe de travail tripartite et approuvé par le Conseil exécutif.

11.6 Monsieur le Président, Mesdames et Messieurs les délégués, comme nous le révèlent les analyses pertinentes des Nations Unies, malgré des indices de développement économique satisfaisants, le déficit de l’Afrique dans les domaines qui sont la raison d’être de notre organisation est flagrant. Aussi la paix et la stabilité apparaissent-elles au nombre des besoins de première nécessité en Afrique, en raison de la relation évidente qu’elles entretiennent avec le développement durable.

11.7 S’agissant des deux priorités globales, à savoir l’Afrique et l’Égalité des genres, le Congo approuve leur reconduction. L’histoire des nations, particulièrement celle des nations africaines, l’amère expérience des guerres vécues par les peuples dans leur chair et dans leur esprit, nous enseignent qu’il faut impérativement dynamiser tous les

mécanismes institutionnels propres à instaurer ou restaurer la paix. Cette haute considération pour la paix est au cœur de la conception du développement de Son Excellence Denis Sassou N'Guesso, Président de la République du Congo.

11.8 Mesdames et Messieurs les délégués, comme chacune de nos rencontres, cette Conférence devrait donner à notre institution les meilleures chances de se montrer efficiente et opérationnelle, de prescrire des principes de bon sens élémentaire à chacun des États membres et de renforcer son engagement, pour qu'au-delà des contributions spéciales versées au Fonds d'urgence, auquel le Congo a souscrit, le Projet de programme et de budget 2014-2017 soumis à notre approbation puisse permettre à l'UNESCO de contribuer à régler les innombrables problèmes auxquels la communauté internationale fait face.

11.9 Au Congo, notre conviction, fondée sur notre histoire récente, est que seule une éducation inclusive et de qualité, dispensée jusqu'aux endroits les plus reculés du territoire national, sera en mesure de transformer l'existence des jeunes filles et des jeunes garçons et d'entretenir parmi les couches les plus vulnérables de nos populations l'espérance et l'aspiration à une vie de progrès. Le monde d'aujourd'hui n'a donc aucun intérêt à ce que l'UNESCO s'affaiblisse. Voilà pourquoi je tiens à lancer, au nom de ma délégation, un vibrant appel au ressaisissement collectif, afin que l'UNESCO retrouve la plénitude de ses moyens et son entière capacité d'action. L'accomplissement de ses idéaux et l'affirmation d'une humanité digne de ce siècle sont aussi à ce prix. Monsieur le Président, Mesdames et Messieurs, je vous remercie.

12. **The President:**

Thank you Your Excellency. Our next speaker is His Excellency, Mr Aloizio Mercadante, Minister of Education of Brazil. Please, Your Excellency.

13.1 **M. Mercadante (Brésil):**

*(Discours prononcé en portugais ; texte français fourni par la délégation):*

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs les Ministres et Délégués permanents, Mesdames et Messieurs, en premier lieu, je souhaiterais souligner le rôle fondamental que joue l'UNESCO, par le biais de l'éducation, dans la promotion de la paix, du développement durable et de la coopération. L'UNESCO est depuis fort longtemps un partenaire essentiel pour le développement du Brésil, particulièrement dans les secteurs stratégiques de l'éducation et de la culture.

13.2 Sous la présidence de Mme Rousseff, ce partenariat devient de plus en plus étroit et significatif. Le Brésil a choisi l'éducation, la science, l'innovation et la technologie comme grandes priorités stratégiques. Comme chacun le sait, notre pays a fait d'énormes progrès au cours de cette dernière décennie, dépassant considérablement la moyenne mondiale en ce qui concerne l'élimination de l'extrême pauvreté et la réduction des grandes inégalités sociales. Grâce à des programmes sociaux innovants, tels que « Bolsa Familia » (Bourse Famille) ou « Brasil Carinhoso » (Brésil câlin), le Brésil est parvenu à éradiquer presque complètement l'extrême pauvreté et à réduire substantiellement ses indices de disparité sociale. En une décennie à peine, quarante millions de personnes ont franchi le seuil de pauvreté extrême. Dans la même période, notre indice de Gini a baissé de 0,64 à 0,54.

13.3 Aujourd'hui, pour la première fois de son histoire, mon pays conjugue croissance économique, réduction rapide des disparités et de la pauvreté, et pleine démocratie. Nous avons réussi à créer une vaste classe moyenne et à développer un marché intérieur de consommation de masse. Parallèlement, nous avons consolidé la jeune démocratie brésilienne et ses institutions de contrôle. Mais cela ne suffit pas. Il nous reste beaucoup à faire. On ne saurait se contenter de redistribuer indéfiniment les revenus à l'aide de ces politiques sociales. Nous ne pourrions pas non plus continuer de nous développer sans accroître la compétitivité de notre économie, spécialement dans le secteur industriel, et sans augmenter significativement notre capacité de produire des innovations technologiques. Le grand défi stratégique qu'il nous faut relever consiste donc à tirer profit des avantages comparatifs du pays – tels que l'abondance des ressources naturelles, la structure productive raisonnablement intégrée et diversifiée, le profil démographique et le cumul engendré par le cycle récent de développement – pour bâtir une économie durable et créative et une vraie société du savoir. Nous sommes donc tout à fait conscients que ce processus exige des investissements considérables dans les domaines de l'éducation, des sciences et des nouvelles technologies.

13.4 Comme l'a souligné Mme Rousseff, et comme je l'ai déjà dit à l'occasion du Forum des dirigeants, « la fin de la misère n'est qu'un commencement ». Et ce commencement se produit justement lorsqu'est mise en valeur l'importance stratégique de la connaissance. Cette mise en valeur prend corps aujourd'hui sous la forme de programmes et d'initiatives visant à rendre plus accessible l'enseignement et à en élever la qualité, de l'école élémentaire jusqu'à l'enseignement post-diplôme. La durée de l'éducation fondamentale est passée à 9 ans ; l'enseignement a été rendu obligatoire dès l'âge de 4 ans et jusqu'à 17 ans. Nous développons actuellement un grand programme de construction de crèches. Nous avons mis en place un important programme d'alphabétisation de nos enfants à un âge conforme aux règles, de façon à mettre un terme à l'abandon scolaire et aux redoublements et à permettre à tous nos enfants de connaître une évolution pédagogique. Nous investissons énormément dans les écoles à temps complet, ce qui est impératif pour améliorer la qualité de l'enseignement primaire, et dans la formation et la valorisation de nos enseignants, moyennant, entre autres mesures, l'établissement, pour l'ensemble du corps enseignant, d'un salaire de base uniforme dans tout le pays.

13.5 Nous avons redonné un rôle important à l'enseignement professionnel et technologique, en reconnaissant son importance dans la formation des jeunes et ses bénéfices pour la production. Nous avons triplé le nombre d'instituts d'enseignement technique dans le pays. Le projet novateur d'enseignement technique et professionnel « Pronatec » a déjà permis d'inscrire à des cours professionnels cinq millions de jeunes, chiffre qui devrait atteindre les 8 millions d'ici 2014. Concernant l'enseignement supérieur, en l'espace d'une décennie à peine, nous avons enregistré une augmentation de 150 % du nombre d'inscriptions. Il ne s'agit pas d'une simple augmentation linéaire mais, surtout, de

l'augmentation du nombre d'inscrits issus des couches les plus défavorisées de la population. Ainsi, le programme « Prouni » offre plus d'un million de bourses gratuites, tandis que le financement subventionné proposé dans le cadre du programme « Fies » permet à plus d'un million de jeunes issus de milieux défavorisés de s'inscrire dans l'enseignement supérieur privé. Nous avons adopté une politique de quotas pour permettre aux étudiants aux revenus bas et à la population noire et indigène d'accéder aux universités publiques.

13.6 Cette nouvelle mise en valeur stratégique de la connaissance a été récemment renforcée, au Brésil, par la décision historique prise par le gouvernement de Mme Rousseff, déjà approuvée par le Congrès, d'octroyer à l'éducation 75 % des redevances issues de la production pétrolière. Il s'agit là d'un investissement fondamental pour les prochaines générations de Brésiliens et pour l'avenir du pays. Nous transformons une richesse non renouvelable, le pétrole, en une richesse sociale intarissable, la connaissance. En outre, le Brésil déploie des efforts considérables en ce qui concerne la mobilité académique et la coopération en matière d'éducation. Le programme novateur « Ciencia Sem Fronteiras » (Science sans frontières), qui a déjà distribué plus de cinquante-cinq mille bourses, contribue à internationaliser la science brésilienne et à offrir des opportunités inédites à des milliers de jeunes Brésiliens.

13.7 Le Brésil est un important agent de coopération éducative et technique pour de nombreux pays, particulièrement en Afrique et en Amérique latine. Nous conduisons des projets structurants dans les domaines de la production alimentaire, de la fabrication de médicaments et du développement conjugué de l'éducation, des sciences et de la technologie. Je tiens enfin à souligner l'importance de l'élaboration du neuvième tome de l'« Histoire générale de l'Afrique », destiné à faire connaître la grande influence des cultures africaines dans le monde. Voilà pourquoi nous estimons au plus haut point notre partenariat avec l'UNESCO et nous soutenons pleinement l'Initiative mondiale pour l'éducation avant tout (GEFI) lancée par le Secrétaire général de l'ONU pour consolider le programme d'éducation de l'UNESCO. Grâce à son leadership dans les débats mondiaux sur l'éducation, l'UNESCO doit promouvoir une discussion transparente et approfondie sur les processus de collecte de données et le développement d'outils d'évaluation intégrant les volets indissociables de la qualité et de l'inclusion sociale dans les politiques éducatives. Dans le domaine de la coopération scientifique, je tiens à inviter à nouveau tous les pays à participer au Forum mondial sur la science, qui se tiendra à Rio de Janeiro du 24 au 27 novembre prochains. Dans le domaine de la recherche océanographique, le jeune Institut national d'océanographie du Brésil promet de nouvelles opportunités de coopération.

13.8 L'initiative SESAME de l'UNESCO trouvera dans notre Laboratoire national de rayonnement synchrotron un important partenaire pour des programmes d'échange. Dans le domaine du sport et de l'éducation physique, le Brésil, qui accueillera la prochaine Coupe du monde et les Jeux olympiques de 2016, attribue une importance toute particulière à la lutte contre le dopage. Le Brésil a présenté une proposition qui renforce la défense de la culture et de la diversité culturelle en tant qu'éléments fondamentaux de l'agenda post-2015, en ligne avec le document final de la Conférence Rio + 20. Notre engagement s'exprime aussi par des investissements dans la préservation de notre patrimoine culturel national pour un montant supérieur à 700 millions de dollars des États-Unis. Dans le domaine de la communication et de l'information, l'Internet est aujourd'hui un patrimoine vital et stratégique pour l'humanité entière, un élément fondamental pour l'agenda du développement, particulièrement pour l'éducation. Cependant, étant donné qu'il demeure sous la gouvernance d'une poignée d'entreprises appartenant à un seul et même pays, l'Internet est récemment devenu la scène d'une guerre cybernétique d'espionnage qui risque d'entraîner une perte de confiance, de freiner la libre coopération et de porter atteinte aux droits fondamentaux, comme le droit à la vie privée ou le droit à la liberté d'expression. Mon pays a été violemment atteint par de telles pratiques.

13.9 C'est sans doute également le cas d'autres pays ici représentés. Nous devons conjuguer nos efforts au niveau multilatéral afin de garantir que ce patrimoine de l'humanité soit mis au service de la paix, de la coopération, du rassemblement des peuples et des cultures, de la liberté d'information. C'est pourquoi le Brésil soutient pleinement le renforcement de l'action de l'UNESCO dans la promotion de l'éthique et des droits et garanties individuels dans le cyberspace. Nous encourageons l'UNESCO à poursuivre ses efforts pour mettre fin à la fracture numérique et pour stimuler l'utilisation des TIC en tant qu'outils éducatifs. L'Internet, dont l'âme est la liberté, doit être partagé, au nom de l'éducation et de l'intégration des peuples. Un nouveau cadre civil mondial pour l'Internet et le renforcement de celui-ci en tant qu'outil éducatif devraient constituer l'un des fers de lance de l'UNESCO pour pallier aux pratiques d'espionnage et au risque de régression que pourraient causer des politiques de contrôle et de restriction de la liberté. Nous avons appris, au cours des dernières années, qu'il est possible de forger un monde nouveau, qu'il est possible d'atteindre la croissance par la redistribution des revenus, de grandir sans pour autant porter atteinte à l'environnement ; qu'il est possible, enfin, d'allier croissance, inclusion, préservation et conservation. La leçon que nous avons apprise, nous devons l'inclure dans le nouveau programme de développement pour l'après-2015 et étendre encore cet horizon du possible. Nous devons être ambitieux et courageux. Par son exemple et son expérience récente, le Brésil est disposé à contribuer à la réalisation de toutes ces nouvelles possibilités. Les enfants et les jeunes de cette planète le méritent bien. Je vous remercie.

#### 14. **The President:**

Thank you Your Excellency. Our next speaker is His Excellency, Mr José Ignacio Wert Ortega, Minister of Education, Culture and Sport of Spain. Your Excellency, please.

#### 15.1 **Sr. Ortega (España):**

Señor Presidente de la Conferencia General, señora Presidenta del Consejo Ejecutivo, señora Directora General, delegados, ministras y ministros, señoras y señores: es para mí un honor participar en nombre de España en esta Conferencia General y subrayar nuestro compromiso con los valores del multilateralismo que representan las Naciones Unidas. En ese contexto, España presenta su candidatura al Consejo de Seguridad, como miembro no permanente, para el bienio 2015-2016. Nuestro apoyo a las Naciones Unidas pasa por una estrecha relación con la UNESCO.

15.2 Quiero subrayar, señora Directora General, nuestra disposición a seguir cooperando con la Organización pese a la difícil situación económica. En una coyuntura como la actual, los mandatos de la UNESCO son, si cabe, más necesarios. Como país de enorme tradición histórica y cultural y con una gran diversidad biológica, España cuenta con 44 bienes inscritos en la Lista del Patrimonio Mundial y 13 en la Lista del Patrimonio Cultural Inmaterial, 45 reservas en la Red Mundial de Reservas de Biosfera, 5 archivos en el Registro “Memoria del Mundo” y 1 ciudad en la Red de Ciudades Creativas.

15.3 La importante cooperación de España con la UNESCO se pone de manifiesto en cada uno de los ámbitos que componen su mandato. En el educativo, quiero subrayar la Iniciativa Mundial La educación ante todo del Secretario General de las Naciones Unidas. La educación es esencial para construir sociedades más prósperas, más sostenibles y más pacíficas. España secunda decididamente los esfuerzos de la UNESCO para lograr la universalización de la educación, particularmente con el Programa de Educación para Todos y la iniciativa “Apoyemos a Malala”. La UNESCO recalca que para conseguir la educación para todos es imprescindible alcanzar una educación de calidad. Por ello, tras los esfuerzos realizados en la promoción de la alfabetización, la formación profesional y la mejora de las políticas públicas, es el momento de buscar mayor calidad en los sistemas educativos, con el fin de conseguir mejores resultados de aprendizaje, muy especialmente en competencias básicas.

15.4 El Gobierno de España está realizando una importante reforma legislativa para mejorar los resultados de la educación. Conceder mayor autonomía a los centros y promover el liderazgo de los equipos directivos son algunas de las medidas que contiene esa reforma, siguiendo una de las estrategias de la UNESCO, la encaminada a establecer “sistemas receptivos, participativos y responsables de buen gobierno y gestión de la educación”, con el fin de conseguir eficiencia, responsabilidad, transparencia y flexibilidad. No debemos olvidar mejorar la competencia profesional de los docentes. La calidad del profesorado es uno de los factores primordiales para la mejora del sistema educativo.

15.5 La educación es, sin duda, una de las políticas esenciales de toda sociedad avanzada. Es fundamental que nuestros jóvenes tengan una formación de calidad que les garantice su desarrollo personal y les prepare para acceder al mercado laboral. Siempre lo ha sido, pero hoy lo es más que nunca.

15.6 En cultura, España es un país de referencia dentro del patrimonio cultural, tanto por la riqueza y variedad de su patrimonio como por su experiencia en el diseño de fórmulas para su protección. Se han puesto en marcha iniciativas como los encuentros anuales de gestores de sitios declarados patrimonio mundial o el Foro Juvenil del Patrimonio Mundial con el objetivo de mejorar la gestión y sensibilizar a las nuevas generaciones acerca de la necesidad de valorar y preservar nuestro patrimonio.

15.7 En el ámbito del patrimonio cultural inmaterial, se ha presentado el Plan Nacional de Salvaguarda para cuyo apoyo se prevén próximas medidas legislativas que optimicen el cumplimiento de la Convención de la UNESCO en esta materia.

15.8 España también está respaldando, a través de novedosas iniciativas, la Convención sobre la Protección del Patrimonio Cultural Subacuático y la Convención sobre las Medidas que deben Adoptarse para Prohibir e Impedir la Importación, la Exportación y la Transferencia de Propiedad Ilícitas de Bienes Culturales.

15.9 En cuanto a las ciencias naturales, sociales y humanas, España presenta su candidatura al Consejo Internacional de Coordinación del Programa sobre el Hombre y la Biosfera. Confío en que se ratifique la propuesta de crear en Castellet i la Gornal el Centro Internacional sobre Reservas de Biosfera Mediterráneas, dos orillas unidas por su cultura y su naturaleza, como centro de categoría 2.

15.10 España ha regresado al Consejo Ejecutivo de la Comisión Oceanográfica Intergubernamental, y en 2014 se celebrará en Barcelona la Conferencia Internacional sobre Investigaciones Oceanográficas.

15.11 En el ámbito del deporte limpio, España, con la reciente aprobación de una nueva ley, se sitúa en la vanguardia de la lucha contra el dopaje. Contamos con una agencia específica e independiente dotada de capacidad integral para la realización de controles y la tramitación de procedimientos sancionadores. España defiende la transparencia, la dimensión ética del deporte y la propia salud de los deportistas.

15.12 En el campo de la comunicación y la información, España respalda el trabajo de la UNESCO para la protección de la seguridad de los periodistas y del derecho de libertad de expresión y comunicación en todos los medios, incluidos naturalmente los electrónicos y cibernéticos.

15.13 Señora Directora General, le agradezco los proyectos de Estrategia a Plazo Medio y de Programa y Presupuesto que nos ha presentado. España reconoce su compromiso con la reforma de la UNESCO y su voluntad de ajustar su funcionamiento a las actuales circunstancias presupuestarias, haciéndolo más eficaz y eficiente. España va a mantener su decidido apoyo a la UNESCO y su respaldo a los esfuerzos que a su frente usted, señora Directora General, está realizando y se propone realizar. Muchas gracias.

(15.1) **Mr Ortega** (Spain) (*translation from the Spanish*):

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, delegates, ministers, ladies and gentlemen: it is an honour for me to participate on behalf of Spain in the General Conference and to emphasize our commitment to the values of multilateralism as represented by the United Nations. In that context, Spain has submitted its candidacy to the Security Council as a non-permanent member for the 2015-2016 biennium. Our support for the United Nations includes a close relationship with UNESCO.

(15.2) I should like, Madam Director-General, to emphasize our willingness to continue cooperating with the Organization despite the difficult economic situation. In a situation like the one we are currently facing, the mandates of UNESCO are particularly important. As a country with an enormous historical and cultural tradition and great biological diversity, Spain has



44 properties inscribed on the World Heritage List and 13 on the Representative List of the Intangible Cultural Heritage of Humanity, 45 reserves in the World Network of Biosphere Reserves, five archives in the Memory of the World Register and one city in the Creative Cities Network.

(15.3) Spain's important cooperation with UNESCO is evident in all the fields of the Organization's mandate. With respect to education, I should like to mention the Global Education First Initiative of the Secretary-General of the United Nations. Education is vital to the building of more prosperous, sustainable and peaceful societies. Spain endorses firmly the efforts of UNESCO to achieve universal education, in particular through the education for all programme and the "Support Malala" initiative. UNESCO believes that in order to achieve education for all, it is essential to provide quality education. Consequently, following the efforts made in the promotion of literacy, continuing education and improvement of public policy, it is time to improve the quality of education systems with a view to achieving better academic results, especially in the basic skills.

(15.4) The Government of Spain has undertaken a major legislative reform designed to improve academic outcomes. Giving greater autonomy to schools and encouraging leadership in management teams are some of the measures under the reform, reflecting one of UNESCO's strategies, namely, the development of "responsive, participatory and accountable systems of educational governance and management", with a view to achieving efficiency, responsibility, transparency and flexibility. We should not neglect improving the professional skills of teacher. The quality of the teaching staff is an essential factor in bolstering the education system.

(15.5) Education is undoubtedly one of the basic policies of any advanced society. Our young people must have quality education that ensures their personal development and prepares them to join the labour force. It has always been so, but now more than ever.

(15.6) In the field of culture, Spain is a country of reference for cultural heritage issues, owing to both the wealth and variety of its heritage and its experience in developing strategies to protect it. It has carried out initiatives such as the annual meeting of managers of world heritage sites, and the World Heritage Youth Forum, the aim of which is to improve management and make the younger generations aware of the need to recognize and preserve our heritage.

15.7 With respect to the intangible cultural heritage, the national safeguarding plan has been submitted and will give rise to new legislative measures that should maximize compliance with the UNESCO convention in this field.

(15.8) Spain has also been supporting, through new initiatives, the Convention on the Protection of the Underwater Cultural Heritage and the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property.

(15.9) With regard to the natural, social and human sciences, Spain has submitted its candidacy to the International Coordinating Council of the Programme on Man and the Biosphere. I am confident that approval will be granted to the proposal to establish, in Castellet i la Gornal, the International Centre on Mediterranean Biosphere Reserves, two coastlines united by their culture and their natural environment, as a category 2 centre.

(15.10) Spain has returned to the Executive Council of the Intergovernmental Oceanographic Commission, and in 2014 the International Ocean Research Conference will be held in Barcelona.

(15.11) In the field of clean sport, Spain, with the recent adoption of a new law, is now in the vanguard of the combat against doping. It has a special independent agency with full capacity for monitoring and for handling disciplinary procedures. Spain champions transparency, the ethical dimension of sport, and good health for athletes.

(15.12) With regard to communication and information, Spain supports UNESCO's efforts to guarantee the safety of journalists and the right to freedom of expression and communication in all media including, of course, electronic and digital media.

(15.13) Madam Director-General, I welcome the projects in the Medium-Term Strategy and the Programme and Budget that have been submitted to us. Spain is committed to the reform of the Organization and its determination to adapt its operations to the current budget situation, making them more effective and efficient. Spain will continue to provide resolute support to UNESCO and to champion the efforts that you, Madam Director-General, as head of the Organization, are making and plan to make. Thank you.

## 16. **The President:**

Thank you Your Excellency. Our next speaker is His Excellency, Mr José Antonio Rodríguez, Minister of Culture of the Dominican Republic.

### 17.1 **Sr. Rodríguez (República Dominicana):**

Señor Presidente de la Conferencia General, Excelentísimo Sr. Hao Ping , señora Irina Bokova, Directora General de la UNESCO, señores jefes de delegaciones, ministros, delegados, honorables embajadores, señoras y señores: me permito felicitar al Sr. Hao Ping por su elección como Presidente de esta 37ª reunión de la Conferencia General, y extender nuestras más cálidas felicitaciones a la Sra. Irina Bokova por su designación por el Consejo Ejecutivo para continuar desempeñándose como Directora General de la UNESCO. Como tal, tiene usted un desafío por delante, una UNESCO con grandes restricciones presupuestarias arrastradas desde la Conferencia General anterior, que en lugar de poner en peligro el futuro de la Organización nos obliga a nosotros, sus miembros, a mostrar nuestra capacidad creativa.

17.2 Señora Bokova: en su primera intervención en este escenario, usted se hizo y nos hizo una pregunta: ¿en qué mundo queremos vivir? Con todo el respeto, quisiéramos contribuir con nuestra humilde respuesta. Queremos vivir en un mundo incluyente, participativo. Tenemos que ver el mundo como nuestra gran casa, no la casa que dirigen los más fuertes, porque la fuerza en una casa está más en las manos de los pequeños, en esos duendes que descubren lo sucio y lo limpian, esos duendes que colocan los muebles en el lugar que permita su utilización y no estorben, esos fantasmas que, sin una voz amparada en la fortaleza del poder económico, tienen en sus manos el funcionamiento de la casa.

17.3 El mundo que queremos es más el tablero de ajedrez donde los observadores no solo asumen las jugadas de los dos ajedrecistas enfrentados, sino, y sobre todo, de los que exteriorizan sus propias jugadas y las hacen posibles a través de esos que, por casualidad de la vida, están ocupando ambos extremos del tablero.

17.4 Queremos el mundo que pregonan la UNESCO, el mundo de los acuerdos pero, sobre todo, de los resultados de esos acuerdos. No queremos pertenecer a una institución de promesas que se repiten cada dos años, queremos traer resultados cada dos años, queremos provocar, como miembros de esta Organización, que otros países hermanos puedan verse reflejados en las acciones de otro país y puedan mejorarlas o cambiarlas, perder el miedo a la equivocación y equivocarnos en el intento.

17.5 Queremos una casa llena de espejos que nos ayuden a descubrir nuestras bondades reflejadas, pero no quedarnos en reflejo, sino como espejos. Para lograrlo, el Presidente de la República Dominicana, Danilo Medina, tiene como parte de sus prioridades, dentro de la Estrategia Nacional de Desarrollo, el Pacto por la Educación, para hacer posible un sistema educativo incluyente y de calidad. En ese marco, el Presidente Medina cumplió con su compromiso de destinar el 4% del PIB a la educación preuniversitaria. Igualmente, el Gobierno está trabajando con el Plan Nacional de Alfabetización "Quisqueya Aprende Contigo", que permitirá enseñar a leer y escribir en dos años a más de 700.000 adultos mayores de 15 años, con el objetivo propuesto de erradicar el analfabetismo para 2015. Además, nuestro país cuenta con seis Cátedras UNESCO, lo que reafirma nuestro apoyo al fortalecimiento de la investigación científica, tecnológica y la innovación. Ser espejo, no reflejo.

17.6 El Ministerio de Cultura de la República Dominicana ha asumido como política de acción una visión participativa y democrática de los ciudadanos en su labor cultural mediante la inclusión de las comunidades en la determinación de prioridades en ese sentido, ha invitado a la ciudadanía a participar en la primera convocatoria de proyectos en la que, a solo un mes de finalizar, se han aprobado cerca de un centenar de propuestas realizadas por seis de las diez regiones que completarán toda la geografía nacional para el mes de diciembre. La República Dominicana se encuentra en el presente priorizando las políticas públicas, haciendo especial hincapié en el fortalecimiento de los vínculos entre educación y cultura y entre economía y cultura, como factores sustanciales del desarrollo. Ser espejo, no reflejo.

17.7 La República Dominicana, considerando los programas del Sector de Ciencias Sociales y Humanas de gran importancia, promovió el Premio UNESCO/Juan Bosch para la Promoción de la Investigación en Ciencias Sociales en América Latina y el Caribe que, para gran satisfacción nuestra, fue entregado por primera vez el pasado 29 de octubre en esta misma sala. Ser espejo, no reflejo.

17.8 Hace apenas unos días, fueron incluidos en la nómina de nuestra institución 129 nuevos miembros del Teatro Orquestal Dominicano. Tal vez este número de nuevos artistas parecería pequeño si no les revelamos que estos trabajadores del tren gubernamental tienen la condición mal llamada de "personas con discapacidad" y que ahora nos enseñan que son capacidades diferentes.

17.9 Nuestro país entiende que para formar parte de la gran casa llamada mundo, primero debe arreglar su habitación, y lo hace sin levantar el látigo para espantar el diálogo, sin necesidad de violentar ni transgredir a los que habitan en esa habitación del mundo llamado país, reiterando el respeto a los derechos humanos y las libertades fundamentales, la igualitaria dignidad de las distintas culturas, el acceso equitativo a las expresiones culturales y la apertura a las culturas del mundo. Ese país llamado República, con una identidad y cultura llamada Dominicana, que busca ser espejo y no reflejo. Entendemos que para lograr el mundo llamado casa, donde queremos vivir, necesitamos el auxilio de la institución que agrupa las habitaciones conjuntas llamadas países, institución que hoy nos acoge y llamamos UNESCO.

17.10 Para ello, el Gobierno de la República Dominicana ha decidido presentar su candidatura al Consejo Ejecutivo de la UNESCO para el periodo 2013-2017 en las elecciones que tendrán lugar en esta 37ª reunión de la Conferencia General de la UNESCO. La decisión de presentar esta candidatura responde a nuestro compromiso con la UNESCO y a nuestra convicción de la importancia del papel primordial que debe continuar desempeñando esta Organización dentro del sistema de las Naciones Unidas, en el marco de la evolución de la sociedad contemporánea pero, sobre todo, porque si queremos seguir siendo espejos debemos reflejar nuestras experiencias y lograr que nuestra casa realmente se convierta en el mundo que queremos vivir. Muchas gracias.

(17.1) **Mr Rodríguez** (Dominican Republic) (*translation from the Spanish*):

Mr President of the General Conference, Your Excellency, Mr Hao Ping, Ms Irina Bokova, Director-General of UNESCO, heads of delegations, ministers, delegates, distinguished ambassadors, ladies and gentlemen: allow me to congratulate Mr Hao Ping on his election as President of this 37th session of the General Conference, and to extend our warmest congratulations to Ms Irina Bokova on her nomination for re-election by the Executive Board as Director-General of UNESCO. In that capacity, you are facing a challenge, a UNESCO with great budgetary restrictions in effect since the previous General Conference, which instead of threatening the future of the Organization obliges us, its members, to demonstrate our creative skills.

(17.2) Ms Bokova: in your first statement before the Conference, you asked yourself and you asked us a question: in what kind of world do we wish to live? With all due respect, we should like to contribute our modest response. We would like to live in an inclusive and participatory world. We must imagine the world as our great house, but not a house that is run by the most powerful, because strength in a house lies more in the hands of the little people, in those elves who find the dirt and clean it up, those elves who put the furniture where it is useful and doesn't get in the way, those spirits who, without a voice backed by economic power, are in charge of the management of the house.

(17.3) The world that we wish for is more like a chessboard where the spectators not only make the moves for the two opponents but also, especially, for those opponents who make their moves by proxy by using others who, by coincidence, occupy a marginal place on the board.

(17.4) We would like the world proclaimed by UNESCO, a world of agreements and, especially, of the results of those agreements. We do not wish to belong to an institution where the same promises are made every two years; we want to achieve results every two years. We want to ensure, as members of this Organization, that other friendly nations can see themselves reflected in the action of another country and can improve or alter that action, and can overcome the fear of being mistaken or of making a mistake in the attempt.

(17.5) We would like a house filled with mirrors that would help us to discover our reflected virtues, but we must go beyond reflections and act as mirrors. To that end, the President of the Dominican Republic, Danilo Medina, has placed on his list of priorities, under the national development strategy, the education pact, with a view to building an inclusive, quality education system. Within that framework, President Medina is fulfilling his commitment to allocate 4% of GDP to pre-university education. The Government is also implementing the national literacy plan "Quisqueya Aprende Contigo", which will teach more than 700,000 adults over the age of 15 to read and write within two years, with a view to eradicating illiteracy by 2015. In addition, our country has six UNESCO chairs, which demonstrates our commitment to strengthening science and technology research and innovation. Mirror, rather than reflect.

(17.6) The Ministry of Culture of the Dominican Republic has implemented an action plan based on a democratic vision of citizen participation in its work in which communities have a voice in the determination of cultural priorities. It has invited the public to participate in the first call for projects, under which, at only one month before completion, approval has been granted to approximately 100 proposals submitted by six of the ten geographical regions that will be consulted by December. The Dominican Republic is currently prioritizing its public policies, with special emphasis on strengthening the links between education and culture and between economics and culture, as important factors of development. Mirror, rather than reflect.

(17.7) The Dominican Republic, considering the programmes of the Social and Human Sciences Sector to be of great significance, sponsored the UNESCO/Juan Bosch Prize for the Promotion of Social Science Research in Latin America and the Caribbean which, to our great satisfaction, was awarded for the first time on 29 October in this very room. Mirror, rather than reflect.

(17.8) Only a few days ago, 129 new members of the Teatro Orquestal Dominicano were put on the payroll of our institution. Perhaps the number of new artists seems small but let us point out that these civil servants have what is inappropriately labelled as "disabilities" and that today we are teaching that such disabilities are actually different kinds of abilities.

(17.9) Our country is aware that to become part of the great house known as the world, one must first put one's own house in order. This must be done without cracking the whip to suppress dialogue, and without the need to attack or violate those who live in the world's houses (countries), but instead by reaffirming respect for human rights and fundamental freedoms, the equal dignity of different cultures, equal access to cultural expressions and openness to the cultures of the world. This country, called the Republic, with an identity and culture called Dominican, seeks to be a mirror and not a reflection. We understand that to deal with the world we call home, where we would like to live, we need the help of the organization that brings all our houses (countries) together, the organization which welcomes us today and which we call UNESCO.

(17.10) The Government of the Dominican Republic has therefore decided to submit its candidacy for membership on the Executive Board of UNESCO for the period 2013-2017, elections for which will be held during this 37th session of the General Conference of UNESCO. The decision to become a candidate is in harmony with our commitment to UNESCO and our belief in the importance of the key role that the Organization must continue to play within the United Nations system in the context of the evolution of contemporary society, a role that is particularly important because if we wish to continue being mirrors, we must reflect our experience and ensure that our house is really transformed into the world in which we would like to live. Thank you.

## 18. **The President:**

Thank you Your Excellency. Our next speaker is Her Excellency, Ms Octavia Modert, Minister of Culture of Luxembourg. Your Excellency, please.

## 19.1 **Mme Modert (Luxembourg) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Excellences, Mesdames et Messieurs les délégués, dès le premier jour, la Conférence générale a opéré un choix intelligent et judicieux. Mes plus sincères vœux de réussite vous accompagnent dans l'accomplissement de votre mission.

19.2 Mesdames et Messieurs, l'UNESCO a connu des temps difficiles depuis que nous nous sommes rencontrés la dernière fois dans cette enceinte. La cessation du versement de leur contribution par les États-Unis et Israël a amputé de près d'un quart le budget de l'Organisation : je voudrais lancer un appel au retour dans l'Organisation. Dans ces conditions éprouvantes, la Directrice générale a assumé ses responsabilités en engageant un processus de réformes pour rendre l'UNESCO plus efficace et plus opérationnelle. Réformes dont, sincèrement – ne nous voilons pas la face –, l'Organisation avait de toute façon besoin. Et elle aura besoin d'autres réformes encore à l'avenir.

19.3 La crise financière a été vécue comme une occasion de restructurer l'Organisation. Il faudra que le processus de réformes soit poursuivi et mené à son terme. Pour ce faire, la Directrice générale a le plein soutien du Luxembourg. Le Conseil exécutif lui a déjà renouvelé sa confiance pour un nouveau mandat. Nous nous félicitons de cette décision, que nous avons défendue aux côtés de nos partenaires du Bénélux, et nous espérons que la Conférence générale approuvera ce choix mardi prochain.

19.4 Monsieur le Président, depuis sa création, l'éducation, la science et la culture sont au cœur des préoccupations de l'UNESCO. La prise en compte, voire la prise en charge, des évolutions sociétales dans ces domaines représente un défi constant, particulièrement en des temps où les frontières entre disciplines deviennent de plus en plus fluides, ce qui ne rend pas forcément les choses plus aisées, mais je pense qu'il faut voir ces rapprochements également comme une chance. La toute récente déclaration de Hangzhou sur la culture comme clé du développement durable me conforte dans cette pensée, puisqu'elle appelle notamment à intégrer systématiquement la dimension culturelle dans les définitions du développement durable et du bien-être ainsi que dans la conception, l'évaluation et l'application concrète des politiques et programmes de développement.

19.5 Le Luxembourg soutient pleinement cette ambition. La culture et l'éducation sont un fondement de toute démocratie. Il faut donc soutenir et renforcer ces domaines vitaux. J'aimerais donc insister ici sur un autre programme UNESCO qui nous tient à cœur : le Réseau des écoles associées. Ce projet fête cette année son 60<sup>e</sup> anniversaire et il est très précieux, car son but est de transmettre aux jeunes les valeurs de la tolérance, du respect des droits de l'homme et de l'ouverture à d'autres manières de penser, de sentir et d'agir.

19.6 Je suis profondément convaincue que ce n'est qu'à travers la compréhension internationale, le respect de l'altérité, l'intérêt pour la culture de l'autre et l'échange d'idées – domaines d'excellence de l'UNESCO – que l'humanité arrivera à faire régner la tolérance, et donc la paix, là où, aujourd'hui, persistent fanatisme, misère et donc conflits. Il convient de commencer à dispenser très tôt, dès le plus jeune âge, un tel enseignement. C'est la raison pour laquelle le Luxembourg met tellement l'accent sur le Réseau du système des écoles associées. Le Luxembourg compte parmi les pays où les écoles associées sont les plus nombreuses. Nous voudrions encourager l'UNESCO à étendre et à renforcer ce Réseau.

19.7 Face aux problèmes d'infrastructure et de financement persistants, notamment dans les régions les plus démunies du globe, je tiens à saluer également l'action menée par l'UNESCO dans le domaine de l'éducation par le numérique, qu'il convient de renforcer dans les prochaines années pour suivre l'évolution technologique. En effet, le numérique, formidable vecteur de communication et d'information, mais aussi d'échanges interculturels, est un allié formidable dans la lutte contre l'ignorance et l'intolérance. À ce titre, il doit être pleinement exploité. Faut-il souligner que l'Internet doit rester un espace ouvert à tous, où chacun puisse s'exprimer librement et sans entraves ? Y a-t-il lieu de répéter que la censure et la subtilisation de données personnelles dans cet espace de liberté sont complètement inacceptables ? Et c'est en ma qualité de Ministre de la culture et de Ministre de la justice que je le dis. La Directrice générale a le plein soutien du Luxembourg, elle qui cherche à obtenir que le cyberspace demeure un espace de liberté et de libre communication tout en assurant une protection contre la cybercriminalité – ce que l'UNESCO fait déjà, de manière plus générale, lorsqu'elle plaide pour la liberté d'expression et, en particulier, pour la sécurité des journalistes, un sujet malheureusement redevenu d'une dramatique actualité.

19.8 Monsieur le Président, dans le concert des nations et dans les enceintes internationales, la voix de l'UNESCO est essentielle et indispensable. Sachez que vous pourrez toujours compter sur mon pays pour la faire entendre. Je vous remercie de votre attention.

*Mr Rodríguez (Dominican Republic) takes the Chair.*

**20. The President:**

Ahora escucharemos las palabras la Excm. Sra. Claudia Schmied, Ministra de Educación, Arte y Cultura de Austria.

(20) **The President** (*translation from the Spanish*):

Now let us hear from Her Excellency Ms Claudia Schmied, Austrian Minister of Education, Arts and Culture.

**21.1 Ms Schmied (Austria):**

Thank you very much, Mr President, Madam Director-General, Excellencies, dear ministers, ladies and gentlemen, first of all I would like to congratulate Mr Hao Ping, who I think has just left the room for a few minutes, on his election as President of this session of the General Conference. I can assure you of Austria's full cooperation in this General Conference. Austria, ladies and gentlemen, also welcomes the Executive Board's nomination of Irina Bokova to head our Organization for another four years. Madam Director-General, we appreciate your work very much. Thank you for your efforts and good luck in the new period.

21.2 Ladies and gentlemen, over the last six months UNESCO has been engaged in a really hard strategic process. Austria endorses this reform process. Pragmatism and cooperation between Member States are important elements of this approach. Pragmatism and cooperation will ensure a positive future for our Organization. UNESCO is strengthening the global framework of society, of our societies, and therefore ladies and gentlemen, UNESCO has to do a lot of work. UNESCO is doing invaluable work to advance freedom of the press and the protection of journalists, the understanding of gender issues, equality, human rights and tolerance and cultural diversity.

21.3 Ladies and gentlemen, dear ministers, education for all is a right of everyone and not a privilege of a chosen few. Education is the basis for the development of human society. We need to address poverty and disadvantage by investing in education. Education is a precondition for all children to become global citizens and to enable them to lead a fulfilled life. Therefore, ladies and gentlemen, education and basic education in particular should be a top priority for UNESCO. Lifelong learning, vocational training, and the promotion of high-quality education are key cornerstones and are important and all these topics need unrestricted public support. We can shape our future in an international dialogue of learning and teaching. Unfortunately, ladies and gentlemen, we will not reach one of UNESCO's main targets for 2015, namely primary school education for all. But, ladies and gentlemen, we need to stick to this goal. Educational policy is a major policy area for all countries. Education requires our full attention.

21.4 UNESCO is the only specialized agency within the United Nations system which is entrusted with culture. It is this unique mandate which has led UNESCO to become a pioneer of cultural policy. The free flow of information and access to communication and information have always been the most powerful motivating factors for our societies. The digital age offers new and unprecedented opportunities for democracy and intercultural participation in our countries. Ladies and gentlemen, we, the Member States, are committed to supporting UNESCO in this challenging situation. We should set aside our individual interests for the sake of a re-orientation of UNESCO. UNESCO and this General Conference will be successful if our work is guided by a spirit of dialogue and consensus for a free, global and human society. Thank you very much.

22. **The President:**

Thank you Your Excellency. Now we are going to listen to Her Excellency, Ms Elizabeta Kanceska-Milevska, Minister of Culture of the former Yugoslav Republic of Macedonia.

23.1 **Ms Kanceska-Milevska** (The former Yugoslav Republic of Macedonia):

Distinguished President of the General Conference, distinguished Director-General, Chair of the Executive Board, Heads of Delegations, please allow me at the outset to express my enormous pleasure at having the opportunity to address this eminent forum, and once again emphasize the significance of UNESCO and the authority it possesses, engaging the world's intellectual, political elite, and media. I will point out with great pleasure that over the past years, UNESCO has been recognized in our country, the former Yugoslav Republic of Macedonia, as an organization which justified its existence by focusing its policies and development goals towards our common interests. In that context, we are proud of the contribution invested in the promotion and implementation of activities and initiatives of the Organization, not only at national, but at regional and international levels. In this sense, I would like to express my belief that this 37th session of the UNESCO General Conference will allow us to summarize the achieved results, but also set new goals that will, in the spirit of UNESCO's commitments, enhance our collaboration and employ it for the benefit of the citizens of our countries.

23.2 Ladies and gentlemen, the Government of the former Yugoslav Republic of Macedonia, as a UNESCO Member State, pays great attention to its collaboration with the Organization and strives to establish active and constructive collaboration with other UNESCO Member States. During the period between two UNESCO General Conferences, our country completed numerous activities that enriched our experience in the fields of culture, education, information, society, environment, and other areas. We also implemented many projects, thus making our contribution to resolving the problems humanity is facing today.

23.3 Having in mind the universal values and principles comprising each religion, but also the fact that diversity of cultures, religions, and civilizations represents a positive contribution and great potential, our country, with the support of UNESCO, in May this year successfully organized for the third time the World Conference on Dialogue among Religions and Civilizations. The Third World Conference entitled "Freedom and dignity – Fundamental Values in Inter-Human, Inter-Religious and Inter-Cultural Relations", as well as the previous conferences, were part of the global agenda of the United Nations and UNESCO's dialogue among civilizations and marked three important anniversaries: 1,700 years from the establishment of tolerance for Christianity; 70 years from the Holocaust, and 10 years from the Summit of Heads of State of South-East Europe, "Dialogue among Civilizations", and the Ohrid message for peace.

23.4 Ladies and gentlemen, the former Yugoslav Republic of Macedonia fully supports the commitments of UNESCO for improving regional cooperation. The protection and promotion of tangible and intangible cultural heritage, the respect of diverse artistic expressions, and intercultural dialogue are priorities of our action at the national and international levels. In line with this, the former Yugoslav Republic of Macedonia has submitted three applications for inscription on the UNESCO Representative List of the Intangible Cultural Heritage of Humanity and is an active participant in three international applications. In the spirit of the 10th anniversary of the adoption of one of the most important conventions of UNESCO on the preservation of intangible cultural heritage, we completed another significant activity this year. On 25 October 2013 the Macedonian National Committee on Traditional Music, supported by the Ministry of Culture and the UNESCO National Commission, held a concert where it presented the authentic national folk, musical and dance values of the intangible cultural heritage of countries in south-east Europe, including Bulgaria, Albania, Romania, Croatia and Turkey, which have all inscribed their intangible cultural heritage on the UNESCO list. This event has undoubtedly conveyed the universal message for the promotion of unity, a world without borders, and respect for the diversity of each country in the large European family.

23.5 Ladies and gentlemen, starting from our firm commitment to a contemporary approach in the protection and improvement of cultural expressions, as instruments for dialogue and mutual understanding, the Ministry of Culture of the former Yugoslav Republic of Macedonia has ensured continuous support for the projects promoting and affirming the diversity of cultural expression. With great interest, we took part in UNESCO's programmes and initiatives which focused on improving the quality of education, as well as the formulation of strategies and programmes within UNESCO's long-term programmes such as education for all and lifelong learning. We used the experience of UNESCO to implement information and communication technologies, and improve protection of the environment. In 2013, we established a national committee for the MAB (Man and Biosphere) programme and together with the Government of Albania submitted an application for proclamation of the transboundary biosphere reserve Ohrid-Prespa. One of the more relevant activities which we expect to be positively affirmed during this General Conference is our application for the establishment of an institute of earthquake engineering and engineering seismology (IZIIS) in Skopje, as a category 2 institute under the auspices of UNESCO. By the establishment of this institute, our country will contribute to the prevention and mitigation of earthquake-related risks.

23.6 Finally, ladies and gentlemen, on this occasion, I would like to assure you that the former Yugoslav Republic of Macedonia, as a Member of the UNESCO Executive Board, will consistently strive to develop UNESCO, to strengthen its international role, and enhance the traditional cooperation with other Member States. The former Yugoslav Republic of Macedonia is ready to continue its constructive contribution in the future and will continue to stand for the preservation of peace and development of democratic processes in all domains of social life, the protection and advancement of human rights and freedom, improved living standards, and collaboration with its neighbours, Europe and the other countries in the world. Thank you.

24. **The President:**

Thank you Your Excellency. Now we are going to hear from Her Excellency, Ms Jet Bussemaker, Minister of Education, Culture and Science of the Netherlands.

25.1 **Ms Bussemaker** (Netherlands):

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Your Excellencies, ladies and gentlemen, as the Dutch Minister of Education, Culture and Science, I am speaking to you today on behalf of the Kingdom of the Netherlands. At first I would like to thank the Director-General, Ms Irina Bokova, for the way she has guided the Organization through a difficult period these past four years. She deserves our support. We in the Netherlands fervently hope that the trend of reforms will continue over the next four years, because UNESCO's task for the coming years, as far as we are concerned, is to protect what is vulnerable.

25.2. Today I would like to name three subjects which we in the Netherlands feel are particularly in need of protection and which are crucial cornerstones of a democratic society. These are culture, freedom of speech and respect for diversity. First of all culture, and in particular heritage. Heritage is precious, vulnerable and it determines our identity, and it is precisely for these reasons that heritage is not always spared during armed conflicts. Consider the situation in Iraq, Libya and the Syrian Arab Republic, and now also in Mali. This is why the Netherlands attaches great importance to UNESCO's ability to protect cultural property against such activities as illegal trade. The Hague Convention of 1954 is still a powerful tool in this regard. This is proven by the fact that the Netherlands was recently able to return four icons to Cyprus, nearly 40 years after they had been looted from island monasteries, and by the fact that the Netherlands helped protect ancient manuscripts in Mali by taking them to safety in the utmost secrecy.

25.3 Then, my second point, freedom of speech and expression, also mentioned by Sweden, Norway, Finland and Denmark. Freedom of speech and expression, and in particular, the safety of journalists. An independent media is essential for a properly functioning democracy. However, 2012 saw more journalists murdered than ever before. Last week the French journalists Ghislaine Dupont and Claude Verlon were killed while at work in Mali. Others face imprisonment, blackmail, or abuse. For the Netherlands, therefore, the implementation of the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity is of great weight. We ask for an active commitment from Member States to ensure the safety and independence of journalists and to stand up to those who prevent it.

25.4 My third point on vulnerability is that we in the Netherlands feel that we have to protect the rights of lesbians, gays, bisexuals and transgender persons, or, as we say, the LGBT community. On International Day against Homophobia and Transphobia last May I made agreements with 12 European ministers on this topic during a conference in The Hague. We are concerned about bullying in schools and the relatively high suicide rate among LGBT students. This is why the Netherlands held a side event here today to raise awareness of this issue. We will also provide financial support to UNESCO's initiative to address homophobic bullying, because LGBT rights are universal human rights. Also, violence against women is one of the most revolting violations of human rights. We in the Netherlands declare ourselves openly against all forms of violence and we aim to ensure that the United Nations pays extra attention to vulnerable groups such as girls, poor women, immigrant women and LBT women.

25.5 I would like to mention apart from these three issues, another issue that affects the quality of life of people throughout the world, and that is effective water management. It is essential for the safety of people and the possibility of survival. Through the centuries we have experienced this personally in the Netherlands. I would like to encourage UNESCO to strengthen its leading role in this area. The Netherlands will gladly contribute to these efforts, through the UNESCO-IHE Institute for Water Education and other channels.

25.6 Finally, we will of course continue our work on education, not only the issue of access to education but also the quality of education, the ongoing professionalization of teachers and the connections between education and the labour market. Mr President, in the interest of peace and freedom all over the world, UNESCO must be enabled to operate effectively and decisively on all these themes, so that we can transform vulnerability into strength. And to do so, reforms and active contributions from all Member States will remain indispensable. Thank you for your attention.

26. **The President:**

Thank you, Your Excellency. Now we welcome His Excellency, Mr Serigne Mbaye Thiam, Minister of Education of Senegal.

27.1 **M. Thiam** (Sénégal) :

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs les ministres et chefs de délégation, Excellences, Mesdames, Messieurs, la délégation du Sénégal se félicite de la qualité des documents 37 C/4 et 37 C/5, qui accordent une importance particulière à l'Afrique et à l'égalité des genres. Le soutien à ces priorités est nécessaire et les efforts doivent être poursuivis, malgré les contraintes budgétaires, pour que leur mise en œuvre soit effective.

27.2 Mesdames, Messieurs, je suis heureux de constater que plusieurs des axes d'action proposés recoupent les priorités actuelles de la politique de développement du Gouvernement du Sénégal, définie par Son Excellence Monsieur Macky Sall, Président de la République. Ainsi, dans le domaine de l'éducation, la délégation du Sénégal se félicite des orientations du grand programme I et approuve ses objectifs stratégiques, qui concourent à la paix et au développement durable. Dans ce sens, le Sénégal a adopté un nouveau programme sectoriel d'éducation et de formation pour la période 2013-2025 ; ce nouveau programme intitulé PAQUET (Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence) met l'accent sur des objectifs qui correspondent aux orientations et recommandations de l'UNESCO.

27.3. Monsieur le Président, il est vrai qu'une éducation inclusive de qualité ne saurait être possible sans une prise en compte du secteur non formel. Dans cette optique, le Gouvernement du Sénégal a engagé un ambitieux projet de modernisation des écoles traditionnelles d'apprentissage du Coran.

27.4 Dans le domaine de l'enseignement supérieur, l'ambition politique du Gouvernement du Sénégal est de faire de ce secteur et de la recherche des piliers du développement économique et social, l'accent étant mis sur les sciences, les technologies, l'ingénierie et les mathématiques. C'est dans ce cadre que l'Université virtuelle sénégalaise (UVS) vient d'être créée, qui exploite les technologies de l'information et des communications.

27.5 Par ailleurs, vous n'ignorez pas que le Sénégal abrite le siège de la Conférence des ministres de l'éducation des pays ayant le français en partage (CONFEMEN), depuis sa création en 1960. À ce titre, le Sénégal souhaite, depuis cette tribune, inviter les membres de la Conférence générale à prendre connaissance du message adressé par les ministres de la CONFEMEN à la communauté internationale, dans leur Déclaration sur les priorités de l'éducation pour l'agenda de l'après-2015.

27.6 Mon pays encourage aussi l'UNESCO à poursuivre ses activités dans les domaines de l'eau, de la biodiversité et de la prévention des risques et des catastrophes, et souhaite que les moyens alloués aux programmes y afférents soient renforcés.

27.7 Mesdames, Messieurs, au Sénégal, l'émergence ne saurait aller sans une politique sociale inclusive, attentive à la réduction des inégalités. Aussi, dans le domaine des sciences sociales et humaines, la délégation du Sénégal appelle-t-elle à poursuivre la réflexion sur les transformations sociales et le dialogue interculturel. Le devoir de mémoire, qui est aussi un droit, nous commande de faire converger nos efforts au service d'une utilisation à des fins pédagogiques de l'histoire de l'Afrique.

27.8 S'agissant du grand programme portant sur la culture, les priorités qui y sont définies correspondent aux orientations de notre politique culturelle nationale, qui encourage à la fois la sauvegarde de la pluralité des expressions culturelles et la valorisation économique du patrimoine culturel.

27.9 En outre, le Sénégal, qui fait de la liberté d'expression une liberté constitutionnelle fondamentale, souhaite que des moyens plus importants soient alloués aux programmes de formation et de renforcement des capacités des journalistes en Afrique, ainsi qu'à l'appui aux établissements de formation.

27.10 Je voudrais terminer mon propos en exprimant l'intérêt, les encouragements et la gratitude de mon pays à l'endroit des femmes et des hommes de l'UNESCO, ces ressources humaines de qualité qui s'investissent chaque jour, dans un contexte pas toujours favorable, pour mettre en œuvre efficacement projets et programmes. Je vous remercie de votre attention.

## 28. The President:

Thank you, Your Excellency. Now we welcome His Excellency, Professor Mohammad Thneibat, Minister of Education of Jordan.

٢٩,١ السيد ذنبات (الأردن):

بسم الله الرحمن الرحيم. السيد رئيس المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المدير العام لليونسكو، أصحاب المعالي والسعادة رؤساء وأعضاء الوفود، الحضور الكرام، السلام عليكم ورحمة الله وبركاته. وبعد، يسرني أن أتقدم بأحر التهاني وأطيب التمنيات إلى سعادة السيد هاو بنغ بمناسبة انتخابه رئيساً للمؤتمر العام في دورته السابعة والثلاثين، وتتمنى له التوفيق في إنجاز المهام الملقاة على عاتقه. كما أتقدم بالشكر إلى السيدة كاتالين بوداي، رئيسة المؤتمر العام في دورته السادسة والثلاثين، على الجهود التي بذلتها خلال ترؤسها لأعمال هذه الدورة. والشكر موصول للسيدة أليساندرا كمتنز، رئيسة المجلس التنفيذي، والسيدات والسادة أعضاء المجلس التنفيذي على جهودهم التي بذلوها خلال اجتماعات المجلس السابقة. وأما السيدة إيرينا بوكوفا، فنقول لها شكراً على قيادة أعمال المنظمة للأعوام الأربعة الماضية، لقد لمسنا جميعاً نتاج العمل المتواصل ونتمنّى عالياً تلك الجهود، ونبارك لها إعادة انتخابها مرة ثانية.

٢٩,٢ السيدات والسادة، إن بناء حصون السلام وإقامة مجتمع دولي خالٍ من العنف يعيش فيه الناس جميعاً في كرامة، ويسعون إلى تحقيق الصالح المشترك للجنس البشري يتطلب منا جميعاً إقامة شراكة عالمية تستند إلى الحوار والفهم المتبادل، وتعزيز مبدأ العدالة والمساواة في مجتمعاتنا، وإرساء قواعد التنمية المستدامة على أساس من القيم والمبادئ الأخلاقية المقبولة عالمياً، كما جاء في إعلان الأمم المتحدة بشأن الألفية الذي أقرته الجمعية العامة للأمم المتحدة. كما أن المحافظة على التراث العالمي واجب تسعى دول العالم إلى تحقيقه باعتباره إحدى مرجعيات الفهم المتبادل وحوار الثقافات. ومن هنا فإن الأردن تدعو المجتمع الدولي ومنظمة اليونسكو إلى الضغط على السلطات الإسرائيلية للالتزام بقرارات الأمم المتحدة ومنظمة اليونسكو فيما يخص مدينة القدس، وعدم القيام بأي أنشطة أو مشاريع تهدف إلى تغيير معالم مدينة القدس القديمة ومنحدر باب المغاربة خلافاً للقانون الدولي. وما استمر الحفرات الإسرائيلية داخل المدينة وما حولها إلا جزء من المخططات الرامية إلى تغيير الوضع الراهن، إذ إن القدس مدينة محتلة وفق القانون الدولي وهي مدرجة في قائمة التراث العالمي منذ عام ١٩٨١ بطلب من الأردن وفي قائمة التراث العالمي المعرض للخطر منذ عام ١٩٨٢.

٢٩,٣ السيدات والسادة، يواجه التعليم في كثير من بلدان العالم مشكلات وعقبات أدت إلى حرمان نسبة لا بأس بها من أطفال العالم من الانتفاع بالتعليم أو اكتساب المهارات الأساسية اللازمة للإلمام بالقراءة والكتابة، يضاف إلى ذلك حرمان الملايين من الشباب والكبار من فرص التعليم والتدريب التي يحتاجون إليها لدخول سوق العمل. ولعل عدم كفاية الموارد المالية والبشرية بالإضافة إلى الكوارث الطبيعية في الدول، ونزوح السكان من بلدانهم إلى البلدان المجاورة بسبب الحروب والصراعات الداخلية قد ساهم وإلى درجة كبيرة جداً في مثل هذه النتائج. وتأثرت بذلك الفئات النازحة ومواطنو الدول المضيفة لهم، وفي هذا المجال فقد تحمّل الأردن عبئاً كبيراً عند استضافته لأبناء الدول المجاورة عبر السنين الماضية من أشقائه الفلسطينيين والعراقيين، وعند استضافته لأبناء الشقيقة الجمهورية العربية السورية، فقد أضاف ذلك عبئاً ثقيلاً آخر على موازنة الدولة ومحدودية مواردها، ولذلك فإننا نطلب من مؤتمركم الكريم حث الدول الأعضاء

على تقديم الدعم والمؤازرة إلى الأردن لمساعدته في القيام بهذه المهمة الإنسانية والعمل على توفير الاحتياجات التربوية والتعليمية لاستضافة ما يزيد على ٨٤ ألف طالب وطالبة من أبناء الشعب السوري المتواجدين في المدارس الأردنية ومخيمات اللاجئين.

٢٩،٤ السيدات والسادة، يأتي اجتماعنا مرة كل عامين لتؤكد جميعاً مسؤوليتنا للعمل الجاد من أجل الدفاع باتجاه تعزيز ثقافة السلام والتسامح ضمن جو من الحرية والانفتاح لبناء مجتمع إنساني يقوم على الحوار واحترام الآخر، وهي مسؤولية يتبناها بلدي الأردن بجدية تامة بفضل الرؤية الحكيمة لصاحب الجلالة الهاشمية الملك عبد الله الثاني ابن الحسين، حفظه الله ورعاه. إن اعتزازنا بالتراث العربي والإسلامي الذي يقوم على أساس من الإيمان بالله والتسامح دفعنا إلى نشر رسالة عمان التي تشرح للعالم رسالة الإسلام السمحة وتسامحه ودعوته إلى حوار الهادف البناء كنموذج لحوار الثقافات وبناء الفهم المتبادل بين الإنسان وأخيه الإنسان للسعي نحو الإصلاح الداخلي والتنمية المستدامة. لقد بذل الأردن جهوداً كبيرة لبناء مجتمع مدني حديث تُحترم فيه حقوق الإنسان وتُصان كرامته وحرية التعبير. ويكفي أن نعلم أنه قد جرى في العامين الماضيين أكثر من ثمانية آلاف مسيرة معارضة في الأردن لم يتأدَّ فيها أحد ولم يُمنع متحدث واحد من الإدلاء برأيه.

٢٩،٥ السيدات والسادة، إن المجتمع العالمي السلمي المتكامل الذي نتطلع إليه بحاجة إلى تكاتف جهود جميع الدول الأعضاء للانتقال إلى ثقافة التسامح والاحترام، والتقدير الحقيقي لمعتقدات الآخر وهومومه وتطلعاته وطموحاته، والعمل على تعزيز القيم المشتركة، وإرساء أسس مجتمعات الكفاءة والإبداع، والرعاية لكفاءات الشباب، وخلق البيئة المناسبة للأجيال القادمة حتى تنعم بمستقبل يسوده السلام والأمن والطمأنينة. فلنعمل جميعاً على استثمار قيم اليونسكو النبيلة في حسم التحديات التي تواجه الإنسانية، واستكمال ما تم إنجازه عبر العقود الماضية لخير البشرية جمعاء، متطلعين إلى تحقيق الأمن والسلام في إطار التصالح والتشاور والحوار والالتزام بالأخلاق والمثل البناءة النبيلة التي نسعى جميعاً إلى تحقيقها والوصول إليها. شكراً لكم لحسن استماعكم. والسلام عليكم ورحمة الله.

(29.1) **Mr Thneibat (Jordan) (translation from the Arabic):**

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General of UNESCO, Irina Bokova, Excellencies, heads and members of delegations, ladies and gentlemen, *as-salāmu 'alaikum wa-rahmatu ilāhi wa-barakātuh* (peace and the mercy and blessings of God be upon you). I am pleased to offer warm congratulations and best wishes to His Excellency Mr Hao Ping on his election as President of the General Conference at its 37th session, and to wish him success in discharging the tasks entrusted to him. I also convey thanks to Ms Katalin Bogyay, President of the General Conference at its 36th session for the efforts she exerted during her term of office. Thanks also go to Ms Alissandra Cummins, Chair of the Executive Board, and to the Members of the Executive Board for their efforts during the sessions of the Board over the past biennium. We also give thanks to Ms Irina Bokova for leading the Organization over the past four years. We have all noted the results of her constant work, which we appreciate highly. We congratulate her on her nomination for re-election.

(29.2) Ladies and gentlemen, building the defences of peace and establishing an international community which is free from violence and in which all people live in dignity and strive to achieve the common good for the human race requires of us all the building of a global partnership based on dialogue and mutual understanding, the strengthening of justice and equality in our societies, laying the foundations of sustainable development on the basis of globally acceptable values and ethical principles, as stated in the United Nations Millennium Declaration, which was adopted by the United Nations General Assembly. Similarly, preservation of the world heritage is a duty which the States of the world strive to achieve, given that it is one of the true sources of mutual understanding and the dialogue among civilizations. On this basis, Jordan calls upon the international community and UNESCO to exert pressure on the Israeli authorities to abide by United Nations and UNESCO resolutions and decisions concerning Jerusalem, and to refrain from activity or project designed to change the characteristics of the Old City of Jerusalem and the Mughrabi Ascent contrary to international law. The continued Israeli excavations within the city and around it are none other than part of plans to modify the status quo, since Jerusalem is an occupied city according to international law; it has been inscribed on the World Heritage List since 1981 at the request of Jordan, and on the List of World Heritage in Danger since 1982.

(29.3) Ladies and gentlemen, education, in many parts of the world, is facing problems and obstacles which have led to a considerable proportion of the world's children being deprived of access to education or of acquiring the basic skills necessary for reading and writing. In addition, millions of young people and adults are deprived of opportunities for the education and training they need to enter the job market. Possibly the insufficiency of financial and human resources in addition to natural disasters in countries, and the migration of people from their own countries to neighbouring countries as a result of wars and internal conflicts have contributed to a very large extent to those outcomes. Both the migrant categories and the citizens of the host countries have been affected by that. In this connection, Jordan has shouldered a great burden by receiving individuals from neighbouring countries over the past years – our Palestinian and Iraqi brethren, and by accepting migrants from the fraternal Syrian Arab Republic. This is why we ask your esteemed conference to urge the Member States to offer support and assistance to Jordan to help it to undertake this humanitarian mission and to endeavour to provide for the educational needs of more than 84,000 Syrian students in Jordanian schools and refugee camps.

(29.4) Ladies and gentlemen, we all meet together once every two years to reaffirm our responsibility to work diligently to strengthen the culture of peace and tolerance in a climate of freedom and openness in order to build a humane society based on dialogue and respect for the Other. This is a responsibility which my country Jordan accepts in all earnestness thanks to the wise vision of His Royal Hashemite Highness King Abdullah ibn al-Hussein, may God preserve and protect him. Our pride in the Arab Islamic heritage, which is based on faith in God and tolerance, prompted us to promulgate the Amman Message, which explains to the world Islam's magnanimous message of tolerance and its call for well-directed, constructive dialogue as a model for the dialogue among civilizations and the building of mutual understanding among human beings and their fellow human beings in order to strive for internal reform and sustainable development. Jordan has exerted great efforts to build a modern civil society in which human rights are respected and human dignity and freedom of expression are upheld. Suffice it to say that over the past two years, more than 8,000 opposition marches have been held in Jordan, in which no one has been hurt and no one has been prevented from expressing their opinion.

(29.5) Ladies and gentlemen, the peaceful, integrated global community we all look forward to is in need of the concerted efforts of all Member States in order to move to a culture of tolerance and respect, and genuine appreciation for the beliefs and concerns of the Other, and to endeavour to strengthen joint values and lay the foundations of societies of competence, innovation and fostering of the capacities of young people, creation of an appropriate climate for the rising generations so that they may enjoy a future of peace, security and tranquillity. Let us all work together to harness the noble values of UNESCO in



meeting the challenges facing humankind, striving to achieve security and peace within a framework of tolerance, consultation, dialogue, and observance of the constructive, noble ethical values and ideals that we are all striving to attain and implement. Thank you for your attention.

### 30. The President:

Thank you, Your Excellency. Now we welcome Her Excellency, Ms Lalla Cherif Hachem, Minister of Culture, Youth and Sports of Mauritania.

٣١,١ السيدة الشريف هاشم (موريتانيا):

بسم الله الرحمن الرحيم و صلى الله على نبيه الكريم. السيد الرئيس، السيدة المديرية العامة، أصحاب المعالي الوزراء ورؤساء الوفود، أصحاب السعادة سفراء الدول الأعضاء، أصحاب الفضيلة الخبراء، أيها الجمع الكريم، أود أولاً أن أقدم إليكم، سيدي الرئيس، أحر التهاني بمناسبة رئاستكم لهذا المؤتمر الموقر. اسمحوا لي ابتداءً أن أعبر لكم عن سعادي وغبطي اليوم بوجودي تحت قبة منظمة الأمم المتحدة للتربية والعلم والثقافة، التي ترمز لوحدة العقل البشري، وتعد أهم تجسيد لتعبير الإنسان عن نفسه فوق الأرض، منظمة اليونسكو صاحبة الرسالة العالمية النبيلة والخالدة. كما أعبر لكم عن تهنئي للمنظمة مديرية وطاقم عمل على حسن الأداء في نشر رسالة السلم والإخاء عبر الكرة الأرضية، من كل زواياها، حيث كانت منظمنا هي المدافعة الأولى عن القيم التي تجمع، وتبث الثقة والاعتزاز في النفوس المهزوزة، والأمل في أصحاب الهويات الثقافية المهددة، وتحافظ على التنوع الفائق في طرائق الحياة لدى الشعوب. إنها رسالة تستحق العناء الذي تبذلونه فيها، خاصة في وقتنا الحالي، حيث تعاني ثقافات وشعوب كثيرة من ويلات الحرب والنزاع، والقهر، وعدم قبول الآخر.

٣١,٢ سيداتي، سادتي، ينتهج بلدي سياسة عامة تحدف إلى الرفع من شأن الإنسان من خلال برامج متكاملة تضمن التكفل بالحرريات العامة الفردية والجماعية، وتعمل على تشجيع النمو ومحو الفقر وتوسيع القاعدة الإنتاجية الوطنية وتعزيز البنية التحتية للبلد خاصة في الحقل الثقافي والشبابي، مما يشجع الاستقرار في بلدي، ويؤهله لإنجاز الاستحقاقات السياسية، وتنفيذ البرامج الشبابية الطموحة. ويتصادف انعقاد دورتنا هذه مع تنظيم انتخابات بلدية ونيابية على إثر حوار وطني موسع شاركت فيه القوى الحية في البلد، من طيف سياسي، وقوى مدنية مختلفة. وكان للمرأة حضور خاص في هذه الاستحقاقات، بما يضمن لها نسبة مشاركة معتبرة في البناء والتطوير.

٣١,٣ سيداتي، سادتي، لقد أطلقت على بلدي ألقاب عديدة من بينها لقب "بلد المليون شاعر"، والشعر زهرة الثقافة الممتدة، ويؤدي دوراً أساسياً في تلطيف المشاعر، وإشاعة قيم الجمال، والنظر إلى الطاقات الرمزية الموحية للإنسان بكل خير وطمأنينة. كما أن موريتانيا اليوم، وكما كانت في الأمس، قطرة تعبر عليها الحضارات الإنسانية في غرب القارة الأفريقية بين عالمين، فأشاع أبنائها بذلك ثقافة السلم والتسامح بين شعوب المنطقة. وفي هذا السياق، سعى بلدي إلى تعزيز دوره في فضاء انتمائه العربي والأفريقي والإسلامي والدولي، وذلك انطلاقاً من واجب نصرته القضايا العادلة كوسيلة مثلى لفض النزاعات ومعالجة الأزمات وتشجيع الوسطية في ظرف بشري حساس.

٣١,٤ وتشجيعاً لنشر العلم، أنشأت موريتانيا جامعة جديدة للعلوم الدقيقة هذه السنة، وركزت على تطوير المؤسسات التعليمية الجامعية والثانوية والابتدائية، وصرفت جل المصادر على قطاع التعليم والتكوين ومحو الأمية عند الكبار في الطبقات الهشة من المجتمع. وفي المجال الثقافي، حرص بلدي على تبني سياسة متوازنة تضمن صيانة وتثمين ونشر الأشكال المختلفة المادية والمعنوية لتراثنا الثقافي بعد تبني الدبلوماسية الثقافية كخيار استراتيجي. كما أن مهرجان المدن التاريخية المدرجة في قائمة التراث العالمي التي تعدها منظمنا الموقرة، سينعقد في أجله الاعتيادي مطلع سنة ٢٠١٤ في مدينة ولاتة التاريخية. وهو المهرجان الذي يهدف إلى الاهتمام بالإشعاع الروحي والثقافي والعلمي الذي بثته هذه المدن خلال عدة قرون، ويساهم في تثبيت السكان المحليين في هذه الحواضر من خلال إنشاء مشاريع صغيرة مدرة للدخل بمجده المدن. وسأكون سعيدة بزيارتكم لنا خلال النسخة الرابعة من هذا المهرجان الذي يرأسه فخامة رئيس الجمهورية شخصياً.

٣١,٥ سيداتي، سادتي، لقد قام بلدي بخطوات عملية معتبرة في مجال الإعلام تمثلت في تحرير الفضاء السمعي البصري، وسن قوانين لحماية الصحفيين، كما اعتمدنا استراتيجية متكاملة لحفظ البيئة والتراث الطبيعي ونعمل على تنفيذ برنامج خاص لمحاربة زحف الرمال. أيها السادة، أيها السيدات، إن بلدي يجدد دعمه للجهود التي تبذلها اليونسكو لتنمية المجتمعات الإنسانية بتطوير التربية والثقافة والعلوم ويعول على التعاون معها في تحقيق القيم الإنسانية المشتركة بما يفيد البشرية جمعاء على أساس العدل والسلم والحوار البناء. والسلام عليكم ورحمة الله تعالى وبركاته.

#### (31.1) Ms Cherif Hachem (Mauritania) (translation from the Arabic):

Mr President, Madam Director-General, Excellencies, ministers and heads of delegation, ambassadors of Member States, distinguished experts, ladies and gentlemen, allow me, Mr President, to convey to you warm congratulations on your election as President of the General Conference. May I, to begin with, express my pleasure at finding myself today beneath the dome of the United Nations Educational, Scientific and Cultural Organization, a symbol of the unity of the human intellect. Indeed, it embodies humankind's expression of its own presence on Earth. UNESCO has a noble and eternal global message. I also congratulate the Organization and its Director-General and staff on their sterling performance in disseminating the message of peace and fraternity all over the world, from all angles, such that our Organization has been the chief upholder of values which bring people together and restore confidence and pride in shaken souls, and hope in individuals whose cultural identity is at risk, and preserves supreme diversity in the ways of life of peoples. This is a message which is well deserving of the care you have taken with it, especially at the present time, when numerous cultures and peoples are suffering from the afflictions of war and conflict, oppression, and failure to accept the Other.

(31.2) Ladies and gentlemen, my country pursues an overall policy aimed at enhancing the status of human beings by means of integrated programmes which ensure the enjoyment of individual and collective public freedoms, and which endeavour to encourage growth, the fight against poverty, the expansion of the national productive base, and the strengthening of the country's infrastructure, especially in the field of culture and youth. This promotes stability in my country, and helps it to secure political achievements, and to implement ambitious youth programmes. The holding of our General Conference coincides with the holding of municipal and legislative elections following an extensive national dialogue in which the vital forces of the country participated, individuals of all political stripes and civilian backgrounds. Women had a special

presence in these encounters, which ensured that they had an appreciable rate of participation in this exercise in social construction and development.

(31.3) Ladies and gentlemen, many epithets have been applied to my country, including that of "the country of a million poets". Poetry is the flower of winged culture, and it plays a fundamental role in refining emotions and propagating the values of beauty, and pointing to the symbolic forces which inspire human beings with all possible good and serenity. Mauritania is today, as it has been in the past, a bridge traversed by human civilizations in West Africa between two different worlds. Mauritania's people have thereby spread the culture of peace and tolerance among the people of the region. In this connection, my country has endeavoured to enhance its role with respect to its Arab, African, Islamic and international identities, on the basis of its duty to uphold just causes as an optimum means of resolving conflicts, dealing with crises, and encouraging the middle ground in sensitive human conditions.

(31.4) With a view to encouraging the dissemination of science, Mauritania has this year established a new university for the exact sciences. It has focused on the development of university, secondary and primary educational institutions, and has spent the bulk of its resources on the education and training sector, and on adult literacy among vulnerable segments of society. In the cultural field, my country has endeavoured to develop a balanced policy which ensures the maintenance, enhancement and dissemination of various tangible and intangible expressions of our cultural heritage after adopting cultural diplomacy as a strategic option. Similarly, the Festival of the Ancient Towns of Mauritania inscribed on the World Heritage List of our esteemed Organization will be held at its usual time in early 2014 in the historic city of Oualata. This festival is aimed at ensuring the spiritual, cultural and scientific radiance disseminated by these cities over a number of centuries, and at involving local inhabitants of these cities by establishing small income-generating projects for the cities. I would be very pleased if you would visit us during the forthcoming fourth edition of the festival, which will be presided over by the President of the Republic in person.

(31.5) Ladies and gentlemen, my country has taken considerable practical steps in the field of information, consisting in the opening up of the audiovisual space and the framing of laws for the protection of journalists. We have also adopted an integrated strategy to preserve the environment and the natural heritage, and we are endeavouring to implement a special programme to combat desertification. Ladies and gentlemen, my country renews its support for the efforts being exerted by UNESCO to develop human societies by developing education, culture and science, and relies on cooperation with UNESCO in order to achieve shared humanitarian values which are of benefit to all humankind on the basis of justice, peace and constructive dialogue. Thank you. *As-salāmu 'alaikum* (Peace be upon you).

## 32. **The President:**

Thanks to you, Your Excellency. Now we welcome His Excellency, Mr Yves Rossier, Secretary of State of the Federal Foreign Affairs Department of Switzerland.

### 33.1 **M. Rossier** (Suisse) :

Monsieur le Vice-Président de la Conférence générale, Madame la Directrice générale de l'UNESCO, Excellences, Mesdames, Messieurs, voilà deux ans, nous exprimions ici même notre soutien à une UNESCO inspiratrice d'un « nouvel humanisme » au service de la paix et d'un développement durable mondial. La Suisse souhaite aujourd'hui réitérer cet appui. Elle se rallie aux propositions de stratégie et de programme et budget de l'Organisation qui nous sont présentées.

33.2 Nous saluons notamment l'introduction du nouveau cycle quadriennal. Ce changement significatif positionnera l'Organisation plus clairement au sein du système des Nations Unies. La préparation du programme de développement pour l'après-2015, les ressources financières limitées et le durcissement des tensions géopolitiques et identitaires sont des éléments qui appellent à une meilleure synergie d'action avec la communauté internationale. À cet égard, la Suisse regrette vivement la situation financière dans laquelle se trouve l'UNESCO. Toutefois – à quelque chose malheur est bon – cette situation permet une accélération des réformes et la définition de priorités claires afin d'améliorer l'efficacité et l'impact de l'action de notre Organisation. Il nous faut aussi consacrer des ressources aux activités susceptibles d'accroître la pertinence de l'utilisation des moyens d'autres acteurs. Le plan de dépenses élaboré mérite d'être examiné sous cet angle par la Conférence générale au cours des semaines à venir. Pour la Suisse, les activités globales sont à privilégier, comme le travail normatif – y compris les conseils politiques aux États membres – ou le travail d'évaluation des tendances mondiales dans les domaines de compétence de l'Organisation. En revanche, il convient de renoncer aux petites actions de terrain dispersées et, partant, moins efficaces. La Suisse est aussi d'avis que l'éducation doit faire partie de ce programme. Nous plaidons pour la définition d'un objectif qui ne se réduise pas à la mesure des seules compétences en lecture et en calcul. L'éducation est un droit dont les enjeux sociaux et humains sont infiniment plus vastes.

33.3 Sur la base de l'expérience suisse, je prendrai pour exemple la lutte contre le chômage des jeunes. Le développement de modèles de formation professionnelle est indispensable au progrès économique positif et à la stabilité sociale. L'UNESCO doit jouer son rôle en promouvant un continuum éducatif qui ne valorise pas uniquement la filière universitaire. Plus largement, notre Organisation apparaît comme l'instance légitime pour élaborer un objectif d'éducation universelle, avec l'appui de ses instituts spécialisés. Chef de file de l'« Éducation pour tous », Secrétaire exécutif de l'Initiative mondiale pour l'éducation avant tout, lancée par le Secrétaire général de l'ONU, l'UNESCO peut être le point de ralliement des États membres et de l'ensemble du système onusien pour une mise en œuvre optimale de l'Agenda international en matière d'éducation.

33.4 Autre illustration de l'ambition qui est la nôtre de voir l'UNESCO mieux alignée sur le système onusien, je mentionnerai la récente création, par M. Ban Ki-moon, avec l'appui de la Directrice générale, du Conseil consultatif scientifique chargé de renforcer les liens entre les sciences et la politique. La création de ce Conseil procède des travaux du Groupe de haut niveau sur la viabilité mondiale, constitué par le Secrétaire général, et auquel la Suisse a pris une part active. Pour que l'action de ce Conseil soit pertinente, il importe que des interconnexions avec les processus politiques soient bien établies. Nous attendons que l'UNESCO, en sa qualité de Secrétaire de cet organe consultatif, y contribue activement. Notre Organisation dispose en outre d'un important réservoir multisectoriel de partenaires

producteurs de savoir et d'institutions de recherche. Je citerai, comme institution d'exception, le CERN, navire amiral de la recherche fondamentale, si cruciale pour l'avenir. J'évoquerai aussi le réseau des Chaires UNESCO. Cette somme d'expertise et de connaissances doit être valorisée et les commissions nationales, relais d'interaction privilégiés avec la société civile, peuvent nous y aider.

33.5 Excellences, Mesdames, Messieurs, l'UNESCO a pour tâche de piloter nombre d'instruments normatifs et de programmes intergouvernementaux, notamment dans les domaines de la culture et de la communication. La Suisse est attachée à une bonne gouvernance de ces activités, « les plus multilatérales » de l'Organisation. Alors que l'actualité témoigne du caractère très sensible de la circulation et de la collecte de l'information, ainsi que du caractère fragile des expressions culturelles, la Suisse s'inquiète toutefois d'une politisation croissante dans la prise de décisions et le développement d'activités. Je pense ici à la préservation du patrimoine et à la liberté d'expression.

33.6 Nous devons mieux utiliser l'UNESCO pour contribuer positivement et concrètement à la promotion du dialogue. Un dialogue axé sur une meilleure application du droit international humanitaire, sur la lutte contre l'impunité et sur le respect des droits de l'homme. La Suisse fait confiance au courage et à la détermination de la Directrice générale pour garder le cap, celui de la défense des valeurs de notre Organisation. Qu'elle soit assurée de notre soutien sans faille. Je vous remercie de votre attention.

34. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Ciarán Cannon, Minister for Training and Skills of Ireland.

35.1 **Mr Cannon (Ireland):**

Mr President of the General Conference, Excellencies, ladies and gentlemen, let me begin firstly by congratulating the President on his election. My delegation looks forward to working constructively with him in the coming two years. I also wish to align my comments today with the statement of the European Union, which will be made later in the debate.

35.2 In view of the great challenges that face humankind, UNESCO's five pillars of action – on education, social and human science, natural science, culture, and freedom of expression – are more vital than ever as we chart a sustainable way forward for humanity. To quote Ireland's President, Michael D. Higgins, who made the first ever address by a President of Ireland to UNESCO in February of this year, "UNESCO matters if we are to construct a world that will not only deliver peace, but the fruits of peace in our present and all of the products of the imagination in our shared future". Ireland applauds the leadership shown by UNESCO and, in particular, the work of Director-General Bokova in relation to freedom of speech and the protection of cultures under threat. The high profile of the Director-General on Mali gives witness that an attack on the culture of one of our member countries is an attack on the culture of all humanity. Furthermore, the Director-General's initiative in highlighting the need to combat impunity in crimes against journalists, and UNESCO's participation in the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity, are a signal to all that the freedom of the media and freedom of speech matter and will continue to be championed by this Organization as one of its core values. The tragic events of the past week underline the importance of this. Ireland looks forward to Ms Bokova building on her work during a second term in office following the elections next week.

35.3 As a minister for education, I closely associate with UNESCO's work on this issue. By 2050, half the population of the 11 poorest countries in the world will be aged 23 years or younger, and so the need for stronger education systems is urgent, if inequality, hunger and unemployment are to be seriously tackled. Education has always been, and continues to be, a central focus of Ireland's development assistance programme. We look forward to continuing this focus in the context of the post-2015 development agenda. Adult education is one of my own particular areas of responsibility and I would like to draw the Conference's attention to some particular developments in this sector. The Irish Government has supported our National Adult Literacy Agency in developing distance learning initiatives through television, radio, and online learning. This includes a very successful prime-time television series with average viewing numbers of about 150,000 annually. Ranked highly in a European Commission analysis of strategies for improving adult participation, it is proving to be of interest to a number of countries around the world in developing their own adult literacy policies. We will be glad to provide further information to any delegations interested in this work.

35.4 Turning to the issue of the financial challenges facing UNESCO, it is of course important that the Organization prioritizes key activities and concentrates on its main areas of responsibility. However, while prioritizing is necessary, we should not neglect small programmes which cost very little but where UNESCO approval is of enormous help to communities. Geoparks and the Creative Cities Network come to mind in this regard and I will now make some remarks on these two excellent initiatives. As Dublin is a designated UNESCO City of Literature and a member of the UNESCO Creative Cities Network, Ireland looks forward to being part of an expanding worldwide network of creative cities which work together to share knowledge and expertise. I am pleased to inform the Conference of the major regeneration project planned for Dublin which will be anchored by a new city library. The UNESCO designation was the catalyst which enabled funding opportunities to be accessed for this expansion of the city's cultural infrastructure. Imaginative local, national and international literary programmes are a feature of Dublin's usage of the UNESCO designation, including the "One City, One Book" initiative which encourages people to read a particular book connected with Dublin each April and we look forward to UNESCO's continued support for that network.

35.5 We also wish to express our strong support for the Global Geoparks Network. Ireland congratulates UNESCO on its involvement in earth science. UNESCO is the only international organization to have a dedicated section focusing on this very important subject. Earth sciences lie at the heart of solving the great societal issues of today, including climate change, population growth and the associated rise in demand for natural resources. There is also the allied challenge of encouraging more sustainable use of resources and improved environmental best practice for their

exploitation. Through the International Geoscience Programme, UNESCO has for over 40 years brought global research teams to work at the frontiers of geoscience research on these critical issues and Ireland supports the continuation and strengthening of this work. We are very glad to be supporting the three Irish global geoparks which, with support from UNESCO, have continued to benefit local communities through sustainable tourism and environmental education. We are committed to continuing to contribute to the development of this excellent initiative.

35.6 Ireland also remains committed to UNESCO's other areas of work and I will now go on to speak on some of these. Since the last General Conference, the Tralee Institute of Technology in Ireland has become the first institution worldwide to have been awarded a UNESCO Chair in the field of inclusive physical education, sport, recreation and fitness. Together with their international partners, the Tralee Institute will now work towards transforming the lives of people with disabilities, irrespective of age, through participation in sport and physical exercise. Access to this activity is a basic human right and a pillar of social justice. Gender support and protection of minority groups are an essential part of UNESCO's role, be it in working to enhance protection from bullying in schools or protecting minority cultural expression. An Irish youth group called "BeLonG To" made a strong contribution to the development of the first United Nations toolkit providing guidelines on preventing and addressing homophobic bullying in educational institutions. I am very glad to note the participation by BeLonG To in the launch of these valuable guidelines which took place here at UNESCO in May of last year. Ireland commends UNESCO for its work and looks forward to future cooperation on these and other areas of importance. Thank you.

36. **The President:**

Thanks to you, Your Excellency. And we welcome His Excellency, Mr Kyriakos Kenevezos, Minister of Education and Culture of Cyprus.

37.1 **Mr Kenevezos (Cyprus):**

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, distinguished delegates, allow me to begin my address by congratulating the new President of the General Conference, Mr Hao Ping, and also by praising the outgoing President, Ambassador Boguyay for her successful mandate.

37.2 Mr President, in today's rapidly changing world, considering the financial restrictions and contemporary challenges, UNESCO's vision to create a sustainable, equitable future and the need for international cooperation are more pertinent than ever. Cyprus has been a deeply committed Member State of the Organization since 1961 and has worked hard to promote the Organization's scope and strategy throughout the years. The overarching objectives of equality, sustainable development and elimination of all forms of discrimination are taken into consideration in public policymaking and governance. Our dedication to UNESCO's mission is expressed in other governing bodies as well, in which Cyprus is also an active member. The implementation of the "Europe 2020" strategy is an example of cooperation for the promotion of common goals such as employment, innovation, education, social inclusion and climate/energy management.

37.3 The Cyprus presidency of the Council of the European Union, during the second semester of 2012, has been an opportunity to further promote, *inter alia*, sustainability, intercultural dialogue, social cohesion and solidarity, which are key elements in "building peace in the minds of men and women". In the field of education, Cyprus shares the vision for education in the post-2015 development agenda, summarized in the concise goal "equitable quality lifelong learning for all". According to UNESCO's Education for All Global Monitoring Reports, Cyprus figures among the countries which have achieved at a high level the education for all goals. There is an ongoing effort for a comprehensive introduction of change and innovation at all levels and all aspects of the educational system, providing quality and relevant education in a lifelong learning perspective, from early childhood development to higher education, including technical and vocational education and training and skills development. The main objective of this effort is to create a democratic and student-focused education system, and assist students to maximize their potential and acquire skills and knowledge which will enable them to become active and democratic citizens. Cyprus has also made important steps in higher education, as it currently supports three State and five private universities, thus increasing the opportunities for studies in the country and further development of research and innovation. A UNESCO Chair on Gender Equality and Women's Empowerment was also established at the University of Cyprus in 2010, which contributes to the implementation of UNESCO's overarching objective for gender equality.

37.4 All UNESCO conventions relating to the protection of cultural expressions, cultural property and trafficking are of paramount importance to our country. The Government of Cyprus is committed to the preservation and protection of archaeological sites and monuments on an island-wide basis. However, the implementation of this commitment is challenged for those sites and monuments that are located in the occupied area, many of which are in dire need of conservation. Currently, Cyprus is a member of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation (ICPRCP) and contributes actively to the implementation of the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, in collaboration with other Member States. Recently, Cyprus managed to repatriate cultural property which was illegally stolen from churches in the northern occupied part of the island. In July 2013, Germany returned some 170 frescoes, mosaics and icons to Cyprus, which had been removed from churches in the occupied area and seized by German authorities. As my distinguished colleague from the Netherlands stated, furthermore some other icons were repatriated following a request submitted by the authorities of Cyprus to the Netherlands, and I would like to thank her for that reference.

37.5 In the field of safeguarding the tangible and intangible heritage of Cyprus, our efforts are currently concentrated on the implementation of management plans with the involvement of local communities. Cyprus has so far inscribed two elements on the Representative List of the Intangible Cultural Heritage of Humanity, the "Lefkara laces" and the oral

“poetic duelling” and has also submitted a multinational nomination file, the “Mediterranean Diet”. A first version of the national inventory of elements of the intangible cultural heritage of Cyprus has been published, which we consider to be an invaluable tool for the preservation of our cultural identity. For the effective protection and promotion of heritage and contemporary creativity, we participate in regional networks and relevant activities, especially those initiated by the UNESCO Venice Office and the Regional Centre for the Safeguarding of Intangible Cultural Heritage in South-Eastern Europe, based in Bulgaria.

37.6 Please allow me to conclude by reaffirming my country’s profound commitment to UNESCO’s mission of peace-building through education, culture and science. The Government of Cyprus is willing to contribute to conflict resolution and peace-building by all possible means, both within the country as well as in the broader Mediterranean and worldwide. The International Decade for the Rapprochement of Cultures (2013-2022), which has recently been launched, is an excellent opportunity to enhance cooperation and promote diversity and pluralism in all UNESCO’s fields of action. Thank you very much.

38.1 **The President:**

We thank His Excellency Mr Kyriakos Kenevezos, Minister of Education and Culture of Cyprus.

*(The President continues in Spanish)*

38.2 Damos la bienvenida al Excmo. Sr. Alberto Sileoni, Ministro de Educación de la Argentina.

(38.2) **The President** *(translation from the Spanish):*

We welcome His Excellency Mr Alberto Sileoni, Minister of Education of Argentina.

39.1 **Sr. Sileoni** (Argentina):

Señor Presidente, señora Presidenta, señora Directora General, señores delegados: saludamos a esta Conferencia General y ratificamos el apoyo a la tarea de la UNESCO en la construcción de una conciencia basada en los principios de igualdad, paz, solidaridad, respeto a la diversidad y cooperación entre los pueblos.

39.2 Vengo en nombre de un Gobierno que ha sostenido, con las presidencias de Néstor y Cristina Kirchner, un proyecto político de transformación que recuperó al Estado en su rol de garante de los derechos, de la justicia social, de la educación, el trabajo, la reindustrialización del país y la defensa de los derechos humanos.

39.3 Los últimos diez años de la historia argentina constituyen una década ganada tras el horror de las dictaduras cívico-militares y las experiencias neoliberales que nos llevaron al dolor del desempleo y la exclusión social. En estos años, hemos reconstruido el sistema educativo nacional, inmerso en una gran fragmentación. La sanción de siete nuevas leyes, entre las que destacan la de financiamiento y la de educación nacional, forma parte de esa recuperación.

39.4 En nuestro país la educación es un bien público; desde el nivel inicial hasta el fin de la universidad, el Estado sostiene el derecho de todos y todas a educarse. La inversión pública en educación se incrementó del 3,80% al 6,50% del PBI, gracias a lo cual se mejoraron significativamente las infraestructuras, los equipamientos y las condiciones del trabajo escolar. Se edificaron 1.800 escuelas y está en marcha un plan para construir 1.000 escuelas más.

39.5 Los salarios docentes se incrementaron sostenidamente y se han creado en estos últimos años nueve universidades nacionales. En un país que apuesta por el trabajo y la producción nacional, dimos gran impulso a la educación técnica mediante una ley específica que incrementó la inversión. La educación obligatoria llega hasta los 13 años y vamos en aumento. Además, se distribuyeron 67 millones de libros en todos los niveles educativos.

39.6 A todos los alumnos y docentes de las escuelas secundarias les ha llegado tecnología de la información, que también ha llegado a alumnos con discapacidad y a institutos de formación de maestros y profesores. Incorporamos dos canales educativos de alta calidad que enlazan belleza y entretenimiento, ciencia y arte.

39.7 Alcanzamos la escolarización plena de los niños de 5 años, y nos proponemos, en nuestro segundo bicentenario en 2016, incluir a todos los de 4 años. El nivel secundario tiene una cobertura de más del 83%. La cantidad de estudiantes universitarios en estos últimos diez años aumentó el 31%, y más de 430.000 argentinos completaron su ciclo secundario en un plan específico para adultos.

39.8 A esas acciones les correspondieron otras políticas inclusivas, como la asignación universal por hijo para la protección social de millones de familias, y la importante generación de puestos de trabajo.

39.9 Mucho se ha hecho, y muchos son los desafíos que tenemos por delante, entre ellos, la atención integral de la primera infancia. La pobreza nos arrebató la niñez. Resultan decisivos esos primeros años de vida en la relación de la trayectoria educativa de los niños y los jóvenes.

39.10 Nos debemos el ingreso pleno en el nivel secundario y una mejor tasa de egreso. El abandono temprano del sistema educativo sigue siendo una amenaza para los derechos de los jóvenes. No alcanza la inclusión en la escuela si no hay buenos aprendizajes. Debemos obtener mejores rendimientos en las disciplinas básicas: lengua, matemáticas, ciencias sociales y naturales. Debemos seguir mejorando la formación inicial y continua de nuestros educadores. En estos días hemos presentado un ambicioso programa trienal de formación docente para el millón de educadores de toda la Argentina.

39.11 Consideramos imprescindible la evaluación sostenida e integral del sistema educativo. Nuestros operativos nacionales de evaluación identifican debilidades y fortalezas, y nos permiten introducir variaciones y rectificaciones. Ratificamos nuestra participación en las evaluaciones internacionales, pero llamamos la atención una vez más respecto de diferencias metodológicas, que hemos expuesto junto con otros países de nuestra región.

39.12 Debe ser más amplia la democratización de la educación superior. A las universidades públicas deben continuar accediendo los jóvenes pertenecientes a los sectores populares. La educación no debe olvidar el componente axiológico, la transmisión de valores éticos, humanos, de paz, y la memoria activa respecto de la historia de nuestros países. Hace pocos días cumplimos 30 años de democracia recobrada en nuestro país. Con la democracia hemos ampliado los derechos y recuperado la soberanía popular.

39.13 La lucha por la memoria, la verdad y la justicia que llevan adelante las madres y abuelas de Plaza de Mayo son una marca en nuestro país en estos años fecundos. Celebramos la plena vigencia de la Ley de Servicios de Comunicación Audiovisual, aprobada por una vasta mayoría parlamentaria y suspendida en su ejecución por las acciones legales de empresas monopólicas. Formamos parte de una región del mundo en la que los distintos bloques (MERCOSUR, UNASUR, CELAC) han priorizado la integración, la paz y la construcción de sociedades más justas. La educación ha quedado en el centro de las preocupaciones, dejando atrás las dramáticas recetas del ajuste y el achicamiento del Estado. Para millones de niños y jóvenes la educación rompe la profecía de la cuna y construye un destino de igualdad y dignidad. Es necesario continuar la inversión para garantizar ese derecho. Muchas gracias.

(39.1) **Mr Sileoni** (Argentina) (*translation from the Spanish*):

Mr President, Madam Chair, Madam Director-General, delegates: we extend our greetings to the General Conference and reaffirm our support for UNESCO's mission to build a consciousness based on the principles of equality, peace, solidarity, respect for diversity and cooperation between peoples.

(39.2) I am here on behalf of a Government that has maintained, during the presidencies of Néstor and Cristina Kirchner, a political initiative of transformation which reinvested the State with the role of guarantor of rights, social justice, education, work, reindustrialization of the country and defence of human rights.

(39.3) The past ten years of Argentinian history have been a successful decade after the horror of the civil-military dictatorships and the neoliberal experience that brought us the trials of unemployment and social exclusion. During those years we rebuilt the national education system, which had been badly fragmented. The adoption of seven new laws, including one relating to financing and one to national education, were part of that reconstruction.

(39.4) In our country, education is a public good; from the primary level until the completion of university studies, the State guarantees the right of all to education. Public investment in education has risen from 3.80% to 6.50% of the GDP, which has made it possible to improve significantly infrastructure, equipment and conditions within the education system. We have built 1,800 schools and a plan to build 1,000 more is under way.

(39.5) Teachers' salaries have increased steadily and nine national universities have been established in recent years. In a country that is committed to work and national production, we strongly encourage technical education through a specific law that increased investment. Education is compulsory until the age of 13 and we plan to raise that limit. In addition, 67 million books for all levels of education have been distributed.

(39.6) Information technology has been provided for all teachers and pupils at the secondary level as well as for students with disabilities and for teacher training institutions. Two high quality educational channels linking together beauty, entertainment, science and art are part of the package.

(39.7) We have achieved full enrolment of five-year-olds, and we are planning, on the occasion of our second bicentennial in 2016, to include all four-year-olds. At the secondary level, coverage exceeds 83%. In the past decade, the number of university students has increased by 31% and more than 430,000 Argentinians have completed their secondary education under a special plan for adults.

(39.8) Other inclusive policies were associated with those initiatives, such as universal child benefits to ensure social protection for millions of families, and the creation of a significant number of jobs.

(39.9) Much has been done, and there are many challenges ahead, for example, a comprehensive approach to early childhood issues. Poverty snatches away childhood. The first years of life are decisive for the academic careers of children and youth.

(39.10) We need full enrolment at the secondary level and better completion rates. The school dropout rate continues to jeopardize the rights of young people. Academic inclusion can only be achieved with positive learning experiences. We must obtain better results in the basic subjects: language, mathematics, social and natural sciences. We must continue to improve initial and continuing education for teachers. We recently presented an ambitious triennial teacher training programme for the one million teachers in Argentina.

(39.11) We believe that it is vital to undertake a comprehensive and ongoing evaluation of the education system. Our national education assessors identify strengths and weaknesses and enable us to introduce variations and rectifications. We reaffirm our willingness to participate in international evaluations, but wish to call attention once again to methodological differences, which we have explained together with other countries in our region.

(39.12) Democratization of higher education must be broadened. Measures to ensure access for youth from disadvantaged neighbourhoods to public universities should be continued. Education must not leave out the axiological dimension, the transmission of ethical values such as humanism and peace, and the active memory of the history of our countries. Just a few days ago, we celebrated 30 years of renewed democracy in our country. Under the democratic system, rights have been expanded and popular sovereignty has returned.

(39.13) The combat for memory, truth and justice spearheaded by the mothers and grandmothers of Plaza de Mayo is a symbol in our country of those fruitful years. We welcome the full entry into force of the Audiovisual Communication Services Law, approved by a vast parliamentary majority and suspended in its execution by legal action taken by monopolistic companies. We belong to a region of the world in which the different blocks (MERCOSUR, UNASUR, CELAC) have given priority to integration, peace and the construction of more just societies. Education has remained at the centre of our concerns, leaving behind the State's dramatic adjustment and downsizing policies. For millions of children and young people, education breaks with the future prophesized at birth and forges a destiny of equality and dignity. We must continue investing in order to guarantee that right. Thank you.

40. **The President:**

*Gracias señor Alberto Sileoni, Ministro de Educación de la Argentina.* Next we welcome Her Excellency, the Honourable Etomonía David Tarpeh, Minister of Education of Liberia.

41.1 **Ms Tarpeh (Liberia):**

Your Excellency, the President of the General Conference, Your Excellency Director-General of UNESCO, the Chair and Members of the Executive Board, distinguished ladies and gentlemen, I bring you warm felicitations from Her Excellency, Ms Ellen Johnson Sirleaf, President of the Republic of Liberia and the Government and people of Liberia. Excellencies, Liberia continues to make progress in all of the fields of competence of UNESCO. Our education system is in active transition since the national consultative conference that changed the direction of our education system through a wide consensus by all of our stakeholders.

41.2 Liberia just recently celebrated 10 consecutive years of peace since the signing of the comprehensive Accra peace accord in 2003. We salute all of you who have contributed so generously to this hard-earned peace. With national leadership and support from our international partners, the decentralization of our education system is well on course, although there is much work to be done. Over the last two years we have been able to increase enrolment at all levels because of the Liberian Government's free basic education and early childhood education. This increase in student growth has led to overcrowded classrooms across the country resulting in a very high teacher-student ratio. Inadequate numbers of trained teachers and poor school facilities are hampering the learning outcomes of our children. Much work is needed in these directions.

41.3 The Government, in collaboration with partners in the sector, has several projects which address the low enrolment of girls, which has always been a problem. Additionally, there are several hostels for girls that have been reactivated or renovated for the first time and are open to girls who are particularly vulnerable and who are prone to drop out of school. The Government, with support from donors, has invested significant resources to address these deficiencies. These resources have been focused mainly on rebuilding facilities; curricular revision; the transformation of teacher training and schools to make them relevant to post-conflict realities; the reactivation of a vigorous supervision and monitoring of instruction; the standardization of school designs to include science laboratories, libraries, reading and teacher housing – these are all areas we are trying to cope with to get our schools back in order. The present challenges are daunting but the political will is there on the part of our Government to continue the reform process. In order to improve the delivery of educational services, the Government has begun the implementation of a robust decentralization of the education system throughout the country. We have established school boards; we have established educational supervision with competent people who we know will take our education system forward.

41.4 Mr President, Liberia has a youthful population, 53% of whom are under 20 years old. This has placed a tremendous strain on the education delivery system. The Government is working with the European Union, the Chinese Government and other international and bilateral organizations to develop a vocational and technical programme that strives to address the education and skills training needs of these young people. We do know that the areas of vocational education and youth development, and especially the domains of sciences, are all specialties of UNESCO. We therefore request the Director-General to join in intervening in the interests of these young people. On the other hand, there is a crisis in the quality of higher education in our country and UNESCO's expertise is much needed to critically review the situation to find a way forward. The quality of the outcomes is of course linked to the poorly-prepared students who enter our universities. UNESCO's experience in this area will enable us to conduct a situational analysis to understand better these problems.

41.5 The Government has a freedom of information law which guarantees access to all information. The Liberian people today enjoy freedom of speech more than ever before in our country. Journalists in our country enjoy unprecedented freedom of expression. My Government appreciates the work that UNESCO is doing to protect the rights of minorities and guard the cultural heritage of Member States. Consequently, Liberia has declared ecological tourism a priority programme of our economy. We therefore request your support for the inclusion of Providence Island as a UNESCO world heritage site. Providence Island is where the free slaves from the Americas and the West Indies settled in Liberia. We also wish to express our profound gratitude to UNESCO for establishing the UNESCO/Mary Antoinette Browne Sherman Chair for Sustainable Education. We anticipate an ongoing collaboration with UNESCO in making the Chair a functional reality. We anticipate that the Chair will be occupied by a renowned scholar for relevant educational innovations. Madam Director-General, fellow delegates, we urge you to join us in ensuring that initiatives that are being taken by the Government of Liberia will in some significant way continue to construct strongholds for peace, tolerance and the protection of human rights. I thank you.

*Ms Mitrofanova (Russian Federation) takes the Chair.*

42. **The President:**

Thank you very much, Your Excellency and now I welcome His Excellency, Mr Zoltán Balog, Minister of Human Resources of Hungary. Please, the floor is yours.

43.1 **Mr Balog (Hungary):**

Madam President, Madam Chair of the Executive Board, Madam Director-General, Your Excellencies, ladies and gentlemen, on behalf of the Hungarian Government please allow me to start by congratulating Mr Hao Ping on being elected as President. I would also like to commend the outstanding work of Katalin Bogyay, Ambassador of Hungary to UNESCO, President of the 36th session of the General Conference. Dear Katalin, the Hungarian Government and your country, Hungary, are proud of you. Thank you for your excellent work. Let me congratulate the Director-General for her re-nomination and her ongoing efforts to build a visible, capable, credible and effective UNESCO. Hungary fully supports the reform process which was launched by Ms Bokova. I would like to thank UNESCO for its collaboration at the

Budapest Water Summit this October. The Budapest Statement was adopted unanimously at the end of the summit. This statement makes suggestions for the United Nations Member States for the post-2015 water-related sustainable development goals. We are holding the Budapest World Science Forum this year in Brazil, together with UNESCO and the Brazilian Academy of Sciences. The Budapest World Science Forum, being held for the first time outside Hungary, will make this important science meeting even more global and shows the commitment of the Hungarian Government to playing a crucial role in science diplomacy worldwide.

43.2 Because of Hungary's commitment to the protection of our environment we have applied for membership of the International Coordinating Council of the Man and the Biosphere Programme. We are committed to working towards transboundary biosphere reserves which put emphasis not only on preserving and protecting natural values, but also on creating sustainable development and improving the living conditions of the rural population. This accepted biosphere reserve programme is a perfect example of international cooperation and hopefully more countries will join the nomination.

43.3 Ladies and gentlemen, Holocaust and Roma education are very much at the forefront of Hungary's education priorities. We are honoured that UNESCO has granted patronage to the Holocaust Memorial Year 2014 in Hungary. This patronage was officially announced in Budapest last week by Dr Samuel Pissar, UNESCO Honorary Ambassador and Special Envoy for Holocaust education in Hungary. The memorial year will commemorate the 70th anniversary of the deportation of Hungarian Jews and will mainly focus on education and culture. In Roma education, we have introduced measures to help to preserve Roma identity, their language and cultural traditions. The Hungarian Roma, just like any other Hungarian nationalities, can initiate education in their own language, and the teaching of the Romani language. We are the first country in the world where each student has to learn about the history and culture of Hungarian Roma. In the curriculum, cultural diversity, the history of the nationalities living in Hungary and the need for tolerance and acceptance are highly stressed. Moreover, students can learn about the negative effects of exclusion, racism and anti-Semitism during various courses. Roma education is strongly related to our social transformation. With this in mind, Hungary is standing in the elections to the Intergovernmental Council of the Management of Social Transformations Programme (MOST).

43.4 Ladies and gentlemen, cultural diversity is of utmost importance for the Hungarian Government. It is a part of the Hungarian cultural tradition, to have different approaches towards our own identity. "Always keep west, but never forget that you come from the east" – this sentence by the famous Hungarian writer, Sándor Márai has always been relevant throughout the last 1,000 years of Hungarian history. We Hungarians keep discussing: are we a bridge or a ferry between East and West? But we also have friends in the South and North.

43.4 And for Hungary, heritage protection has always been a high priority. Therefore Hungary is applying to be a member of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage. Besides the protection of intangible and tangible cultural heritage, the world heritage programme is also widely acknowledged in Hungary. The Hungarian Parliament adopted the law on world heritage that entered into force in January 2012 in order to provide a solid legal and institutional basis for the implementation of the World Heritage Convention. The purpose is to ensure the efficient management of Hungarian world heritage sites and the protection of their outstanding universal value, in line with the principles of sustainable development. Ladies and gentlemen, finally let me emphasize that the Hungarian Government is fully committed to UNESCO's values in our educational, cultural, science and sports programmes. Thank you for your attention.

#### 44. The President:

Thank you very much Your Excellency and now I welcome here His Excellency, Mr Abdulrazzaq Al-Ashwal, Minister of Education and Teaching of Yemen.

٤٥,١ السيد الأشول (اليمن)

السيد رئيس المؤتمر، السيدة رئيسة المجلس التنفيذي، السيدة المديرية العامة، أصحاب المعالي والسعادة الحاضرون جميعاً، السلام عليكم ورحمة الله وبركاته. أود في البدء أن أعبر والوفد المرافق عن بليغ شكرنا وتقديرنا لما بُذل من اهتمام ورعاية متميزة في الإعداد والترتيب لهذا المؤتمر، الذي نتطلع إلى أن يخرج بنتائج فاعلة تعمل على تحقيق وتعزيز رسالة اليونسكو وقيمها ومبادئها. كما أتوجه إليكم، سيادة الرئيس، لأعبر لكم عن تمانينا لانتخابكم رئيساً للمؤتمر في هذه الدورة.

٤٥,٢ إن الجمهورية اليمنية تعيش التغيير، إذ ينعقد هذا المؤتمر واليمنيون يعيشون لحظة فارقة في حياتهم، فبعد مرحلة من الأحادية والفردية والصراع، وإدراك أن الحياة أقصر من أن تنفق في البغضاء والنزاع، ها هم اليمنيون على مشارف الانتهاء من مؤتمر الحوار الوطني الشامل، حيث التقوا بكل فئاتهم الاجتماعية وانتماءاتهم الحزبية، ومشاربهم الثقافية في مؤتمر جامع اتخذوا من قيم الحوار والتعايش والتكامل والتعاون والقبول بالآخر والاحترام والسلام دستوراً للاستواء، متمسكين بالأمل في مستقبل أكثر إشراقاً، يؤسس ليمن جديد ودولة مدنية حديثة قائمة على الحق والعدل والحرية والمساواة والسلام الاجتماعي وتكافؤ الفرص والعيش الكريم. وهو حلم وأمل يتطلع اليمنيون إلى صناعته من خلال الحوار بالشراكة مع أشقائه وأصدقائه وعموم المجتمع الدولي بمنظوماته وهياكله.

٤٥,٣ السيد الرئيس السيدات والسادة، إن حكومة الوفاق في الجمهورية اليمنية من خلال خطة التنمية والاستقرار جعلت من أولويات اهتمامها ما يأتي: تعميم التعليم وتحقيق العدالة والإنصاف بما يزيل الفجوة بين الجنسين في التعليم، فنحن نؤمن أننا إذا علمنا فتناً نكون قد علمنا أمة؛ وتجويد وتحسين نوعية التعليم، مع الاهتمام بالتعليم الفني والتدريب المهني تطويراً وتحديثاً، والحد من الأمية؛ وتحسين وتطوير نوعية برامج التعليم العالي والبحث العلمي؛ والتركيز على النواتج المعرفية والمهاراتية والقيم والسلوكيات كمدخل ومرتكزات أساس لإقامة مجتمع المعرفة ومن ثم اقتصاديات المعرفة؛ والحفاظ على التراث الثقافي والبيئية وتنوعها وتعميق ونشر ثقافة الحوار والشراكة وإرساء أسس السلم الاجتماعي، بالتعاون والتنسيق الفعال مع جميع الشركاء؛ وتأهيل وتدريب الشباب على المهارات الحياتية



وسوق العمل وتوظيف طاقاتهم وتوجيهها نحو الإبداع والابتكار وخدمة المجتمع؛ ونشر وتعزيز قيم الديمقراطية والتشاور والتسامح والسلام والإخاء ومحاربة التطرف والإرهاب.

٤٥،٤ السيد الرئيس، السيدات والسادة، دعونا نقف متأملين فيما قالته الطالبة الباكستانية ملاله يوسف زاي في خطابها في تموز/يوليو الماضي في مقر الأمم المتحدة الذي دعت فيه إلى: "أن نشن كفاحاً عالمياً ضد الأمية والفقر والإرهاب... دعونا نلتقط كتباً وأقلاماً لأنها أقوى أسلحتنا. يمكن لطفل واحد ومعلم واحد وكتاب واحد تغيير العالم إذا ما توافر التعليم للجميع". وهو ما يؤكد جورج برناردشو، إذ قال: "إن المتعة الحقيقية في الحياة أن نكون مشغولين بهدف نعرف أنه ذو قيمة في الحياة، بدلاً من أن نكون كتلة صغيرة من الأنانية والأحقاد والظلم". هذا ما يؤكد تراثنا ويقوله نبينا فطلب العلم من المهدي إلى اللحد، وطلب العلم فريضة على كل مسلم ومسلمة. إن هذا هو التعلم مدى الحياة الذي يجب أن يكون رؤية تكثف اليونسكو جهودها من أجل تحقيقه. فنقطة الماء المستمرة تحفر عمق الصخرة، وتبعد المسافة لا يهم، الخطوة الأولى هي الأصعب. فهل حان وقتها؟ أخشى أن نظل منذهين مترقبين في يومنا، ولا نزال كذلك في غدنا، حتى ينقضي الأجل.

٤٥،٥ أخيراً، إن برامج وأنشطة اليونسكو للعامين القادمين، وكذلك الخطة المتوسطة الأجل لا بد وأن تكون أكثر شمولاً وتحديداً والتزاماً في معالجة التحديات والمخاطر التي يعيشها العالم اليوم، من خلال رسالتها الحضارية الهادفة إلى الحفاظ على الأرض والإنسان والبحر والمحيط، ليكون عالماً تتغلب فيه ثقافة الحب والإخاء والسلام والحوار على ثقافة حب القوة والأحادية والسيطرة والتنازع والفوضى، وتجعلها مؤشرات لقياس نجاح التعليم وجودته لما بعد عام ٢٠١٥. تمنياتي للمؤتمر بالنجاح، ولكم أنتم أيها السيدات والسادة كل الحب والتقدير. والسلام عليكم ورحمة الله وبركاته.

(45.1) **Mr Al-Ashwal (Yemen) (translation from the Arabic):**

Madam President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Excellencies and dear participants, *as-salāmu 'alaikum wa-raḥmatu llāhi wa-barakātuh* (peace and the mercy and blessings of God be upon you). I should like, at the outset, on behalf of my delegation, to voice our sincere thanks and appreciation for the outstanding efforts that have gone into the preparation of this conference, which we hope will attain effective results which are conducive to achieving and strengthening UNESCO's message, values and principles. I also address to you, Mr President, my congratulations on your election as President of the General Conference for this session.

(45.2) Yemen is undergoing change, as witnessed by the fact that this conference is being held – Yemenis are going through a crucial moment in their life. After a period of unilateralism, individualism and conflict, and in the understanding that life is too short to be spent in hatred and strife, Yemenis are now nearing the end of their Global Conference on National Dialogue, in which all the various social categories, party allegiances and cultural sensibilities have come together in an inclusive conference in which they have adopted the values of dialogue, co-existence, integration, cooperation, acceptance of the Other, respect and peace as a constitution for equality, clinging to the hope for a more radiant future which may lay the foundations of a new Yemen, a civilian State based on right, justice, freedom, equality, social peace, equal opportunity and a life of dignity. This is a dream and a hope which all Yemenis hope to realize by means of dialogue, in partnership with their brethren and friends and the entire international community, together with its organizations and agencies.

(45.3) Madam President, ladies and gentlemen, the coalition government of Yemen has adopted a development and stability plan, which includes the following priorities: generalizing education and achieving justice and equity so as to remove the gender gap in education, because we believe that if we educate a girl we will have educated a nation, enhancing the quality of education, devoting attention to developing and updating vocational education and training, reducing illiteracy, enhancing and developing the quality of programmes of higher education and scientific research – focusing on knowledge and skills outputs, values and behaviour as a knowledge-based economy, preserving the cultural heritage and the environment and environmental diversity, deepening and disseminating the culture of dialogue and partnership, and laying the foundations of social peace, in effective cooperation and collaboration with all partners, providing young people with initial and in-service training in life skills and the job market, harnessing and directing their energies towards creativity and innovation and serving the community, disseminating and strengthening the values of democracy, consultation, tolerance and fraternity, and combating extremism and terrorism.

(45.4) Madam President, ladies and gentlemen, let us reflect on the words of the Pakistani student Malala Yousafzai in her speech last April at United Nations Headquarters, in which she urged us: "Let us wage a global struggle against illiteracy, poverty and terrorism, and let us pick up our books and pens. They are our most powerful weapons. One child, one teacher, one pen and one book can change the world if there is education for all." This is what George Bernard Shaw was stressing when he said, "This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one ... instead of [being] a feverish selfish clod of ailments and grievances ..." This is what our heritage stresses and what our Prophet says – seek knowledge from the cradle to the grave; the search for knowledge is an obligation on all Muslims, men and women. Indeed, lifelong education should form part of the vision which UNESCO redoubles its efforts to achieve: constant drops of water can hollow out the deepest of rocks; the distance matters little – it is the first step that is the most difficult. Is it not time? I fear that we are distracted and expectant today, and are likely to remain so tomorrow, until it becomes too late.

(45.5) Finally, UNESCO's programmes and initiatives for the coming biennium and also its Medium-Term Strategy need to be more comprehensive, precise and committed in addressing the challenges and risks of today's world, through its civilizational message aimed at preserving the Earth, humankind, the seas and the oceans so that ours may be a world in which the culture of love, fraternity, peace and dialogue prevails over the culture of love of force, unilateralism, hegemony, conflict and anarchy; we need to make those desiderata indicators for measuring the success and quality of education post-2015. My best wishes for the success of the General Conference, and to you, ladies and gentlemen, all my love and appreciation. *As-salāmu 'alaikum wa-raḥmatu llāhi wa-barakātuh* (Peace and the mercy and blessings of God be upon you).

46. **The President:**

Thank you very much Your Excellency. And now I welcome here His Excellency Mr Lahcen Daoudi, Minister of Higher Education, Scientific Research and Training of Managers of Morocco.

بسم الله الرحمن الرحيم، والصلاة والسلام على أشرف المرسلين. السيدة رئيسة المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المديرية العامة لليونسكو، السيدات والسادة رؤساء الوفود، السلام عليكم ورحمة الله وبركاته. أود في البداية أن أتقدم بأخلص التهاني إلى السيد المحترم هاو بينغ على الثقة التي حظي بها من طرف ممثلي الدول الأعضاء إثر انتخابه رئيساً للمؤتمر العام، نظراً إلى ما يتحلى به من كفاءة ودراية ومرونة. وإني أهنئ دولة أنغيلا على الالتحاق بمنظمتنا كعضو منتسب. كما أشكر السيدة كاتالينا بودياري، رئيسة المؤتمر في الدورة السابقة على الجهود الجبارة والمحمودة التي قامت بها بين الدورتين. كما أعبر عن تقديري وشكري للسيدة إيرينا بوكوفا، المديرية العامة لليونسكو، على مجمل الأعمال الجليلة التي تقوم بها لتطوير أداء المنظمة، وأتقدم إليها بخالص الشكر على جهوداتها لتوطيد وتعزيز أواصر التعاون بين المغرب واليونيسكو. وأهنئها بالمناسبة على الثقة التي حظيت بها من طرف المجلس التنفيذي لإعادة انتخابها لولاية ثانية كمديرة عامة لليونسكو.

٤٧،٢ سيداتي، سادتي، إن انعقاد هذه الدورة السابعة والثلاثين للمؤتمر العام لمنظمة اليونسكو يأتي في ظرفية سياسية خاصة بالنسبة إلى المغرب، إذ إن هذه الدورة تعقد غداة تصيب صاحب الجلالة، الملك محمد السادس نصره الله، لحكومة جديدة تضم من بين أعضائها ست نساء يتحملن حقائق وزارية مهمة ذات صلة بمجالات اهتمام منظمة اليونسكو. أيتها السيدات والسادة، لقد تمكن المغرب بفضل الجهود الحثيثة التي بذلها في مجال إنجاز برنامج التعليم للجميع، من تحقيق مكاسب هامة على مستوى تعميم التمدرس في التعليم بجميع المراحل التعليمية، حيث بلغت نسبة التمدرس في المرحلة الابتدائية نحو ٩٧,٥٪. كما قطعنا أشواطاً جد مشجعة بالنسبة لتمدرس الفتاة في العالم القروي، وتقليص الفوارق بين الجنسين وبين الوسطين الحضري والقروي. كما بذلت المغرب مجهودات جبارة في مجال التعليم غير النظامي، وفي مجال تعليم الكبار، مما مكن من خفض نسبة الأمية بشكل ملحوظ إلى ٣٠٪ نهاية ٢٠١٢. وقد حظيت هذه الجهود باعتراف دولي تمثل في منح المغرب جائزة اليونسكو - كونفوشيوس نحو الأمية برسم سنة ٢٠١٢.

٤٧،٣ أما فيما يخص تحسين جودة التعليم، فإن المغرب قد انخرط في مسلسل إصلاح بيداغوجي شامل، شمل أساساً تحديث وتطوير المناهج والبرامج التعليمية، وتشجيع التوجه إلى العلوم والتكنولوجيا وتعزيز كل ذلك بإدماج تكنولوجيات المعلومات والاتصالات في التعليم عبر مشروع وطني يسعى إلى تعميمها في كل المؤسسات التعليمية والجامعية، واعتبار مبادئ حقوق الإنسان والتربية على المواطنة والمساواة بين الجنسين من مداخلها الأساسية. أما في مجال ملائمة التعليم مع متطلبات التنمية المستدامة وتقوية العلاقة بين المؤسسات التعليمية والجامعية وحاجيات محيطها الاقتصادي والاجتماعي المتجددة، فإن الجهود المبذولة لتطوير التعليم الجامعي تسعى إلى إحداث تكوينات مهنية متخصصة تتوج بشهادات الإجازة والماستر. ولا تفوتني الفرصة في هذا المقام لأشير إلى العناية الكبيرة التي يوليها المغرب للبحث العلمي ولدوره الهام في تحقيق تحضة وطنية شاملة. وقد تجلّى هذا الاهتمام في العمل الذي قامت به الوزارة في وضع مخطط لسنوات ٢٠١٢-٢٠١٦ لتطوير منظومة البحث العلمي والتقني والابتكار، والذي تمثل في وضع برامج تستفيد منها الجامعات من خلال إعداد مشاريع مهيكلت ستقوي قدرات منظومتنا الوطنية للبحث والابتكار، وتحسّن أداءها وحكامتها ومردوديتها.

٤٧،٥ أما في مجال الحكامة، فقد اعتمد المغرب توجهاً ديمقراطياً يتأسس على الهوية واللامركزية واللامركز، وعلى النهج التعاقدية في تدبير الشأن العام. وقد مكن هذا التوجه من تعزيز استقلالية الجامعات والمؤسسات التربوية. سيداتي، سادتي، أما في المجال الثقافي فقد عملت الحكومة على زيادة الاهتمام بالتراث العالمي المادي واللامادي وصيانته وضمان الاستدامة في إدارته، وتعزيز التعاون الدولي والإقليمي من أجل تطوير القدرات الوطنية على صون التراث وتنمية الصناعات التقليدية والثقافية والإبداعية، كما تمكّن المغرب من تصنيف مدينة الرباط، عاصمة المملكة، تراثاً عالمياً لليونسكو سنة ٢٠١٢.

٤٧،٥ أما في مجال الاتصال والمعلومات فقد دأبت الحكومة على توفير المناخ الملائم لحرية الصحافة وسلامة الصحفيين وتعزيز التعددية والمشاركة في تطوير وسائل الإعلام ودعم المؤسسات الإعلامية لضمان مستقبلها واستدامتها، كما عملت على تسهيل الولوج إلى المعلومات والمعارف وتطوير مجتمع المعرفة التزاماً منها بتوصيات مؤتمر القمة العالمي لمجتمع المعلومات. سيداتي، سادتي، لإعطاء مزيد من الحظوظ لبلوغ الأهداف المرسومة في المجالات الاجتماعية، أعطت الحكومة في إطار برنامجها ٢٠١٢-٢٠١٦ اهتماماً كبيراً خاصاً للنهوض بحقوق النساء والأطفال والأسرة والأشخاص في وضعية إعاقة والفتيات التي تعيش في وضعية هشاشة، وذلك من خلال وضع وإعمال الخطة الحكومية للمساواة. وسنواصل بعون الله جهودنا من أجل المساهمة البناءة في كل برامج اليونسكو، شاكرين منظمتنا والساشرين على تدبير شؤونها على ما يبذلونه من جهود حثيثة لمساعدة الدول الأعضاء. وأشكركم على إصغائكم. والسلام عليكم ورحمة الله وبركاته.

(47.1) **Mr Daoudi (Morocco) (translation from the Arabic):**

*Bismillāh ir-rahmān ir-rahīm* (In the name of God, the Merciful, the Compassionate). *Aṣ-ṣalāh wa-s-salām 'alā ashraf al-mursalin* (Prayer and peace be upon the noblest of prophets). Madam President, Madam Chair of the Executive Board, Madam Director-General of UNESCO, ladies and gentlemen, heads of delegation, *as-salāmu 'alaikum wa-rahmatu llāhi wa-barakātuh* (peace and the mercy and blessings of God be upon you). To begin with, I should like to offer sincere congratulations to Mr Hao Ping on the confidence shown in him by the representatives of the Member States in electing him President of the General Conference, in view of his competence, knowledge and flexibility. I also congratulate Anguilla on having become an Associate Member of our Organization. I thank Ms Katalin Bogyay, President of the previous session of the General Conference, for her tremendous and much appreciated efforts between sessions. I also express thanks and appreciation to Ms Irina Bokova, Director-General of UNESCO, for all her praiseworthy actions to enhance the Organization's performance, and I convey to her sincere thanks for her efforts to reaffirm and strengthen cooperation between Morocco and UNESCO. I congratulate her on the confidence demonstrated in her by the Executive Board in nominating her for a second term as Director-General of UNESCO.

(47.2) Ladies and gentlemen, the 37th session of the General Conference comes at a politically significant time for Morocco. His Majesty Mohammed VI has just appointed a new government which includes among its members six women with important ministerial portfolios relating to UNESCO's fields of competence. Ladies and gentlemen, thanks to its intense efforts to implement the education for all (EFA) programme, Morocco has made significant gains in generalizing schooling at all educational levels. At the primary level, we have achieved a 97.5% schooling rate, and we have made encouraging advances with respect to the schooling of girls in rural villages, and reducing the gender gap and the urban/rural divide. Morocco has also made tremendous efforts in the fields of formal and non-formal education and adult education, which have made it possible to achieve a significant 30% reduction of illiteracy by the end of 2013. These efforts have received international recognition with Morocco being awarded the UNESCO Confucius Prize for Literacy in 2012.

(47.3) With regard to enhancing the quality of education, Morocco has been engaged in a comprehensive series of pedagogical reforms involving the modernization and development of educational curricula and programmes, encouraging the orientation of students towards science and technology, and strengthening that approach by including information and communication technology in education by means of a national project aimed at generalizing ICTs in all educational and university institutions, and considering the principles of human rights and citizenship and gender equality education as fundamental components thereof. With regard to the relevance of education for the needs of sustainable development and strengthening the links between educational and university institutions and the constantly evolving needs of their economic and social environment, the efforts exerted to develop university education are aimed at introducing specialized forms of vocational education consecrated by BA and Masters diplomas. In this connection, I cannot fail to mention the great attention Morocco devotes to scientific research and the important role it plays in bringing about a comprehensive national renaissance. This attention has taken the form of actions by the ministry to devise a plan for 2012-2016 to develop a system of scientific and technical research and innovation, which have consisted in drawing up programmes for the use of universities when preparing well-structured projects aimed at building the capacities of our national research and innovation system, and enhancing its performance, governance and profitability.

(47.4) With regard to governance, Morocco has adopted a democratic approach based on regionalism, decentralization and deconcentration, and on open bidding for public contracts. This approach has made it possible to strengthen the independence of universities and educational institutions. Ladies and gentlemen, in the cultural field, the Government has endeavoured to build awareness of the tangible and intangible world heritage and its preservation and sustainable management, and strengthening international and regional cooperation in order to build national capacities to preserve the heritage and develop traditional, cultural and creative industries. Morocco also managed in 2012 to have Rabat, the capital of Morocco, classed as part of the UNESCO world heritage.

(47.5) In the field of information and communication, the Government has made efforts to ensure an appropriate climate for freedom of the press and the safety of journalists, and to strengthen pluralism and inclusiveness in developing the information media and supporting media institutions in order to ensure their future and sustainability. It has also worked to facilitate access to information and knowledge and to develop an information society, pursuant to the recommendations of the World Summit on the Information Society (WSIS). Ladies and gentlemen, with a view to ensuring a better chance of attaining the objectives recommended in the social fields, the government has devoted particular attention within the framework of its programme for 2012-2016 to promoting the rights of women, children, the family, individuals with disabilities, and persons in the vulnerable categories, by developing and implementing the Government's equality plan. With God's help, we shall pursue our efforts to contribute constructively to all of UNESCO's programmes, and we thank the Organization and its staff, who are doing their best to serve its Member States. Thank you for your attention. *As-salāmu 'alaikum wa-rahmatu llāhi wa-barakātuh* (Peace and the mercy and blessings of God be upon you).

#### 48. **The President:**

Thank you very much Your Excellency. Now I welcome His Excellency Dr Tim Gopeesingh, Minister of Education of Trinidad and Tobago.

#### 49.1 **Mr Gopeesingh** (Trinidad and Tobago):

Madam President, Madam Chair of the Executive Board, Director-General, honourable ministers and heads of delegations, delegates of our country Trinidad and Tobago, Caribbean colleagues, other invitees, distinguished ladies and gentlemen, a pleasant good evening to all. Trinidad and Tobago congratulates you, our re-nominated Director-General, Ms Irina Bokova, on your achievements over the last four years and wishes you continued success. We sincerely thank outgoing President, Ms Katalin Bogyay, for her sterling contribution to the success of the 36th session of the General Conference. We welcome the new President, Mr Hao Ping, and we look forward, Sir, to your stewardship. Our Prime Minister, Ms Kamla Persad-Bissessar, our country's first female Prime Minister in 51 years of independence from colonial governance, our Government and people send their best wishes to UNESCO for continued success. Also, as Trinidad and Tobago reflects on our journey of 51 years as a UNESCO Member State, we remember another light, Ms Sheilah Solomon, who passed away recently. She was recognized by UNESCO as one of the 60 women contributing to its efforts in constructing the foundations of peace; she was the first Secretary-General of our National Commission 51 years ago and also served as a Member of UNESCO's Executive Board. Incidentally, this time around Trinidad and Tobago is again seeking membership of the Executive Board and we trust we will have all of your support in this bid for our candidacy given the outstanding track record of international representation our international citizens hold.

49.2 We thank the Director-General for her kind invitation to one of our very special citizens, Ms Shamla Maharaj, to participate in the just-concluded Youth Forum. This exemplary young lady was born with cerebral palsy but defied the physical restrictions and social stigma to excel and is one of our youth ambassadors and national awardee for her inspiring struggle to achieve beyond her affliction. We fully support UNESCO's thrust in education towards ICT, as was enunciated in the World Education Forum in London in January; technical and vocational education and training (TVET) from the Shanghai Declaration in 2012; universal early childhood care and education (ECCE) and teacher training and development. Trinidad and Tobago has now re-engineered and transformed its education system in pursuit of fulfilling those objectives, among others, in our new "excellence in education" paradigm. In keeping with UNESCO's education for sustainable development drive, we have ensured active educational intervention for our students with special needs and challenges, in areas of dyslexia, autism, attention deficit hyperactivity disorder (ADHD), Down syndrome, behavioural and psychological abnormalities and neurological diseases, with our education inclusion focus.

49.3 We have attained free universal, primary, secondary, and tertiary education. Our students are being supported through primary to tertiary education with books, personal laptops, transport, meals and scholarships, and we are moving swiftly to achieving universal early childhood education. We have transformed our primary school curriculum to include moral values, ethics, citizenship, character development, physical education, and visual and performing arts. All entrance-level secondary school students are given personal laptops, and soon, too, all upper-level primary students, as we continue to bridge the digital divide nationally and ensure a highly technologically literate population.

49.4 We have also advanced tertiary education through six tertiary learning institutions, including our national university and our internationally distinguished University of the West Indies. The Director-General will be pleased to know that as an offspring of her “10,000 Principals Leadership Programme”, we launched this year with resources from my Government, the private sector and from UNESCO’s private sector-public sector partnership, a pilot to train principals and teachers in leading for literacy in primary schools. Already we are seeing tangible results from this as part of a decade for literacy focus by our National Commission which also foresees extending this drive to our Caribbean counterparts. We envision the launch of a similar numeracy initiative, and expansion of digital archiving and additional submissions to the Memory of the World Programme as a global bank of documentary heritage of humanity this coming year.

49.5 We in Trinidad and Tobago proudly offer to our global family another outstanding track record – our experiences of attaining mutual respect, understanding and appreciation of each other’s religions, cultures and ethnicities in our multicultural mosaic – from Africa, India, immigrants and from your country, China too, Mr President, since the nineteenth century, and more recent labour movements, all part of the continuing global movements of the last 500 years. Our Prime Minister is the current Chair of the Caribbean Community (CARICOM) and Trinidad and Tobago, if afforded the opportunity to become a Member of the Executive Board next week, will work to give enlightened guidance on the drive for reparations in ways that speak to strengthening of our socio-cultural systems. We propose to do this by deepening cross-regional partnerships with Europe, Africa and Asia in implementing the culture conventions, and such initiatives as the transatlantic slave trade and Memory of the World projects in which we have partnered with other nations. These include listing of two significant archives – the registry of slaves of the British Caribbean and records of indentured immigrants. We are also looking at ratifying the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property as we become more and more vulnerable to this threat with the increasing international value of heritage items in global markets.

49.6 Finally, Madam President, I renew Trinidad and Tobago’s invitation, now to yourself and the Director-General and other States here, to be our guest whenever possible so that you can share in both our efforts outlined above and others aimed at fulfilling the UNESCO mandate of building peace in the minds of men and women. You can, of course, get a sneak preview of the immense creativity and dynamism of our people from our input into the Caribbean evening in support of our three candidates for the Executive Board on Monday 11 November, when the steel orchestra from our little sister island, Tobago, will regale you with music from our national instrument, the Steelpan, the only musical instrument invented in the twentieth century and a valuable dimension to the world’s tangible and intangible heritage. As you will see and hear then, Mr President, distinguished delegates, great waves can indeed be made by a small island. I thank you for your kind attention. *Merci*.

50. **The President:**

Thank you very much Your Excellency, and now I welcome His Excellency Mr Muhammad Baligh ur Rehman, Minister of State for Education, Training and Standards in Higher Education of Pakistan.

51.1 **Mr Baligh ur Rehman (Pakistan):**

*Bismillāh ir-rahmān ir-rahīm*. Honourable President of the General Conference and Deputy Director-General of UNESCO, Madam Chair of the Executive Board, distinguished delegates, Excellencies, ladies and gentlemen, I feel delighted to address this august gathering of the 37th session of the General Conference. Despite financial issues and the energy crisis facing the country, situations of law and order, terrorism, threats to girls’ schools in certain areas of the country, and illegal drone attacks by the United States, which are actually hampering peace talks in the war zone, our Government stands firmly committed to the cause of education, which is our foremost priority. We are determined to turn around the current low net enrolment rate, high dropout rate, low literacy, less access to TVET and higher education sectors.

51.2 Pakistan believes in UNESCO, its mission and its goals and the role performed by it in developing international cooperation and promoting peace and sustainable development through various initiatives. UNESCO needs to maintain its leadership in the five areas of its competence. I believe that the theme chosen for the Leader’s Forum is very relevant for our debate as well. We are discussing UNESCO’s role in determining the post-2015 development agenda and want to see UNESCO lead in setting the United Nations strategy and policy for education beyond 2015. Before we set on the path to determine the next millennium development goals (MDGs) or sustainable development goals, we need to keep in mind the relative importance of different issues between the North and the South.

51.3 This new development agenda needs to be simple, action-oriented and based on universally accepted values and ethical principles, allowing significant policy space to the countries at different stages of development and respecting national policies and priorities. We need to avoid the mistakes of the past while setting our future. We have to create institutional mechanisms that would trickle the benefits of economic growth to the poor. My Government believes that market excess in the form of lowering of trade barriers and transfer of technology is far more important in the quest for development than foreign aid. Such an approach would set the new global agenda based upon partnerships in development.

51.4 Ladies and gentlemen, the gaps between illiterates, literates with basic literacy and literates with digital literacy and access is widening day by day. ICT policy needs to be introduced but after utmost thoughtful debate. The national governments have to act. Young people need to be engaged and employment opportunities need to be created as these provide the only sustainable means of poverty reduction. People are not just beneficiaries of development; they have to be involved in the process of development as main actors. This would require education and inclusion. It is necessary to ensure that the process of growth is pro-poor. In short if there was only one development agenda beyond 2015, it should

be equitable sustainable human development, and the goals should be termed as human development goals, as sustainable development is not an end in itself – it is the process that leads to the ultimate goal of human development.

51.5 Pakistan calls for an equal partnership between industrialized and the developing countries. At the same time, there is much need for partnership among the developing countries at different levels of development, particularly between the emerging economies and the least developed countries (LDCs). Ladies and gentlemen, education still remains one of the core unfinished businesses of the MDGs and education for all goals and must be prioritized in the post-2015 agenda. The next education agenda needs to address the wide disparities among regions and within countries. The issue of quality has been left unaddressed. Similarly, secondary and tertiary education, adult literacy, and technical and vocational education need to be taken into account.

51.6 Pakistan supports the consensus reached at the 2013 Global Consultation on Education in the Post-2015 Agenda held in Dakar in March 2013 for a new education goal, namely equitable, quality education and lifelong learning for all. We also find the document presented by the Secretariat for education beyond 2015 to be a good starting point. We also stress the importance of UNESCO's cultural conventions, particularly the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property and call for its strengthening. We are thankful to UNESCO for creating the Malala Fund for the cause of girls' education around the globe. I am pleased to inform you that Pakistan has contributed \$10 million to this noble cause. I urge all of you to contribute generously to this fund to help bring an end to gender disparity. Towards that end, I would stress the need to recognize our joint responsibility to make this Organization functional and efficient. It is faced with the worst financial crisis ever. Member States have to rescue it. As the mandate of UNESCO is too close to our hearts, we have to foresee such crises and develop long-term solutions to deal with them. Those who are defaulting on payments also need to realize their responsibility towards this Organization. Thank you very much.

52. **The President:**

Thank you very much Your Excellency, and now I welcome Professor Jacob Kaimenyi, Cabinet Secretary of the State Department of Education, Science and Technology of Kenya. Please, the floor is yours.

53.1 **Mr Kaimenyi (Kenya):**

President of the General Conference, Excellencies, distinguished delegates, ladies and gentlemen, I join my colleagues in congratulating Mr Hao Ping on his election as President of the 37th session of the General Conference of UNESCO. I also wish to congratulate the Director-General and her team for their dedicated work on the implementation of reforms within UNESCO.

53.2 Madam President, in 2010 Kenya promulgated a new constitution which declared education as a basic human right and made provisions for equity by providing social and economic opportunities. The education sector has since realigned its policies and programmes to these provisions. During the last five years, Kenya has increased access to education through free primary, free day secondary education, and the rapid expansion of tertiary institutions. Kenya is committed to providing education for sustainable development, peace and the self-actualization of its citizens. We have also incorporated environmental education, peace and life skills into the curriculum. It is in this regard, ladies and gentlemen, that we fully support UNESCO's engagement in education for sustainable development (ESD) through the global action programme on ESD as a follow-up to the United Nations Decade of Education for Sustainable Development. In the recognition of ICT as a key factor for the development of knowledge societies, we have as a nation embarked on a project to provide primary school children with laptops by 2014. Education quality assurance bodies have also been restructured at all levels so as to strengthen education quality. However, I wish to note that major challenges still face the education sector in our motherland. These include increasing numbers of vulnerable groups, rising teachers' wage bill, high number of refugees due to regional conflicts and high unemployment rates. Despite these challenges, the Government of Kenya remains committed to provide quality education for all.

53.3 Madam President, Kenya is dedicated to effective preservation and management of its heritage for the benefit of all humanity. Recently, Mount Kenya-Lewa Wildlife Conservancy was added to the World Heritage List as an extension of Mount Kenya. This proves that Kenya has enhanced private-public partnerships in its efforts to conserve world heritage. Furthermore, Kenya notes that there is still a lack of policy to enable developing nations to concurrently preserve world heritage and undertake projects such as infrastructure development. Such a policy will enable communities to enjoy the benefits of development and heritage conservation without conflicts of interest. Kenya will pursue the mapping and development of geoparks in order to sustain conservation and protect geological heritage.

53.4 Kenya recognizes science, technology and innovation (STI) as critical drivers of sustainable growth and social transformation. The Government is committed to providing at least 2% of its GDP towards research and innovation. The UNESCO Chairs and UNITWIN network play an important role in enhancing UNESCO's visibility and impact. In Kenya, the UNESCO Chair on Women's Education, Community Health and Sustainable Development is actively spearheading a programme on universities for a sustainable culture of peace, while the UNESCO Chair in Bioethics is promoting the principles of the Universal Declaration on Bioethics and Human Rights. Ladies and gentlemen, in this regard Kenya is interested in working with UNESCO towards establishing a Chair on Youth. Finally, Kenya thanks Member States for their support and will continue supporting UNESCO in its activities. Thank you, ladies and gentlemen. May God bless you all.

54. **The President:**

Thank you very much. Now I give the floor to His Excellency, Mr Marek Mad'arič, Minister of Culture of Slovakia. Please, the floor is yours.

55.1 **M. Maďarič** (Slovaquie) :

Madame la Vice-Présidente de la Conférence générale, Madame la Présidente du Conseil exécutif, Mesdames et Messieurs, en tant que Ministre de la culture, je tiens à vous assurer que, même en cette période de changements sociaux, économiques et financiers, le Gouvernement de la République slovaque conçoit la culture comme une base intrinsèque de la société, qu'elle fédère par des valeurs et en participant à la création d'identités nationales, locales et autres.

55.2 Le Gouvernement slovaque compte inclure la culture dans les documents stratégiques de développement des autorités centrales de l'administration d'État, mais aussi dans les documents des institutions nationales de recherche scientifique. Notre gouvernement appuie pleinement la créativité et le patrimoine, qui constituent la force motrice du développement durable et de la paix. La Slovaquie prête une attention particulière à la transposition effective au plan national de tous les instruments juridiques internationaux de l'UNESCO concernant la culture, à l'amélioration de l'état des sites inscrits ou nommés sur la Liste du patrimoine mondial – culturel et naturel – et aux différents éléments inscrits ou nommés sur la liste représentative du patrimoine culturel immatériel de l'humanité. Selon nous, le dialogue interculturel et la diversité culturelle en Europe ne sont pas des phénomènes propres à la seule culture européenne – car celle-ci résulte de différentes cultures, qui s'unissent dans cet espace géographique pour modeler non seulement son identité culturelle mais aussi son intégrité spatiale. Je souhaiterais que le Programme et budget de l'UNESCO soient approuvés, de telle sorte qu'ils contribuent de manière concrète à la réalisation du programme de développement pour l'après-2015.

55.3 Dans le domaine de la formation, la Slovaquie appuie l'objectif stratégique de l'Organisation qui consiste à développer le programme de formation pour tous et à élaborer le futur programme international de formation. Malgré un budget en diminution, la Slovaquie appuie l'UNESCO dans le domaine de la formation et de l'inclusion des enfants et des jeunes gens d'origine rom. Dans le cadre du programme participatif de l'UNESCO pour les années 2012 et 2013, l'Organisation a approuvé deux projets en faveur de la République slovaque, et cela malgré sa situation financière défavorable. Le premier portait sur la formation préscolaire par l'entremise des parents d'enfants roms et d'autres enfants défavorisés, le second visant à réduire le fossé numérique en Afrique. Ces deux projets prenaient donc en considération les priorités globales de l'Organisation, c'est-à-dire la formation et l'Afrique. En ce qui concerne le domaine de l'éducation et de la formation, notre objectif est d'enrichir la ligne programmatique de l'UNESCO en la matière et de la rendre plus efficiente encore grâce à l'édification du Centre de formation inclusive pour les enfants défavorisés en Europe centrale et orientale – modèle de centre virtuel susceptible d'être appliqué ailleurs dans le monde.

55.4 La Slovaquie favorise toutes les corrélations possibles entre les politiques scientifiques, sociales, ethniques et d'intégration au service du développement durable, ainsi que la coopération scientifique internationale en faveur de la paix et de l'inclusion sociale. Dans le but de renforcer les capacités des pays membres aux fins d'une meilleure gestion des défis bioéthiques qui accompagnent le développement des sciences et des technologies, mais aussi d'appliquer les principes bioéthiques dans la vie pratique et de participer pleinement au débat sur la bioéthique à l'échelle mondiale, la République slovaque a organisé la huitième session ordinaire de la Commission mondiale d'éthique des connaissances scientifiques et des technologies (COMEST), qui s'est tenue à Bratislava en mai 2013.

55.5 Dans le domaine de l'environnement, la Slovaquie met en œuvre les principales mesures et tâches relatives à la conservation de l'environnement pour les années 2014 à 2020, conformément aux conclusions de la Conférence Rio + 20. La République accorde une attention particulière au patrimoine naturel et s'efforce d'obtenir l'inscription de nouveaux sites naturels sur la Liste du patrimoine mondial.

55.6 L'une des priorités de la Slovaquie est l'appui à la liberté d'expression, au développement des médias et à l'accès universel à l'information et au savoir. Dans le domaine de la communication et de l'information, le défi consiste à améliorer le fonctionnement de médias pluralistes, notamment grâce à l'adoption de politiques publiques sensibles à la parité des sexes et au renforcement des droits des citoyens, surtout ceux des jeunes.

55.7 Madame la Présidente, je vous souhaite tout le succès possible durant la 37<sup>e</sup> session de la Conférence générale de l'UNESCO et vous remercie de votre attention bienveillante. Merci.

56. **The President:**

Thank you very much Your Excellency. Now I welcome Her Excellency, Ms Patricia Lourens-Philips, Minister for Education, Youth, Culture and Sports of Sint Maarten. Please, the floor is yours.

57.1 **Ms Lourens-Philips** (Sint Maarten):

Madam President, Madam Director-General, Your Excellencies, distinguished delegates, ladies and gentlemen, Mr President, as the new Minister for Education, Youth, Culture and Sports of Sint Maarten, it is an honour and pleasure for me to participate in this illustrious event. Let me take a few seconds to extend on behalf of Sint Maarten congratulations to the people of Anguilla on achieving associate membership of UNESCO. Anguilla is one of Sint Maarten's neighbouring islands, less than 30 minutes away by boat. Our people share many common aspects of culture, economic and social activity.

57.2 Madam President, Sint Maarten became a country within the Kingdom of the Netherlands in October 2010, and a year later we became an Associate Member of UNESCO. Since then we have made important strides in many areas and I would like to share with you our major achievements. The legal framework for the installation of Sint Maarten's National Commission for UNESCO has been approved by the Government, the Secretariat is functional and a Secretary-General for UNESCO has been appointed.

57.3 In the domain of culture on Sint Maarten, where the preservation and highlighting of our national heritage is concerned, historically 1 July is known as our Day of Emancipation. This day was proclaimed as a public holiday for the

first time in 2012 to afford our people the opportunity to reflect on the atrocities of slavery and celebrate our freedom from its shackles. Also in 2012 and 2013 the Governor of Sint Maarten hosted two symposia with the themes “National Heritage: its historical, cultural and economic importance” and “Sustainable Development: challenges for Sint Maarten as a small island Caribbean nation” respectively. These symposia brought together a large cross-section of the community of our island as well as professionals from neighbouring islands. By ministerial decree at the beginning of this year, the decade started in 2013 and ending in 2023 was proclaimed: “The Decade of Revitalizing Our Natural and Cultural Heritage”.

57.4 Madam President, against this backdrop Sint Maarten is in the process of acceding to the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. In addition, we support and endorse the project proposal on strengthening capacities to implement the 2003 Convention in Aruba, Curaçao, Bonaire, Sint Maarten, Sint Eustatius and Saba, in cooperation with the Netherlands and Suriname, which will be realized in 2014. The cultural institutional infrastructure of Sint Maarten was further advanced by the establishment of the foundation called “PitchIT Caribbean”. PitchIT Caribbean proposes to collaborate with other Member States in the Caribbean and to serve as the portal for the tangible cultural heritage project called “The Eastern Caribbean Coastal Fortifications and Related Cultural Landscapes”. In this context, I call attention to one of our new objectives, which is to obtain recognition for a category 2 centre on Sint Maarten. Our proposal for this centre is to serve as a world-renowned professional institute in the area of tangible cultural heritage supported by information technology.

57.5 Culture and education meet where the focus on the youth of Sint Maarten begins. Madam President, representing the multicultural composition of our society, our young people came together in a youth round table conference in September of this year. The preliminary report of the youth round table conference cited identity as an area of importance to our young people. As a result, Sint Maarten’s 2013 programme in commemoration of International Children’s Rights Day will focus on identity under the theme “My right to an identity: my right to belong.” Our youth parliament engages in annual sessions at the parliament of Sint Maarten’s headquarters.

57.6 As far as science is concerned, Madam President, a Man and the Biosphere (MAB) committee has been established on Sint Maarten. A potential site has been selected as a biosphere reserve and presently the committee is engaging in the process to request the designation of the selected site as a UNESCO reserve.

57.7 In the area of education, Madam President, I am proud to announce that Sint Maarten now has its own national institute for technical and vocational education. Our Government is committed to providing the students of this institute for continuing and tertiary education with appropriate knowledge, skills and competencies to enable them to either successfully enter the job market or to actively pursue an opportunity for self-employment. Mr President, I am equally proud to announce yet another project to you, which is the “one laptop per child” project. The ambitious goals of this project are to provide a tablet to each student, to equip our schools with the necessary infrastructure and provide our teachers with the necessary training to make our education system relevant to the technological requirements of the twenty-first century.

57.8 In order to provide optimal development opportunities for our students with special needs, we engaged the assistance of a United States university to categorize the special needs of our students and to make recommendations for individual remediation plans. In closing Mr President, it is our aim as a new Associate Member of this august body, to continue building on what we have embarked upon and developing new initiatives in the area of education, science, and culture in our continued efforts to uphold the ideals and goals of UNESCO. In light of this we would like to take this opportunity to announce our full support and sponsorship of the draft resolution to reinforce UNESCO’s strategy in small island developing States (SIDS) as part of the post-2015 development agenda. I thank you for your attention.

58. **The President:**

Thank you very much Your Excellency. Now I welcome His Excellency, Mr Vjačeslavs Dombrovskis, Minister of Education and Sciences of Latvia.

59.1 **Mr Dombrovskis (Latvia):**

Madam President, Madam Director-General, distinguished colleagues; I have the honour to speak on behalf of the Republic of Latvia. We regard this Conference as a great opportunity to stress the global commitments to the reaching of the Millennium Development Goals and to provide a common vision and structure for the post-2015 development agenda. In the past decade, the Millennium Development Goals have been an essential part of the global struggle to reduce poverty and maintain social and economic development. Even though progress towards reaching these goals has been remarkable, the challenge to ensure well-being, justice, equal rights and opportunities for everyone is still a part of the global agenda to which Latvia remains committed and it is ready to share its reform experience.

59.2 The United Nations Decade of Education for Sustainable Development has changed our vision of development by enriching it with different dimensions: social, environmental, and economic and by emphasizing culture as its driving force. Education of the twenty-first century is no longer seen as a subject-based transfer of knowledge from a teacher to a student. It is an interdisciplinary, holistic, interactive and inclusive process of lifelong learning. Therefore, we see the post-2015 agenda of education as universally applicable and addressing the most compelling global challenges such as the transition from a consumer society to a knowledge society that consists of creative individuals who live according to principles of sustainability. Education in the twenty-first century must be based on values and emphasise the tangible, intangible and documentary heritage as an asset of human development and the role of education in promoting and preserving it. We are proud of the 25th Latvian National Song and Dance Festival, a tradition that is included in the UNESCO’s Representative List of the Intangible Cultural Heritage of Humanity. This year, the event brought together thousands of talented people, singers and dancers from Latvia and they are already preparing for the 11th Latvian Youth,

Song and Dance Festival in 2015, stressing the value and success of education and after-school activities in fostering traditional values and strengthening national identity.

59.3 Ladies and gentlemen, it is important to ensure that opportunities offered by the development of information and communication technologies are used fully to contribute to peace and sustainable development. We believe that access to information and knowledge has to be universal and equitable. Latvia strongly supports the basic principle that the same universal rights that individuals enjoy “offline” must also be upheld and protected online. Latvia is committed to protecting and promoting Internet freedom as an important element of freedom of expression for an open and democratic society. To fulfil this commitment Latvia is willing to organize the World Press Freedom Day in 2015. We acknowledge the important contribution of UNESCO in the implementation of the World Summit on the Information Society (WSIS) plan of action. Latvia has been an active part of this process. Recently the global meeting of experts on the ethical aspects of the information society was organized in Riga by UNESCO’s intergovernmental Information for All Programme (IFAP), in cooperation with the Government of Latvia. It resulted in the adoption of the guidelines on ethics in the information society.

59.4 In conclusion, I am proud to announce that the Fifth Asia-Europe Meeting of Ministers of Education (ASEMME) will take place in Riga, Latvia in 2015. ASEMME serves as a valuable platform for exchanging best practices and sharing know-how models and innovations in education policies. The Riga conference will allow us to focus on the coherence and mutual reinforcement of the education for all goals and international development goals in the post-2015 agenda. Changing the way we think and the way we act is an obligation towards future generations; therefore we must start now for our sustainable future to come. We congratulate the reform efforts made by the Director-General, particularly taking into consideration the difficult financial situation of the Organization. Latvia believes that only through true ownership of UNESCO and its vision at the national level by using the potential of National Commissions can we succeed in responding to and addressing global challenges. Thank you for your attention.

*Mr Hao Ping resumes the Chair.*

60. **The President:**

Thank you, Your Excellency. The next speaker is Her Excellency, Ms Jessica Alupo Epel, Minister of Education and Sports of Uganda.

61.1 **Ms Epel (Uganda):**

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General of UNESCO, Excellencies, Ministers and Ambassadors, distinguished delegates, ladies and gentlemen. Mr President, my delegation congratulates you upon your election to chair the 37th session of the UNESCO General Conference. This august assembly has trust and confidence in you to steer it towards consensus and agreement on the matters before us. Our delegation thanks the Director-General, the Secretariat, the Executive Board and indeed the Member States for the preparation of draft documents 37 C/4 and 37 C/5, and other documents for our conference.

61.2 Mr President, UNESCO faces many challenges today, particularly in light of the global economic hardships and the reduction of its budget from \$653 million to \$507 million in the next biennium. This reduction comes at a time when millions of children are unable to access quality education and, many people, particularly women, remain illiterate. Furthermore, our cultures need to be brought to the forefront of development. The far-reaching effects of this reduction will not only be felt at UNESCO, but by society at large. We will notice some of them as we grapple with attaining sustainable development through education, the sciences, culture, communication and information and promotion of a culture of human rights and peace in society.

61.3 Mr President, Uganda applauds the efforts of the Director-General to rationally allocate the meagre resources towards achieving the goals of the Organization. We appreciate that Africa, gender equality, youth, least developed countries (LDCs) and small island developing States (SIDS) remain major concerns of the Organization. We also support the operational strategy for Africa and the gender action plan, as well as the youth strategy. We would like to see concrete actions on these priorities and concerns.

61.4 Mr President, regarding programmes, Uganda would like to thank UNESCO for its support over the years, and in particular this biennium, through the participation programme and the regular budget, as well as extrabudgetary funds. We are particularly grateful for the Teacher Training Initiative for Sub-Saharan Africa (TTISSA), the Cap-EFA intervention, the China Funds-in-Trust (CFIT) for teachers and the Japan Funds-in-Trust for the reconstruction of the Kasubi world heritage site.

61.5 In the education programme, Uganda agrees with the commitment to the EFA targets for 2015 and beyond. The EFA end-of-decade assessment was concluded in Uganda and it shows sustained progress on access and gender parity, at least at the primary level, as well as improved literacy. Our flagship is the provision at all levels of quality and all-inclusive skills-oriented education that will propel us to peace and sustainable development. In this respect we are implementing the “Skilling Uganda” programme, aiming at imparting skills for life and employability to all our youth.

61.6 In science, Mr President, we acknowledge the important role of science in fostering the capacity for innovation technology and management of natural resources for sustainable development. We are engaging our schools in building capacity for energy education and management. We are also studying geo-hazards vulnerability to help mitigate the frequent earthquakes, floods and other hazards we have experienced frequently in the recent past.

61.7 Mr President, under Major Programme III, our focus is on strengthening our capacity to protect and promote human rights and to manage social transformation. We collaborated with UNESCO in the production of the DVD “Education for Human Rights ... Young People Talking”. In the framework of the World Programme for Human Rights



Education, we have developed a national implementation strategy for human rights education in primary and post-primary education institutions. Under Major Programme IV, Mr President, we agree with the importance attached to the promotion, preservation and development of culture and heritage and the pivotal role of culture and creativity as a means of achieving sustainable development and peace. The attention given to the UNESCO conventions by strengthening relations between them is well deserved. We, however, caution against losing the importance of creativity and arts education as drivers for sustainable development and peace. These should remain high on our agenda.

61.8 The Ugandan delegation also welcomes the proposals of the Director-General for the promotion of museums and strengthening their role in intercultural dialogue and sustainable development. We also support flagship projects like the Slave Route project and the pedagogical use of UNESCO's general and regional histories, in particular the *General History of Africa*. Under Major Programme V, Mr President, we support the proposals of the Director-General on the promotion of freedom of expression and information and fostering communication. We have trained journalists in peace and conflict reporting and undertaken mapping of policies and legislation related to community media in Uganda. A study on the new media platforms as providers of vital information for engaging the public in civic affairs has been conducted.

61.9 Mr President, the challenges that led to the establishment of UNESCO are still with us today. The world needs peace today as it did over 60 years ago. This peace is built in the minds of people through their education, the sciences, culture and communication. My delegation therefore urges all of us to give full support to our Organization to realize the programmes we shall approve in document 37 C/5. Let me remind us all of the central role the National Commissions for UNESCO play in supporting UNESCO in its endeavours at the country level. I urge the Director-General and her team to tap into the resources and expertise available in many Commissions. This is even more important today as the Organization faces resource constraints. Mr. President, as I conclude, may I wish all of you fruitful dialogue that will identify and reaffirm UNESCO as a beacon of hope and an agent of sustainable development and peace. Thank you for your kind attention.

62. **The President:**

Thank you, Your Excellency. The next speaker is His Excellency, Mr Illugi Gunnarsson, Minister of Education, Sciences and Culture of Iceland. Your Excellency, please.

63.1 **Mr Gunnarsson (Iceland):**

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, your Excellencies, ladies and gentlemen, on behalf of the Icelandic delegation, I would like to express our congratulations to you, Mr President, on your election. Your Excellencies, education is the key – the key to contributing to lasting peace, the key to contributing to sustainable development and the key to the elimination of poverty. It is therefore my belief that education is an important social right of which nobody should be deprived.

63.2 Our aims within UNESCO to spread knowledge and promote freedom of expression, enhance sustainable development, to encourage acceptance of cultural diversity and achieve gender equality – just to mention some areas of great concern – are all first and foremost addressed by better education. Yet the level of illiteracy in the twenty-first century is still high and too many people, especially girls, are without access to education, let alone high-quality education, despite UNESCO's efforts to promote education for all. We must use such events as this General Conference to seek inspiration to accelerate our work to tackle these grave concerns. To this effect, women's empowerment is of key importance to achieving this aim and priority should be given to education at a local as well as at a global level.

63.3 Mr President, UNESCO has a unique mandate for freedom of expression and media which Iceland strongly supports. Not only as this is a fundamental human right which is vital for open societies, democracy and free market economies, but it is also as a key ingredient in realizing our ambitions in education, science and culture. The potential established by new media such as the Internet needs to be continued to be harnessed in the same spirit of freedom so that it may best contribute to our goals. Also, UNESCO's aim to become still more focused, interdisciplinary and forward-looking is highly relevant and praiseworthy. When we deal with education, science and culture, it is important to have a wide perspective, to be flexible and to be able to look beyond traditional boundaries.

63.4 Which brings us to the importance of UNESCO's significant roles – the promotion of linguistic diversity. Language is at the heart of cultural diversity, being one of the strongest components of cultural identity. It remains the most forceful vehicle of the world's intangible heritage. In this regard our former President, Vigdís Finnbogadóttir, has been, and continues to be, an active participant in UNESCO's work, also in her capacities as a Goodwill Ambassador for linguistic diversity. Furthermore the Vigdís International Language Centre for multilingualism and intercultural understanding has been granted the status of a UNESCO category 2 institute. We are convinced that the institute will contribute in an important way to UNESCO's role and our common objectives in safeguarding the linguistic heritage, and supporting linguistic diversity and multilingualism in education.

63.5 Excellencies, in 2015 a new United Nations development agenda will be adopted, an agenda that will build on accomplishments already achieved, an agenda that sets out goals that have not been reached, and addresses hazards which are a threat for future generations. In this respect, it is opportune to recall that our greatest wealth is people, not the wealth preserved in the minerals of the earth, or that of the power of the rivers, or that of the abundant living marine resources. It is the wealth constituted by people, with their knowledge and their experiences – in other words, the constant journey of the human mind to question and explore and invent new solutions. We are proud to offer the world our expertise where it can make some difference. Thousands of experts and officials from all parts of the world have benefited from the activities of the four United Nations university training programmes in Iceland, since the first one was established 35 years ago, especially in capacity building, in the management of natural and human resources, i.e. the living marine resources, our land and geothermal energy and also in gender equality. Iceland will place emphasis on the same areas in the post-2015 process.

63.6 Madam Director-General, the hopes for the future of the Organization are embedded in the strategic directions adopted by the General Conference. It is necessary at present to define a common strategic vision for the Organization for the next eight years and to strengthen UNESCO's contribution to the promotion of human rights and lasting peace. Iceland will continue to support UNESCO in its endeavours. On behalf of the Government of Iceland I would like to express our gratitude to you Ms Bokova for your leadership of UNESCO during challenging times. We wish you all the best in your future work. Ladies and gentlemen, to conclude, UNESCO's role as a champion of peace, understanding and tolerance is as ever urgent and vital. Education for all, gender equality and sustainability must be crosscutting themes in all our work. Iceland is firmly committed to playing an active role in contributing to UNESCO's role and thereby working towards the common good. Thank you for your attention.

64. **The President:**

Thank you Your Excellency. Our next speaker is His Excellency, Mr Remus Pricopie, Minister of Education of Romania. Your Excellency, please.

65.1 **Mr Pricopie (Romania):**

Mr President of the General Conference of UNESCO, Madam Chair of the Executive Board, Madam Director-General of UNESCO, Irina Bokova, distinguished Ministers and representatives of Member States, dear colleagues, in the beginning of my statement on behalf of my Government I would like to say something that might be considered well known and understood but we think that this should be stated as often as possible. UNESCO is the only international institution that has a global mandate on education, culture and science, an institution that has done a great amount of work on changing our lives. We all live today in a better world than the world of yesterday due to the mission, the vision and the policies promoted for decades by UNESCO and Member States. From the beginning, my country has been fully committed to supporting the work of UNESCO and we strongly believe in the present and future role of this Organization. Now as the President of the UNESCO National Commission and as the Minister of Education in Romania, please allow me to make a couple of remarks on culture, education and research.

65.2 Regarding culture, Romania is a strong advocate for the preservation and protection of cultural heritage, having ratified all the conventions in this field. We are already members of several committees working under the provisions of UNESCO's cultural conventions. My country is also a candidate for the World Heritage Committee, for the elections which will take place later this month. Romania has inscribed six cultural sites on the World Heritage List and one natural site, the Danube Delta, a unique place in Europe. We consider that the Member States of the World Heritage Convention should improve their cooperation and further increase their technical and financial support to world heritage. We also believe in the necessity of developing a global strategy in order to establish a more balanced World Heritage List. The final goal should be, as is stated in Article 7 of the Convention, "international protection of the world cultural and natural heritage shall be understood to mean the establishment of a system of international cooperation and assistance designed to support States Parties to the Convention in their efforts to conserve and identify that heritage".

65.3 Now let me turn for a few minutes to education. Education is the mainstay of a knowledge society that gives rise to a culture of peace, ensures perpetuity and promotes sustainable development. Great changes in the human condition are possible through education. The intersectoral and interdisciplinary dimensions of education for sustainable development, which have deep ties with technical and vocational training and education (TVET), are bound to engender new ways of thinking, as well as new social and ethical attitudes. The post-2015 development agenda should address social inequalities and the drivers of poverty, placing inequalities and human rights at the heart of the agenda, with a focus on the most marginalized groups and support of programmes which respect and protect individual and collective rights. Without intercultural and interreligious dialogue, good will and mutual understanding, no culture of peace can emerge.

65.4 At present, after long and often controversial debates, Romania is undergoing a process of reestablishment of the education system. We would like to create a strong and predictable system, open to all stakeholders, students, teachers, parents, local communities, non-governmental organizations and economic agents. Romania needs an education system that ensures a rapid adjustment to the demands of the labour market and encourages social cohesion and personal fulfilment. The Romanian Ministry of Education's short and medium-term strategies aim to include all children in quality learning and addressing equity gaps at all education levels. Our main goal is therefore that all children enter, progress and complete compulsory education at an appropriate age and that the learning outcomes of our children offer them good prospects for continuing their instruction at a higher education level. The post-2015 agenda in education is marking a shifting point, from a pure quantitative focus on access and participation in formal education to an increased concern for the quality and relevance of education.

65.5 In the field of scientific research and technological development, Romania aims to promote the development of bilateral and multilateral relations, the development of interdisciplinary research through intra- and inter-university and non-academic partnerships, the adaptation of certain major research programmes to Romania's strategic development objectives, as well as the objectives included in the Europe 2020 Strategy, and the completion of the Extreme Light Infrastructure (ELI) project, a project which involves the building of the most powerful laser in the world and which has been given high priority by the Romanian Government. We are also proud to open a category 2 institute specializing in physics.

65.6 Before concluding, I would like to add two different ideas. The first one is related to the work of UNESCO. UNESCO has done much over the years, not just with the support of the Member States but also with the support of different organizations that have supported the work and ideas of UNESCO. There are many such organizations and we are proud of this, but please today let me underline and mention two of them: the World Federation of UNESCO Clubs, Centres and Associations, which does a lot of work in the field of global ethics, and the International Association of

Universities, an organization which was in fact established by UNESCO many years ago with a global impact related to higher education. In conclusion, let me congratulate the team at UNESCO for the work that they have done and also to congratulate Irina Bokova on her nomination for a new mandate. Thank you very much.

**66. The President:**

Thank you Your Excellency. Our next speaker is His Excellency, Mr Nimrod Barkan, Ambassador of Israel. Please, Your Excellency.

**67.1 Mr Barkan (Israel):**

Mr President, Excellencies, distinguished delegates, the Minister of Education of Israel, Rabbi Shai Piron, was scheduled to be our head of delegation at this event, the 37th session of the UNESCO General Conference and address the Member States. However, unavoidable commitments related to the future of education in Israel prevented him from coming to Paris this week. Thus, the Minister has asked me to deliver the following message on his behalf.

67.2 The United Nations Educational, Scientific, and Cultural Organization was founded upon an ideal, an ideal that building foundations of education, science, and culture, as well as freedom of thought and expression across all nations would contribute to the global joint effort to prevent war and improve the well-being of all peoples, so that tragedies, such as the two world wars, would never occur again. Israel cherishes those intrinsic values of UNESCO and is utterly committed to their realization. Sixty-five years after its independence, Israel remains a vocal and active advocate for UNESCO's mandate, both domestically and internationally. Israel invests meaningful resources across its different institutions to ensure sustainable and equitable growth in education, culture, science and communication, through freedom of expression, for all its peoples. Additionally, Israel overtly and non-discriminately offers the international community as a whole its knowledge and expertise in these domains. Fortunately, the long-term investments produce evident results. In education, Israel demonstrates both quantitative and qualitative achievements. The absolute number of educational institutions in Israel has increased and equitably expanded from the core to the periphery. In 2012, approximately 300,000 students, more than 50% of individuals aged between 22 and 32, benefited from 67 academic institutions across Israel. Three of those institutions were ranked in the top 100 universities in the world in 2012. Moreover, in 2011 the number of Israeli-Arab students who met university entry requirements stood at 36%, an increase of 13% in comparison to 1996.

67.3 In science, Israeli-trained scientists enjoy a substantial international reputation and distinction. Over the years, nine Israelis have been awarded the Nobel Prize in the fields of science. The Israeli scientific success is manifested also in UNESCO – the L'Oréal-UNESCO Prize "For Women in Science" was awarded in 2008 to Professor Ada Yonath, who later became a Nobel Prize laureate, and granted three fellowships to young Israeli scientists in the last three years. It is time that Israel's achievements in science be formally recognized by UNESCO.

67.4 The achievements of Israel and its readiness to share knowledge are reflected through Israel's international assistance programmes, as well as participation in UNESCO's various intergovernmental committees and conventions. Israel is a proud member of UNESCO's Man and the Biosphere Programme, Management of Social Transformations Programme, bioethics programme, and Information for All Programme as well as an active contracting party to the World Heritage Convention with seven sites inscribed on the World Heritage List in just over 10 years. Regretfully, the meaningful contribution of Israel and others to UNESCO declines as the ever-growing politicization of the Organization by some increases. UNESCO has been subject to rather unfortunate events that impose substantial impediments to the implementation of its mandate. In the past three years, certain members have been consciously pushing to derail the Organization from its right track for mere political gains, thereby overlooking UNESCO's overarching values and reasons. In contrast, Israel and other like-minded countries strive to sustain the core significant work of UNESCO and ensure the realization of its founding vision. The negative continuous attempts to exploit UNESCO could and should be avoided. Instead, the Member States ought to strengthen their collaboration to overcome the new challenges posed by the Arab Spring. The eyes of the world are in tears at the sight of the gradual abolishment of human culture in the Middle East. Some countries in the region deny basic human entitlements, such as freedom of expression and religion, gender equality, and education in tolerance and respect. The perpetuated anarchy advances destruction, theft, and looting from and of historical cultural sites and facilitates the trafficking of corporal human history. Despite these shocking human atrocities and the many warnings about them in the Director-General's statements, UNESCO's Executive Board consciously chooses silence over action regarding these developments while singling out only Israel as if nothing else exists in the region.

67.5 I conclude with a call to all Member States to preserve the fragile founding ideal of UNESCO. We should adhere to the worthy causes and valuable mandate of our world's educational, scientific, and cultural organization. We therefore ought to neglect attempts to achieve domestic and international political gains at the expense of UNESCO, and rather focus on preserving invaluable human culture, constructive innovation, education and forms of communication for peace. Thank you very much for your kind attention.

**68. The President:**

Thank you Your Excellency. Our next speaker is His Excellency, Mr Albert Esteve, Minister of Culture of Andorra.

**69.1 M. Esteve (Andorre):**

Monsieur le Président, Madame la Directrice générale, Mesdames et Messieurs les Ministres, Excellences, Mesdames et Messieurs, je tiens à féliciter Monsieur le Président pour son élection à la présidence de la 37<sup>e</sup> session de la Conférence générale. Monsieur le Président, je vous présente tous mes vœux de succès dans l'accomplissement de votre haute mission.

69.2 Face aux nouveaux défis que nous devons affronter, l'UNESCO agit comme un laboratoire d'idées, un centre d'échange de l'information, des connaissances et de l'innovation. Il est important que l'UNESCO puisse accomplir sa mission de manière efficace tout en tenant compte du contexte économique. Je souhaite reprendre les mots de la Directrice générale, pour qui l'UNESCO est un phare dans les tempêtes, une référence internationale, une maison du dialogue et du consensus.

69.3 L'UNESCO fait face actuellement à des difficultés financières importantes. Toutefois, j'adresse à la Directrice générale ainsi qu'à son équipe mes félicitations pour leur gestion rigoureuse pendant ces deux dernières années. L'Andorre a adopté sa Constitution en 1993. C'est cette même année qu'elle est devenue membre de l'UNESCO. Depuis, nous n'avons eu de cesse de rappeler notre attachement aux valeurs du multilatéralisme et, tout particulièrement, aux valeurs fondamentales de l'UNESCO dans le domaine de l'éducation, de la protection du patrimoine et de la diversité culturelle.

69.4 Dans le domaine de l'éducation, je salue les efforts déployés par l'UNESCO dans le cadre du programme en faveur de l'Éducation pour tous. Les deux prochaines années seront cruciales car nous devons redoubler d'efforts afin d'atteindre les objectifs inscrits dans ce programme. Nous devons également évaluer concrètement les avancées relatives aux Objectifs du Millénaire pour le développement adoptés en 2000 et, surtout, veiller à ce que l'éducation garde une place de premier plan dans le programme de développement des Nations Unies pour l'après-2015. L'éducation est un outil essentiel de transmission des valeurs de démocratie, de droits de l'homme et d'état de droit. Nous sommes convaincus que c'est le respect et l'apprentissage de ces valeurs qui permettent de consolider une paix durable.

69.5 Lors de la récente présidence andorrane du Comité des Ministres du Conseil de l'Europe, nous avons choisi comme priorité l'éducation à la citoyenneté démocratique et aux droits de l'homme. Le thème de réflexion que nous avons mis en avant est l'éducation comme outil de promotion des valeurs démocratiques, du respect des droits de l'homme, de la tolérance et du dialogue interculturel. À ce sujet, il est tout à fait pertinent que la thématique de l'UNESCO concernant l'éducation au développement durable, à la paix et à la citoyenneté mondiale soit inscrite dans les objectifs stratégiques pour 2014-2017. Le Réseau du système des écoles associées de l'UNESCO (réSEAU) est un outil essentiel pour transmettre aux jeunes Andorrans les idéaux de l'UNESCO. Cette année, les cinq écoles andorranes qui font partie du réSEAU se sont mobilisées pour célébrer son 60<sup>e</sup> anniversaire. Force est de constater que leurs élèves sont sensibilisés à la nécessité de la coopération internationale pour promouvoir la paix.

69.6 Quant à la question de la culture, l'Andorre attache une importance particulière à la préservation du patrimoine et déploie de nombreux efforts pour préserver ses traditions. Cet après-midi, j'ai eu l'honneur de déposer l'instrument de ratification de la Convention pour la sauvegarde du patrimoine culturel immatériel, en présence de Madame la Directrice générale. Cette convention nous permettra de renforcer et poursuivre notre documentation sur l'inventaire de notre patrimoine immatériel et de faciliter les échanges d'informations et d'expériences avec les États parties à la Convention. Mon pays soutient les efforts consentis par l'UNESCO pour veiller à la mise en œuvre des conventions dans le domaine de la culture. Nous avons le privilège d'avoir un paysage culturel, la Vallée du Madriu-Perafita-Claror, inscrit sur la Liste du patrimoine mondial de l'UNESCO depuis presque dix ans. Si elle est le seul bien andorran inscrit sur cette liste, cette vallée représente 10 % de notre territoire, et même 20 % si l'on y inclut la zone tampon. Grâce à l'adoption du Plan de gestion, de nombreux efforts sont déployés afin de développer ce site exceptionnel.

69.7 Nous saluons le lancement, au Kazakhstan, de la Décennie internationale du rapprochement des cultures (2013-2022), pour laquelle l'UNESCO a été désignée comme organisme chef de file par l'Assemblée générale de l'ONU. En outre, la Principauté d'Andorre affirme avec force son attachement à la Convention sur la protection et la promotion de la diversité des expressions culturelles à travers un projet d'échange international entre artistes appelé Art Camp. Je vous informe que la Commission nationale andorrane pour l'UNESCO organise la prochaine édition d'Art Camp, « Des couleurs pour la planète », du 14 au 24 juillet 2014 en Principauté d'Andorre. Ce projet allie les principes de dialogue, de respect et de compréhension mutuelle, qui font partie de l'ADN de l'UNESCO.

69.8 Art Camp permettra aux jeunes artistes participants venus des cinq continents de dialoguer, d'échanger, de partager leurs valeurs et, bien entendu, de créer. Nous nous réjouissons que Mme Hedva Ser, Artiste de l'UNESCO pour la Paix, ait accepté d'être la marraine de cette prochaine édition et je voudrais remercier la Directrice générale de nous avoir octroyé son patronage pour cette 4<sup>e</sup> édition d'Art Camp.

69.9 La liberté d'expression et la sécurité des journalistes sont des valeurs que nous devons défendre et promouvoir au sein de notre Organisation. Nous déplorons le fait que, trop souvent, les journalistes ne peuvent pas exercer leur métier en toute liberté. L'actualité récente nous encourage et nous oblige, même, à multiplier les actions concrètes dans ce domaine. L'Andorre apporte chaque année une contribution volontaire au Programme international pour le développement de la communication dans le but de soutenir les médias indépendants.

69.10 L'UNESCO est également engagée dans la promotion de l'accès universel à l'information. Nous sommes heureux que l'Université d'Andorre et l'UNESCO aient décidé de renouveler pour quatre années supplémentaires l'accord créant une « Chaire UNESCO sur les technologies de l'information : formation et développement solidaire. Le cas des petits États » afin de contribuer à réduire la fracture numérique dont souffrent les États les plus défavorisés.

69.11 Pour conclure, je tiens à féliciter Mme Bokova pour sa réélection. Au cours de ces quatre dernières années, elle a entrepris avec courage la réforme de notre Organisation. La Principauté d'Andorre lui accorde toute sa confiance pour son nouveau mandat. Mon Gouvernement souhaite que lors de ce nouveau mandat, la Directrice générale continue de mettre en œuvre ce processus car nous considérons qu'il donnera à notre Organisation une bien meilleure visibilité sur

la scène internationale et qu'il lui permettra de se concentrer sur ses domaines d'excellence, ce qui représente une véritable valeur ajoutée. Je vous remercie de votre attention.

**70. The President:**

Thank you Your Excellency. Our next speaker is His Excellency, Mr Sokol Dervishaj, Deputy Minister of Foreign Affairs of Albania.

**71.1 Mr Dervishaj (Albania):**

Mr President of the General Conference, Madam Director-General, Madam Chair of the Executive Board, distinguished participants, allow me at the outset to congratulate Mr Hao Ping, Vice Minister of Education of China, for his election as the President of the General Conference. On behalf of the Albanian Government, I would also like to congratulate Irina Bokova for her nomination for a second term of office as Director-General of UNESCO. We truly believe that she will demonstrate the necessary leadership to meet all the challenges that the Organization is facing.

71.2 I would like to start by focusing on three of Albania's priorities in its collaboration with UNESCO. In the field of culture, our key priority is the protection and promotion of our cultural heritage, both tangible and intangible. With two sites inscribed on the World Heritage List, Albania is now focused on the preparation of the nomination file for the inscription of the Albanian part of the Lake Ohrid region on the World Heritage List. Here I would like to express our most sincere gratitude to the World Heritage Centre for their continuous support, and emphasize as a successful example and a success story, the excellent cooperation between Albania, the former Yugoslav Republic of Macedonia and the Centre in the framework of the European Union-funded project "Towards strengthened governance of the shared transboundary natural and cultural heritage of the Lake Ohrid region".

71.3 We commend the work of the Section for Intangible Heritage for its excellent work in the successful implementation of the Convention. As a member of the Committee for the Safeguarding of the Intangible Cultural Heritage, Albania has actively worked towards making the 2003 Convention on the intangible cultural heritage an effective tool at the national level. We believe that the implementation of the cultural conventions should remain a programmatic priority of the Organization. The challenge in the future will be to preserve their relevance, sustainability and credibility.

71.4 In the field of science, we are implementing, in cooperation with the UNESCO regional bureau in Venice, a number of important projects funded by the European Union. In cooperation with the former Yugoslav Republic of Macedonia, we have recently presented a nomination file for a transboundary biosphere reserve Prespa-Ohrid Watershed, and we are in the process of preparing a new file in cooperation with Montenegro. Albania is committed to strengthening its cooperation with UNESCO in the field of natural sciences, towards achieving a sustainable and environmentally friendly development.

71.5 Albania is also very committed to the promotion and the protection of human rights. We strongly support the human rights-based approach applied by the Organization in its strategy and its mission of promoting peace and development. We are concerned about the worldwide increase in attacks and violence against journalists, and fully support the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity, in which UNESCO and the International Programme for the Development of Communication (IPDC) have played a leading role. As a member of the IPDC, Albania has been active in advancing the cause of freedom of expression and freedom of the press, a non-negotiable principle of the United Nations.

71.6 Distinguished delegates, experience has shown that what cannot be achieved through politics can sometimes be achieved through culture. In this spirit, Albania is playing an important role building bridges of cooperation in the region, through culture, communication and tolerance. Respect for cultural diversity should be at the heart of our regional cooperation. Thus we believe that respecting the multi-ethnic dimension of cultural heritage is an essential condition for the enhancement of peace and stability in our region. We welcome UNESCO's work in rehabilitating and protecting cultural heritage in Kosovo and we invite all stakeholders to join in this endeavour to protect a precious legacy that belongs to humanity and also as an important vector of dialogue and reconciliation.

71.7 With regard to UNESCO's reform, we congratulate the Members of the Executive Board for having assumed their responsibilities by determining their programmatic priorities in the context of the financial crisis. We also express our full support for the important reform that the Director-General has undertaken. We need to keep UNESCO a powerful efficient tool in order to achieve our objectives. Albania also supports the results-based budgeting approach that the Organization is adopting and expects UNESCO to report on the real impact of programmes and activities. We are fully aware that being elected to the Executive Board bears a great responsibility. Throughout our future term of office we will be committed to finding a reasonable balance between our national interest and the common interest of the Organization. The Albanian Government is determined to play its part in ensuring the continued success of UNESCO; keeping in mind that peace is not just UNESCO's mission but it is the shared responsibility of all our nations. Thank you very much again.

**72. The President:**

Thank you Your Excellency. Our next speaker is His Excellency, Mr Lytjou Bouapao, Vice Minister of Education and Sports of the Lao People's Democratic Republic.

**73.1 M. Bouapao (République démocratique populaire lao) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Excellences, Mesdames et Messieurs, au nom de la délégation de la République démocratique populaire lao et en mon nom personnel, permettez-moi tout d'abord d'adresser à Monsieur le Président mes chaleureuses félicitations pour son élection à la Présidence de la 37<sup>e</sup> session de la Conférence générale de l'UNESCO.

73.2 Mes félicitations vont également à Madame la Présidente du Conseil exécutif et à Madame la Directrice générale, ainsi qu'à tous les membres du Groupe préparatoire *ad hoc* de la 37<sup>e</sup> session de la Conférence générale, pour les efforts qu'ils ont consacrés à la préparation du Projet de programme, en utilisant une nouvelle technique de programmation conforme aux résolutions 36 C/1 et 36 C/112. Notre délégation note que la Stratégie à moyen terme pour huit ans, le Projet de programme et de budget quadriennal et le budget prévisionnel biennal correspondent aux besoins réels de notre pays. La délégation laotienne tient également à vous féliciter pour les efforts que vous avez consacrés à la mobilisation de fonds en vue de la mise en œuvre efficace des projets approuvés par l'UNESCO.

73.3 Monsieur le Président, depuis la tenue de 36<sup>e</sup> session de la Conférence générale de l'UNESCO, l'instabilité et la complexité de la situation politique et économique mondiale s'aggravent. On constate autant de possibilités offertes que de défis inquiétants pour ce qui est de la restauration d'une paix durable, de la stabilité politique et de la coopération aux fins de la réalisation des divers projets planifiés par la Conférence générale à sa dernière session, et plus particulièrement de l'accomplissement des Objectifs du Millénaire pour le développement et des objectifs de l'Éducation pour tous, prioritaires à l'échelle mondiale pour le XXI<sup>e</sup> siècle. Il est primordial de surmonter le cercle vicieux de la pauvreté et du sous-développement dans le monde. À cela, il faut ajouter d'autres problèmes de portée mondiale tels que le changement climatique, les catastrophes naturelles ou la crise économique et financière, qui constituent un frein au développement économique et social.

73.4 Comme beaucoup d'autres pays, la République démocratique populaire lao a subi des catastrophes naturelles. Au cours de l'année scolaire 2012/13, des inondations ont détruit 230 bâtiments scolaires ainsi qu'un nombre important de dortoirs et de matériels pédagogiques. Ayant surmonté ces difficultés avec l'appui et l'aide de pays amis et d'organisations internationales et de partenariats de développement, parmi lesquels le Siège de l'UNESCO à Paris et son Bureau régional pour l'éducation en Asie et dans le Pacifique, la République démocratique populaire lao a pu mettre en œuvre le septième plan quinquennal pour le développement de l'éducation et du sport, la stratégie de la réforme du système éducatif – qui vise à promouvoir la qualité de l'enseignement et de l'apprentissage – ainsi que le plan national relatif à l'Éducation pour tous et le projet Cap-EPT, appuyés par l'UNESCO, dans le but d'atteindre les Objectifs du Millénaire pour le développement en 2015.

73.5 Nous avons obtenu les résultats suivants. Le taux de scolarisation des enfants de 3 à 5 ans est de 33 % pour les filles et 33 % pour les garçons. Le taux net de scolarisation dans le primaire est de 96 % pour les filles et de 97 % pour les garçons, et le taux de persévérance scolaire y est de 74 % pour les filles et de 72 % pour les garçons. Le taux d'alphabétisation des adultes (de 15 à 49 ans) est de 56 % pour les femmes et les jeunes filles, et de 71 % pour les hommes. Ces résultats obtenus sont les fruits du soutien et de l'aide que nous avons reçus, de la part d'entités nationales et internationales, par exemple de partenaires de développement tels que l'UNESCO, plusieurs autres organisations internationales et des ONG. Au nom du Gouvernement lao, je saisis cette occasion pour leur adresser ma gratitude et mes remerciements sincères pour cette fructueuse coopération.

73.6 Quoi qu'il en soit, les résultats obtenus restent bien loin des objectifs à atteindre en 2015, et les obstacles à surmonter sont multiples. Le Gouvernement lao va consentir les efforts nécessaires pour rendre l'accès à l'éducation plus équitable pour les habitants des zones isolées, notamment pour les minorités ethniques ; assurer la qualité de l'enseignement et de l'apprentissage ; encourager la population locale à s'impliquer dans la gestion des écoles, au niveau des villages, des districts et des provinces, en application de la politique selon laquelle la province est l'unité stratégique, le district l'unité motrice et le village l'unité accélératrice du développement. Les objectifs sont les suivants : faire en sorte que les enseignants soient en nombre suffisant ; développer les cantines scolaires ; supprimer les frais d'inscription et les frais de scolarité pour les élèves du cycle élémentaire ; analyser l'origine des taux élevés de redoublement et d'abandon scolaire et trouver des moyens d'y remédier.

73.7 Monsieur le Président, le Gouvernement lao a apporté une attention particulière à la sauvegarde et à la protection des deux sites du patrimoine mondial présents sur le territoire et se conforme strictement aux recommandations figurant dans le rapport du Comité du patrimoine mondial. Les dossiers de proposition d'inscription de la Plaine des Jarres et du site de Hin Nam No sur la Liste du patrimoine mondial de l'UNESCO sont en cours d'élaboration par le Gouvernement lao. Je vous remercie de votre attention.

**74. The President:**

Thank you Your Excellency. Our next speaker is His Excellency, Mr Petr Solsky, Vice Minister of Interior of the Czech Republic.

**75.1 Mr Solsky (Czech Republic):**

Mr President of the General Conference, Excellencies, ladies and gentlemen, at the outset I would like to congratulate you, Mr President on your election and wish you every success in your future work and in this important post. Mr President, the Czech Republic supports the statement to be delivered on behalf of the European Union. We are meeting now at a crucial point in time. Our session will discuss and adopt the Medium-Term Strategy and the Programme and Budget, documents that will shape UNESCO's activities for the next eight years. Also, another important task before us is to appoint a new Director-General for the next four years. The Czech Republic welcomes the Executive Board's decision to nominate to this post the current Director-General, Ms Irina Bokova.

75.2 UNESCO will have to cope with some major budget cuts meaning less money available for the implementation of the adopted programme. Let me express our wish that these problems be solved as soon as possible, in order to enable this Organization to focus fully on its broad goals. We indeed support the "crisis" programme based on the amount of \$507 million available for the period 2014-2015 and congratulate the Director-General and her team for its preparation. The Czech Republic fully supports the two global priorities – Africa and gender equality.

75.3 We regard UNESCO's role for the promotion of democratic principles, human rights and fundamental freedoms in the contemporary world to be more pertinent than ever. Thanks to its broad mandate, our Organization is called on to play an irreplaceable role within the whole United Nations system. We are convinced that, despite its difficult current financial situation, UNESCO should strive to further its cooperation with other United Nations bodies, programmes and funds. The Czech Republic welcomes the Medium-Term Strategy emphasis on the importance of conflict prevention. In that vein, we can even picture UNESCO being more directly involved in the work of the United Nations peacebuilding commission, promoting broader incorporation of education and culture to its strategic frameworks.

75.4 Protection and promotion of unrestricted and universal access to information and knowledge, press freedom and media development is another UNESCO task that we would like to underline, together with its tireless care for the safety of journalists. The Organization has unique responsibility, tools and experience in this field, which need to be cherished. We are aware of the existing digital gap in today's world and commend all UNESCO's efforts to bridge it. My country has repeatedly carried out, with UNESCO's support, basic PC and Internet courses, successfully passed today by more than 600 students from Kenya, Uganda and Zambia, more than two thirds of participants being girls and young women.

75.5 Mr President, we are strongly convinced that not only education but also culture should be incorporated into the post-2015 goals. It is deemed proven that an individual's level of education is directly linked to their relations to other people and to their tolerance towards various human differences. It is thus self-explanatory why education must remain one of the pillars of UNESCO's future activities.

75.6 UNESCO should, through its initiatives, assist its Member States in developing efficient education systems accessible for all. In the current period of development, characterized by the rapid development of modern technologies, we support UNESCO's efforts to promote lifelong learning, adult education and professional and vocational training. The Czech Republic is ready, also in the future, to offer, through UNESCO, fellowships of complete university studies for students from developing countries.

75.7 UNESCO's unique task in the field of culture is of the utmost importance, notwithstanding the limited resources. It is our duty, Mr President, to preserve and promote cultural diversity, intercultural understanding, dialogue and creativity. An important role in these efforts could be played by the Creative Cities Network. UNESCO has an excellent record in safeguarding both the tangible and intangible cultural heritage. We fully support its recent efforts to help protect the endangered cultural heritage in Mali, Egypt and the Syrian Arab Republic. We should prevent limiting the role of UNESCO in the cultural sector merely to that of a secretariat of adopted conventions. UNESCO should not resign from its other important global tasks. We welcome that the future programme preserves UNESCO's role as standard-setter. The Czech Republic supports the idea of starting to draft an instrument on the protection and promotion of museums and collections and another instrument on access to documentary heritage.

75.8 We also highly appreciate UNESCO's specialized programmes, for example the Man and the Biosphere Programme that has played a pioneering role in its field. We urge this Organization to continue with the formalization of the Global Geoparks Network through the proposed geoparks initiative, which we consider to be a unique opportunity. In conclusion, Mr President, it will be up to all of us, the Member States, the Secretariat and stakeholders to make sure that our Organization lives up to the expectations of the global community. The Czech Republic is indeed ready to do its utmost in this noble task. Thank you for your attention.

76. **The President:**

Thank you Your Excellency. Our next speaker is Her Excellency, Ms Irena Radović, Ambassador, Permanent Delegate of Montenegro to UNESCO.

77.1 **Ms Radović** (Montenegro):

Distinguished President of the General Conference, Chair of the Executive Board, Director-General, distinguished delegates, ladies and gentlemen, on behalf of the Montenegrin delegation allow me first and foremost to extend congratulations on your election, Mr President of the General Conference of UNESCO. It is my pleasure to address the 37th session of the General Conference. Much has been accomplished over the past two years, reflected in the increased visibility of UNESCO and its presence at national, regional and global levels. Montenegro staunchly supports the undertakings of UNESCO, especially in the era of current challenges. The role of UNESCO, in view of the post-2015 development agenda aimed at the creation of a long-term sustainable strategy with the results-based budgeting of the Organization, remains crucial. In this spirit, Montenegro will continue to strengthen its partnership with UNESCO, in line with its long-term programme and recommendations of the Organization in cooperation with the Montenegrin National Commission for UNESCO, the pertinent ministries, institutions, experts and civil society.

77.2 Mr President, fully committed to UNESCO's standards, Montenegro continues to fulfil its obligation in line with the relevant conventions. We have built up successful cooperation with the World Heritage Centre and, in this framework, undertake continuous activities regarding UNESCO-protected areas in Montenegro. In view of marking the 40th anniversary of the World Heritage Convention, we have organized the regional meeting "The Role of Local Communities" in Kotor, and the festival "Touch Durmitor, Be a Part of the World Heritage" with the support of the Ministry of Culture and the Ministry of Sustainable Development and Tourism of Montenegro, together with the UNESCO Regional Office in Venice and partners.

77.3 We remain particularly active in view of the implementation of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions. We are pleased that via the International Fund for Cultural Diversity (IFCD), the project of the Montenegrin Association of Visual Artists has been approved, and that our Ministry of Culture could donate funds to strengthen the work of the IFCD. For Montenegro, UNESCO remains a major partner in shaping and implementing activities in its comprehensive fields of competence. We are pleased that for the fifth time in a row

UNESCO has sponsored the International Festival "Kotor Art" which brought together important regional and international players. In the framework of the Participation Programme 2012-2013, three Montenegrin projects have been approved, which adds to enhancing the visibility of UNESCO at the national level.

77.4 We are delighted that two of our proposals have been introduced to the list of anniversaries with whose celebration UNESCO is associated for the period 2014-2015: the 450th anniversary of the death of Blessed Hosana of Kotor and the 100th anniversary of the birth of the writer Mihailo Lalić. On this occasion, I should like to express special gratitude to Serbia, Croatia and Bosnia and Herzegovina for their support in view of these proposals. The celebration of several UNESCO international days has been organized, including International Jazz Day, International Day of Peace, World Teachers' Day and World Philosophy Day. The Ministry of Science also organized the promotion of the L'Oreál-UNESCO programme for "Women in Science" and this year, for the very first time, the celebration of World Science Day will take place in Montenegro, with the support of the UNESCO Venice Office.

77.5 Mr President, one of the key Montenegrin foreign policy priorities remains the strengthening of regional cooperation to which we also contribute via activities within the UNESCO framework. One such example is the serial nomination of medieval tombstones for their inscription to the World Heritage List – a joint initiative between Bosnia and Herzegovina, Croatia, Montenegro and Serbia. The nomination of the Venetian forts of defence in the eastern Mediterranean, dating from the fifteenth to seventeenth centuries, has also been presented together with Italy, Croatia and Greece. Another very important regional project that we care about is the Dinaric Karst Project. We are using this opportunity to stress that continuously strengthened cooperation with the regional UNESCO office in Venice gave further impetus to the cooperation of National Commissions in the region of south-east Europe, notably to important and successful projects such as the renewal of the ex-Yugoslav pavilion in the Auschwitz-Birkenau Museum and the exhibition "Imagining the Balkans".

77.6 Mr President, ladies and gentlemen, in the context of the development agenda for the post-2015 period, it should be stressed that over the past decade the Millennium Development Goals generated global efforts to accelerate development, especially in the area of poverty reduction, gender equality and environmental sustainability. A challenge to create an ambitious and action-oriented development framework for the post-2015 period is in front of us. It requires a fresh vision, transformation and new global partnerships. To this end, it is my pleasure to announce that in cooperation with the United Nations system in Montenegro, the joint centre for sustainable development will begin its work next year, aiming to intensify efforts in the domain of sustainable development intertwined with UNESCO's noble vision and goals. Montenegro's willingness to make continuous efforts to reach these goals and objectives is unquestionable. Together with UNESCO, we shall persevere with the intention to create a better starting point for the implementation of the post-2015 development agenda. Thank you for your attention.

78. **The President:**

Thank you. Our next speaker is His Excellency, Mr Karunaratne Hangawatte, Ambassador, Permanent Delegate of Sri Lanka to UNESCO. Please, Your Excellency.

79.1 **Mr Hangawatte (Sri Lanka):**

Excellency Mr President, the representative of the Director-General, Chair of the Executive Board, Excellencies, ladies and gentlemen, Sri Lanka welcomes His Excellency Mr Hao Ping. We wish you every success, Excellency, and assure you of our fullest cooperation. Our sincere appreciation and warmest felicitations go to the outgoing President, Her Excellency Ms Katalin Bogyay. We also wish Her Excellency, the Chair of the Executive Board our very best. Sri Lanka sincerely appreciates the effort and commitment with which Ms Irina Bokova has steered this Organization over the last four years. We heartily wish her success in the coming years.

79.2 Excellencies, ladies and gentlemen, Sri Lanka's heritage has been influenced by cultural and religious doctrines that value intellectual development, compassion and caring for others. Thus, former combatants who took up arms against the State and her people are reintegrated into society instead of being sanctioned with punitive measures. They are today being educated and also employed in the public and private sectors. Since liberating the people of the northern and eastern provinces in 2009, the Government of Sri Lanka has spent over \$6 billion and is still diverting a major portion of its development budget for the rehabilitation and improvement of the lives of the people and infrastructure in those regions.

79.3 As an emerging economy with a GDP of around 7%, Sri Lanka is today becoming a leading partner on the international stage, having surpassed the mid-term target of the Millennium Development Goals (MDGs). The country ranks 92nd out of 187 countries in the Human Development Index, higher than the world HDI. Since 2009, Sri Lanka has undertaken massive infrastructure development with peace prevailing throughout the country. Ninety-seven per cent of the country is now electrified with the 100% target to be achieved in 2014. Since 2009, personal income has tripled to \$3,000 and is projected to quadruple to \$4,000 per person in 2014. Sri Lanka is on the path to being once again a multifaceted hub in the Asian region.

79.4 At UNESCO, Sri Lanka has endeavoured to promote religious understanding and intercultural dialogue through the initiative of an ambassadorial delegation to Sri Lanka and the celebration of Vesak under a theme of social inclusion and a culture of peace and non-violence. We believe that education is the means to recognize our own identities and cultures, and build peace through awareness and respect for others. By providing free education, from primary to tertiary, Sri Lanka enjoys a literacy rate of 98%, a clear example of education for all (EFA). The key dividend is a drastic reduction in unemployment to 4.4 %. The public to private sector employment ratio stands at 1:3. The Mahinda Chinthana Vision for the Future emphasizes the development of human capital and envisions reforming the education system to make Sri Lanka a knowledge hub. The concept of child-friendly schools has been introduced to make the transition from home or pre-school to school smoother and easier with a view to the balanced development of the child.



The target is to create 5,000 such schools around the island by 2015. This programme is targeted to develop 1,000 secondary schools equipped with state-of-the-art science, IT and language labs and the necessary facilities to provide equal opportunities to all for quality education. In line with education for the world of work, we have introduced a technological stream to the secondary curriculum to address skills development and vocational training. His Excellency President Mahinda Rajapaksa has called upon the United Nations to include an international skills day to mainstream youth in the post-2015 development agenda.

79.5 The role of young people and their valuable contributions to society will be highlighted this month during the Commonwealth Youth Forum in Sri Lanka, and at the United Nations World Conference on Youth in Sri Lanka in May 2014. Based on a feasibility study by UNESCO in 2010, Sri Lanka's first-ever nanotechnology and science park and nanotechnology centre of excellence were inaugurated last month, marking a milestone in the national strategy of taking Sri Lanka towards upper middle income country status. Sri Lanka has reached out to youth, especially rural youth, through a development policy framework by enriching them with trilingual and IT skills and access to information through an integrated network of 720 tele-centres. Our ICT literacy rate has climbed from a mere 4% to over 40% and is targeted to reach 75% by 2015.

79.6 Excellencies, ladies and gentlemen, in the words of the great Asian sage Confucius "Our greatest glory is not in never falling, but in rising every time we fall". Our commitment to peace, reconciliation and development through education remains steadfast, unwavering and resolute. On behalf of the Government and people of Sri Lanka, I wish the 37th session of the UNESCO General Conference every success. May the Noble Triple Gem bless you.

80. **The President:**

Thank you Your Excellency. Our last but certainly not least speaker is His Excellency, Mr George Mina, Ambassador, Permanent Delegate of Australia to UNESCO.

81.1 **Mr Mina (Australia):**

Thank you very much, Mr President. I know this room has never been fuller of enthusiasm than it is today. I know that because you have got to be pretty keen to stay this late, so thank you all and thank you to the interpreters, I know it has been a marathon effort. As a result, I have discussed with the Secretariat and they have said that I could have a maximum of 25 minutes, so I promise I will finish before 9.30 p.m. Distinguished delegates, since we last were here together in Paris at the General Conference, UNESCO has experienced a significant reduction in its resourcing. This moment in UNESCO's history therefore represents both a huge challenge and an unparalleled opportunity. It is an opportunity for reform, to ensure the Organization is utilizing its resources to best effect. It is an opportunity for focus, to be clear about where it can best add value. UNESCO cannot, and should not, try to be everything to everyone. It is an opportunity to communicate with clarity the Organization's objectives and activities, to better connect with the people it serves.

81.2 In adopting the programme for the next four years, the General Conference must ensure that it does not miss this window of opportunity to rationalize the Organization's goals. UNESCO can realise its ideals with clear objectives not only being set, but also measured and achieved. The reforms need to engender a more relevant, responsive and effective organization, and help build UNESCO's credibility as a body which can make a real difference. Getting the reforms right will mean more resources where they are needed most. There needs to be a sharper focus on programme delivery and core priorities. We must safeguard UNESCO's leadership in those areas where the Organization can make a unique contribution. Areas like education, oceans, heritage, Memory of the World, anti-doping in sport, and freedom of expression. It is in these areas that UNESCO's contribution can make the most significant impact, and where its impact is most widely appreciated.

81.3 Australia will continue to work with UNESCO to achieve universal access to quality education for both girls and boys, not only as a champion country under the United Nations Secretary-General's Global Education First Initiative but also through continued support for UNESCO's education for all goals, where our assistance extends from basic education to technical and vocational skills building. Australia remains committed to building the credibility of the World Heritage Convention to ensure the preservation of our natural and cultural heritage for future generations. We are particularly proud of our record in supporting regional island States to engage with that Convention. Our technical assistance and funding has contributed to increasing the number of World Heritage sites in the Pacific from one to six as well as to the establishment of the Pacific heritage hub in Suva, Fiji, earlier this year. We expect the hub will further the reach of the World Heritage Convention in the region and take Pacific heritage onto the global stage. The challenges of small island developing States (SIDS) should remain a priority. Small, isolated countries, with their rich and distinctive cultures developed over thousands of years, must be given the means to maintain their identities and values. Through capacity building, UNESCO can make a real difference: boosting basic literacy and numeracy in each of these countries, fostering their economic development through vocational education and training programmes, and assisting their youth. In our own region, the needs of the Pacific island States are great and their voices must be heard. Australia strongly supports the nomination of Vanuatu for UNESCO's Executive Board.

81.4 Mr President, as I said earlier, the budget shock UNESCO has experienced presents an unparalleled opportunity to focus its priorities, improve efficiency and better communicate its achievements. Australia fully supports the Director-General's efforts in this regard. Ms Bokova has started us down the road to restructuring reform, and my delegation believes that there is a great deal more that must be achieved in this area. The starting point is that the Organization needs to be realistic about the resources required to implement the programmes contained in the budget that the General Conference is about to adopt. The decisions required to reconcile UNESCO's resources with its membership's aspirations will be difficult, and they will not please everyone, but they must be faced head-on if UNESCO

is to succeed and meet its laudable goals. As a founding member of UNESCO, committed to the ideals of the Organization, Australia stands ready to assist in this all-important task. Thank you.

82. **The President:**

Thank you Your Excellency. Ladies and gentlemen, I wish to thank you all for your wisdom in speaking, and patience in listening. The plenary will convene again tomorrow morning at 10 a.m. May I kindly remind you that the second meeting of the General Committee will be convened at 9 a.m. tomorrow morning. I wish you a very good evening. *This meeting is now **adjourned**.*

*The meeting rose at 8.20 p.m.*  
*La séance est levée à 20 h 20*  
*Se levanta la sesión a las 20.20*  
*Заседание закрывается в 20.20*  
*رفعت الجلسة في الساعة ٨,٢٠ بعد الظهر*  
*会议于 20 时 20 分结束*

# Seventh plenary meeting

Friday 8 November 2013 at 10.10 a.m.

President: **Mr Hao** (China)

later: **Mr Zeldenrust** (Netherlands)

later: **Mr Sayyad** (Yemen)

later: **Mr Hao** (China)

# Septième séance plénière

Vendredi 8 novembre 2013 à 10 h 10

Président : **M. Hao** (Chine)

puis : **M. Zeldenrust** (Pays-Bas)

puis : **M. Sayyad** (Yémen)

puis : **M. Hao** (Chine)

# Séptima sesión plenaria

Viernes 8 de noviembre de 2013 a las 10.10

Presidenta: **Sr. Hao** (China)

después: **Mr Zeldenrust** (Países Bajos)

después: **Mr Sayyad** (Yemen)

después: **Mr Hao** (Chine)

# Седьмое пленарное заседание

пятница 8 ноября 2013 г. в 10.10

Председатель: г-н **Хао** (Китай)

затем: г-н **Зелденраст** (Нидерланды)

затем: г-н **Сайяд** (Йемен)

затем: г-н **Хао** (Китай)

# الجلسة العامة السابعة

الجمعة ٨ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ١٠،١٠ صباحاً

الرئيس: السيد **هاو** (الصين)

لاحقاً: السيد **زيلدينراست** (هولندا)

لاحقاً: السيد **الصياد** (اليمن)

لاحقاً: السيد **هاو** (الصين)

# 第七次全体会议

2013年11月8日星期五 10时10分

主席：郝平先生（中国）

随后：Zeldenrust先生（荷兰）

随后：Sayyad先生（也门）

随后：郝平先生（中国）

**Second report of the General Committee**  
**Deuxième rapport du Bureau**  
**Segundo informe del Comité General**  
**Второй доклад Президиума**  
**التقرير الثاني لمكتب المؤتمر العام**  
**总务委员会的第二次报告**

**1. The President:**

Good morning. Honourable ministers, ladies and gentlemen, I declare open the seventh plenary meeting of the General Conference. Before we start with the national statements, I would like to inform all the plenary that the General Committee held its second meeting this morning. I would like to invite the Secretary to present the recommendations of this morning's General Committee. Mr Millward, you have the floor.

**2.1 The Secretary:**

Thank you, Mr President. The General Committee held its second meeting this morning. The different chairpersons of the committees and commissions that have already begun their work provided brief progress reports to the General Committee. The Committee therefore heard reports by the Chairpersons of the Education Commission, the APX Commission, the Legal Committee, the Credentials Committee and the Nominations Committee.

2.2 Moreover, the General Committee examined the request for intervention in the plenary at the end of the general policy debate by the UNESCO Staff Union (STU). It recognized the exceptional nature of this request. However, since there was no consensus, the General Committee cannot recommend a favourable response to this request. Thank you, ladies and gentlemen.

**General policy debate (continued)**

**Débat de politique générale (suite)**

**Debate de política general (continuación)**

**Обсуждение вопросов общей политики (продолжение)**

**مناقشة السياسة العامة (تابع)**

**总政策辩论 (续)**

**3. The President:**

Thank you, Mr Millward. Since we have a long list of speakers, I propose that we start immediately with our work. I wish to remind you that each national statement will be limited to six minutes. I now have the honour to call on our first speaker for this morning. His Excellency, Mr Hossam Issa, Deputy Prime Minister and Minister for Higher Education of Egypt. Please, Your Excellency.

٤,١ السيد عيسى (مصر):

السيد رئيس المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المديرية العامة لليونسكو، السيدات والسادة أصحاب السعادة ورؤساء وأعضاء الوفود. اسمحوا لي في مستهل كلمتي ان أتوجه بالتهنئة إلى السيد هاو بنغ لانتخاب سيادته رئيساً للمؤتمر العام، متمنياً له خالص التوفيق في مهمته. كما أتوجه بخالص التهنئة إلى السيدة إيرينا بوكوفا، المديرية العامة لليونسكو، على فوزها في الاقتراع الذي جرى في الرابع من تشرين الأول/أكتوبر في إطار أعمال الدورة الثانية والتسعين بعد المائة للمجلس التنفيذي لليونسكو.

٤,٢ السيدات والسادة الحضور، جئت إليكم من بلد تضرب جذوره في أعماق التاريخ ومن شعب كانت ولا تزال مهمته الأولى أن يزرع الأرض يُعْمَنها وأن يصنع الحضارة يُسْرَاه، حضارة أثرت الإنسانية وأهمت البشر على طول الزمان. إلا أن الحديث عن أجداد الماضي لن يكون مفيداً في أي حال من الأحوال إذا كان الهدف منه إخفاء مصاعب الحاضر وأزماته أو الهروب منها، فالخروج من الأزمة يقتضي مواجهتها، ولكي نواجهها علينا أن ندرك كما يفعل الصينيون، أن الأزمة، أي أزمة، هي مخاطر وفرص في نفس الوقت، ومن ثم فإن مهمتنا الأولى هي تعظيم الفرص وتقليل المخاطر بقدر الإمكان. وبديهي أن كل ذلك يجب أن يتم دون المساس بالمكتسبات الهائلة للإنسانية وهي تناضل من أجل إعلاء قيم الثقافة العالمية الجديدة التي تقوم على أساس الديمقراطية وحقوق الإنسان، والتي أصبحت مكتسباً لا يمكن التنازل عنه. حقاً إن الثقافة المحلية التي هي جزء من الهوية الوطنية قد تحمل معها قيماً تتعارض بعض الشيء مع قيم الثقافة العالمية الجديدة وتقف عائقاً أمامها. وهنا يأتي دور التعليم الذي يجب أن تكون مهمته الأساسية التوفيق بين ما هو إنساني مشترك بين البشر وما هو محلي يحمل بصمات الهوية الوطنية دون تلفيق. المهم أنه لا يجوز أن تكون ادعاءات الحفاظ على الهوية مجرد غطاء للقهر الداخلي أو سبباً إلى إنكاراً لحقوق الإنسان، فلنجعل كل ما هو عالمي يثرى كل ما هو محلي، ولكن ينبغي ألا ندعه أبداً يعيد تشكيل الهوية الوطنية. أليست تلك، سيدتي المديرية العامة، هي إحدى مهام اليونسكو الرئيسية؟

٤,٣ كذلك فإن إحدى القضايا التي تطرحها الأزمة هي العلاقة بين الحرية والعدل. ففي مرحلة من تاريخ بلدنا الحديث بعد ثورة عام ١٩١٩ كان الشعار هو أن "الحق فوق القوة وأن الأمة فوق الحكومة"، في إشارة واضحة إلى أولوية الحرية، وكان ذلك مفهوماً في إطار حركة التحرر الوطني. إلا أن تجاهل أهمية العدل انتهى بنا في نهاية الأمر إلى تراجع قيمة الحرية في عقول ووجدان جماهير الفقراء المعطشة إلى العدل وإلى قبولها التنازل عن حرياتها لحساب العدل. وهو ما أدى في نهاية الأمر إلى ضياع العدل والحرية معاً. واليوم ونحن نعيد تشكيل مستقبلنا من جديد، علينا أن نعي جيداً أن العدل والحرية لا يفتقران، وأن الحرية ضرورية للحفاظ على حقوق الفقراء والمهمشين. وهذا بالضبط ما عبر عنه المفكر المصري العظيم رفاعة الطهطاوي في القرن التاسع عشر بقوله "ليكن وطننا محلاً لسعادتنا المشتركة نبنيه بالحرية والفكر والمصنع". أليست هذه هي بالضبط القيم التي تدافع عنها اليونسكو؟

٤,٤ السيدات والسادة الحضور، إننا جميعاً نتطلع كدول أعضاء في هذه المنظمة إلى الاتفاق خلال هذه الدورة على الخطوط العريضة للدور المنتظر من اليونسكو في خطة التنمية لما بعد عام ٢٠١٥ التي نأمل أن تشهد دوراً متعاضداً في مجالات عملها. كما نرجو أن تضع اليونسكو البرامج الخاصة بالقارة الأفريقية موضع التنفيذ الفعلي، باعتبار أن أفريقيا تشكل أولوية استراتيجية ضمن برامج المنظمة. إننا نقدر وبشدة المحاولات التي تبذلها السيدة المديرية العامة في سبيل تنفيذ قرارات المجلس التنفيذي بهدف حماية المقدسات الدينية ومواقع التراث الثقافي في القدس الشريف. ونأمل أن تبذل مزيداً من الجهد كي نحقق الغاية من اعتماد هذه القرارات.

٤,٥ في الختام، أود أن أؤكد استعداد مصر الدائم للتعاون مع جميع الدول، والأمانة، والشركاء غير الحكوميين في سبيل رفعة شأن هذه المنظمة الدولية التي تعتبر المنارة الثقافية والتعليمية في عالم اليوم. كما نرجو أن يلقى ترشحنا لعضوية المجلس التنفيذي لليونسكو التأييد اللازم من الدول الأعضاء خلال الدورة الحالية للمؤتمر العام. وأشكركم على حسن استماعكم.

(4.1) **M. Issa (Égypte) (traduit de l'arabe) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale de l'UNESCO, Excellences, Mesdames et Messieurs les chefs et membres de délégation, permettez-moi, tout d'abord, de présenter mes félicitations à M. Hao Ping pour son élection à la présidence de la Conférence générale et de lui souhaiter plein succès dans l'exercice de ses fonctions. J'aimerais aussi adresser mes vives félicitations à Mme Irina Bokova, Directrice générale de l'UNESCO, dont la candidature a été retenue lors du scrutin qui s'est déroulé le 4 octobre dernier, à la 192<sup>e</sup> session du Conseil exécutif.

(4.2) Mesdames et Messieurs, je viens d'un pays dont les racines plongent profondément dans l'histoire de l'humanité. Je suis issu d'un peuple qui de tout temps s'est donné pour tâche première de cultiver la terre d'une main et de bâtir, de l'autre, une civilisation qui a marqué l'humanité et inspiré les hommes à travers les âges. Il ne sert cependant à rien d'évoquer les gloires du passé si le seul but est de dissimuler, ou fuir, les difficultés et les crises du moment présent. Pour sortir de la crise, il nous faut l'affronter, et pour l'affronter, il nous faut comprendre, comme la Chine l'a bien fait, que toute crise présente à la fois des risques et des possibilités. Notre objectif premier devrait donc être de réduire les risques et d'accroître les possibilités autant que possible. De toute évidence, cela doit se faire sans que préjudice soit porté aux grandes avancées de l'humanité, qui lutte pour porter haut les valeurs d'une nouvelle culture mondiale fondée sur la démocratie et les droits de l'homme et désormais considérée comme un acquis inaliénable. S'il est vrai que la culture locale, composante de l'identité nationale, repose parfois sur des valeurs qui, à certains égards, vont à l'encontre de cette nouvelle culture mondiale et y font obstacle, il est vrai aussi que l'éducation doit avoir pour principale fonction de concilier ce qui est commun aux hommes avec ce qui est local et porteur de l'identité nationale, sans en fausser le sens et l'esprit. Il est inconcevable que les voix qui s'élèvent en faveur de la préservation de l'identité nationale aient pour seul objectif de dissimuler des actes de répression interne ou soient instrumentalisées pour priver les populations de leurs droits. Nous devons faire en sorte que ce qui est mondial vienne enrichir ce qui est local et ne soit jamais exploité pour refondre l'identité nationale. N'est-ce pas là, Madame la Directrice générale, l'une des principales fonctions de l'UNESCO ?

(4.3) Une des questions soulevées par la crise a trait à la relation entre la liberté et la justice. Au lendemain de la révolution de 1919, qui a marqué l'histoire moderne de mon pays, l'on avait pris pour devise « le droit prime sur la force ; la nation prévaut sur le gouvernement ». Cette formule reflétait clairement la priorité accordée à la liberté dans le cadre du mouvement de libération nationale. La justice ayant alors été négligée, la liberté perdit peu à peu de sa valeur dans les cœurs et les esprits des pauvres. Aspirant à plus de justice, ceux-ci acceptèrent de renoncer à leurs libertés et furent ainsi privés à la fois de justice et de liberté. Aujourd'hui, alors que nous rebâtissons notre avenir, nous devons toujours garder à l'esprit que la justice et la liberté sont deux principes indissociables et que la liberté est indispensable à la protection des droits des communautés pauvres et marginalisées. C'est précisément l'idée exprimée au XIX<sup>e</sup> siècle par notre grand penseur national Rifa'a Al Tahtawi, qui voulait que « la patrie soit le lieu de notre commun bonheur, que nous bâtirons par la liberté, la pensée et l'ouvrage ». Cela ne représente-t-il pas l'essence même des valeurs défendues par l'UNESCO ?

(4.4) Mesdames et Messieurs, nous aspirons tous, en tant qu'États membres de cette Organisation, à tracer ensemble, à cette session, les grandes lignes du rôle qu'assumera l'UNESCO dans le cadre du programme de développement pour l'après-2015. Nous formons le vœu que l'Organisation puisse asseoir son rôle dans tous ses domaines de compétence et assurer la mise en œuvre effective des programmes consacrés à l'Afrique, étant donné que cette région représente l'une de ses priorités stratégiques. Nous sommes par ailleurs très reconnaissants des efforts déployés par Mme la Directrice générale pour assurer la mise en œuvre des décisions du Conseil exécutif concernant la protection des lieux saints et des sites du patrimoine culturel de la noble ville de Jérusalem. Nous espérons qu'elle consentira davantage d'efforts pour que l'objectif recherché avec l'adoption de ces décisions soit pleinement atteint.

(4.5) Pour conclure, je réaffirme que l'Égypte se tient toujours prête à coopérer avec tous les pays, ainsi qu'avec le Secrétariat et les partenaires non gouvernementaux, pour consolider davantage la place qu'occupe cette organisation internationale considérée comme un phare de la culture et du savoir dans le monde d'aujourd'hui. Nous espérons aussi que notre candidature pour les élections au Conseil exécutif recevra le soutien nécessaire des États membres à la présente session de la Conférence générale. Je vous remercie de votre attention.

5. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Humaid Mohammed Al Qutami Minister of Education and Training of the United Arab Emirates. Your Excellency, please, the floor is yours.

٦,١ السيد القطيمي (الإمارات العربية المتحدة):

بسم الله الرحمن الرحيم. سعادة رئيس المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة الفاضلة إيرينا بوكوفا، المديرية العامة لمنظمة الأمم المتحدة للتربية والعلم والثقافة (اليونسكو)، السيدات والسادة، الحضور الكرام، السلام عليكم ورحمة الله وبركاته. أرحب بكم جميعاً في مستهل أعمال الدورة السابعة والثلاثين للمؤتمر العام لليونسكو، ويسعدني ويشرفني في بداية كلمتي أن أنقل إليكم تحيات صاحب السمو الشيخ خليفة بن زايد آل نهيان، رئيس الدولة حفظه الله، وأخيه صاحب السمو الشيخ محمد بن راشد آل مكتوم نائب رئيس الدولة رئيس مجلس الوزراء حاكم دبي رعاه الله، وإخوانهما أصحاب السمو الشيوخ أعضاء المجلس الأعلى لاتحاد حكام الإمارات، كما أنقل لكم تحية شعب يتطلع دائماً إلى بلاد العالم بكل خير وسلام وهو شعب الإمارات. وأود أن أعرب، يا

سيدي الرئيس، عن تخانينا لاختياركم وعن تقديرنا الخاص للجهد المميز الذي بذله القائمون على تنظيم هذه الدورة، وأفرقة العمل، وكل من شارك وأسهم في إعداد وثائقها وأوراقها الثرية، آمليين أن نصل جميعاً إلى أهدافنا المنشودة، وأن نحقق المرجو من هذا الجمع الذي يضم نخبة المسؤولين والمتخصصين وأصحاب الكفاءات والخبرات العالمية. واسمحوا لي، أيها الأخوة الأفاضل، بهذه المناسبة أن أهنئ السيدة إيرينا بوكوفا بتجديد الثقة، وأن أبارك لها انتخبها لولاية ثانية للمنظمة الدولية. وهو اختيار صائب، ويعكس مستوى إسهاماتها الرفيع وعطاؤها المخلص، وما تحقّق من نجاحات وإنجازات للمنظمة الدولية خلال الفترة السابقة.

٦,٢ السيدات والسادة، لقد أصبح التعليم ونوعيته ودرجة جودته تحدياً كبيراً، مع ارتباطه الوثيق بالتنمية المستدامة والتنافسية العالمية، وهو ما شكل ضرورة قصوى أمام المخططين ومتخذي القرار، للتحرك السريع، وبالوتيرة نفسها التي يشهدها العالم في مختلف مناحي الحياة، من أجل مواكبة مستجدات العصر وما تفرزه التكنولوجيا ومصادر المعرفة، من تطور مذهل في أدوات محاكاة المستقبل، والوصول إلى حياة أفضل للبشرية. وهذا بالتحديد ما تدركه دولة الإمارات العربية المتحدة، التي نجحت في تقديم نموذج فريد للقطاع، نموذج فريد للتلاحم الإنساني والمساندة، بكل صورها وأشكالها في كثير من بقاع هذه الأرض وهذا العالم، الذي تؤمن دولتنا بأنه يتسع للجميع، وتؤمن أيضاً بأن للجميع الحق في العيش الكريم، الحق في الصحة، والتعليم والحياة. تلك هي رسالة السلام التي تحملها دولة الإمارات العربية المتحدة، وهي تبسط يد الخير لبناء المدارس وتعمير الصحراء وغرس الأرض، وصون المقدرات، وحفظ تراثنا الحضاري والإنساني، في شتى دول العالم. تلك رسالة الإمارات التي تسعى من خلال شراكتها الوثيقة وتعاونها المثمر مع المنظمات الدولية المعنية وفي مقدمتها اليونسكو، إلى تعميمها على شعوب الأرض على اختلاف أجناسهم وثقافتهم، ومن دون تفرقة بين لون وعرق.

٦,٣ السيدات والسادة، قد يطول الحديث إذا ما بدأنا الحديث عما تؤمن به دولة الإمارات وما حققته على الصعيد العالمي من شراكات استراتيجية، أرادت من خلالها تعميم بعض من تجاربها التنموية، مستندة في ذلك إلى الشوط المهم الذي قطعته على طريق التنافسية العالمية، والتحول النوعي الذي شهده نظامها التعليمي ومدارسها وجامعاتها، ورؤيتها المتكاملة والشاملة لتطوير التعليم، والارتقاء بصروحها العلمية والثقافية، والطفرة غير المسبوقة التي نقلت جوائزها العلمية والثقافية والتعليمية، إلى خارج حدودها، إلى دول العالم. ومنها جائزة اليونسكو - حمدان بن راشد آل مكتوم لمكافحة الممارسات والجهود المتميزة لتحسين أداء المعلمين، وغير ذلك من الجوائز والشراكات المهمة الوثيقة مع المنظمات والمؤسسات العالمية المتخصصة، التي ندرك معنا، أهمية تضافر الجهود والتكاتف من أجل تعزيز حركة الإبداع والابتكار، وتلبية الاحتياجات البشرية الحالية والمستقبلية، والحفاظ على موروثها الحضاري والإنساني، ودعم تراثها الثقافي المادي وغير المادي، وحمائته وصونه.

٦,٤ نحن معاً نؤكد أن جميع من يعيش على كوكبنا يستحق حياة أفضل، يستحق السلام والاستقرار والأمن، لنؤكد أيضاً أن ثروة المعرفة هي خيارنا الأمثل لمستقبل أكثر ازدهاراً للبشرية. أشكركم جميعاً، وأشكر اليونسكو على دورها الرائد في الدفاع عن القضايا الإنسانية والبشرية والموروث الحضاري والثقافي. والسلام عليكم ورحمة الله وبركاته.

(6.1) **M. Al Qutami (Émirats Arabes Unis) (traduit de l'arabe) :**

Au nom de Dieu, le Clément, le Miséricordieux. Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame Irina Bokova, Directrice générale de l'UNESCO, distingués invités, Mesdames et Messieurs, que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous. Je vous salue tous ici présents à l'ouverture de la 37<sup>e</sup> session de la Conférence générale. Tout d'abord, j'ai l'honneur et le plaisir de vous transmettre les salutations de Son Altesse le Cheikh Khalifa bin Zayed Al Nahyan, Président des Émirats Arabes Unis - Dieu le préserve, celles de son frère, Son Altesse le Cheikh Mohammed bin Rashid Al Maktoum, Vice-Président du pays, Premier Ministre et Gouverneur de Dubaï - Dieu le préserve, ainsi que celles de leurs frères, Leurs Altesse les membres du Conseil suprême des gouverneurs des Émirats Arabes Unis. Je vous transmets également les salutations du peuple des Émirats Arabes Unis, qui depuis toujours place le bien et la paix au cœur de ses relations avec les pays du monde. Nous tenons, Monsieur le Président, à vous féliciter pour votre élection et nous exprimons notre reconnaissance toute particulière à celles et ceux qui ont assuré l'organisation de cette session, aux groupes de travail et à toutes les personnes qui ont contribué à la rédaction des documents, riches d'information, de cette session, et les remercions pour les efforts méritoires qu'ils ont déployés. Nous formons le vœu que nous parviendrons tous à réaliser les objectifs que nous nous sommes fixés et que cette assemblée, où se côtoient hauts responsables, spécialistes et experts de renommée mondiale, puisse parvenir à ses fins. Permettez-moi, Honorables Frères, de saisir cette occasion pour féliciter Mme Irina Bokova pour la confiance placée de nouveau en elle et pour sa réélection à la tête de l'Organisation. Le choix qui s'est porté sur elle est un choix judicieux qui témoigne de la haute qualité de ses contributions, de sa générosité et de sa dévotion, ainsi que des succès et réalisations obtenus par l'UNESCO sous sa direction.

(6.2) Mesdames et Messieurs, l'éducation et la qualité de l'enseignement représentent aujourd'hui un grand défi et sont étroitement liées au développement durable et à la compétitivité mondiale. Il est donc indispensable que les responsables de la planification et les décideurs agissent rapidement afin que l'éducation progresse au même rythme que les autres domaines à l'échelle mondiale. L'éducation doit en effet suivre l'évolution de notre époque et les progrès surprenants que connaissent les outils de prospective, grâce aux technologies et aux diverses sources de savoir, pour assurer à l'humanité un avenir meilleur. Pleinement conscients de cette nécessité, les Émirats Arabes Unis ont su donner un exemple unique de générosité, de cohésion sociale et de soutien, sous toutes ses formes, et ce, dans de nombreuses régions du monde. Notre pays est fermement convaincu que chacun a sa place dans le monde et doit pouvoir jouir du droit à une existence décente, du droit à la santé et à l'éducation, et du droit à la vie. Tel est le message de paix porté par les Émirats Arabes Unis, qui s'emploient avec générosité à construire des écoles, à urbaniser le désert, à cultiver la terre, à préserver les capacités et à protéger le patrimoine de l'humanité et de ses civilisations, partout dans le monde. Les Émirats Arabes Unis mettent à profit les partenariats étroits et la coopération fructueuse qu'ils entretiennent avec les organisations internationales concernées, et notamment avec l'UNESCO, pour faire passer ce message à tous les peuples du monde, indépendamment de leurs origines et de leurs cultures, et sans distinction de couleur ni de race.

(6.3) Mesdames et Messieurs, nous pourrions consacrer beaucoup de temps à évoquer les principes que défendent les Émirats Arabes Unis et les partenariats stratégiques qu'ils ont établis à l'échelle mondiale. Par le biais de ces partenariats, mon pays a voulu répandre certaines de ses pratiques en matière de développement. Il s'est appuyé pour cela sur les avancées considérables qu'il a réalisées en termes de compétitivité mondiale ; sur l'évolution qualitative de son système

educatif, de ses écoles et de ses universités ; sur la vision globale et intégrée qu'il a adoptée pour développer l'éducation et renforcer ses établissements scientifiques et culturels ; sur l'essor sans précédent des prix mondialement connus qu'il décerne dans les domaines de la science, de l'éducation et de la culture et parmi lesquels figure le Prix UNESCO-Hamdan bin Rashid Al Maktoum récompensant des pratiques et des performances exemplaires pour améliorer l'efficacité des enseignants. C'est grâce à ces prix et aux importants partenariats qui nous lient étroitement à de nombreuses organisations et institutions spécialisées de renommée mondiale que nous réalisons à quel point il est important que nous agissions ensemble, d'un même élan, pour promouvoir la créativité et l'innovation, répondre aux besoins des générations actuelles et futures, préserver le patrimoine de l'humanité et de ses civilisations, et assurer le soutien nécessaire à la protection et à la sauvegarde du patrimoine culturel matériel et immatériel.

(6.4) Nous réaffirmons ici, d'une seule voix, que les êtres humains méritent tous une vie meilleure, une vie de paix, de stabilité et de sécurité, et que le savoir, dans toute sa richesse, est pour nous le meilleur moyen d'assurer à l'humanité un avenir plus prospère. Je vous remercie tous et remercie l'UNESCO pour le rôle de chef de file dont elle s'acquitte afin de défendre les causes de l'humanité et de protéger le patrimoine de ses cultures et civilisations. Que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous.

## 7. **The President:**

Thank you, Your Excellency. Our next speaker is Her Excellency, Ms Ena Elsa Velásquez Cobiella, Minister of Education of Cuba. Please.

### 8.1 **Sra. Velázquez Cobiella (Cuba):**

Señor Presidente Hao Ping: lo felicito por su elección para presidir los trabajos de la 37ª reunión de la Conferencia General de la UNESCO. Señora Directora General Irina Bokova: hago propicia la ocasión para felicitarla por su nominación para un nuevo mandato al frente de la UNESCO que en pocos días esta Conferencia General debe ratificar. Es un merecido reconocimiento, entre otros, a su liderazgo y su infatigable vocación para revitalizar y reposicionar a la Organización en el sistema internacional.

8.2 Distinguidas delegadas y delegados: el tiempo ha transcurrido deprisa desde la última vez que se reunió esta Conferencia. La Conferencia General celebra su 37ª reunión en una coyuntura particularmente compleja. Lo hace en un mundo en rápida transformación, que carga con los problemas de siempre que no logra resolver, donde se suceden y multiplican las crisis y nuevas amenazas atentan contra la paz mundial. Quizá ninguna otra época de la historia conoció los actuales peligros que afronta la humanidad, que ponen en riesgo su propia supervivencia como especie.

8.3 El subdesarrollo estructural se perpetúa mientras crece el abismo que separa a los ricos de los pobres y aumentan las desigualdades entre las naciones y dentro de ellas. Parece indetenible la destrucción del medio ambiente y la pérdida de la biodiversidad. Suben las temperaturas como consecuencia del calentamiento global y se deteriora el equilibrio natural de los ecosistemas.

8.4 La propia UNESCO, que inició positivos cambios y transformaciones promovidos por su Directora General, ha sufrido una drástica disminución de sus recursos que ha afectado sus planes de multiplicar el acceso a la educación, las ciencias y la cultura para decenas de millones de niñas y niños, de mujeres y hombres que la necesitan, como consecuencia del impúdico chantaje financiero que le impone su principal contribuyente, los Estados Unidos, por atreverse en una histórica decisión de este foro a admitir a Palestina como miembro de la Organización.

8.5 Siria aparece ahora en el punto de mira para quienes las guerras se han convertido en un lucrativo negocio en tiempos de crisis. Impedir una agresión haciendo prevalecer los baluartes de la paz es la más urgente prioridad de la comunidad internacional y una exigencia que debe levantar nuestra Organización conforme a su carta constitutiva.

8.6 Es en la UNESCO donde debemos levantar las nobles armas de la educación, la ciencia, la cultura y las comunicaciones para construir un mundo mejor, donde las bombas dejen de matar y de destruir escuelas y museos, para que las ciencias florezcan en los laboratorios y acompañen las transformaciones económicas y sociales, para que la cultura enriquezca la espiritualidad y genere un nuevo humanismo, para que las presentes y futuras generaciones puedan disfrutar de la belleza única e irrepetible del planeta tierra, de sus más de 900 sitios del patrimonio mundial, de sus reservas de la biosfera y de sus valiosísimas conexiones documentales que atesora el Programa Memoria del Mundo.

8.7 Señor Presidente: los pilares de la revolución cubana se identifican de forma muy particular con los objetivos de la UNESCO. Todo lo hecho en Cuba a lo largo de más de 50 años ha estado dirigido a dotar a nuestro pueblo de un sistema gratuito, general y universal de educación, a masificar la cultura y a desarrollar los potenciales científicos, a lo que se añade un desarrollo de la atención de la salud de nuestra población que nos permite gozar de índices ejemplares. Todo ello a pesar del injusto y cruel bloqueo que nos impone el vecino poderoso en un continuado empeño de forzar el llamado cambio de régimen y cercenar nuestra libertad.

8.8 La UNESCO siempre ha acompañado a Cuba, y nuestro país ha sido al mismo tiempo un miembro responsable y aliado de la Organización. La ejecución del mecanismo de coordinación mundial de la Educación para Todos, que reafirma a la UNESCO como líder mundial en esta esfera, debe forzarnos a una escalada geométrica de nuestras acciones en el plano educativo, sabiendo que la posibilidad de alcanzar las modestas metas que nos trazamos en los Objetivos de Desarrollo del Milenio resulta ya una quimera. El analfabetismo se puede derrotar. Es inaceptable que existan todavía 774 millones de analfabetos, de los cuales dos tercios son mujeres. Es inadmisibile que casi 70 millones de niñas y niños no tengan una escuela donde recibir enseñanza. Hago propicia la ocasión para reiterar nuestra oferta a la UNESCO de trabajar más de cerca en África, bajo la modalidad de la cooperación triangular en la aplicación de los modernos y probados métodos de alfabetización cubanos "Yo, sí puedo" y "Yo, sí puedo seguir", que han contribuido a alfabetizar a casi ocho millones de personas en 29 países de cuatro continentes.

8.9 Señor Presidente: en esta reunión de la Conferencia General se deben afirmar los fundamentos del cambio y la conclusión del proceso de reformas de la Organización. Una reforma que debe avanzar, pese a la limitación de los recursos, hacia una etapa cualitativamente superior, pasando de lo burocrático y administrativo a la manera de pensar y hacer. La UNESCO tiene que estar más cerca de los pueblos, de la gente común, debe hacerse reconocer por su contribución a la paz en un mundo inseguro, por su contribución al desarrollo y la eliminación de la pobreza en un mundo desigual y de recursos limitados, por su contribución a un nuevo humanismo y su aporte a los nuevos desafíos en el plano de la ética, incluyendo el respeto a la privacidad en el ciberespacio.

8.10 Concluyo mis palabras reiterando la exigencia de libertad y justicia para Gerardo, Ramón, Fernando y Antonio, nuestros cuatro compatriotas que aún guardan injusta y cruel prisión en cárceles estadounidenses por luchar contra el terrorismo. Muchas gracias.

(8.1) **Mme Velázquez Cobiella (Cuba) (traduit de l'espagnol) :**

Monsieur le Président Hao Ping, permettez-moi de vous féliciter pour votre élection à la présidence des travaux de la 37<sup>e</sup> session de la Conférence générale de l'UNESCO. Madame la Directrice générale Irina Bokova, je saisis cette occasion pour vous féliciter de votre nomination pour un second mandat à la tête de l'Organisation, qui devra être ratifiée dans quelques jours à la présente session de la Conférence générale. C'est la reconnaissance méritée, entre autres, du *leadership* et de l'inlassable dévouement dont vous faites preuve afin de redynamiser l'Organisation et de lui redonner sa place sur la scène internationale.

(8.2) Distingués délégués, le temps a passé rapidement depuis la dernière réunion de la Conférence générale, dont la 37<sup>e</sup> session se tient dans un contexte particulièrement complexe. Elle intervient en effet dans un monde qui évolue rapidement, accablé par de sempiternels problèmes qu'il ne parvient pas à résoudre et dans lequel les crises se succèdent et prolifèrent, tandis que de nouvelles menaces pèsent sur la paix mondiale. Peut-être aucune autre période de l'histoire n'a-t-elle connu les dangers auxquels l'humanité est aujourd'hui confrontée, qui mettent en péril sa survie même.

(8.3) Le sous-développement structurel se perpétue, tandis que se creuse l'abîme qui sépare les riches des pauvres et que s'accroissent les inégalités entre les nations, et au sein d'elles-mêmes. Rien ne semble pouvoir arrêter la dégradation de l'environnement et la perte de biodiversité. Les températures augmentent sous l'effet du réchauffement planétaire et l'équilibre naturel des écosystèmes s'en trouve détérioré.

(8.4) L'UNESCO elle-même, qui a entrepris des transformations et des changements positifs sous la conduite de sa Directrice générale, a subi une réduction drastique de ses ressources qui compromet ses plans d'élargissement de l'accès à l'éducation, aux sciences et à la culture pour des dizaines de millions d'enfants, de femmes et d'hommes qui en ont besoin, conséquence de l'indécemment chantage financier que lui impose son principal contributeur, à savoir les États-Unis, pour avoir osé prendre la décision historique, dans le cadre de cette instance, d'admettre la Palestine en tant que membre de l'Organisation.

(8.5) La Syrie semble désormais dans la ligne de mire de ceux pour qui les guerres sont devenues une affaire lucrative en temps de crise. Empêcher une agression et faire prévaloir la paix, telle est l'urgence absolue pour la communauté internationale, et l'exigence à laquelle doit répondre notre Organisation, conformément à son Acte constitutif.

(8.6) C'est ici, à l'UNESCO, que nous devons brandir les nobles armes que sont l'éducation, la science, la culture et la communication pour bâtir un monde meilleur, où les bombes cessent de faire des victimes et de détruire écoles et musées, pour que les sciences prospèrent dans les laboratoires et accompagnent les transformations économiques et sociales, pour que la culture vienne enrichir l'esprit et génère un nouvel humanisme, pour que les générations actuelles et futures puissent jouir de la beauté unique et irremplaçable de notre planète, de ses 900 sites du patrimoine mondial, de ses réserves de biosphère et de son précieux patrimoine documentaire rassemblé par le Programme Mémoire du monde.

(8.7) Monsieur le Président, les piliers de la révolution cubaine se rapprochent de manière très particulière des objectifs de l'UNESCO. Tout ce qui est fait à Cuba depuis plus de cinquante ans vise à doter notre peuple d'un système éducatif gratuit, général et universel, à démocratiser la culture et à développer le potentiel scientifique, ainsi qu'à porter une attention accrue à la santé de nos concitoyens, ce qui nous permet aujourd'hui d'afficher des indicateurs exemplaires. Tout cela en dépit du blocus injuste et cruel que nous impose notre puissant voisin, dans un effort acharné pour imposer un soi-disant changement de régime et réduire notre liberté.

(8.8) L'UNESCO a toujours accompagné Cuba, tandis que notre pays a pour sa part toujours été un membre responsable et un allié de l'Organisation. La coordination mondiale de l'Éducation pour tous, qui permet à l'UNESCO d'asseoir son rôle de chef de file dans ce domaine, doit nous pousser à redoubler d'efforts sur le plan de l'éducation, tout en sachant que la possibilité de revoir à la hausse les modestes buts que nous nous sommes fixés dans le cadre des Objectifs du Millénaire pour le développement demeure une chimère. Pourtant, l'analphabétisme peut être vaincu. Il est inacceptable que qu'il y ait encore 774 millions d'analphabètes, dont deux tiers sont des femmes. Il est inadmissible que près de 70 millions d'enfants, filles et garçons, n'aient pas d'école où recevoir un enseignement. Je saisis cette occasion pour renouveler la proposition que nous avons faite à l'UNESCO d'œuvrer de plus près en Afrique, dans le cadre de la coopération triangulaire, à l'application des méthodes d'alphabétisation modernes cubaines qui ont fait leurs preuves avec les programmes « *Yo, sí puedo* » et « *Yo, sí puedo seguir* », permettant d'alphabétiser quelque 8 millions de personnes dans 29 pays, sur quatre continents.

(8.9) Monsieur le Président, nous devons, à la présente session de la Conférence générale, affirmer les principes fondamentaux du changement et du processus de réforme de l'Organisation. Une réforme qui doit progresser, malgré les ressources limitées, vers une étape supérieure sur le plan qualitatif, laissant de côté la bureaucratie et l'administration pour enfin penser et agir. L'UNESCO doit se rapprocher des peuples, des gens ordinaires. Elle doit se faire reconnaître pour sa contribution à la paix dans un monde incertain, pour son rôle en faveur du développement et de l'élimination de la pauvreté dans un monde empreint d'inégalités et aux ressources limitées, ainsi que pour sa contribution à un nouvel humanisme et son apport face aux nouveaux défis sur le plan éthique, notamment le respect de la vie privée dans le cyberspace.

(8.10) Pour conclure, je voudrais réaffirmer l'exigence de liberté et de justice pour Gerardo, Ramón, Fernando et Antonio, nos quatre compatriotes qui demeurent injustement et cruellement emprisonnés aux États-Unis pour leur lutte contre le terrorisme. Je vous remercie.



9. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Dr David Namwandi, Minister of Education of Namibia. Please.

10.1 **Mr Namwandi (Namibia):**

President of the General Conference, Chair of the Executive Board, Madam Director-General, Your Excellencies, I would like to congratulate you, Mr President, on your election as the President of the 37th session of the General Conference.

10.2 Regrettably, the current lack of financial resources clearly impacts negatively on the capacity of UNESCO to deliver on its mandate and it equally affects the morale of the Secretariat. So, since we all as Member States cherish the values of UNESCO in advancing international peace and the common welfare of humankind through collaboration and cooperation, we thus have duties and obligations to remit our assessed contributions timeously.

10.3 We have had a fruitful discussion on the post-2015 development agenda. We Member States now have a duty, through consensus, to provide the strategic direction to ensure that UNESCO provides a sharpened and resolute leadership in the development of the post-2015 global development agenda.

10.4 Namibia supports the strategic objective of developing education systems to foster holistic quality lifelong learning opportunities. My delegation equally supports a right-based approach to education, quality education and equity in education. Namibia further supports empowering learners to be creative thinkers and responsible global citizens at all times. We believe that there is a need for a paradigm shift in the manner in which curricula are designed. For Namibia, the salvation lies in exposing young people to vocational and technical training. Education must generate wealth and work for generations, for the nations of the world. Twenty-first century education should be embarked on by all Member States, as it enhances quality of life and that of human capital. Certainly this education shall deal effectively with complex planetary issues and societal sustainability.

10.5 Namibia supports the role of UNESCO in water resources management, the development and implementation of science, technology and innovation policies, capacity building and the management of natural disasters.

10.6 Namibia underscores the importance of activities aimed at strengthening ethical systems, the promotion of democracy and human rights, and the fight against racism, discrimination, xenophobia and related intolerance.

10.7 The development and implementation of youth programmes within document 37 C/5 has become critical, if Member States are to defuse the ticking youth time bomb.

10.8 Namibia supports the promotion, protection and conservation of cultural heritage through effective implementation of the cultural conventions. Priority should further be given to the promotion of dynamic cultural and creative industries, as tools and enablers of socio-economic development.

10.9 We applaud the focus on the safety of journalists, the strengthening of community media, and the promotion of freedom of expression and free and pluralistic media. Namibia further encourages UNESCO to assist Member States in developing policy frameworks to facilitate equitable access to information and knowledge.

10.10 We welcome the Priority Gender Equality Action Plan for 2014-2021 and the Operational Strategy for Priority Africa, and look forward to effective implementation of activities foreseen under these two global priorities.

10.11 We noted the challenges posed by the current financial situation, but encourage the Director-General to ensure that the field network reform achieves its intended strategic objectives. Namibia recognizes the added values of the National Commissions for UNESCO, the Associated Schools Project Network (ASPnet), and the UNESCO networks in ensuring the visibility of UNESCO in Member States. We urge the Secretariat to utilize these networks in programme implementation.

10.12 In conclusion, Mr President, Namibia, being a product of international support and solidarity, will continue to cooperate with UNESCO, because its values and principles of creating a better world for all are dear to our hearts. I thank you.

11. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Nuno Crato, Minister of Education and Sciences of Portugal. Please.

12.1 **Mr Crato (Portugal)**

*(address delivered in Portuguese; English text provided by the delegation):*

President of the General Conference, Chair of the Executive Board, Director-General, dear colleagues, ladies and gentlemen, ambassadors, this General Conference is taking place at a time that requires us to make resolute efforts to find solutions to help strengthen our Organization. The time we are passing through compels us to work with a smaller budget, which necessarily means a reduction of the Secretariat and of the resources required for UNESCO to be able to take action.

12.2 We therefore wish to focus action on those priority areas of UNESCO, avoiding following a path where we would have an *à la carte* Organization based on the origin and nature of contributions. Portugal will continue to be committed to UNESCO remaining an Organization of reference in the United Nations in the promotion of culture, education and sciences.

12.3 Mr President, we know that investing in education through development of knowledge and basic cognitive abilities, the quality of education and the link between education and other development sectors also means investing in society's progress.

12.4 For Portugal, support in the area of education has been, is and will remain a priority in the multilateral and bilateral relations it has with foreign countries as a fundamental factor for human development and as a vector for truly inclusive economic growth.

12.5 May I stress here the cooperation we have with the Portuguese-speaking countries Angola, Brazil, Cabo Verde, Guinea-Bissau, Mozambique, Sao Tome and Principe and Timor-Leste. We are convinced that UNESCO should play a major role in the debate currently under way on the post-2015 development agenda.

12.6 Portugal has actively participated in these discussions, particularly in the context of the High-Level Panel. Universal access to quality education with constant assessment and commitment to the results of learning should be the path to follow. We know that improving the results of education directly returns an improvement in the competitiveness of the economy and social progress.

12.7 I would also like to stress that artistic education is fundamental for developing the individual and society itself. Artistic education should remain a priority of UNESCO and we welcome the fact that it has been acknowledged as a high priority.

12.8 Mr President, the history, culture and identity of Portugal are marked by the ocean. The aim of achieving sustainable development of maritime areas as conduits for economic and social progress managed in a balanced fashion on the basis of scientific knowledge requires increased endeavour for international cooperation. The role of UNESCO in this context requires the consolidation of the functional autonomy status of the Intergovernmental Oceanographic Commission (IOC), with the aim of making the most of the agreed action and the efforts of the Member States of the IOC in improving oceanographic knowledge and services for the international community and the United Nations system.

12.9 As regards cooperation with the Community of Portuguese-Speaking Countries in the areas of sciences, the Portuguese National Commission for UNESCO collaborates with various countries including Brazil, Sao Tome and Principe and Cabo Verde. This cooperation is based on the objectives of various science programmes of UNESCO, for example, the International Basic Sciences Programme (IBSP), the International Hydrological Programme (IHP), and the Programme on Man and the Biosphere (MAB), providing visibility to issues such as water, climate change and natural disasters. In order to promote these activities, Portugal has worked in a network with various geoparks, biosphere reserves, UNESCO Chairs and category 2 centres. In addition to supporting specific scientific projects, such as the Human Variome Project (HVP), Portugal is seeking to strengthen its partnership with UNESCO in the area of science in the service of peace and sustainable development.

12.10 The recent creation at Coimbra University of the Chair on Biodiversity Safeguard for Sustainable Development brings together a common project of Portuguese-speaking countries' universities and strengthens this aspect of cooperation.

12.11 Portugal's interest in promoting scientific policies and science is clear in the science initiatives in Portuguese of UNESCO. Also in the area of science, I have the pleasure to announce that Portugal's category 2 centre for the advanced training of scientists from Portuguese-speaking countries in areas of the basic sciences will be formalized tomorrow with UNESCO.

12.12 Mr President, the strengthening of UNESCO's ties with the Alliance of Civilizations (AoC) is an encouraging sign in the quest for coherence and better results in the consolidation of peace. The International Decade for the Rapprochement of Cultures launched this year, spearheaded by UNESCO, should be used as a major opportunity - as the Director-General so rightly said - for exercising UNESCO's responsibility in the Alliance to educate teachers and reconcile culture; this strategic instrument for development is a historical and civilizational benchmark for the identity of each people. To this end, each country, UNESCO and the international community in general should continue to pay due attention to the championing of tangible and intangible heritage of humanity as well as promoting and protecting cultural diversity. In this context, it will be important to reach an agreement on the cultural heritage sites in the Holy Land. It is an opportunity to show the world a sign of goodwill and cooperation in order that we may overcome obstacles of the past.

12.13 We stress the relevance of the provisions of the World Heritage Convention, and fair representation of all countries on the World Heritage List. It is essential to promote the preservation of cultural properties and ensure that there is respect for sustainability and the involvement of local communities and young people, which is why we advocate expanding the World Heritage Education Programme for young people.

12.14 Portugal is a firm champion of international cooperation in the context of world heritage. We are proud to belong to a community that values the cultural heritage and the universal nature and pledges to preserve these assets for future generations. As inheritors of a tradition of diversity and promoters of dialogue among civilizations and cultures, we wish to share our experience with respect to heritage. These are the principles that guide the present candidacy of Portugal for the World Heritage Committee. We count on your support. Portugal endorses the statement that Lithuania will be making on behalf of the European Union. Thank you very much.

13. **The President:**

Thank you, Your Excellency. Our next speaker is Her Excellency, Ms Priya Manickchand, Minister of Education of Guyana. Please.

14.1 **Ms Manickchand** (Guyana):

President, Chair of the Executive Board, Director-General, honourable ministers and heads of delegations, delegates, other invitees, ladies and gentlemen, at the outset I wish to congratulate you on your election as President of the 37th session of the General Conference of UNESCO and to thank the outgoing President, Ms Katalin Bogyay for her contribution to the 36th session of the General Conference.

14.2 My delegation takes this opportunity to congratulate Ms Irina Bokova on her re-election as the Director-General of UNESCO and to wish her continued success in her new term. We thank her for her report on the activities of the Organization contained in document 37 C/3. We also express our sincere appreciation to Ms Alissandra Cummins of Barbados for her leadership of the Executive Board for the past two years.

14.3 Mr President, Guyana applauds the multi-faceted work of UNESCO and its contribution to the progressive development of our societies in the areas of education, science and culture. In recognition of this work, His Excellency, Mr Donald Ramotar, President of Guyana, was pleased to accept an invitation from the United Nations Secretary-General in 2012 to be part of the Global Education First initiative (GEFI). As a champion country, Guyana is committed to the promotion of universal access to quality education and to the sharing of experiences and best practices in this endeavour.

14.4 Mr President, in a previous message to this General Conference, my predecessor spoke of Guyana's progress towards achievement of the education for all goals. I am pleased to say that Guyana has continued to work to maintain our achievement of universal primary education and gender parity at primary and secondary levels. Education continues to be available free of charge from early childhood to post-secondary levels in public schools. Guyana is particularly proud of the strides that have been made in improving early childhood care and development through a multisectoral approach that has involved the Ministries of Health, Human Services and Social Security, and Education.

14.5 Although pre-primary education is not compulsory, more than 80 per cent of the relevant age cohort is in pre-primary school. Guyana, like many developing countries, has recognized that in order to be competitive in a globalized economic environment, more of its citizens need to move beyond primary education. The Government has therefore set the attainment of universal secondary education as a major objective in its current education strategic plan and continues to strive assiduously towards the outstanding goals that still need to be realized.

14.6 Guyana was one of the first countries to benefit from the education for all fast-track initiative (EFA-FTI). This assistance was used to reduce the disparity that exists between the more accessible coastal regions and remote hinterland locations, where the majority of the indigenous populations reside. As a result, much progress has been made in the areas where there were differences in the quality of teachers and the availability of support materials and equipment. The Government of Guyana has continued all of the initiatives under this programme while at the same time continuing its national programme of welfare initiatives such as free textbooks, free school uniforms and a national staff programme.

14.7 The education for all fast-track initiative has injected billions of Guyana dollars to supplement the national education budget, demonstrating the Government's commitment to enhance the development of this sector. Further, Guyana has sought UNESCO's assistance in providing technical support to complete a project for the compilation of dictionaries and very short narratives of the nine indigenous languages of Guyana. In addition, the Government of Guyana and UNESCO will be working together on the application process to designate Guyana's majestic Kaieteur Falls as a UNESCO world heritage site.

14.8 Mr President, UNESCO continues to play an active role in supporting the national education programmes in Guyana. UNESCO has provided assistance through its global micro-science programme, providing kits and manuals for the training of teachers. The impact of this programme has been greater in hinterland schools, where there are no science laboratory facilities, and has resulted generally in a 20% increase in student enrolment in science subjects over the last three years. It is therefore our hope that eventually, all schools will gain access to these kits.

14.9 Technical and vocational education and training (TVET) has also been supported by UNESCO through the development of a Document and Materials Production Centre at the Secretariat of the National Council for TVET, the establishment of resource centres at four TVET institutions and the training of 30 lecturers/instructors to conduct assessments of students who are pursuing studies in a competency-based modularized programme.

14.10 UNESCO has also assisted in the preparation of a Science and Technology Master Plan for the Socio-Economic and Environmental Advancement of Guyana, which will assist in improving science education in Guyana. We take this opportunity to thank UNESCO for the assistance provided in these areas.

14.11 Mr President, while Guyana has much to be proud of, there are still many challenges that remain. In spite of an increasing proportion of trained teachers in all the initiatives already cited, poor learning outcomes in key subject areas such as mathematics and English are a great concern. Meeting the quality imperative has now become the overwhelming goal. It is evident from the work of the Learning Metrics Task Force (LMTF), convened by UNESCO through its Institute for Statistics (UIS) and the Centre for Universal Education at the Brookings Institution, that learning is now an issue of international concern. Guyana supports the work of this task force and looks forward to the continued sharing of information and collaboration in the implementation of recommendations.

14.12 Mr President, let me conclude by drawing attention to the important role that UNESCO can play within the scope of its mandate, in fostering the promotion of synergies across distinct but related programmes at a national and global level. In this regard, UNESCO is strategically placed to contribute to the framing of the developmental priorities in the post-2015 agenda. We must therefore reflect on the priorities and programmes of the Organization in order to ensure

that they are in sync with the global agenda and the priorities of Member States. We look forward to a continued, fruitful collaboration with UNESCO in the future. I thank you.

*Mr Zeldenrust (Netherlands) takes the Chair.*

**15. The President:**

Thank you, Your Excellency. Our next speaker is Her Excellency Ms Macsuzy Mondon, Minister of Education of the Seychelles.

**16.1 Mme Mondon (Seychelles) :**

Monsieur le Président, Madame la Directrice générale, distingués Représentants, Mesdames et Messieurs, cette Conférence générale offre aux Seychelles une nouvelle occasion de réaffirmer son fort engagement envers les idéaux de l'UNESCO et le système des Nations Unies. Elle se déroule à un moment où notre Organisation doit faire face à de nombreux défis, notamment celui de produire des résultats tangibles dans ses domaines de compétence en y restant fidèle, en pleine période de contraintes financières et de nécessité d'une restructuration judicieuse.

*(L'oratrice poursuit en anglais)*

16.2 This is the time for conviction in the necessity of our Organization, for responsibility on the part of all Member States and a time for solidarity.

*(The speaker continues in French)*

16.3 Les Seychelles accueillent chaleureusement le maintien de l'Afrique et de l'égalité des genres comme priorités globales de la nouvelle Stratégie à moyen terme. Nous apprécions la volonté d'intégrer les activités spécifiques relatives à la jeunesse, les PMA, les PEID et les pays en transition dans tous les grands programmes.

16.4 Nous appuyons les orientations stratégiques qui consistent à recentrer l'action de l'UNESCO, à rapprocher l'Organisation des réalités du terrain, à renforcer sa participation au système des Nations Unies, à renforcer la gouvernance et à élaborer une stratégie de partenariat.

16.5 Monsieur le Président, les Seychelles accordent beaucoup de valeur à leur coopération avec l'UNESCO. Nous apprécions la coopération que nous avons entretenue ces dernières années et ces derniers mois avec l'Organisation, dans différents domaines du secteur de l'éducation, principalement l'éducation de la petite enfance, l'éducation inclusive, afin de mieux répondre aux différents besoins des apprenants, l'évaluation du système, la formulation de la Stratégie à moyen terme de l'éducation et l'assurance qualité au niveau de l'enseignement supérieur.

16.6 Dans d'autres secteurs, l'UNESCO a contribué essentiellement à la formulation de la politique des sciences, de la technologie et de l'innovation et des stratégies des industries culturelles. Le Programme de participation demeure un dispositif d'appui efficace et utile aux projets nationaux qui favorise l'impact et la visibilité de l'UNESCO sur le terrain.

*(L'oratrice poursuit en anglais)*

16.7 Mr President, we continue to look to UNESCO for support in the areas of TVET and higher education, teacher development and information and communications technology (ICT) in education. Also, we seek your support in the areas of youth development, the enhancement of science and technology in education and society, heritage and cultural industries and media development.

16.8 At the same time that we have to express regret at the phasing out of the SIDS intersectoral platform, we call on our Organization to ensure that the needs of SIDS receive continued and increased attention. We encourage UNESCO to play a significant role in the preparation of the Third International Conference on Small Island Developing States (SIDS) to be held in Samoa in 2014 and the implementation of its outcomes in the coming years.

16.9 We are concerned about the effects of climate change and ocean acidification and call for concerted action in addressing these challenges. Oceans are important, not just for island States but for all nations and for the health of the planet itself. Small island states are big ocean States. We need to unlock the potential of the oceans that surround us and shape our way of living and our very identity. We support the establishment of a governance structure for the high seas that is fair, preserves the ecosystem and promotes sustainable development.

16.10 In January 2014, the Seychelles will co-organize the blue economy event during the sustainability week in Abu Dhabi and we invite all those who are interested to participate. We express our strong support for the UNESCO Intergovernmental Oceanographic Commission (IOC) and its essential work. We congratulate the UNESCO International Institute for Educational Planning (IIEP) on its 50 years of effective service to education around the world. Its mission remains as relevant as ever.

16.11 Mr President, we wish to stress the importance of geographical distribution and gender balance in UNESCO's Secretariat. We strongly encourage the Secretariat and Member States to actively find the resources for the implementation of the flagship projects of Priority Africa, for the full operationalization of all the African field offices and the implementation of science and technology activities, so important for building capacity and a culture of sustainable development.

16.12 We believe that a higher prioritization should be given to science in Africa and SIDS. We support the initiative for the self-evaluation of EFA by sub-Saharan African countries and we welcome the strengthening of cooperation between the African Union, the European Union and UNESCO in relation to this and its contribution to the post-2015 education agenda.

16.13 Mr President, we congratulate our Organization on the hosting of a most successful Youth Forum. Its themes of social inclusion, civic engagement, dialogue and skills development are central to my own country's agenda for addressing social issues and engaging and empowering our young people. We offer our congratulations to Anguilla on joining the UNESCO family and to you, Mr President, we offer our best wishes for success in the fulfilment of your responsibilities. I thank you for your attention.

17. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Robert Lewis, Minister of Education of Saint Lucia.

18.1 **Mr Lewis (Saint Lucia):**

Mr President, Madam Chair of the Executive Board, Madam Director-General, distinguished representatives, esteemed delegates. Mr President, permit me to convey congratulations on the election of Mr Hao Ping to the presidency of this 37th session of the General Conference. By the same token I wish to acknowledge the valuable contribution of Ms Katalin Bogyay, President of the 36th session of the General Conference.

18.2 Permit me to also convey our appreciation to the President of the Executive Board, Ms Alissandra Cummins for her outstanding stewardship of the Board during this past biennium. It was indeed an honour for Saint Lucia to have served on the Board under her leadership. Her democratic way of conducting business demonstrated an understanding of the importance of good cooperation with the Secretariat, while preserving the strength and prerogatives of the Executive Board.

18.3 We wish also to congratulate Ms Irina Bokova on her nomination for re-election as Director-General and for the strong vote of confidence expressed by Member States.

18.4 We would like also to congratulate our sister island Anguilla on attaining associate membership to the Organization and to welcome them to the UNESCO family.

18.5 Mr President, UNESCO is one of the few arms of the United Nations that recognizes that beyond the usual politics, the crime and violence that permeates our lives and the economic hardships that challenge all countries every day, every child in societies around the world, has a voice and has a right to life, to access quality education and to contribute to the decisions that are made to protect their future.

18.6 At a time when there is so much uncertainty globally, UNESCO must be resolute in its mandate to pursue intercultural dialogue and to achieve resiliency in its fight for peace and sustainable development. This Organization should be proud of its achievements to date. However, the accomplishments thus far are being undermined by a number of challenges; but we must be firm in our collective agreement to find solutions to issues that we face as a group.

18.7 Mr President, Saint Lucia is pleased that UNESCO recognizes that quality teacher education has a positive effect on global citizenship. My Government endorses the call by the Organization that we must spare no effort to raise the standards of teaching and to recognize the role of teachers in building a culture of peace and security among citizens and communities. As a teacher by profession, and an educator all my life, I am of the view that we cannot fully attain global citizenship education without paying closer attention to the quality of teaching and education provided from early childhood. There is a critical need to improve access to early child care and education. Consequently, my Government has developed an early childhood policy geared towards the provision of universal early childhood education.

18.8 As we approach the 2015 deadline for the Millennium Development Goals (MDGs) and the attainment of the education for all (EFA) goals in particular, my immediate observation is that the national education agenda in my country has been plagued with increasing youth unemployment and widespread economic hardship. However, we have made positive strides towards achieving universal secondary education, gender parity and equality and we have improved the quality of adult literacy, but we must still do a lot of work. The 12 EFA implementation strategies are well grounded within our national education strategic plan, and we will continue to work to achieve the six EFA goals. We cannot do this alone. We must therefore ensure that the technical support from this distinguished Organization continues to be rationalized in a structured and equitable way, with emphasis placed on in-country activities that have a regional impact.

18.10 Mr President, on the subject of culture, my Government recognizes that in our effort to encourage innovation and sustainable development, we must do more to promote cultural development and support our creative industries. We therefore look forward to continued support in this area and in that regard, we are fully committed to the implementation of the UNESCO conventions.

18.11 Mr President, science and technology is also critical to sustainable development as it helps alleviate poverty, create employment, manage resources and improve the standard of living. It is essential to all sectors of society. A strong science and technology base is needed to remain competitive and increase growth. It is therefore imperative that developing countries like ours use science and technology to develop our innate intellectual capacity in solving national problems and creating new opportunities across sectors.

18.12 Mr President, the Government of Saint Lucia is acutely aware of the threat that climate change poses to its survival as a small island developing State. The integration of climate change into national development policies as well as further education, training and public awareness must form an integral part of all climate change adaptation and mitigation initiatives, with specific focus on the impact that climate change has had and continues to have on our critical economic sectors such as tourism, agriculture and fisheries. UNESCO's support in this area is critical.

18.13 We are pleased to note that small island developing States remain a priority for the Organization. However, we insist that it cannot be a priority on paper only. This must be reflected in the programmes and activities of the Organization in all its areas of competency and in particular on the ground.

18.14 Mr President, the severe shortfall in UNESCO's budget will undoubtedly affect its capacity to deliver. That is the reality. This General Conference cannot be business as usual. The commissions cannot discuss the programme and budget as if nothing has happened. The Organization needs us. We need to think about what we can do to help it so that it can continue helping us. We need to ensure that it keeps its relevance and most of all its credibility despite the important budgetary shortfalls. This is what we have struggled with as Board Members during the last two years and this is what we expect from the new Board Members in the coming years.

18.15 Mr President, I wish to end my contribution by reiterating my Government's commitment to UNESCO and pledging our continued support to achieving the mandate of this esteemed Organization. I thank you.

19. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Pedro Calzadilla, Minister of Higher Education of the Bolivarian Republic of Venezuela.

20.1 **Sr. Calzadilla** (República Bolivariana de Venezuela):

Buenos días, señor Presidente de la Conferencia General, señora Presidenta del Consejo Ejecutivo, señora Directora General, señoras y señores: desde la patria de Simón Bolívar reciban en nombre del pueblo venezolano y de su Presidente, Nicolás Maduro, un saludo de amor y de esperanza. Nos honra estar entre ustedes para compartir algunas reflexiones en esta Conferencia General. En los albores del nuevo siglo estamos convocados por un nuevo humanismo donde el hombre y la mujer convivan en perfecta armonía con la Madre Tierra bajo un mundo pluripolar.

20.2 En 1999, el comandante Hugo Chávez, que comenzaba su primer periodo de gobierno, dijo en este mismo foro lo siguiente: "Hemos venido a este gran escenario de encuentros de todas las culturas y de todos los rumbos de la humanidad". Y es que la UNESCO es precisamente eso: lucha y búsqueda de mundos mejores. En este espacio de la cultura y de la paz, la igualdad y la solidaridad, el comandante Hugo Chávez denunció los grandes rasgos de inequidad causados por la voracidad del modelo capitalista.

20.3 Ese mismo año, en 1999, los venezolanos aprobábamos una Constitución por votación popular, la Constitución de la República Bolivariana de Venezuela. Una Constitución que establecía el plan de vuelo, la ruta a seguir por el pueblo venezolano en las próximas décadas. Esa Constitución estableció por primera vez en nuestro orden cultural y en nuestro orden legislativo los derechos culturales garantizados al nivel constitucional.

20.4 Desde entonces, Venezuela adquirió un modelo que puso al frente y en el centro al ser humano como único interés de todas sus preocupaciones. Desde entonces, la revolución bolivariana se ha desplegado para hacer posible una transformación profunda de todas las estructuras sociales, la erradicación de las injusticias, la superación de la pobreza y la inclusión masiva de toda su población.

20.5 Después de 14 años, hemos logrado abatir los más importantes índices de exclusión y de pobreza. Una profunda revolución social, una profunda revolución cultural se ha producido en nuestro país. Hoy tenemos en marcha una nueva etapa de nuestra revolución asediada, cercada, sometida a todas las presiones internacionales y presiones internas, la revolución bolivariana resiste en la defensa del derecho legítimo que tenemos a actuar soberanamente. Nosotros hemos convertido todos los principios de la UNESCO, todas las ideas de la UNESCO, en materia fundamental del trabajo que hacemos en Venezuela.

20.6 En educación lo hemos convertido en derecho fundamental y hemos garantizado a millones de venezolanos el derecho al acceso universal a una educación de calidad pertinente, pública y gratuita. Eso ha merecido esfuerzos y reconocimientos de esta asamblea. Por ello solicitamos a la UNESCO que refuerce su liderazgo redoblando todos los esfuerzos para promover esa educación para todos más allá de 2015, especialmente en la alfabetización, la cooperación Sur-Sur, la educación inclusiva de calidad con pertinencia social, así como la aprobación, la promoción e intercambio de buenas prácticas.

20.7 Hemos presentado el proyecto educativo Canaima, importante en el sistema escolar venezolano, como una herramienta fundamental de formación y aprendizaje tecnológico, mediante el desarrollo de contenidos pedagógicos desde un enfoque integral donde participan estudiantes, docentes y la familia, a partir de un instrumento, las minicomputadoras portátiles, que genera contenidos liberadores, emancipadores, en un esfuerzo de 2,7 millones de microcomputadores suministrados a nuestros estudiantes. Un proceso de democratización profunda en las comunicaciones de la información ha llevado a millones de venezolanos al acceso a los recursos de Internet, la informática, los poderosos instrumentos digitales. La cultura constituye un eje transversal fundamental de nuestra vida, haciendo un reconocimiento como nunca antes de las más profundas y ancestrales tradiciones sin exclusión de ningún tipo.

20.8 Nosotros, hoy en esta tribuna, queremos reiterar el compromiso de la revolución bolivariana con la UNESCO, con sus principios fundamentales, y acompañar de manera activa, de manera intensiva, los procesos de transformación que hagan de esta institución, de este espacio, un espacio más vinculado que tenga más parecido con el rostro de los pueblos que integran este maravilloso planeta hoy en riesgo y que estamos obligados a defender y a preservar. Muchísimas gracias.

(20.1) **M. Calzadilla** (République bolivarienne du Venezuela) (*traduit de l'espagnol*) :

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs, permettez-moi de vous adresser, depuis la patrie de Simón Bolívar et au nom du peuple

vénézuélien et de son Président, M. Nicolás Maduro, des salutations empreintes d'amour et d'espoir. C'est un honneur d'être parmi vous pour partager quelques réflexions dans le cadre de cette Conférence générale. À l'aube de ce nouveau siècle, nous aspirons à un nouvel humanisme où l'homme et la femme vivent en parfaite harmonie avec la Terre mère, dans un monde multipolaire.

(20.2) En 1999, le commandant Hugo Chávez, qui entamait son premier mandat, avait ici même déclaré ce qui suit : « nous sommes venus en ce lieu de rencontre de toutes les cultures et de toutes les routes de l'humanité ». Et c'est précisément ce que représente l'UNESCO : la lutte et la quête de mondes meilleurs. En cette enceinte dédiée à la culture et à la paix, à l'égalité et à la solidarité, le commandant Hugo Chávez a dénoncé dans les grandes lignes les inégalités engendrées par la voracité du modèle capitaliste.

(20.3) Cette même année 1999, nous, Vénézuéliens, approuvons une constitution au scrutin populaire : la Constitution de la République bolivarienne du Venezuela. Une constitution qui établissait un plan de vol, qui traçait pour les décennies à venir la voie à suivre par le peuple vénézuélien. Pour la première fois, cette constitution a inscrit dans notre ordre culturel et dans notre ordre législatif des droits garantis constitutionnellement en matière de culture.

(20.4) Depuis, le Venezuela a instauré un modèle qui met l'être humain en avant et le place au cœur de ses préoccupations. Depuis, la révolution bolivarienne s'est déployée pour permettre une mutation profonde de l'ensemble des structures sociales, l'élimination des injustices, le dépassement de la pauvreté et l'inclusion massive de toute la population du pays.

(20.5) Quatorze ans plus tard, nous sommes parvenus à éradiquer les principaux signes d'exclusion et de pauvreté. Notre pays a connu une profonde révolution sociale et culturelle. Nous sommes aujourd'hui engagés dans une nouvelle étape de notre révolution. Assiégée, cernée et soumise aux pressions extérieures internationales, la révolution bolivarienne résiste et persiste dans la défense de notre droit légitime d'agir souverainement. Nous avons fait de l'ensemble des principes de l'UNESCO, de toutes les idées qu'elle porte, les fondements de l'action que nous menons au Venezuela.

(20.6) Nous avons érigé l'éducation en droit fondamental et nous assurons à des millions de Vénézuéliens l'accès universel à un enseignement de qualité, pertinent, public et gratuit. Ces efforts nous ont d'ailleurs valu l'appui et la reconnaissance de cette assemblée. C'est pourquoi nous demandons à l'UNESCO d'asseoir son rôle de chef de file en redoublant d'efforts pour promouvoir cette éducation pour tous au-delà de 2015, notamment en ce qui concerne l'alphabétisation, la coopération Sud-Sud, une éducation inclusive de qualité et pertinente sur le plan social, ainsi que l'adoption, la promotion et l'échange de bonnes pratiques.

(20.7) Nous avons présenté le projet éducatif « *Canaima* », qui revêt une grande importance au sein du système scolaire vénézuélien, en tant qu'outil essentiel de formation et d'apprentissage technologique, avec le développement de contenus pédagogiques selon une approche holistique qui associe élèves, enseignants et parents. Tout cela à partir d'un instrument, les micro-ordinateurs portables, qui permet de générer des contenus libérateurs et émancipateurs, grâce à l'effort que nous avons consenti en mettant 2,7 millions de micro-ordinateurs à la disposition de nos élèves. Un vaste processus de démocratisation des technologies de l'information a également permis à des millions de Vénézuéliens d'accéder aux ressources qu'offrent l'Internet, l'informatique et les puissants outils numériques. La culture représente quant à elle un axe transversal essentiel dans notre vie, avec une reconnaissance sans précédent des traditions les plus profondes et les plus ancestrales, sans la moindre exclusion.

(20.8) Aujourd'hui, dans cette enceinte, nous souhaitons réaffirmer l'engagement de la révolution bolivarienne aux côtés de l'UNESCO, en faveur de ses principes fondamentaux, pour accompagner de manière active et soutenue les processus de transformation qui permettront de faire de cette institution un espace plus uni, qui ressemble davantage aux peuples de notre merveilleuse planète, aujourd'hui en péril et que nous avons l'obligation de défendre et de préserver. Je vous remercie.

## 21. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Sredoje Nović, Minister of Civil Affairs of Bosnia and Herzegovina.

### 22.1 **Mr Nović (Bosnia and Herzegovina):**

*(address delivered in Bosnian; English text provided by the delegation):*

Mr President, Madam Director-General, Excellencies, ladies and gentlemen, allow me to speak on behalf of the delegation of Bosnia and Herzegovina and express my pleasure at attending this 37th session of the UNESCO General Conference.

22.2 I wish to express my support for the proposed UNESCO Programme for the following period and to emphasize the readiness of Bosnia and Herzegovina to cooperate with UNESCO, with the aim of realizing set goals and priorities. Bosnia and Herzegovina is committed to implementing the main UNESCO goals in our country and to working towards the implementation of the UNESCO legal instruments that Bosnia and Herzegovina has ratified. Our country has undertaken significant reforms in areas covered by UNESCO and these reforms are ongoing, so our cooperation is truly important.

22.3 I would like to highlight our activities in the area of education, which aim to allow equal access to education for all, taking into account differences and preventing discrimination, with the final goal of building a modern education system. We also wish to conduct reforms in this area and we are working to strengthen institutional capacity building and build the necessary infrastructure. This also relates to labour market needs and special attention has been dedicated to developing lifelong learning systems. We are aware of the significance that education has for the socio-economic development of the country. We focus particularly on additional investment in education and international cooperation, so as to exchange experiences in the light of the current reforms. We are also adopting strategic documents in education and science. In all those documents, the need for stronger bonds between science and education has been highlighted as one of the priorities to respond to the challenges of globalization.

22.4 Other key goals include responding to the challenges of protecting life and the environment, facing the threats to water and other natural resources, and developing renewable energies. We cannot respond to these global issues alone.

Regional cooperation is required under the auspices of UNESCO. We also support regional initiatives and projects that contribute to this and we have taken note of the need to make available greater access to information and better work conditions and cooperation for research.

22.5 In sports, Bosnia and Herzegovina is strongly committed to international cooperation, aiming to eradicate doping in sports in accordance with the UNESCO International Convention against Doping in Sport. I wish to emphasize here the good cooperation we have with UNESCO in implementing a number of projects in Bosnia and Herzegovina. Indeed, UNESCO has supported the anti-doping agency in our country. Sport is an important element of society, promoting a healthier population and values such as peace, tolerance and cooperation, which also come under the remit of UNESCO.

22.6 In culture, Bosnia and Herzegovina is dedicated to implementing all the conventions that we have ratified, beginning with the fact that cultural rights are an integral part of human rights and each individual must have access to culture, taking into account cultural diversity, tolerance and dialogue. This year, with the aim of implementing the UNESCO Convention for the Safeguarding of the Intangible Heritage, Bosnia and Herzegovina has submitted its first nomination for inclusion on the Representative List of the Intangible Cultural Heritage of Humanity: Zmijanje embroidery, which is very specific - given the richness of its ornaments, production technique and colouring - and unique in comparison with other embroidery.

22.7 I especially wish to take note of our joint nomination project with Croatia, Serbia and Montenegro to include the Stecci medieval tombstones in the World Heritage List. This is currently being finalized and we intend to submit the nomination in January 2014. Through our cooperation, we have shown that cultural heritage is something that brings us together across the region. Bosnia and Herzegovina highly appreciates the mandate of the World Heritage Committee, which aims to protect the cultural and natural heritage.

22.8 We are strongly committed to further strengthening the mechanisms in place to protect cultural goods in Bosnia and Herzegovina, especially those under UNESCO's protection. For us, culture is of great importance and we are ready to share our experience and knowledge acquired through the implementation of the culture for development programme, supported by the United Nations Millennium Development Goals Fund. With UNESCO's support, we have produced a report on cultural areas in Bosnia and Herzegovina and we have used the indicators developed by UNESCO to measure the contribution of culture in development. We have thus proved that culture significantly contributes to development and that it does not represent an expense but is indeed a creator of economic value.

22.9 Once again, I would like to express the readiness of my country to give its full contribution to the realization of UNESCO's goals and priorities to conserve peace, eradicate poverty, ensure sustainable development and promote intercultural dialogue and cultural diversity. Thank you very much for your kind attention.

23. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr John Phiri, Minister of Education, Sciences, Vocational Training and Early Education of Zambia.

24.1 **Mr Phiri (Zambia):**

President of the General Conference, Chair of the Executive Board, Director-General, honourable government ministers, Excellencies, distinguished ladies and gentlemen, I bring to you all special greetings and best wishes for a successful 37th session of the UNESCO General Conference from His Excellency the President, Mr Michael Chilufya Sata, the Government and the people of Zambia. I also wish to register fraternal greetings from the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) the presidency of which Zambia is honoured to hold.

24.2 Zambia continues to enjoy a productive, cordial and long-standing relationship with UNESCO, whose contribution to education, science, culture, communication and information has enabled us, as a country, to address some of the challenges facing Zambia.

24.3 I have come to join the African voice thanking UNESCO for maintaining Africa as one of its global priorities and for coming up with the Operational Strategy for Priority Africa. I am aware that there is a concern that Priority Africa might not receive full support due to the scarcity of resources and the reforms under way in UNESCO. I stand here on behalf of the millions of voiceless African children to beseech UNESCO to do everything possible to implement Priority Africa. This plea is significant for Zambia, coming as it does at this critical time when my Government is accelerating its development agenda towards improving the lives of our people in all areas of human endeavour.

24.4 You will recall that at the last General Conference I reported that the new Patriotic Front Government had just taken office after free and fair general elections. After two years in Government, I am pleased to report that Zambia has made gigantic strides towards a happier Zambia, although challenges persist.

24.5 The Government regards education, science and vocational training as being pivotal to sustainable peace, social and economic development and therefore the Government fully supports UNESCO's action to promote quality education for all. In this respect, Zambia has placed education as number one on its development agenda. It continues to receive the highest national budget allocation.

24.6 The Government is working on a number of accelerators. Allow me to highlight a few. Early childhood education facilities are being extended to the disadvantaged poor urban and rural children. A new curriculum education framework to improve equity, quality and relevance has been launched. Work is in progress to improve enrolment, progression and completion rates at primary, secondary and tertiary education levels, while ensuring that the improved rates are accompanied by quality teaching staff and upgraded facilities to improve the overall quality of education. Further, apart



from the conventional modes, alternative modes of training delivery are being implemented in order to increase access to technical and vocational education and training (TVET). In this vein, my Government records its special appreciation to UNESCO and the Republic of South Korea for partnering with us on the Better Education for Africa's Rise (BEAR) project, the objective of which is to increase access to TVET. Zambia welcomes the Initiative to form the Global Coalition for a Literate World because we know through this that we will accelerate the fight against illiteracy and poverty.

24.7 The Government has undertaken measures to strengthen institutional capacities in science, technology and innovation through the formulation of a national policy that is anchored in UNESCO's overarching objective of science for a sustainable future. Zambia is now collaborating with UNESCO to develop a national bioethics coordinating committee. May I, in this regard appeal to UNESCO to provide further professional and technical assistance towards this process.

24.8 Allow me to express our gratitude to UNESCO for providing support towards the review of our national youth policy. In the area of arts and culture, I am pleased to report that my Government is finalizing the creation of the Arts, Culture and Heritage Commission. The creation of the commission will no doubt bring all players in the sector together for effective planning and implementation. Zambia is fully committed to the fulfilment of the objectives upon which the World Heritage Convention was founded. To this effect, the Government has submitted a dossier for the nomination of Zambia's Barotse cultural landscape to the World Heritage List. Zambia considers museums as national spaces in which past events are objectively collected and presented. We implore UNESCO and, in particular, the International Council of Museums (ICOM) to devise new programmes to bring museums closer to the new world outlook.

24.9 In conclusion, I wish to thank UNESCO for the assistance it has rendered and continues to render to Zambia in the various areas of UNESCO's competence. May God bless the leadership and the many men and women who daily drive the UNESCO agenda for a better and more prosperous Zambia. I thank you and may God bless you all.

25. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Abdelkerim Ahmadaye Bakhit, Minister of Secondary Education and Professional Training of Chad.

26.1 **M. Bakhit (Tchad) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs les Ministres et Chefs de délégation, Mesdames et Messieurs, c'est pour moi un honneur et un réel plaisir de prendre la parole devant cette auguste Assemblée à l'occasion de la 37<sup>e</sup> session de la Conférence générale de notre Organisation. À cet égard, permettez-moi de m'associer à ceux qui m'ont précédé pour adresser toutes mes félicitations à M. Hao Ping pour sa brillante élection comme Président de cette session. J'adresse les mêmes félicitations à la Présidente sortante, à la Directrice générale et au Secrétaire de la Conférence générale pour la qualité du travail consacré à la préparation de cette session.

26.2 Je voudrais enfin exprimer, au nom du Gouvernement et de la population du Tchad, toutes nos félicitations à la Directrice générale, Mme Irina Bokova, pour sa brillante réélection pour un nouveau mandat à la tête de notre Organisation. La population de Kinasserom, la plus grande île du lac Tchad que vous aviez eu l'admirable courage de visiter en pirogue au cours de votre visite officielle à N'Djamena, en avril 2012, vous dit merci d'avoir bien voulu accéder à sa demande en acceptant de faire construire et d'équiper un collège à cycle complet à Kinasserom, qui se trouve très éloignée des établissements secondaires d'accueil, tous situés sur la partie continentale du lac Tchad. La population se souvient encore très agréablement des quelques pas de danse traditionnelle que vous aviez esquissés avec elle – preuve que vous vous êtes sentie chez vous sur cette île lointaine du lac Tchad.

26.3 Mesdames et Messieurs, la 37<sup>e</sup> session de la Conférence générale se déroule dans un contexte particulièrement difficile, avec la montée des extrémismes politico-religieux qui menacent la paix dans la plupart des régions du monde. Je pense particulièrement à l'Afrique sahélo-saharienne, à l'Afrique centrale et au Proche-Orient, qui vivent des guerres fratricides et font face à des actes terroristes d'une ampleur sans précédent, n'épargnant ni vies humaines ni biens culturels parmi les plus représentatifs du génie créateur de l'humanité.

26.4 En ce qui concerne le Tchad, il est en paix sur l'ensemble de son territoire, grâce à Dieu et aux initiatives courageuses et clairvoyantes du Président de la République, M. Idriss Deby Itno, qui a tout fait pour ramener la paix à l'intérieur du pays, avec tous les voisins du Tchad et même au-delà de nos frontières. Aujourd'hui, grâce à la paix retrouvée, le Tchad a réalisé des progrès significatifs dans son développement, notamment dans les domaines des infrastructures routières, scolaires et sanitaires, mais également et surtout dans les domaines de l'agriculture et de l'élevage, les deux mamelles de l'économie nationale.

26.5 Quant au processus démocratique, il se renforce et se poursuit normalement dans un climat apaisé, grâce au dialogue permanent entretenu avec l'opposition démocratique et la société civile.

26.6 Cependant, les défis demeurent nombreux, en particulier dans le domaine de l'éducation, qui reste tributaire d'un enseignement de médiocre qualité dispensé par une énorme cohorte d'enseignants non qualifiés hérités de la longue période de troubles que notre pays a traversée et ce, malgré des progrès notables dans l'accès à l'éducation, avec un taux brut de scolarisation de 94 % dont 84,4 % de filles. Pour pallier ces difficultés, le Gouvernement consacre des moyens considérables notamment à la création de nouvelles écoles normales d'instituteurs et de nouvelles écoles normales supérieures en vue de remplacer cette trop grande proportion d'enseignants non qualifiés. À cet égard, je voudrais exprimer toute la reconnaissance de notre pays à l'UNESCO et aux partenaires du Tchad, qui n'ont jamais cessé d'apporter un appui de qualité à notre système éducatif.

26.7 Par ailleurs, le Tchad fait face à un autre défi, et non des moindres. Il s'agit des effets désastreux du changement climatique, qui affecte les rendements agricoles mais surtout accélère l'assèchement du lac Tchad, dont la

surface est passée de 25 000 km<sup>2</sup> dans les années 1960 à 2 500 km<sup>2</sup> aujourd'hui. Si cet écosystème venait à disparaître, c'est la vie de plus de 30 millions de personnes qui serait menacée. Mais nous sommes optimistes à plus d'un titre, car la problématique de l'assèchement du lac Tchad, qui concerne plusieurs pays, a fait l'objet de nombreux plaidoyers du Président de la République, M. Idriss Deby Itno, dans toutes les tribunes du monde relatives au changement climatique. Dieu merci, ces plaidoyers commencent à porter leurs fruits puisque la communauté internationale est en train de se mobiliser.

26.8 Aussi, au regard de tous les défis auxquels nos pays – en particulier africains – sont confrontés aujourd'hui, je voudrais, au nom de mon Gouvernement, exprimer toute la solidarité du Tchad et réaffirmer sa volonté d'accompagner notre Organisation dans ses programmes phares – priorité Afrique, jeunesse, développement durable – et dans toutes les initiatives en matière de promotion de la culture de la paix et de la non-violence, d'éducation, de science, de culture, de communication et d'information. Je vous remercie.

27. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Ronald Jones, Minister of Education, Science, Technology and Innovation of Barbados.

28.1 **Mr Jones** (Barbados):

Mr President, Director-General, Chair of the Executive Board, Your Excellencies, heads of delegation, distinguished delegates. Mr President, I wish to take this opportunity to offer our warmest congratulations to you on your election to the presidency of this 37th session of the General Conference. I also wish to thank your distinguished predecessor for her contribution.

28.2 Barbados notes the Executive Board's recommendation for Ms Irina Bokova to be re-elected to serve another term as Director-General. We extend our congratulations to her and commend her on her sterling work during the last biennium, which we all know was very challenging for the Organization.

28.3 Barbados extends special congratulations to Anguilla on its admission as an Associate Member of UNESCO. We welcome our sister island from the Caribbean to the UNESCO family.

28.4 I take this opportunity to thank Member States, particularly those from Latin America and the Caribbean, and most particularly to the Chair, Saint Lucia, for their able management of the newly established Ad Hoc Preparatory Group of the Executive Board and for supporting Barbados in its pursuit and execution of the Chairship of the Executive Board.

28.5 Mr President, I also wish to commend the outgoing Chair of the Executive Board. I am satisfied that, based on the reports of her stewardship, her sterling work and performance during this biennium has been a credit to the Organization. Barbados is duly proud of her outstanding achievement, and I bow to her.

28.6 Mr President, Barbados reaffirms its commitment to the ideals of UNESCO. We are heartened by the work of the Director-General over the last biennium to lead and manage the Organization in difficult circumstances. We generally support the reforms that have been initiated in light of the financial challenges.

28.7 Mr President, I note the concern raised by many of my colleagues relating to the financing of the work of the Organization in a period of shrinking financial resources. It is imperative for UNESCO to avoid the risk of losing its leadership as well as its credibility in the fields of competence it has built up in the almost 70 years of its existence.

28.8 The Government of Barbados reaffirms its commitment to supporting the Organization in the coming biennium and beyond, according priority to the provision of financial support. We endorse the Draft Medium-Term Strategy for 2014-2021 (document 37 C/4) and the Programme and Budget (document 37 C/5). We consider that they chart a path toward the achievement of the Organization's objectives.

28.9 Barbados takes note of the work of UNESCO in the preparation of the post-2015 global development agenda within the United Nations system. We applaud UNESCO's efforts and wish to highlight their complementarity with the post-2015 development framework for education developed by the Commonwealth Education Ministers Working Group in collaboration with the Commonwealth Secretariat. Mr President, this framework prioritizes the need to ensure free, quality basic education for a minimum of nine years continuously, minimizing differences in learning outcomes as defined by national standards between more and less advantaged groups and to provide post-basic education and opportunities for all youth and adults to develop knowledge, skills and attitudes to participate fully in society and to secure decent work. The Commonwealth Secretariat and the Commonwealth Ministerial Working Group, of which Barbados is a member, must be highly commended for the work that they have put in and the results they have produced.

28.10 We also wish to highlight the importance of teachers, teacher quality, training and development in a global effort to achieve quality education and improve outcomes for students. We therefore call for greater focus on enhancing teacher quality through adequate and appropriate training.

28.11 Barbados also recognizes the role of technical and vocational education and training (TVET) and the development of employability and skills, particularly among our youth. TVET remains a priority for Barbados, particularly the preparation of our youth to enhance their skills, competencies and successful entry into the labour force.

28.12 Barbados, like many other small island developing States (SIDS), regards science, technology, engineering and mathematics (STEM) education as integral to their development and looks to UNESCO for much needed support.

28.13 Mr President, the Barbados Declaration and the Barbados Programme of Action are regarded as the blueprints for the sustainable development of SIDS. My delegation considers it vital that an appropriate follow-up be undertaken without delay. SIDS continue to be vulnerable to shocks over which they have little or no control. We are urging that

SIDS continue to be accorded the attention they deserve, particularly in respect of climate change and disaster risk management and mitigation. The recently concluded inter-regional preparatory meeting for the Third International Conference on Small Island Developing States (SIDS), hosted by Barbados, provides a clear framework for action in the run-up to the Samoa Conference.

28.14 In the formulation of strategies for the implementation of the Gender Equality Action Plan for 2014-2021 (GEAP II), we urge that issues of gender be integrated more seamlessly across all of the major programmes and that the specific concerns of countries like Barbados, which relate more to men and boys, be given due recognition.

28.15 Barbados commends the efforts that went into the recent establishment of the Caribbean Tsunami Information Centre (CTIC) which brings to the Caribbean a powerful tool to enhance local capabilities in the area of disaster risk reduction. It is important that funds be provided to ensure that it is functional. Barbados similarly urges that continued support be provided to the critically important work of the Intergovernmental Oceanographic Commission (IOC).

28.16 UNESCO must work to reinforce its emphasis on the achievement of education for all (EFA) and education for sustainable development (ESD). These hold the key to the empowerment of our citizens and to the development and promotion of creativity and innovation, which are essential to our sustainability.

28.17 Barbados signals its intention to continue to work within UNESCO to ensure the inclusion of culture in the United Nations' post-2015 agenda. The importance of culture in national development must continue to be emphasized.

28.18 We support UNESCO's advocacy for a greater role of culture in the sustainable development process in light of the Hangzhou International Congress "Culture: key to sustainable development".

28.19 We support an integrated approach to the implementation of the culture conventions and further lend our support to the global efforts in the protection and preservation of tangible and intangible heritage. Mr President, Your Excellencies, heads of delegation, distinguished delegates, I thank you.

29. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Lawrence Wong, acting Minister of Culture, Community and Youth of Singapore.

30.1 **Mr Wong (Singapore):**

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, distinguished delegates, ladies and gentlemen, I am happy to address you this morning at this 37th session of UNESCO General Conference. We meet at a time of rapid change and uncertainty. Globalization and technology have presented tremendous opportunities, but also many challenges. And even as we discuss ways to address the constraints in UNESCO's resources, we are reminded that in this age of widening inequality around the world, UNESCO's priorities of education, science and culture for sustainable development are more relevant than ever before.

30.2 As a small and open city-State, Singapore has long been exposed to global trends. We sit squarely in the cross-currents of global interactions, and we are continuously looking at ways to remake ourselves into a key node in the global knowledge network: connected to others, creating value for the world, and securing our place in the sun.

30.3 This is why we have invested heavily in education. We aim to give every child an affordable and high-quality education and to keep paths upwards wide open to all. We also invest heavily in upgrading the skills of the workforce, keeping older workers current and employable. Our perspective is that in a small and intelligent island, every pair of hands has to be thinking hands.

30.4 Singapore shares fully in the UNESCO goal of education for all, for this is the approach we have taken to transform our country. We are happy to share our experience in education, and have actively engaged regional and global partners to do so. Since 2012, our education officer based in UNESCO's Office in Bangkok has conducted research and organized regional capacity-building projects for the wider Asia and the Pacific region.

30.5 In the area of science and technology, we have set up research centres and programmes in our universities, focusing on where our modest efforts can make an impact, for example, in areas like cancers and infectious diseases, as well as bioethics and biomedical research. These are cross-border issues, with ethical, legal and social implications. Singapore is currently represented on the International Bioethics Committee of UNESCO (IBC). We hope to contribute even more to the articulation of international bioethics standards, and to help raise awareness of development in this space. It is in this context that Singapore has recently submitted our candidature for the UNESCO Intergovernmental Bioethics Committee (IGBC).

30.6 Besides education, science and technology, we are also doing more on the cultural front, because we see culture as an enabler for sustainable development. Singapore is a young nation, but we have a rich and diverse heritage. We have long stood at the crossroads of civilizations, as a trading hub between the East and the West. As a migrant nation, we welcome people from all backgrounds – not just our three major ethnic groups – which are Chinese, Malays and Indians – but also many other minority groups, like the Armenians, Jews, Parsis, and Arabs. We seek to maintain an environment in Singapore, our little island, where people from different backgrounds can live peacefully together and integrate into our society, while retaining their own languages and identity.

30.7 Last year, Singapore acceded to the UNESCO 1972 World Heritage Convention, in recognition of the need to preserve our heritage and to safeguard world heritage. To demonstrate our commitment to heritage preservation, we will be nominating the Singapore Botanic Gardens as candidate for Singapore's first UNESCO world heritage site.

30.8 Singapore Botanic Gardens was founded in 1859 as an English colonial garden – it sits on prime land in the heart of our densely populated city-State, which is just over 700 square kilometres. Yet through the years, we have carefully preserved the Gardens and protected it as an oasis of cultural and natural heritage.

30.9 The Gardens is significant because its history intertwines closely with that of the region. It has pioneered significant advances in horticulture that have gone on to influence the tides of modern history. For example, in the late nineteenth century, the Gardens' rubber seeds were distributed to plantation owners around the region. This founded an industry that would grow to supply more than half of the world's demand for rubber within 25 years.

30.10 For many Singaporeans, the Botanic Gardens is a special place of shared memories and values. When Singapore first attained self-government in 1959, the Gardens was the site for cultural concerts, where Malay, Chinese and Indian performances shared the stage for the first time. It has contributed much to our national identity, which is rooted in a strong sense of multiculturalism. As Singapore celebrates its 50 years of independence in 2015, the Gardens is a precious link to our history and represents our strong commitment to preserving our heritage through many generations.

30.11 Singapore shares the challenges of many countries in heritage preservation and sustainable development in the face of rapid economic and population growth. We have much to learn and also much to share with others. So we are fully committed to the capability-building efforts of UNESCO. We hope to work with UNESCO to develop suitable platforms for technical experts to share their experience in preservation and conservation and in June next year, we will also be hosting the fourth World Cities Summit, which will bring together government leaders and industry experts to explore innovative solutions in sustainable development. I would like to invite all UNESCO Member States to join us in Singapore for the Summit.

30.12 Mr President, Singapore reaffirms our support for UNESCO and UNESCO's mission. We will do our part as a responsible member of the international community, and we look forward to what we can accomplish together to make the world a more sustainable and liveable one for all our people.

31. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Ibrahima Kourouma, Minister of Higher and Civic Education of Guinea.

32.1 **M. Kourouma (Guinée) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs les Chefs de délégation, Mesdames et Messieurs, vous permettrez que mes premiers mots à l'adresse de cette auguste Assemblée soient un message de paix, de concorde et de gratitude à l'endroit de l'UNESCO qui n'a ménagé aucun effort pour accompagner la Guinée depuis son adhésion à l'Acte constitutif de l'Organisation.

32.2 Je voudrais ensuite, au nom de la délégation de la République de Guinée et en mon nom propre, transmettre aux éminents représentants des pays membres le salut fraternel et amical du peuple de Guinée, de son Gouvernement et, tout particulièrement, de Son Excellence le Professeur Alpha Conde, Président de la République et Chef de l'État. Il m'est particulièrement agréable de féliciter chaleureusement, au nom de ma délégation, Monsieur le Président pour sa brillante élection à la tête de cette 37<sup>e</sup> session de notre Conférence générale, ainsi que les membres de son Bureau. C'est également le moment de remercier et de rendre un hommage solennel à son prédécesseur. C'est enfin avec un réel plaisir que, du haut de cette tribune, nous adressons un hommage sincère et appuyé, doublé d'une reconnaissance infinie et de vives félicitations, à Mme Irina Bokova, Directrice générale de l'UNESCO, pour sa brillante désignation par le Conseil exécutif à la tête de notre Organisation.

32.3 Monsieur le Président, Mesdames et Messieurs, mon pays, la République de Guinée, a engagé, après plusieurs décennies de convulsions, un processus de construction d'un État démocratique, processus dont la clé de voûte est l'éducation – une éducation de qualité, ouverte et inclusive.

32.4 Monsieur le Président, Mesdames et Messieurs, les défis nombreux et complexes qui interpellent nos États les moins avancés, dans le contexte du monde globalisé actuel, doivent être examinés par notre Institution en tenant compte des priorités qu'elle s'est fixées, en particulier la réalisation effective des six programmes phares de la « priorité Afrique ».

32.5 Dans le même cadre, notre Institution gagnerait à mobiliser nos différents États dans une puissante coalition pour un monde alphabétisé.

32.6 Monsieur le Président, Mesdames et Messieurs, la République de Guinée soutient fortement les objectifs définis dans le Projet de programme et de budget de l'UNESCO pour les prochaines années, particulièrement l'auto-évaluation de l'EPT en vue d'une meilleure définition des nouveaux objectifs de développement de l'éducation pour les années 2015-2030.

32.7 Mon pays invite également l'UNESCO à soutenir davantage la promotion de la culture de la paix, des droits humains, de la non-violence, ainsi que la protection des biens culturels, matériels et immatériels, au service du développement durable, de la promotion de la jeunesse et des femmes.

32.8 Monsieur le Président, Mesdames et Messieurs, dans le cadre du changement intervenu en Guinée, le Gouvernement guinéen se propose d'organiser, dans les mois à venir, les états généraux de l'éducation, pour une réforme du système éducatif et scientifique national prenant en compte les objectifs politiques et socioéconomiques de notre pays dans une Afrique en marche. Cet exercice de refondation de notre système éducatif requiert des ressources

financières et une expertise de haut niveau que notre Institution commune, l'UNESCO, est seule capable de fournir. C'est pourquoi nous sollicitons son appui, malgré une conjoncture internationale caractérisée par la rareté de ces ressources et qui, de ce fait, requiert que l'UNESCO se concentre sur des activités dont la réalisation permettra une meilleure visibilité de ses interventions.

32.9 Monsieur le Président, Mesdames et Messieurs, avant de terminer, je formule le vœu que l'action de l'UNESCO au cours du prochain biennium lui permettra d'atteindre les objectifs contenus dans le Programme et budget que nous adopterons au cours de nos travaux. Je souhaite plein succès aux travaux de la 37<sup>e</sup> session de la Conférence générale de l'UNESCO. Vive l'UNESCO ! Vive la coopération et la solidarité entre les peuples ! Je vous remercie.

33. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Ivar Asjes, Prime Minister and acting Minister of Education, Science, Culture and Sports of Curaçao.

34.1 **Mr Asjes (Curaçao):**

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, honourable ministers, distinguished delegates, ladies and gentlemen, the Government of Curaçao congratulates President Hao Ping on being elected to preside over the 37th session of the General Conference of UNESCO and wishes him sustained success in this year's proceedings. We also congratulate Anguilla on becoming the ninth Associate Member and the sixth Caribbean sister island to join UNESCO.

34.2 Once again, we stand before you and are proud to share with you the challenges we have faced and the successes we have achieved during the past year. As a small island developing State (SIDS) we have made good use of the programmes and projects that UNESCO provides.

34.3 Mr President, climate change is a crucial development issue for the Caribbean. There is a vital link between the area of education for social awareness and the scientific endeavours towards the sustainable management of our environmental resources. We will address this through a comprehensive science policy that will be translated into curricula for all levels of education. We hope to continue to count on your support through capacity-building programmes in order to achieve this objective.

34.4 As a young country we are aware that by ourselves we cannot bridge the gap between the need for a strong science and technology infrastructure and the inherited lack of relevant and significant resources. Therefore we look to UNESCO for continued support in the following areas: the Programme on Man and the Biosphere (MAB), and the UNESCO Chairs on SIDS and Water Technology.

34.5 Mr President, in the field of culture, according to the basic texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, nomination for the intangible cultural heritage gives Associate Members like us, contrary to nominations for the World Heritage List, the possibility to directly identify our own intangible cultural heritage with the World Heritage Centre. This occurs through accession, as mentioned in Article 33 of said convention. Furthermore Mr President, we support the recommendations arrived at during the meeting of Latin American and Caribbean ministers on the Underwater Cultural Heritage. Mr President, I am also proud to inform you that in 2014, following Jamaica's lead in 2012, Curaçao is preparing the UNESCO Award of Excellence for Handicrafts for the Caribbean.

34.6 The 150th anniversary of the abolition of slavery in the Dutch Kingdom has highlighted the importance of research, education, publication and the overall attention for the trans-Atlantic slave trade and its continuing effects on our societies.

34.7 As an island in the Caribbean, we have furthermore made quite a rapid transition from an agricultural to an industrial to a service and finally to an information economy. In this new context, freedom of speech has come to be appreciated as an inalienable right worldwide. This is why Curaçao realized the importance of hosting World Press Freedom Day and engineering the rebirth of the Caribbean Media Summit. Without a doubt, these events should continue in future.

34.8 We are very pleased that UNESCO has approached us to be the pilot for the investigation to identify media development gaps in the Dutch and English-speaking Caribbean by using media development indicators. This investigation is at present being carried out and helps to strengthen our own links between democracy and journalism.

34.9 Finally, Mr President, we understand the difficult financial situation that UNESCO is facing. Nevertheless, we urge you to reconsider and increase the number of participation programmes for the 38th session of the General Conference back to ten. Earlier on, I mentioned the importance and special needs of Caribbean SIDS; this is one concrete instance in which UNESCO can contribute to accentuating that importance. *Masha danki, thank you, muchas gracias, dank u, merci beaucoup.*

35. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr José Badia, counsellor for external affairs of Monaco.

36.1 **M. Badia (Monaco) :**

Monsieur le Président, Madame la Directrice générale, Excellences, Mesdames et Messieurs, permettez-moi tout d'abord, Monsieur le Président, de vous féliciter pour votre récente élection. Une nouvelle période s'annonce pour l'UNESCO et je ne doute pas que vous saurez diriger nos débats avec perspicacité et efficacité.

36.2 Je souhaiterais ensuite, Madame la Directrice générale, vous renouveler le soutien plein et entier de la Principauté de Monaco pour la réforme structurelle déterminante que vous avez engagée et qui a déjà donné des résultats tangibles. Nous saluons votre détermination et votre vision stratégique. En effet, à travers des initiatives telles que « L'éducation avant tout », le Conseil consultatif scientifique international pour le développement durable, le pacte pour les océans, ou encore le renforcement des liens avec l'ONU-Eau, la place de notre Organisation au sein du système des Nations Unies est redevenue plus stratégique et proactive.

36.3 Mesdames et Messieurs, cette année, la Principauté fête le 20<sup>e</sup> anniversaire de son adhésion à l'ONU et, pour la deuxième fois, assure la vice-présidence de son Assemblée générale. Dans ce contexte, Monaco entend rappeler que l'UNESCO a un rôle primordial à jouer parmi les institutions onusiennes tant pour la définition que pour la planification du programme de développement pour l'après-2015. À cet égard, S. A. S. le Prince Albert II s'est prononcé récemment aux Nations Unies en faveur de l'adoption, dans ce programme, d'un objectif de développement durable spécifiquement consacré aux océans et a rappelé à quel point l'homme et les sociétés devaient être replacés au cœur de la problématique du développement. Le Gouvernement princier reste, de ce fait, très attaché à la question de l'éthique environnementale et aux programmes de la Commission océanographique intergouvernementale. Il reste également attentif aux travaux conduits par la Commission mondiale d'éthique des connaissances scientifiques et des technologies (COMEST) en matière d'éthique et de changement climatique. Les restrictions budgétaires ne sauraient affaiblir les missions de ces commissions devenues cruciales pour de plus en plus d'individus. Le défi du développement constitue, par ailleurs, une priorité essentielle, réaffirmée également par S. A. S. le Prince Albert II au cours de la 68<sup>e</sup> Assemblée générale des Nations Unies. À moins de deux années de l'échéance des Objectifs du Millénaire, nous devons accélérer nos efforts pour lutter contre la pauvreté.

36.4 L'éducation pour tous, la promotion de l'égalité des genres, l'autonomisation des femmes et l'éducation de qualité tout au long de la vie constituent des secteurs clés pour y parvenir. C'est la raison pour laquelle l'éducation doit rester l'un des mandats phares de l'UNESCO. Le Gouvernement princier est conscient de sa responsabilité dans le domaine du développement. Monaco poursuivra ainsi ses efforts en faveur des Objectifs du Millénaire 2 et 3, en agissant pour l'éducation des filles et des jeunes femmes en Afrique. Notre soutien participe pleinement à la nouvelle Stratégie opérationnelle de l'UNESCO pour la priorité Afrique et au nouveau Plan d'action de l'UNESCO pour la priorité Égalité des genres.

36.5 La Principauté se tient également aux côtés de l'UNESCO dans son combat en faveur de la préservation du patrimoine et dans la lutte contre le trafic illicite des biens culturels. Nous croyons, tout comme vous, à la nécessaire mise en œuvre de nos conventions sur le terrain, à l'image de ce que vous avez pu entreprendre au Mali, en Égypte et en Syrie. Par ailleurs, Monaco participera aux actions menées par l'UNESCO dans ce domaine, en Mongolie notamment.

36.6 Enfin, dans le cadre de ses missions, l'UNESCO doit conserver son rôle d'innovation tout en acquérant davantage de visibilité et de pertinence, en restant toujours proche du terrain, en résonance avec les mutations que chacun constate. Dans cette optique, le lien entre culture et développement reste stratégique et il constituera, dans un proche avenir, un axe majeur pour opérer des mutations conceptuelles et opérationnelles.

36.7 Mesdames et Messieurs, tout ce qui est susceptible d'accentuer le dialogue et la compréhension doit plus que jamais être encouragé. C'est pourquoi nous saluons d'ores et déjà la proposition de créer une Journée internationale du sport, en raison des valeurs de tolérance et de respect que ce dernier véhicule.

36.8 Nous soutenons également le projet de proclamation par l'Assemblée générale des Nations Unies, en 2016, d'une Année internationale de la compréhension mondiale.

36.9 Madame la Directrice générale, la réforme de notre Organisation, avec un plan de dépenses de 507 millions de dollars pour les deux années à venir, est, certes, difficile mais vous avez su équilibrer nos comptes grâce, en partie, au Fonds d'urgence auquel la Principauté de Monaco vient d'apporter une nouvelle contribution. Comme vous l'avez souligné, notre richesse tient non seulement à l'expertise développée par les ressources humaines de notre Maison, mais aussi à la volonté des États de travailler ensemble. Un nouveau cycle s'ouvre à présent pour l'UNESCO ; la Principauté de Monaco ne manquera pas d'y prendre une part active et d'encourager les réponses concrètes que les sociétés attendent. Je vous remercie de votre attention.

### 37. The President:

Thank you, Your Excellency. Our next speaker is Her Excellency, Ms Souad Abdelrazig, Minister of Education of Sudan.

السيدة عبد الرزاق (السودان): ٣٨، ١

أعوذ بالله من الشيطان الرجيم، بسم الله الرحمن الرحيم. السيد هاو بنغ رئيس المؤتمر العام، السادة والسيدات، السلام عليكم ورحمة الله تعالى وبركاته. اسمحو لي بداية أن أتقدم بالتهنئة إليكم، سيدي الرئيس، بمناسبة انتخابكم بالإجماع رئيساً لهذا المؤتمر العظيم في دورته السابعة والثلاثين. وأهنئ بلدكم بهذا الاختيار الطيب، فللصين الشعبية علاقات طيبة في مجال التنمية في بلدي وفي القارة الأفريقية. وأتقدم بالشكر والتهنئة أيضاً إلى السيدة سلفكم كاتالينا بوغياي التي أدارت المؤتمر السابق بمهنية واقتدار. وأيضاً أهنئ رئيسة المجلس التنفيذي لإدارتها لهذا المجلس. وأهنئ المندوبين ورؤساء اللجان الذين تم انتخابهم لهذه الدورة الجديدة من المؤتمر العام، وأمنيائي لهم بالتوفيق. سعدت بحضور هذا المؤتمر الكبير الذي يجمع كل العلماء والمفكرين من العالم والمهتمين بشأن التعليم والتربية في كل أركان المعمورة. ونشدد جميعاً من هذا المستوى الطيب أفضل وأجمع السبل لبناء الأجيال القادمة والمجتمعات التي ستتحمل على مسؤوليتها تعزيز السلام والتنمية والأمن.

٣٨،٢ السيد الرئيس، السادة والسيدات، اسمحو لي أن أقدم نيابة عن وفد السودان بالشكر والتقدير إلى السيدة إيرينا بوكوفا، المدير العام لمنظمة اليونسكو، لما ظلت تبذله من جهود مضيئة لاستنباط كل الوسائل لتعزيز دور المنظمة، من أجل بلوغ الغايات السامية للمنظمة في بناء مجتمع العلم والسلم والوثام الاجتماعي. كما أغتنم هذه الفرصة أيضاً لتحياتها لما بدأت به من جهود أيضاً لإصلاح هذه المنظمة العظيمة وللجهود المبذولة في إعداد الوثيقتين م/٤ وم/٥ ولكل المخطط الجيدة داخل هذه الوثيقة والبرامج التي نعتقد أنها من ضمن اختصاصات اليونسكو. كما لا يفوتني أن أعبّر عن تقديري لاختيار أفريقيا كإحدى الأولويتين العامتين للمنظمة.

٣٨،٣ سيدي الرئيس، إن الإنجازات الهامة التي أمكن إحرازها في قطاع التعليم في بلادي أفضت إلى الإسهام في النمو المستدام للمؤشرات التعليمية، وزيادة فرص الانتفاع بالتعلم وتحسين نوعيته، والإسهام أيضاً في الدعم الرسمي ووضع التعليم كأولوية في بلدي، فضلاً عن الشراكة القوية التي نعزز بها مع المجتمعات والقوى الفاعلة داخل المجتمع، والاستثمار الخاص والراشد في التعليم الخاص، وأيضاً المساندة الفاعلة من شركائنا من المنظمات الوطنية والإقليمية والدولية والتعاون الوثيق بين الحكومة في جميع الخطط والبرامج. وفي هذا السياق، أود أن أشير إلى الجهود المضيئة التي تُبذل في إطار سياسات التعليم في بلدي بغية تعزيز كفاءة المعلمين بإنشاء أكاديمية للتعليم وأيضاً لتعزيز وربط المناهج بقدرات أبنائنا الطلاب ومهاراتهم وحرصاً منهم في مراحل التعليم المختلفة حتى تصل إلى ناتج تعليمي تربوي مفيد لنا وللإنسانية. إن الإنجاز المحرز في قطاع التعليم في بلدي يمثل تحدياً يضاف إلى جملة التحديات والجهود التي تبذلها الدولة، والتي أضافت إليها السيول والأمطار التي اجتاحت البلاد في حزيران/يونيو من هذا العام، عنباً إضافياً لتأثر البيئة التحتية للتعليم بها تأثراً بالغاً. فالشكر لكل الذين وقفوا معنا في إزالة هذا الأثر الصعب. ونعاني أيضاً من آثار العقوبات الاقتصادية الأحادية المفروضة على بلدي والتي تمنع أبسط أنواع التقنيات أن تصل إلى تلاميذنا وطلابنا في الأرياف البعيدة.

٣٨،٤ سيدي الرئيس، السادة والسيدات، إن بلدي وبرغم كل تلك التحديات التي يواجهها قد خطا خطوات واسعة في توفير ما يناسب من الرعاية والتربية في مرحلة الطفولة المبكرة، وهي أولوية قصوى لدينا، وسعى بجهود أيضاً إلى تعميم التعليم الابتدائي، وإلى استحداث وسائل جديدة لاكتساب المهارات المعينة للحياة، ونسعى جاهدين إلى تحسين مستوى التعليم والقراءة لدى الكبار، حتى نحقق التكافؤ بين الجنسين فيما يخص الحق في التعليم. ويقيني أيضاً أن بلوغ هذه المستويات سيظل تحدياً لدول مثل دولتنا في طبيعتها. ونحبي أيضاً ونعزز دور المرأة في العملية التعليمية في مجتمعاتنا، كوسيلة للحياة الاجتماعية الطيبة وزيادة للإنتاج الاقتصادي كأحد سبيل محاربة الفقر الذي هو آفة هذا العصر.

٣٨،٥ سيدي الرئيس، إن قطاع الثقافة كنتاج وعصارة للجهود التعليمية والتربوية له ارتباط وثيق بعملية التربية والتعليم في السودان وهو إحدى أولويات الدولة، فإننا نسعى إلى أن يكون عرض النماذج من الحضارة الرومية القديمة في متحف اللوفر بباريس في آذار/مارس من عام ٢٠١٠ نموذجاً يحتذى به ورغبنا أكيدة في إقامة المزيد من الأسابيع والملتقيات الثقافية للتعريف بالتنوع الثقافي الغني والتراث السوداني والتمازج العربي والأفريقي. ولا شك في أن السودان يعد من أقطار العالم التي تزخر بالآثار والمواقع الأثرية، كما تعلمون، والتاريخية المتمثلة في الأهرامات والمدافن والإرث الإسلامي والمسيحي والتي تقف شاهداً على أقدم الحضارات النبوية القديمة التي عرفها الإنسان وقامت على ضفاف النيل العظيم والتي نسعى إلى إدراجها في قائمة اليونسكو للتراث العالمي. ونسعى إلى أن تكون، إن شاء الله، سلسلة هذه الموروثات من جبل البركل وجزيرة مروى والنقعة والمصورات وبعضها في طور الإدراج في القائمة المذكورة كجزيرة سنقنب في البحر الأحمر. وفي هذا السياق اسمحو لي أن أشكر دولة قطر التي تبذل جهوداً مضيئة للاهتمام بالتراث السوداني فلها منا عبر اليونسكو كل الشكر والتقدير. إن قطاع الثقافة نوليها أهمية خاصة، ونسعى إلى حصر وتوثيق وإعداد الخارطة الثقافية للسودان. وقد توجهنا إلى هذه المنظمة لكي تكون عوناً لنا، لأن تراثنا تراث متداخل في منطقتنا ودولتنا السودان. وسنحاول، إن شاء الله، أن نردف هذا الملف بآثار مدينة سواكن التاريخية وإحياء الأنشطة السياحية المرتبطة بها سعياً إلى تعزيز فرص التواصل والانفتاح على الثقافات الأخرى.

٣٨،٦ سيدي الرئيس، إن بلدي يولي اهتماماً كبيراً للعلوم الطبيعية والثقافة كأساس للنهضة البشرية وضمان التنمية المستدامة، وقد طبقنا هذا بإنشاء العديد من مؤسسات التعليم العالي والبحث العلمي التي تضاعفت أربع مرات خلال العقود السابقة، وهي تقيم صلة وثيقة ما بين التعليم العالي وانتشاره في ولايات السودان كافة ليكون نبراساً ومركزاً للإشعاع العلمي والثقافي. وإن التوسع العلمي خصص لخدمة هذا الغرض في إطار الجهود الكلية لزيادة المعرفة المجتمعية والأهمية القصوى لإشاعة العلوم حتى نستطيع أن نصل بها إلى حل المشكلات اليومية وزيادة الوعي المجتمعي وضوء البيئة والتعاون مع اليونسكو في هذا الإطار يجعل من القائمين على هذا الأمر أكثر قدرة وكفاءة. ونسعى أيضاً إلى توثيق الصلة والتعاون مع المشافي العلمية والمركز الدولي للفيزياء النظرية وأكاديمية العلوم للعالم النامي والمركز الدولي للهندسة الوراثية والبيوتكنولوجيا التي تدعمها اليونسكو.

٣٨،٧ أيضاً، سيدي الرئيس، السادة والسيدات، نهنم كثيراً بتقنيات التعليم ونهنم بالمعلومات كسمة بارزة لرفد الإنسانية بمزيد من العلم والتقانة التي أصبحت سمة هذا العصر. فإننا نعتقد أن قمتي جنيف وتونس تحتلان المكان الأبرز في حاجتنا لتحقيق سد الفجوة الرقمية ونسعى من خلالها إلى توفير التعليم وضوء التاريخ الأفريقي. ونؤكد دعمنا لخطة تنمية الثقافة العربية (أرابيا). واسمحو لي أيضاً، أن أحيي شعب السودان الذي استطاع بجهود مضيئة أن يحل السلام في جنوب السودان مع الأخوة الجنوبيين، نتمنى لهم التوفيق في دولتهم وأمنى أن تكون اليونسكو قادرة على دعم هذا الجهد في إطار تحقيق السلام في المناطق الحدودية. واسمحو لي أن أشكركم نيابة عن الشعب السوداني وعني وعن الفريق والخبراء الذين يوجدون في هذه المنظمة بقيادة السيدة السفير. والسلام عليكم ورحمة الله تعالى وبركاته.

(38.1) **Mme Abdelrazig (Soudan) (traduit de l'arabe) :**

Je demande la protection de Dieu contre le Diable banni. Au nom de Dieu, le Clément, le Miséricordieux. Monsieur Hao Ping, Président de la Conférence générale, Mesdames et Messieurs, que la paix ainsi que la miséricorde et la bénédiction de Dieu, exalté soit-il, soient sur vous. Tout d'abord, permettez-moi, Monsieur le Président, de vous féliciter pour votre élection, à l'unanimité, comme président de la 37<sup>e</sup> session de cette prestigieuse conférence. Je félicite votre pays pour le choix judicieux qu'il a porté sur vous et je souligne à cet égard que la Chine entretient de bonnes relations avec le Soudan et le continent africain dans son ensemble en matière de développement. J'aimerais aussi adresser mes remerciements et mes félicitations à votre prédécesseur, Mme Katalin Bogayay, qui a dirigé la précédente session avec sagesse et compétence. Je souhaiterais également féliciter la Présidente du Conseil exécutif pour sa conduite des travaux du Conseil, ainsi que les chefs

et membres des commissions et comités élus pour prendre part à cette nouvelle session de la Conférence générale. Je leur adresse à tous mes vœux de succès dans l'exercice de leurs fonctions. Sachez que c'est un plaisir pour moi de participer à cette grande conférence qui réunit des scientifiques, des intellectuels et des experts de l'éducation et de l'enseignement du monde entier. Nous espérons tous que cette auguste assemblée nous apportera les meilleurs moyens et les outils les plus efficaces pour construire les sociétés auxquelles nous aspirons et préparer les générations qui assumeront, à l'avenir, la responsabilité de promouvoir la paix, le développement et la sécurité.

(38.2) Monsieur le Président, Mesdames et Messieurs, permettez-moi, au nom de la délégation du Soudan, de dire combien nous estimons les efforts inlassables déployés par Mme Irina Bokova, Directrice générale de l'UNESCO, pour mobiliser tous les moyens afin de renforcer le rôle de l'Organisation et lui permettre d'accomplir sa noble mission, qui est d'édifier des sociétés du savoir où règnent la paix et la cohésion sociale. Je saisis également cette occasion pour saluer les mesures récemment lancées par Mme la Directrice générale pour réformer cette prestigieuse organisation, ainsi que les efforts consentis pour l'élaboration des documents C/4 et C/5, dans lesquels sont présentés des plans de qualité et des programmes qui s'inscrivent tous dans les domaines de compétence de l'UNESCO. Aussi me dois-je d'exprimer ma gratitude à l'Organisation qui a fait de l'Afrique l'une de ses deux priorités globales.

(38.3) Monsieur le Président, les avancées considérables réalisées par mon pays dans le secteur éducatif ont contribué à faire progresser les indicateurs de l'éducation de manière soutenue et ont permis d'accroître les possibilités d'accès à l'éducation et d'améliorer la qualité de l'enseignement. Elles nous ont permis de recueillir un plus grand soutien de la part des autorités et de faire de l'éducation une priorité dans le pays. Ces avancées nous ont également permis de mettre en place un partenariat étroit – dont nous sommes fiers – avec les communautés et différents acteurs de la société ; elles nous ont donné les moyens d'investir à bon escient dans les établissements d'enseignement privés et de bénéficier du soutien actif des organisations partenaires œuvrant sur les plans national, régional et international. Elles ont de même rendu possible une coopération étroite entre les autorités gouvernementales du pays pour la mise en œuvre de nos divers plans et programmes. En ce qui concerne les politiques nationales d'éducation, je souhaiterais vous faire part des efforts assidus que nous déployons à l'heure actuelle pour développer les compétences des enseignants grâce à la création d'une académie de formation ainsi que pour améliorer les programmes scolaires et les adapter aux capacités, aux compétences et aux attentes des étudiants, à tous les niveaux de l'enseignement. Cela nous permettra d'obtenir, en matière d'éducation, des résultats qui nous seront utiles à nous-mêmes ainsi qu'à l'humanité tout entière. Les avancées réalisées par mon pays dans le secteur de l'éducation représentent un défi parmi tant d'autres que le pays s'efforce de relever. Les pluies et les inondations qui ont frappé le pays en juin dernier ont malheureusement occasionné une charge supplémentaire en raison des dégâts importants subis par nos infrastructures éducatives. Je saisis d'ailleurs cette occasion pour remercier tous ceux qui nous ont aidés à surmonter ces difficultés. Je tiens aussi à souligner que mon pays souffre des sanctions économiques unilatérales qui lui ont été imposées et qui privent nos élèves et nos étudiants des régions éloignées des technologies les plus simples en matière d'éducation.

(38.4) Monsieur le Président, Mesdames et Messieurs, malgré tous les défis qui se posent à lui, mon pays a réalisé de grands progrès pour assurer des programmes adéquats en matière d'éducation et de protection de la petite enfance (EPPE). Il s'agit là d'un sujet auquel nous accordons une priorité absolue. Le Soudan s'efforce également de généraliser l'accès à l'éducation primaire, de concevoir de nouveaux moyens pour doter les apprenants des compétences dont ils ont besoin pour la vie courante et d'améliorer les niveaux d'alphabétisation chez les adultes afin de garantir l'égalité entre les sexes dans l'éducation. Nous sommes néanmoins conscients que la réalisation de ces objectifs restera un défi pour un pays comme le nôtre. Nous soulignons aussi que nous nous employons à promouvoir et renforcer le rôle de la femme dans l'éducation au sein de notre société pour permettre à nos enfants d'avancer vers une vie sociale active et d'accroître, à l'avenir, la production économique. Nous y voyons le moyen le plus efficace de combattre la pauvreté, qui reste le plus grand fléau de notre époque.

(38.5) Monsieur le Président, la culture, qui constitue l'essence même de tout effort pédagogique et éducatif, est étroitement liée au processus d'éducation et d'apprentissage au Soudan. La culture figure en effet parmi les priorités que le pays s'est fixées. Nous espérons que l'exposition consacrée à la civilisation de Méroé, tenue au Musée du Louvre à Paris en mars 2010, servira de modèle à des initiatives similaires et nous vous assurons de notre volonté d'organiser davantage de manifestations pour faire connaître notre riche diversité culturelle, notre patrimoine et les relations étroites qui lient les peuples arabes et africains. Comme vous le savez tous, le Soudan se distingue par la richesse de ses monuments et de ses sites archéologiques et historiques, qui abritent des pyramides, des édifices funéraires, un patrimoine propre aux religions musulmane et chrétienne, ainsi que des sites témoignant de l'histoire de la plus ancienne civilisation nubienne ayant vécu sur les bords du majestueux Nil. Nous faisons le nécessaire pour assurer l'inscription de ces sites sur la Liste du patrimoine mondial de l'UNESCO et je citerai ici quelques exemples tels que Gebel Barkal, l'île de Méroé, Naga et Musawwarat, dont certains sont en cours d'inscription, notamment l'île de Sanganeb en mer Rouge. Permettez-moi à cet égard de remercier l'État du Qatar pour les efforts inlassables qu'il déploie en faveur de la préservation du patrimoine soudanais. Nous lui exprimons, ici à l'UNESCO, toute notre gratitude et notre reconnaissance. La culture revêt pour nous une très grande importance et c'est pour cela que nous nous employons à documenter, cartographier et dresser l'inventaire de notre patrimoine culturel. Nous avons dans ce cadre sollicité l'aide de l'UNESCO, car le patrimoine du Soudan est partagé entre plusieurs territoires du pays, voire entre plusieurs pays de la région. Nous tâcherons aussi, si Dieu le veut, d'inclure dans notre dossier les monuments de la ville historique de Suakin et de faire revivre les activités touristiques liées à cette ville pour favoriser les possibilités d'échanges et d'ouverture aux autres cultures.

(38.6) Monsieur le Président, mon pays accorde une très grande importance aux sciences exactes et naturelles, ainsi qu'à la culture, comme fondements du progrès de l'humanité et du développement durable, et a de ce fait créé de nombreuses institutions spécialisées dans l'enseignement supérieur et la recherche scientifique. Ces institutions, dont le nombre a quadruplé au cours des dernières décennies, s'emploient à élargir l'accès à l'enseignement supérieur dans tous les États du Soudan pour que le pays devienne un phare du savoir et de la culture, et un pôle de rayonnement dans ces domaines. Le mouvement d'expansion scientifique lancé à cet effet s'inscrit dans le cadre de l'effort d'ensemble déployé pour renforcer les connaissances des communautés et répond à la nécessité première de diffuser les sciences et de les mettre à profit afin de résoudre les problèmes de la vie quotidienne, d'améliorer les connaissances des communautés et de protéger l'environnement. Nous soulignons ici que notre coopération avec l'UNESCO permet à tous ceux qui œuvrent à la réalisation de ces objectifs d'accroître leurs capacités et leurs compétences. Nous nous employons de même à resserrer la coopération que nous entretenons avec les centres hospitaliers universitaires, le Centre international de physique théorique, l'Académie des sciences pour le monde en développement et le Centre international pour le génie génétique et la biotechnologie, qui bénéficient tous du soutien de l'UNESCO.



(38.7) Monsieur le Président, Mesdames et Messieurs, nous attachons une importance particulière aux méthodes éducatives ainsi qu'à l'information, qui représente l'un des principaux outils permettant de faire avancer la science et la technologie devenues indispensables à notre époque. Nous considérons que les décisions prises lors des sommets de Genève et de Tunis figurent en tête des moyens qui répondent à la nécessité de combler la fracture numérique, et c'est par la mise en œuvre de ces décisions que nous pourrions garantir l'éducation et sauvegarder le patrimoine de l'Afrique. Nous tenons à cet égard à exprimer notre soutien au Plan pour le développement de la culture arabe, connu sous le nom de Plan Arabia. Permettez-moi par ailleurs de saluer le peuple soudanais, qui a inlassablement œuvré à l'édification de la paix avec nos frères au Soudan du Sud. Nous leur souhaitons plein succès dans la gestion de leur pays et formons le vœu que l'UNESCO soit en mesure de soutenir ces efforts afin que la paix règne sur les régions frontalières. Pour conclure, je souhaiterais vous remercier au nom du peuple soudanais, en mon nom propre et au nom de l'équipe de travail et des experts qui œuvrent au sein de cette Organisation, sous la direction de Madame l'Ambassadrice. Que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous.

### 39. The President:

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Mahdi Mabrouk, Minister of Culture of Tunisia.

٤٠,١ السيد ميروك (تونس):

بسم الله الرحمن الرحيم. السيد رئيس المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المديرية العامة، أصحاب المعالي والسعادة، السيدات والسادة، اسمحو لي أن أعبر لكم عن سعادي بالحضور بينكم اليوم في هذا المؤتمر الهام، وبالمناسبة أود أن أتوجه بأخلص عبارات التهنية إلى السيد هاو ينغ رئيس المؤتمر متمنياً له التوفيق في مهامه، كما يطيب لي أن أتقدم بالشكر الجزيل، إلى السيدة أليساندرا كمتنز رئيسة المجلس التنفيذي، وإلى السيدة إيرينا بوكوفا المديرية العامة لليونسكو، على الجهود الجبارة والسخية المبذولة في سبيل تحقيق المهمة النبيلة لهذه المنظمة العريقة التي تربطنا بما علاقة متميزة. ويسعدني في هذا الإطار أن أشيد بالعبارة وبالهدم الذين لقيتهما تونس ولا تزال من لدن السيدة المديرية العامة، لا سيما منذ الخراط تونس في مسار الانتقال الديمقراطي. وبذات المناسبة نهنئها بإعادة ترشيحها لولاية ثانية بقرار من المجلس التنفيذي.

٤٠,٢ حضرات السيدات والسادة، إن المتمعن في السياق الدولي الحالي الذي يتسم بعدم الاستقرار، لا يسعه إلا أن يدرك حسامة التحديات التي تواجهها دول عديدة. ولعل أهمها تلك التي تتعلق بقطاع استراتيجي، ألا وهو التربية والعلم والثقافة، نظراً إلى العلاقة العضوية المتينة التي تربط هذه الأبعاد الفكرية بالأوضاع الاقتصادية والاجتماعية. وتحتل التربية من أجل السلم والتنمية المستدامة مكانة مرموقة في اهتمامات المنظمة، ومن هنا جاءت أهمية برنامج التعليم للجميع في أفق عام ٢٠١٥. وهو ما يستوجب تطوير نظام التعليم غير إصلاح المنظومة التربوية لكي تضمن المدرسة تعليماً جانياً ولكنه جيد للجميع، ومدى الحياة، وتكون مواطنين ذكوراً وإناثاً دون تمييز مبدعين ومسؤولين، منفتحين على القيم الكونية منذ الطفولة المبكرة، وتتيح الفرصة لكي نعرف ونفعل ونكون وتعايش مع الآخرين في فضاء مشترك يتسع للجميع. ولقد أفرز التشخيص، الذي قمنا به في تونس خلال الندوة الدولية لمنهجية إصلاح المنظومة التربوية خلال سنة ٢٠١٢، التي شاركت فيها اليونسكو، عدة نقائص تحتم ضرورة التنسيق بين الوزارات المعنية بالشأن التربوي في نطاق تشاوري، وأفضى ذلك إلى مشروع اتفاقية تعاون، من المنتظر أن توقعها وزارة التربية ووزارة التعليم العالي ووزارة التشغيل. وقد تم في هذا الصدد العمل بالتعاون مع مختلف المعاهد والمراكز المتخصصة في الأنشطة التعليمية التابعة لقطاع التربية في اليونسكو، ومنها مكتب الرباط ومكتب بيروت ومعهد اليونسكو للإحصاء.

٤٠,٣ حضرات السيدات والسادة، تنوه تونس بمجهودات المنظمة في سبيل النهوض بالبحث العلمي وتقليص الفجوة الرقمية بين البلدان. كما تهنئ الجهود الرامية إلى تبادل التجارب الناجحة في ميدان العلوم بكل أنواعها في علاقة بالتنمية المستدامة. ولقد حققت تونس التي انخرطت في برنامج إدارة التحولات الاجتماعية عدداً من النجاحات، إذ تم في هذا المجال تنظيم دورات تدريبية للتربية على المواطنة والديمقراطية في المناطق الداخلية المهمشة بالجنوب التونسي بالأساس ولفائدة الشباب التونسي، وخاصة الفتيات منهم، في تناغم مع أولويات اليونسكو التي ركزت على دور المرأة في الحياة الاجتماعية والسياسية. كما تم في نطاق مشروع مشترك بين وزارة التربية واليونسكو والمعهد العربي لحقوق الإنسان وعدد من هيئات الأمم المتحدة بتونس تركيز نوادي المواطنة وحقوق الإنسان على المؤسسات التربوية. ونأمل مواصلة تنظيم مثل هذه الدورات التدريبية التي تعتبر من الممارسات الجيدة.

٤٠,٤ حضرات السيدات والسادة، إن تعاون تونس مع اليونسكو في مجال الثقافة يتركز على الاتفاقيات الدولية، ولقد بادر بلدي بالتصديق عليها والنشاط في إطارها بصفة مكثفة. كما انخرطت تونس في برنامج اليونسكو "ذاكرة العالم" وتم سنة ٢٠١١ تسجيل ملف تونسي ضمن السجل العالمي حول القرصنة والعلاقات الدولية في الإيالة التونسية خلال القرنين الثامن عشر والتاسع عشر. هذا واحتضنت تونس المؤتمر الدولي حول الأرشيف وحق المعرفة يوم ١٠ كانون الأول/ديسمبر ٢٠١٢، بالتعاون مع مكتب اليونسكو بالرباط ومؤسسة الأرشيف الوطني. هذا ونأمل أن تساعد اليونسكو الدول على إنشاء مراكز ثقافية وطنية لصون التراث المادي وغير المادي المهدهد، وتطوير صناعة المحتويات الثقافية الرقمية وخاصة تعزيز الوعي بأهمية التراث الثقافي في البرامج التعليمية واعتماد مقاربات جديدة في هذا الشأن، على غرار أقسام المتاحف.

٤٠,٥ حضرات السيدات والسادة، لا بد من الإشادة بالدور الذي قامت به اليونسكو عبر مكتبها بتونس، في مساندة بلدنا في مجال الإعلام والاتصال. حيث نظمت في هذا الغرض عدة أنشطة ترمي إلى مزيد من تكريس حرية التعبير، في دورات تكوينية لفائدة وسائل الإعلام وقوات الأمن والهئية الوطنية العليا المستقلة لإصلاح منظومة الإعلام والاتصال، إلى جانب دعم حق اللوج إلى المعلومة وتنظيم اليوم العالمي لحرية الصحافة يوم ٣ أيار/مايو ٢٠١٢ بحضور السيدة إيرينا بوكوفا. ولقد ساهمت اليونسكو في التعريف بالمعايير الدولية في مجالات الإعلام وحرية الصحافة خصوصاً، وإن بلادنا بصدد صياغة مشروع دستور يضمن هذه المعايير الدولية.

٤٠,٦ حضرات السيدات والسادة، إن تونس والدول العربية في أشد الحاجة إلى توثيق التعاون مع منظمة اليونسكو وإلى المراهنة على الحوار العربي الأوروبي وعلى الممارسات التربوية والثقافية لتحقيق التنمية وبناء السلم في العقول وتكريس مبادئ الانفتاح والتسامح في سياق إقليمي يتسم بالانفلات وضعف القدرة على فرض الاستقرار وعلى ضبط الحدود وعلى المحافظة على التراث. وفي هذا الإطار نأمل أن تجنب القدس التي رمز التنوع الثقافي وتعايش الحضارات والأديان،

كل ما من شأنه أن يعرض هويتها وتراثها للتلاشي. وإذ تعرب تونس عن دعمها لجهود السيدة المديرية العامة في إعادة هيكلة المنظمة، وترتيب الأولويات بما يمكنها من مواجهة التحديات المالية، فإننا نأمل أن تكفل هذه الجهود بالنجاح من أجل نشر المبادئ الإنسانية النبيلة لمنظمتنا. والسلام عليكم ورحمة الله وبركاته.

(40.1) **M. Mabrouk (Tunisie) (traduit de l'arabe) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Excellences, Mesdames et Messieurs, permettez-moi de vous exprimer la joie qui est la mienne de participer avec vous à cette grande conférence. J'aimerais à cette occasion présenter mes sincères félicitations à Monsieur Hao Ping pour son élection à la présidence de la Conférence générale et lui souhaiter plein succès dans l'exercice de ses fonctions. Je souhaiterais aussi adresser mes vifs remerciements à Mme Alissandra Cummins, Présidente du Conseil exécutif, ainsi qu'à Mme Irina Bokova, Directrice générale de l'UNESCO, pour les efforts qu'elles déploient avec courage et générosité afin de mener à bien la noble mission de cette prestigieuse organisation, avec laquelle nous entretenons d'excellentes relations. À cet égard, je salue la Directrice générale pour l'attention et le soutien qu'elle accorde à la Tunisie, et ce notamment depuis que le processus de transition démocratique a été engagé dans le pays. Nous tenons aussi à la féliciter pour sa désignation par le Conseil exécutif pour un second mandat à la tête de l'Organisation.

(40.2) Mesdames et Messieurs, toute personne connaissant bien le contexte international actuel, marqué par l'instabilité, ne peut que constater l'ampleur des difficultés auxquelles font face de nombreux pays. L'un des plus grands défis qui se posent aujourd'hui concerne à la fois l'éducation, la science et la culture, compte tenu de la relation très étroite qui lie ces trois domaines stratégiques aux conditions économiques et sociales. L'éducation pour la paix et le développement durable occupe une place prépondérante dans les programmes de l'Organisation, d'où l'importance accordée à la réalisation des objectifs de l'éducation pour tous (EPT) d'ici à 2015. La concrétisation de ces objectifs nous commande de développer le secteur de l'éducation en réformant les systèmes éducatifs, de sorte que les écoles assurent à tous un enseignement gratuit et de qualité, tout au long de la vie. Les écoles doivent offrir à tous les élèves, filles et garçons sans distinction, la formation dont ils ont besoin pour devenir des citoyens créatifs, responsables et ouverts sur le monde et ses valeurs, dès leur plus jeune âge. Elles doivent leur apprendre à connaître, à faire, à être et à vivre ensemble dans un espace commun où chacun trouverait sa place. La Conférence nationale sur la méthodologie pour la réforme du système éducatif, organisée en 2012 et à laquelle l'UNESCO a participé, a permis de mettre en évidence plusieurs lacunes que l'on ne pourra combler que par le biais d'un mécanisme de coordination et de consultation entre les ministères concernés par l'éducation. Cela a conduit à l'élaboration d'un avant-projet de l'accord de coopération que les ministères de l'éducation, de l'enseignement supérieur et de l'emploi devraient prochainement signer. Nous avons à cet égard collaboré avec de nombreux instituts et bureaux concernés par les activités éducatives qu'entreprend le Secteur de l'éducation de l'UNESCO, notamment les bureaux de Rabat et de Beyrouth, et l'Institut de statistique de l'UNESCO (ISU).

(40.3) Mesdames et Messieurs, la Tunisie salue les efforts déployés par l'UNESCO pour renforcer la recherche scientifique et réduire la fracture numérique entre les différents pays. Nous nous félicitons aussi des efforts consentis pour favoriser l'échange de bonnes pratiques dans le domaine des sciences en faveur du développement durable. La Tunisie a réalisé de nombreux progrès grâce à sa participation au Programme Gestion des transformations sociales (MOST). Plusieurs sessions de formation axées sur l'éducation à la citoyenneté et à la démocratie ont en effet été organisées dans les régions reculées du sud du pays. Ces sessions, dont ont bénéficié les jeunes, et plus particulièrement les filles, étaient en adéquation avec les priorités de l'UNESCO concernant le rôle de la femme dans la vie sociale et politique. En outre, dans le cadre d'un projet mené conjointement par le Ministère de l'éducation, l'UNESCO, l'Institut arabe des droits de l'homme (IADH) et plusieurs organismes des Nations Unies, des clubs de citoyenneté et de droits de l'homme ont été inaugurés dans plusieurs établissements scolaires en Tunisie et nous espérons poursuivre nos sessions de formation, considérées comme de bonnes pratiques.

(40.4) Mesdames et Messieurs, la coopération entre la Tunisie et l'UNESCO dans le domaine de la culture s'appuie sur les dispositions des conventions internationales que mon pays a ratifiées et dans le cadre desquelles il mène une activité soutenue. La Tunisie participe également au Programme Mémoire du monde de l'UNESCO. En effet, le patrimoine documentaire soumis par la Tunisie et intitulé « La Course et les relations internationales de la Régence de Tunis aux XVIII<sup>e</sup> et XIX<sup>e</sup> siècles » a été inscrit au Registre Mémoire du monde en 2011. De plus, mon pays a accueilli la conférence internationale sur les archives et le droit de savoir, organisée le 10 décembre 2012 en collaboration avec le bureau de l'UNESCO à Rabat et les Archives nationales de Tunisie (ANT). Nous espérons que l'UNESCO aidera les pays à créer des centres culturels nationaux pour la préservation du patrimoine matériel et immatériel en péril et à développer leur contenu culturel numérique, et qu'elle les aidera, en particulier, à promouvoir l'importance du patrimoine culturel dans le cadre des programmes éducatifs et à adopter de nouvelles approches dans ce domaine, comme cela a été le cas dans plusieurs musées.

(40.5) Mesdames et Messieurs, nous ne pouvons que saluer le soutien apporté par l'UNESCO à mon pays dans les domaines de l'information et de la communication par le biais de son bureau à Tunis. L'Organisation a en effet mis en œuvre de nombreuses activités visant à renforcer la liberté d'expression, et ce, dans le cadre de stages de formation destinés aux médias, aux forces de l'ordre et à l'Instance nationale pour la réforme de l'information et de la communication. À cela s'ajoutent les actions engagées en faveur du droit à l'information et l'organisation de la Journée mondiale de la liberté de la presse le 3 mai 2012, à Tunis, en présence de Mme Irina Bokova. L'UNESCO a de même contribué aux efforts de sensibilisation aux normes internationales relatives au domaine de l'information en général, et à la liberté de la presse en particulier. Nous soulignons à cet égard que l'avant-projet de Constitution que notre pays s'emploie à élaborer garantira le respect de ces normes internationales.

(40.6) Mesdames et Messieurs, la Tunisie et l'ensemble des pays arabes ont grandement besoin de renforcer leur coopération avec l'UNESCO et de miser sur le dialogue euro-arabe, ainsi que sur les activités éducatives et culturelles, pour parvenir au développement, élever les défenses de la paix dans les esprits et ancrer les principes d'ouverture et de tolérance, car la région est aujourd'hui marquée par un climat d'insécurité et une incapacité à rétablir la stabilité, gérer les frontières et préserver le patrimoine. Dans ce contexte, nous formons le vœu que soit évité tout ce qui pourrait fragiliser l'identité et le patrimoine de Jérusalem, considérée comme un symbole de la diversité culturelle et de la coexistence entre les civilisations et les religions. La Tunisie tient à exprimer son soutien aux efforts déployés par la Directrice générale pour assurer la restructuration de l'UNESCO et définir ses priorités d'action, de sorte que l'Organisation puisse relever les défis financiers auxquels elle est confrontée. Enfin, nous espérons que ces efforts porteront leurs fruits et permettront de répandre les nobles principes humanistes de notre Organisation. Que la paix ainsi que la miséricorde de Dieu soient sur vous.

*Mr Sayyad (Yemen) takes the Chair.*

٤١ الرئيس:

شكراً جزيلاً، معالي الوزير. والآن يُسعدني ويشرفني أن أدعو السيد نايف المحجرف، وزير التربية والتعليم العالي في دولة الكويت لإلقاء الكلمة. تفضل.

(41) **Le Président (traduit de l'arabe) :**

Merci beaucoup, Monsieur le Ministre. J'ai maintenant l'honneur et le plaisir d'inviter Son Excellence, Monsieur Nayef Al Hajraf, Ministre de l'éducation et de l'enseignement supérieur de l'État du Koweït, à prendre la parole.

٤٢,١ السيد المحجرف (الكويت):

بسم الله الرحمن الرحيم، سيدي رئيس المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المديرية العامة لليونسكو، أصحاب المعالي الوزراء، رؤساء الوفود، السيدات والسادة، السلام عليكم ورحمة الله وبركاته. أحبيكم أطيب تحية، وأنقل إليكم تحيات دولة الكويت أميراً وحكومة وشعباً، وبطيب لي أن أعبر لكم عن تقدير دولة الكويت للدور الكبير الذي تقوم به منظمة اليونسكو، وأخص بالشكر المديرية العامة السيدة إيرينا بوكوفا للجهود المبذولة على جميع الأصعدة، ومثنتها على انتخاها لولاية أخرى متمنين لها مزيداً من النجاح في قيادة المنظمة.

٤٢,٢ السيدات والسادة، إننا لنذكر تمام الإدراك ما يمر به عالمنا من اضطرابات تهدد السلام العالمي، وإننا في دولة الكويت وبتوجيهات سامية من حضرة صاحب السمو أمير البلاد الشيخ صباح الأحمد الجابر الصباح، حفظه الله ورحاه. نؤكد وندعم سياسة التقارب والتفاهم العالمي، وحل النزاعات بطرق سلمية، وخصوصاً أن عالمنا يشهد مزيداً من النزاعات الثقافية التي تلقي بمسؤولية مضاعفة على منظمة اليونسكو، من خلال برامجها البناءة واتخاذ الخطوات المطلوبة على المستوى الدولي للتعامل مع تلك النزاعات. وفي الوقت الذي تؤكد فيه دولة الكويت الحاجة إلى أن تتواصل هذه الجهود المميزة لتحقيق السلام والتنمية البشرية وتوثيق عرى التعاون بين الأمم، فإن دولة الكويت تؤكد التزامها الراسخ بأهمية التنوع الفكري ودعواتنا المستمرة إلى الحوار ضمن إطار من الاحترام وفي ضوء الاتفاقيات الدولية بهذا الخصوص. ودولة الكويت تدعو نحو حوار مثمر يقرب بين الثقافات والشعوب في ظل احترام التعددية الثقافية، فبالإنصاف والتفاهم نستقي من التراث أجمل الأخلاق ونضيف لمسة إبداعية حتى يسود السلام وتحقق التنمية المستدامة.

٤٢,٣ السيدات والسادة، إنكم تتفقون معنا على أن الشباب الذين يشكلون غالبية سكان العالم يعيش أغلبهم في البلدان النامية ويتطلعون إلى مستقبل أفضل، إلا أننا نشعر بمرارة الكثير منهم لما يواجههم من إحباطات في السياسات العامة التي تغفل بعض احتياجاتهم ويغيب عنها ضرورة تفهم طبيعة مطالبهم. وهذا الشعور يدفعنا جميعاً نحو توحيد جهود دولنا لتفهم طبيعة مطالب الشباب والعمل على إعادة صياغة المناهج الدراسية بما يتوافق مع المبادئ العامة لمنظمة اليونسكو مع الحفاظ على الهوية الثقافية والمعتقدات الدينية للمجتمعات التي وإن اختلفت، فهي تتفق على حفظ كرامة الإنسان. ولا يخفى عليكم أن الإسلام شدد على ضرورة احترام المعتقدات الدينية على تباينها، وحث على التعايش بين مختلف ثقافات البشر. إن مسؤوليتنا جميعاً يجب أن تتوحد نحو القبول بالآخر وتوفير التعليم الجيد الذي يغرس في عقول الصغار والكبار قيم المحبة والبناء. فاليوم نواجه موجات التطرف بأشكاله المختلفة، منها الديني والعرقي والسياسي، وهذا ما يجعلنا نشعر بقلق يدفعنا نحو البحث عن آليات فاعلة للحد من ذلك. إننا في دولة الكويت نحرض على احترام مبادئ السلام العالمي، ونؤكد أهميتها. فالمبادئ التي تبنها منظمة اليونسكو وغيرها من المنظمات المدنية التي تعنى بكرامة الإنسان وتحرض على حق المرأة والرجل معاً، وحقوق الأطفال كلها، تمثل إحدى أهم أولوياتنا في رسم سياساتنا المختلفة. ولعل تبرع دولة الكويت باسم حضرة صاحب السمو أمير البلاد، حفظه الله ورحاه، بمبلغ ٣,٥ مليون دولار أمريكي يعبر عن رغبة سامية في مضاعفة جهودنا جميعاً لنشر قيم السلام والمحبة بين البشر، ودعم منظمة اليونسكو للقيام بدورها الإنساني الكبير.

٤٢,٤ السيدات والسادة، إننا نشيد بجهود منظمة اليونسكو في مجال تمكين المرأة وتوفير البيئة المناسبة لدفعها نحو المزيد من الإنجاز، إلا أن نسبة كبيرة من نساء العالم لا يزالن يعانين من الفقر والجهل والامية وهنّ الأضعف أمام الكوارث والحروب، الأمر الذي يتطلب مضاعفة الجهود في هذا المجال. إننا في دولة الكويت إذ نضع أيدينا مع منظماتكم للعمل سوياً على إعداد عهد دولي يرمي إلى تمكين المرأة للقيام بدورها الإنساني، نفتخر بالإنجازات الكبيرة التي حققتها المرأة الكويتية. فهي تشارك في صنع السياسات والتشريعات من خلال مؤسساتنا التشريعية.

٤٢,٥ السيدات والسادة، إن الكويت تتلمس أهمية مبادرة "التعليم أولاً" التي أطلقها سعادة الأمين العام للأمم المتحدة السيد بان كي مون، ونحن نبذل الجهود لتحقيق هذه المبادرة، فالיום نسب الأمية تتناقص ولم تعد مشكلة بالنسبة إلينا، كما أننا نولي الاهتمام لتعليم ذوي الإعاقة وقدمنا جائزة اليونسكو/الأمير جابر الأحمد الجابر الصباح لتعزيز التعليم الجيد لصالح ذوي الإعاقة الذهنية، وهي الجائزة الوحيدة التي تقدمها اليونسكو لهذه الفئة. كما أن الوفد الدائم لدولة الكويت يعمل مع منظماتكم لتأسيس مركز دولي يهتم بذوي الإعاقة الذهنية ويكون مقره في دولة الكويت.

٤٢,٦ وفي الختام، أعرب عن تقديرنا لأمانة اليونسكو لجهودها المبذولة من أجل صون التراث الثقافي لمدينة القدس القديمة، هذا التراث الذي لا يزال يتعرض للانتهاكات. وفي هذا الخصوص، نؤكد حرص دولة الكويت على حماية تراث مدينة القدس. وأخيراً، أعبر لكم عن تقدير دولة الكويت الكبير لمنظمتكم على ضم شخصية كويتية لذاكرة التاريخ، فكان للشيخ عبد الله الجابر الصباح رحمه الله دور كبير في صناعة النهضة التعليمية في بلدنا الكويت. متمنين لمؤتمركم النجاح والشكر على الإعداد. والسلام عليكم ورحمة الله وبركاته.

(42.1) **M. Al Hajraf (Koweït) (traduit de l'arabe) :**

Au nom de Dieu, le Clément, le Miséricordieux. Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale de l'UNESCO, Mesdames et Messieurs les ministres et chefs de délégation, Mesdames et Messieurs, que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous. Je vous présente mes salutations les plus cordiales et vous transmets celles de l'État du Koweït, de son Émir, de son gouvernement et de son peuple. Je souhaite exprimer la gratitude de mon pays à l'UNESCO pour le rôle important dont elle s'acquitte et tiens en particulier à remercier Mme Irina Bokova, Directrice générale de l'Organisation, pour les efforts qu'elle déploie à tous les niveaux. Nous la félicitons pour sa réélection à la tête de l'UNESCO et lui souhaitons encore de nombreux succès dans sa direction de l'Organisation.

(42.2) Mesdames et Messieurs, nous sommes pleinement conscients des dangers qui menacent aujourd'hui la paix dans le monde. Sous les hautes directives de Son Altesse le Cheikh Sabah Al Ahmed Al Jaber Al Sabah, Émir du pays – Dieu le préserve –, l'État du Koweït met en avant et appuie la politique axée sur le rapprochement et la compréhension mutuelle entre les peuples et sur la résolution pacifique des conflits. Cette politique prend toute son importance aujourd'hui, alors que le monde connaît de plus en plus de conflits culturels, qui commandent à l'UNESCO de redoubler d'efforts dans le cadre de ses programmes constructifs et de prendre les mesures nécessaires à l'échelle mondiale pour les résoudre. Tout en soulignant la nécessité de poursuivre ces efforts méritoires pour atteindre les objectifs de paix et de développement humain et resserrer les liens de coopération entre les nations, l'État du Koweït réaffirme sa ferme volonté de promouvoir la diversité intellectuelle et de renouveler ses appels constants en faveur d'un dialogue fondé sur le respect mutuel, et ce, dans l'esprit des conventions internationales pertinentes. L'État du Koweït appelle à un dialogue constructif de nature à rapprocher les peuples et les cultures, dans le respect du multiculturalisme, car c'est à travers l'équité et la compréhension mutuelle que nous puissions du patrimoine les valeurs morales les plus nobles et que nous mettons notre créativité au service de la paix et du développement durable.

(42.3) Mesdames et Messieurs, nous savons tous que les jeunes, qui représentent la majorité de la population mondiale, vivent pour la plupart dans les pays en développement et aspirent tous à un avenir meilleur. Nous sommes conscients du sentiment d'amertume et de frustration que nombre d'entre eux éprouvent à l'égard des politiques publiques, qui ne tiennent pas compte de certains de leurs besoins, ni de la nécessité de comprendre la nature de leurs attentes. Cela nous incite tous à déployer les efforts nécessaires dans nos pays respectifs pour comprendre ce à quoi aspirent les jeunes et reformuler les programmes scolaires conformément aux principes généraux de l'UNESCO, tout en préservant l'identité culturelle et les croyances religieuses des diverses communautés qui, malgré leurs différences, s'accordent pour préserver la dignité humaine. Vous n'êtes pas sans savoir que l'Islam insiste sur la nécessité de respecter les différentes croyances religieuses et prône la coexistence entre les cultures. Il est de notre devoir à tous de conjuguer nos efforts pour favoriser l'acceptation de l'autre et assurer une éducation de qualité, qui transmette les valeurs de cordialité et de construction sociale à tous les étudiants, quel que soit leur âge. Aujourd'hui, nous faisons face à une montée de l'extrémisme sous toutes ses formes : religieux, racial, politique ou autre. Cette réalité nous préoccupe et nous incite à chercher les mécanismes adéquats pour y remédier. Au Koweït, nous veillons au respect des principes qui conditionnent la paix dans le monde et nous ne cessons d'en souligner l'importance. Les principes adoptés par l'UNESCO et les autres organisations civiles qui œuvrent en faveur de la dignité humaine et des droits des hommes, des femmes et des enfants figurent parmi les priorités absolues sur la base desquelles nous élaborons nos politiques nationales. La contribution d'un montant de 3,5 millions de dollars apportée par l'État du Koweït, au nom de Son Altesse l'Émir du pays – Dieu le préserve, témoigne d'une forte volonté de déployer davantage d'efforts pour répandre les valeurs de paix et de cordialité entre les hommes et soutenir l'UNESCO dans sa noble mission humaine.

(42.4) Mesdames et Messieurs, nous saluons les efforts que déploie l'UNESCO pour promouvoir l'autonomisation des femmes et leur assurer les conditions nécessaires à davantage de réalisations. Néanmoins, beaucoup de femmes dans le monde sont toujours abandonnées à la pauvreté, à l'ignorance et à l'illettrisme et restent particulièrement vulnérables aux catastrophes naturelles et aux ravages de la guerre. Cela nous commande de consentir encore plus d'efforts pour améliorer leur situation. L'État du Koweït tend la main à l'UNESCO pour engager une réflexion commune sur l'élaboration d'un pacte international qui puisse donner aux femmes les moyens de s'acquitter de leur rôle humain dans la société. Nous souhaitons aussi promouvoir ensemble les grandes avancées réalisées par les femmes du Koweït, qui participent à l'élaboration des politiques et des lois nationales au sein de nos institutions législatives.

(42.5) Mesdames et Messieurs, l'État du Koweït mesure l'importance de l'Initiative pour l'éducation avant tout, lancée par S. E. M. Ban Ki-moon, Secrétaire général de l'ONU. Nous déployons les efforts nécessaires afin de contribuer à cette initiative et soulignons à ce propos que le taux d'analphabétisme est en régression dans notre pays et ne représente plus un problème majeur. En outre, nous accordons beaucoup d'importance à l'éducation des personnes handicapées. C'est dans ce cadre que s'inscrit le Prix UNESCO/Émir Jaber al-Ahmad al-Jaber al-Sabah pour la promotion d'une éducation de qualité en faveur des personnes présentant un handicap intellectuel. Ce prix, dont nous assurons le financement, est le seul que décerne l'UNESCO en faveur de cette composante de la société. La délégation permanente de l'État du Koweït travaille aussi avec l'Organisation en vue de la création d'un centre international pour les personnes présentant un handicap intellectuel, qui sera basé au Koweït.

(42.6) Pour conclure, je souhaiterais exprimer la gratitude de mon pays au Secrétariat de l'UNESCO pour les efforts qu'il déploie afin d'assurer la sauvegarde du patrimoine culturel de la Vieille Ville de Jérusalem, qui continue d'être la cible d'attaques, et je réaffirme à cet égard l'engagement du Koweït en faveur de la protection de ce patrimoine. Je tiens aussi, au nom de mon pays, à adresser mes vifs remerciements à l'UNESCO, qui commémorera l'anniversaire de la mort d'un grand réformateur dans le domaine de l'éducation au Koweït, feu le Cheikh Abdallah Al Jaber Al Sabah. Enfin, nous souhaitons plein succès à cette conférence et remercions celles et ceux qui ont contribué à sa tenue. Que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous.

الرئيس: ٤٣

شكراً جزيلاً، معالي الوزير. والآن يسعدني ويشرفني أن أدعو سعادة نبيل أفسى وزير التربية الوطنية في تركيا.

(43) **Le Président (traduit de l'arabe) :**

Merci beaucoup, Monsieur le Ministre. J'ai maintenant l'honneur et le plaisir d'inviter Son Excellence, Monsieur Nabi Avci, Ministre de l'éducation nationale de la Turquie, à prendre la parole.

44.1 **Mr Avci (Turkey):**

Mr President, Madam Chair of the Executive Board, Madam Director-General, esteemed ministers and delegates, first of all, I would like to congratulate both the President and the Director-General on their election and nomination for re-election, respectively, and please allow me to start by expressing my pleasure in addressing the General Conference at a time when UNESCO is proving its relevance every day despite the financial constraints it continues to face.

44.2 The last two years were especially difficult for the Organization. However, as UNESCO Member States, we were able to transform this challenge into an opportunity for reforming this House and increasing our efficiency and relevance. That has been possible, thanks to the leadership shown by our Director-General. Dear Director-General, Turkey

continues to sincerely believe in your capacity to take the Organization even farther through the initiatives you have already started during the last four years.

44.3 Dear colleagues, as homage to the principle of cultural diversity and unity in diversity, I would like to continue my speech in Turkish.

*(The speaker continues in Turkish)*

44.4 *(address delivered in Turkish; English text provided by the delegation)*

Dear colleagues, if we want to maintain UNESCO as a laboratory of ideas as well as a driver for change, Turkey like many of you, wishes to see a set of areas where UNESCO should increasingly demonstrate its role.

44.5 The first challenge and opportunity for UNESCO is the approaching deadline of 2015 in our calendar for the Millennium Development Goals (MDGs). We might have achieved a lot already but maybe not in the manner we all wish. Despite ameliorations, we were sometimes not fast enough or not able enough to share the outcome of our achievements in an equal manner around the globe. In that vein, Priority Africa should be our main tool for overcoming these inequalities in our march towards 2015.

44.6 For this final step towards 2015 as well as in shaping the post-2015 agenda, education, culture and gender equality as a cross-cutting topic are the main priorities for my country.

44.7 We all agree that we need a big push for the education for all goals before 2015. Equitable quality education and lifelong learning for all should be our overarching education goal through which we need to establish a convergence between EFA goals and the post-2015 development goals. We must widen access to all - boys and girls - improve the quality of learning and strengthen value-based education. That is why the Global Education First Initiative (GEFI) should receive the attention it deserves and the recommendations should be implemented by the whole international community. In this great effort, every one of us is a stakeholder and thus, it is everyone's responsibility.

44.8 Turkey also remains convinced that the culture item should be included in the post-2015 agenda as a tool for sustainable development. Strong in that belief, Turkey is more adamant than ever to contribute to efforts in this vein mainly through UNESCO and through the World Heritage Committee as well as the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage to which we aspire for membership.

44.9 Turkey is fully aware that the World Heritage Centre, despite its unique role and expertise in its area of competence in the United Nations system, is faced with diminishing financial and human resources while our expectations of the Centre continue to increase. That is why Turkey will be voluntarily contributing and also seconding personnel to give a helping hand to the Centre in these challenging times.

44.10 Mr President, Madam Director-General, Excellencies, ladies and gentlemen, Turkey is one of the Member States that expects more from UNESCO on culture-related issues including protecting cultural and natural heritage in conflict and post-conflict situations. This is a litmus test for the relevance of the Organization. We do not have the luxury of not discussing what is taking place in Syria. Unfortunately, what is unfolding in Syria is not limited only to cultural heritage issues. From a UNESCO perspective, there are many reasons for concern. Children are denied their right to access to education.

44.11 Turkey has responded to the influx of the Syrian people by keeping its doors open. Currently, more than 200,000 Syrians are hosted in 21 shelters in our border cities. Some 45,696 Syrian students are provided with primary and secondary education by 1, 923 teachers in 693 classrooms across these shelters. Moreover, fully cognizant of the importance of education at all levels, Turkey has already made strenuous efforts to provide also higher education to Syrian students. Some 135 Syrian university students are given long-term regular scholarships, 261 more are granted emergency scholarships upon the initiative of President Jorge Sampaio called "Global Platform for Syrian Students". Turkey has also provided higher education to an additional 1,105 Syrian students.

44.12 The situation in Palestine is no different. It is not acceptable that UNESCO's decisions on Middle East issues cannot be implemented. UNESCO must be, by its very nature, the house where we can discuss Palestine-related issues in a non-political manner with the sole aim of conservation of world heritage and right to education.

44.13 Dear colleagues, gender equality as one of the Millennium Development Goals as well as one of the two priorities of this Organization should also remain at the top of our agenda. Our current financial difficulties should not allow us to be less vocal on this priority.

44.14 Last but not least, the post-2015 development agenda should include concrete steps to ensure sustainability in water supply and sanitation, food security and energy delivery. Turkey is ready to contribute to the efforts in that sense and thus wishes to become a member of the Intergovernmental Council of the International Hydrological Programme and International Coordinating Council of the Man and the Biosphere Programme.

44.15 Another challenge and opportunity for UNESCO is the area of social transformations and intercultural dialogue. These two issues are two distinct, yet closely related areas to which Turkey, as one of the co-founders of the United Nations Alliance of Civilisations initiative, together with Spain, is very much attached.

44.16 A preliminary idea forwarded by the Secretariat has provided us with some food for thought, but has not received a consensus. Our discussions should still continue on the best way to address the subject in UNESCO. The United Nations International Decade for the Rapprochement of Cultures (2013-2022), adopted owing to the efforts of our Kazakh friends, should be another reason why we need to find a way of addressing this important topic.

44.17 Mr President, Madam Director-General, esteemed ministers, delegates, building a better world and a better future by fostering global peace, security and prosperity; achieving sustainable development; fostering tolerance, empathy and solidarity, through dialogue, harmony and respect for diversity are some of the ideas shaping Turkey's vision with respect to the United Nations system in general. I am pleased to note that these themes, which underlie Turkey's candidature to the United Nations Security Council for 2015-2016, are also in line with UNESCO's agenda. There can be no better way of saying to you that UNESCO lies at the heart of our ideals and vision for a better world. I thank you very much.

45. **The President:**

Thank you very much, Your Excellency. And thank you very much for speaking in your very beautiful language. Ladies and gentlemen, it is my pleasure now to invite His Excellency, Mr Roberto Aguilar, Education Minister of the Plurinational State of Bolivia. You have the floor, Sir.

46.1 **Sr. Aguilar** (Bolivia (Estado Plurinacional de)):

Quisiera transmitir un respetuoso y cordial saludo a la presidencia de la 37ª reunión de la Conferencia General de la UNESCO, y de igual manera saludar a la Directora General de la UNESCO, la señora Irina Bokova, a los ministros representantes de cada uno de los Estados Miembros, y a las embajadoras y embajadores acreditados ante la UNESCO.

46.2 La humanidad es hoy el resultado de la historia de nuestros pueblos y naciones, pero también de las revoluciones del conocimiento, el desarrollo de la ciencia y de la cultura. Son sus dinámicas y complejidades las que han configurado el mundo y lo han diseñado como lo vemos en la actualidad. Esta afirmación, que no resulta novedosa porque ha sido expresada, comprendida y asimilada universalmente, se convierte en realidad a través de las acciones concretas, de las políticas de Estado, de las decisiones de nuestros gobiernos o instituciones que la hacen concreta, le otorgan sentido, orientación y rumbo.

46.3 Es importante, al mismo tiempo que pensamos en las grandes y más significativas transformaciones educativas, científicas, tecnológicas y culturales, recordar que en la bella acción de aprender a leer y escribir la primera vocal, la primera consonante, por parte de nuestros niños y niñas están presentes las células de esas grandes revoluciones; cada sílaba construida por ellos hasta llegar a la palabra, la frase, la oración, el concepto, son revoluciones que transforman a la humanidad.

46.4 Este proceso adquiere un profundo significado social, así como un sentido transformador de la persona, de los seres humanos, de las sociedades, cuando se realiza en un adulto que, por diversas razones de injusticia, no pudo acceder a la letra y al que se le impidió revolucionar su conocimiento. Son las alfabetizaciones las revoluciones más profundas en sociedades donde la exclusión educativa se constituyó en un mecanismo de control y explotación económica y social. Bolivia fue sometida durante siglos a esa exclusión, a la dominación económica, política y cultural; se le impusieron formas coloniales que se tornaron violentas en el cuerpo y en la mente y que hicieron que, durante mucho tiempo, el derecho a leer y a escribir fueran derechos de pocos, privilegios que se tornaron odiosos para el espíritu humano.

46.5 Es frente a esa historia que el pueblo boliviano, configurado por 36 pueblos originarios complementados con comunidades interculturales, adoptó la consigna de hacer de la educación un derecho de todas y todos, de voltear la página de la exclusión, de respetar la lengua y cultura de cada uno de los pueblos y naciones indígenas, de articular de manera armoniosa y respetuosa los saberes y los conocimientos construidos durante siglos con la ciencia. Por ello, concebimos ahora la educación como plurinacional, descolonizadora, inclusiva y productiva.

46.6 Plurinacional, en su sentido de respeto a la diversidad lingüística, cultural y organizacional, Estado y sociedad configurados sobre la base del orgullo de sabernos diversos, aunque nunca diferentes. En la actualidad, la configuración de lo plural ha sido expresada en el respeto pleno de los derechos colectivos de los pueblos y naciones en la Constitución Política, en las leyes y en las formas organizativas de cada nivel del Estado. Es en esta caracterización, conjugada con el horizonte descolonizador, en que ha sido expresado el reconocimiento de las autoridades propias de cada pueblo y nación, la construcción del currículo unitario del Estado, armonizado con el currículo regionalizado de cada una de las expresiones lingüísticas y culturales. Es la intraculturalidad la que se incorporó como complementariedad a la interculturalidad, haciendo de ambas la expresión sólida de lo plurinacional y la descolonización.

46.7 En esta línea histórica, los pueblos y naciones del Estado Plurinacional de Bolivia han conquistado, después de una larga lucha anticolonial, el derecho a la felicidad, a la alegría, a la hermandad; han decidido hacer de lo plural una forma de convivir en comunidad, respetando lo diverso.

46.8 En este contexto, se han dado grandes pasos que están cambiando la historia de nuestros pueblos: la declaración de Bolivia libre de analfabetismo, gracias al apoyo de Cuba y Venezuela, que será ratificada el próximo 20 de diciembre; la construcción curricular de los pueblos y naciones indígenas, afrobolivianos y de comunidades interculturales, que son aprobados por sus autoridades; el proceso de formación y profesionalización más amplio y significativo de la historia de la educación en Bolivia, con 110.000 maestros capacitados en los nuevos planes y programas de estudios.

46.9 Todos estos pasos, lo pensamos muy respetuosamente, podrán servir para abrir camino a otros pueblos del mundo, como a nosotros nos sirvieron los de otros pueblos. Muchas gracias por su atención y reciban un saludo fraterno del Presidente Evo Morales y del Estado Plurinacional de Bolivia.

(46.1) **M. Aguilar** (État plurinational de Bolivie) (*traduit de l'espagnol*) :

Permettez-moi d'adresser mes salutations cordiales et respectueuses au Président de la 37<sup>e</sup> session de la Conférence générale, à la Directrice générale de l'UNESCO, Mme Irina Bokova, aux ministres représentant chacun des États membres, ainsi qu'aux ambassadeurs et ambassadrices auprès de l'UNESCO.

(46.2) L'humanité telle que nous la connaissons aujourd'hui est le fruit de l'histoire de nos peuples et nations, mais également des révolutions du savoir, du progrès scientifique et du développement culturel. Ce sont ces dynamiques et processus complexes qui ont façonné le monde tel qu'il nous apparaît à présent. Ce constat, qui n'a rien de nouveau puisqu'il a déjà été universellement établi, compris et assimilé, se matérialise à travers les actions concrètes, les politiques et les décisions de nos gouvernements ou institutions, qui lui donnent du corps et du sens, ainsi qu'une orientation et un cap.

(46.3) Dans le même temps, il est important que nous réfléchissions aux transformations éducatives, scientifiques, technologiques et culturelles les plus importantes et les plus significatives, que nous gardions à l'esprit que le bel acte qu'accomplissent nos enfants lorsqu'ils apprennent à lire et à écrire la première voyelle, la première consonne, porte en lui les germes de ces grandes révolutions. Chaque syllabe qu'ils construisent, pour ensuite former des mots, des phrases, un discours ou une théorie, est une révolution qui transforme l'humanité.

(46.4) Ce processus prend un véritable sens social et a un pouvoir transformateur sur l'individu et les sociétés lorsqu'il intervient chez un adulte qui, pour divers motifs injustes, n'a pas pu accéder à l'instruction et ainsi révolutionner son savoir. C'est l'alphabétisation qui engendre les révolutions les plus profondes dans les sociétés au sein desquelles l'exclusion du système éducatif est devenue un moyen de contrôle et d'exploitation économique et sociale. Pendant des siècles la Bolivie a subi cette exclusion, ainsi qu'une domination économique, politique et culturelle ; on lui a imposé des modèles coloniaux qui ont marqué violemment les corps et les esprits et qui ont fait que, pendant longtemps, le droit d'apprendre à lire et à écrire fut réservé à quelques-uns seulement – privilèges qui se sont avérés détestables pour l'esprit humain.

(46.5) C'est face à cette histoire que le peuple bolivien, constitué de 36 peuples originels auxquels s'ajoutent des communautés interculturelles, s'est donné comme mot d'ordre d'ériger l'éducation en droit universel, de tourner la page de l'exclusion, de respecter la langue et la culture de chaque peuple et nation autochtone, de structurer de manière harmonieuse et respectueuse les savoirs et les connaissances accumulés par la science au fil des siècles. C'est pourquoi nous concevons aujourd'hui l'éducation comme plurinationale, décolonisatrice, inclusive et productive.

(46.6) Plurinationale au sens où elle respecte la diversité linguistique, culturelle et structurelle, l'État et la société reposant sur la fierté de nous savoir divers, mais jamais différents. Aujourd'hui, cette pluralité trouve son expression dans le plein respect des droits collectifs des peuples et nations énoncés dans la Constitution politique de l'État plurinational de Bolivie, dans les lois et dans les institutions de chaque niveau de l'État. Ce sont ces caractères, alliés à la perspective décolonisatrice, qui ont permis d'exprimer la reconnaissance des autorités propres de chaque peuple et nation, ainsi que l'établissement du programme d'enseignement unitaire de l'État, en harmonie avec celui, régionalisé, de chacune des expressions linguistiques et culturelles. Ainsi, c'est l'intraculturalité qui s'est intégrée comme complémentarité de l'interculturalité, faisant de ces deux aspects la manifestation solide du plurinationalisme et de la décolonisation.

(46.7) Dans ce cadre historique, les peuples et nations de l'État plurinational de Bolivie ont conquis, au terme d'une vaste lutte anticoloniale, le droit au bonheur, à la joie et à la fraternité ; ils ont décidé de faire de la pluralité une forme de vivre-ensemble, dans le respect de la diversité.

(46.8) Dans ce contexte, de grandes avancées ont eu lieu et sont en train de changer l'histoire de nos peuples : la Bolivie proclamée « libérée de l'analphabétisme », grâce à l'appui de Cuba et du Venezuela, lors d'une cérémonie officielle qui se tiendra le 20 décembre prochain ; l'établissement des programmes d'enseignement des peuples et nations autochtones, des afro-boliviens et des communautés interculturelles, avec l'approbation de leurs autorités ; le processus de formation et de professionnalisation le plus vaste et le plus important de toute l'histoire de l'éducation en Bolivie, avec 110 000 enseignants formés aux nouveaux plans et programmes d'enseignement.

(46.9) Toutes ces avancées, nous le pensons humblement, pourraient montrer la voie à d'autres peuples du monde, tout comme nous nous sommes nous-mêmes inspirés d'autres peuples. Je vous remercie de votre attention et vous prie d'agréer le salut fraternel du Président Evo Morales et de l'État plurinational de Bolivie.

#### 47. **The President:**

*Muchas gracias, señor.* Now it is my pleasure to give the floor to His Excellency, Mr Reuben Dick Ha'amori, Minister of Education and Human Resources of Solomon Islands.

#### 48.1 **Mr Ha'amori** (Solomon Islands):

Mr President of the General Conference, Director-General, Excellencies, distinguished guests, it is an honour to address this plenary session as the Minister of Education and Human Resources of the Solomon Islands.

48.2 I cannot stress enough the education part of my ministry's portfolio, since the Solomon Islands Government has made the decision to move actively in this area, which includes literacy/numeracy and lifelong learning. We have made important progress in primary and secondary education and we are now expanding early childhood education. Importantly, we are also increasingly focused on school-to-work transition. TVET is a key area where we will need further cooperation. And I renew my appeal to UNESCO to get a substantial programme on the road in the Pacific in this important area. We are still waiting for such a programme. As with all areas of education, the quality of teaching staff is key for quality learning of students. To train teachers requires excellent higher education institutions and of course educators and academics. Two years ago, on this same stage, I announced our plan to open a Solomon Islands National University. I am pleased to say that this year, 2013, we achieved this goal. I regret however to report that no support from UNESCO has been obtained so far in this major effort of our country despite previous assurances.

48.3 Mr President, in the area of culture we are making progress, especially in the areas of intangible heritage and creative industries. But here as well, further and better-focused support from UNESCO is needed.

48.4 Mr President, I would like to reiterate again what my colleague Minister said in his statement at the 35th session of the General Conference in 2009, and I quote: "Climate change and particularly natural catastrophes such as tsunamis

are a life-threatening reality to our country and the neighbouring nations in the Pacific.” Solomon Islands has suffered from a number of natural disasters. For example, on April this year (2013) another tsunami struck our shores resulting in 11 fatalities. I would like to once again call on UNESCO to assist my country in the strengthening of early warning systems and support to disaster preparedness programmes.

48.5 Mr President, the Solomon Islands is concerned about the budget cuts affecting our region, which have drastically affected the services provided by the field office in Apia, Samoa. I make a strong appeal for UNESCO to strengthen the regional office and make good on previous promises to be more effective on the ground.

48.6 Mr President, I call on UNESCO to seriously consider the possibility of separating the Pacific from Asia so that it becomes a region on its own, in order that the Pacific may have a permanent representation in the important subcommittees of UNESCO. The current arrangement drowns the voice of this important and unique part of the UNESCO family and denies it the representation that it deserves. Finally, on this score I would like to appeal for support to the Pacific candidature on the Executive Board, which is Vanuatu. With this, I thank you for your attention.

49. **Le Président :**

Merci beaucoup, Monsieur le Ministre. C’est avec plaisir, Mesdames et Messieurs, que j’invite à présent Son Excellence, M. Fauoa Maani, Ministre de l’éducation, de la jeunesse et des sports de Tuvalu, à prendre la parole.

50.1 **Mr Maani (Tuvalu):**

Mr President, Madam Director-General, distinguished delegates, ladies and gentlemen, I bring greetings from the small island State of Tuvalu which is situated in the middle of the great Pacific Ocean. Tuvalu is one of the most peaceful countries in the world and holds a population of just over 10,000 with a high literacy rate. The population is dispersed on its eight islands which rise no more than five metres above sea level. Though we have a mere 26 square kilometres of land, we have over one million square kilometres of seas or ocean, which is our main resource.

50.2 Mr President, first, I wish to also echo previous speakers in congratulating Your Excellency on your election as President of the 37th session of the General Conference. I am confident that this meeting will achieve its intended outcomes under your experienced guidance and leadership. On the same token, I wish also to convey my sincere appreciation to the outgoing President for her numerous and invaluable contributions to the course of UNESCO in the past biennium. Mr President, ladies and gentlemen, I would be remiss if I did not commend the work carried out by UNESCO and staff. Therefore, I would also like to take this opportunity to convey my most sincere appreciation and heartfelt gratitude to the Director-General and all UNESCO staff, associates and partners in different areas of the globe for the excellent work they have carried out in their respective parts of the world. We have heard of many success stories and it is my sincere hope that UNESCO will continue this good work long into the future.

50.3 Mr President, for many years, UNESCO has played a very vital role in addressing global problems that have contributed significantly towards the fulfilment of the Millennium Development Goals (MDGs). MDGs, as we all know, aim to lift millions of people out of extreme poverty, provide education to millions of children, improve women’s lives and provide access to food, health, and sanitation for millions of individuals in the poorest areas of the world. Progress, of course, has been uneven and therefore we should carefully take stock so as to continue to work on these areas.

50.4 However, some very important contemporary challenges also need to be taken into consideration as we think beyond 2015. As already indicated in the past few days of our meetings, these challenges include post-conflict and post-disaster situations, increasing inequalities and poverty, population and urbanization, environmental degradation and climate change.

50.5 Climate change in particular is a subject of interest to me and should become a top priority of the next set of sustainable development goals because it threatens the very existence of small and low-lying countries such as Tuvalu as well as the millions of lives of those who live in coastal cities and settlements around the globe. Having said this, I often consider climate change as an unintended product of development. It is indeed a dilemma for all of us, therefore we need to look into this carefully and devise effective and efficient strategies to strike a balance that would become a win-win situation for all of us. I sincerely appreciate efforts already made by some developed countries to reduce their carbon emissions. I wish to appeal again to others who have not, to make an effort.

50.6 Mr President, as a small island developing State, Tuvalu’s unique needs in education and other relevant areas are often masked by the larger countries in the UNESCO region. I am therefore requesting that special considerations and arrangements be made so that we could become more visible to UNESCO’s embrace of technical and financial assistance. I understand that New Zealand has filed a proposal to this effect and I wish to give my full support on this particular matter.

50.7 Education is the top priority in Tuvalu, just as it is in many other countries and in UNESCO. Though the largest portion of Tuvalu’s national budget is allocated to education, it is still insufficient to meet and fulfil all our educational needs and priorities. The Tuvalu Education Strategic Plan II (TESP II) 2011-2015 in particular, and the current Government’s 2013-2014 roadmap outlines in detail a number of strategic activities that aim to enhance our education system. These include school-based management, early grade literacy, teacher training development, technical and vocational school development and so forth. These cannot be pursued due to technical and financial constraints. As a result, I kindly request and hope that UNESCO could look into these areas and if possible, allow for bilateral arrangements to be made to help us achieve our goals, as well as the MDGs, at a much faster rate.

50.8 Last but not least, I wish to also inform this august meeting that Tuvalu recognizes the need to support the education of all children, not only for them to become good and skilful, but also to become productive national and global citizens. In September 2013, Tuvalu presented its initial report on the Convention on the Rights of the Child, which marks



another milestone indicating Tuvalu's commitment to the United Nations' convention for children's rights and, in particular, education for all.

50.9 Mr President, distinguished delegates, ladies and gentlemen, I wish to thank you for giving me this opportunity and I look forward to working together to make this world a better and safer place for all and for future generations. Thank you very much.

51. **The President:**

Thank you very much, Your Excellency. Now it is my pleasure to invite His Excellency, Mr Bob Loughman, Minister of Education of Vanuatu. Please.

52.1 **Mr Loughman (Vanuatu):**

Mr President of the General Conference, Madam Director-General, Madam Chair of the Executive Board, honourable ministers, Excellencies, distinguished ladies and gentlemen, I wish to convey at the outset, on behalf of the Government and people of Vanuatu, my warmest greetings. I wish to join others who have spoken before me to congratulate the President on his election to the presidency of this 37th session and wish him all the very best of my delegation's heartfelt support as he steers this important session to its success.

52.2 I wish to underscore here the importance of this 37th session of the UNESCO General Conference. I have noted with great interest that in the last two years, substantive developments and other key difficult challenges have impacted quite heavily on this very vital and important United Nations institution, one of which needs to be addressed sooner rather than later by this General Conference.

52.3 Mr President, Vanuatu is a small island developing State and also a least developed country with its own unique challenges and opportunities and we have watched with great interest the developments taking place in UNESCO since our last gathering exactly two years ago. Vanuatu believes strongly in and is fully committed to the objectives and mandate of UNESCO and wishes to reiterate its full support to the goals and the vision that the incumbent Director-General and my good friend, Ms Bokova, has brought to UNESCO since she took up her appointment in a rather difficult and challenging period. Therefore, I think it only fair that she be commended and her leadership be fully acknowledged by this Conference.

52.4 Mr President, climate change is becoming a very critical issue for Vanuatu and for the other small island developing States assembled here today. I wish to convey to this august body that as we speak, some of our islands are disappearing under water and the relocation of our people is a great concern and a threat to the islands' diaspora.

52.5 As we speak today, the global community and the United Nations Framework Convention on Climate Change negotiations are currently meeting in Warsaw, Poland to try to mobilize and reach global consensus on a number of very critical issues, particularly regarding the threats that climate change and its related events pose for the small Pacific island States and nations.

52.6 Vanuatu's Prime Minister, the Right Honourable Moana Carcasses Kalosil, on the occasion of his meeting with the Director-General, recently urged UNESCO to pursue joint action on climate change in the region where populations are being displaced by rising sea waters that are submerging islands. "We need to find workable solutions to these global concerns and problems", he stressed.

52.7 Vanuatu has achieved much educational development in the last 30 years, but with its bilingual system, many challenges remain in light of the multi-ethnic situation of the country. Vanuatu's delegation takes full note of UNESCO's commitment to strengthening the resilience of the people in the small island developing States, with regard to the work of the Intergovernmental Oceanographic Commission (IOC) on ocean science, the education for sustainable development programme, climate change education and cultural approaches to preserving biodiversity.

52.8 My delegation acknowledges profoundly UNESCO's ongoing advocacy for SIDS in global forums such as the United Nations Conference on Sustainable Development (UNCSD) in 2012 as well as the importance of the Third International Conference on Small Island Developing States (SIDS) to be held in our neighbouring Samoa in September 2014 and which will be followed by a high-level meeting on climate change at the United Nations General Assembly in New York.

52.9 Mr President, Vanuatu is of the view that the Francophonie needs to be strengthened and given more prominence in the ongoing developments and related work programmes within the UNESCO Secretariat. My delegation wishes to place on record our deep appreciation to His Excellency, Ambassador Jean-Pierre Blackburn of Canada for steering and leading the Francophonie group in this regard. *Vanuatu est le seul état du Pacifique qui parle le français.*

52.10 Mr President, Vanuatu wishes to underscore the importance of the SIDS work programme, which is a priority, and calls it to be further enhanced and strengthened and not be placed in isolation. My delegation has noted with great concern the loss of the Organization's intersectoral platform for SIDS and the diminished human resources for the SIDS focal point unit. The delegation is seeking assurance on the Organization's ability and resources to build on the principle of the Mauritius Strategy. The programme will help small and vulnerable countries like mine, Vanuatu, to implement their commitment to achieving sustainable development and economic growth as well as achieving the United Nations post-2015 development agenda.

52.11 I also wish to highlight the technical and vocational education and training (TVET) programme. TVET is indeed a very important dossier in the entire UNESCO portfolio. UNESCO should place great priority and visibility in this particular programme, as I believe there is substantial merit to at least resolve the issue of unemployment. University is not for everyone. Only some have the opportunity and that is why this programme is a priority for my delegation.

52.12 Mr President, as mentioned by my Prime Minister on 16 October 2013, my delegation fully supports and endorses the re-election of Her Excellency, Ms Irina Bokova, Director-General of UNESCO for another mandate and reassures her of Vanuatu's full support and cooperation as she assumes another important mandate.

52.13 Last but not the least, I wish to place on record our concern and regret with respect to the process for the UNESCO Executive Board. My delegation feels that we have been misled by some of our Members in Group IV. Vanuatu submitted its candidature on 15 April 2013, but later we were told that we were not listed as a candidate in Group IV.

52.14 I wish to reiterate that Vanuatu is also running for a seat in UNESCO's next Executive Board and I wish to call upon Members to give us an equal opportunity to represent not only Vanuatu but also the Pacific and small island developing States within the Asia and the Pacific Group (ASPAC) and SIDS configuration by addressing and taking into serious consideration some of the key challenges and opportunities confronting and facing our region as I speak right now.

52.15 If this is not the case, the Pacific will have no choice but to separate itself from the ASPAC Group and create a subregional group, like the African, Caribbean and Pacific Group of States (ACP Group). We cannot continue to be a small drop in the huge ocean of the world. Mr President, honourable ministers and Excellencies, and colleagues, I thank you all for your kind attention. May god bless you all.

*Mr Hao resumes the Chair.*

53. **The President:**

Our next speaker is His Excellency, Mr Mario Giro, Undersecretary of State, Minister for Foreign Affairs of Italy. Please, Your Excellency.

54.1 **M. Giro (Italie) :**

Monsieur le Président de la Conférence générale, Madame la Directrice générale, Excellences, Mesdames et Messieurs, je suis particulièrement heureux de participer à cette 37<sup>e</sup> session de la Conférence générale et d'exprimer le soutien convaincu de l'Italie à l'UNESCO et à la volonté de réforme de la Directrice générale qui, avec passion et compétence, a dirigé pendant ces dernières années l'Organisation, mettant en route une série de réformes tournées vers l'avenir.

54.2 Je suis également fier de constater que mon pays, l'Italie, continue d'être un des membres les plus actifs de l'UNESCO et de compter parmi ceux qui l'ont constamment soutenue, y compris sur le plan financier, au point de demeurer, aujourd'hui comme par le passé, un de ses principaux donateurs bilatéraux. L'Italie souhaite épauler vos efforts de réforme, Madame la Directrice générale, ainsi que l'action de l'UNESCO dans le domaine de la science, de la culture et de la sauvegarde du patrimoine.

54.3 Bien conscients du rôle de premier plan qui est traditionnellement reconnu à notre pays en la matière, nous sommes déterminés à renforcer la « diplomatie culturelle » en collaboration avec l'UNESCO, non seulement sur le plan de la mise en œuvre des différentes conventions internationales mais également sur le plan opérationnel et sur celui de la formation. Ainsi, nous souhaitons organiser à Florence, en 2014, la troisième édition du Forum mondial de l'UNESCO sur la culture et les industries culturelles, dont l'objectif est d'offrir un témoignage concret du lien étroit qui existe entre culture et économie ; le thème choisi – « La culture, moteur du développement durable » – est tout à fait en phase avec les Objectifs du Millénaire pour l'après-2015 que l'UNESCO se propose de soutenir au sein des Nations Unies.

54.4 La culture étant également un vecteur de progrès civil, un moteur de développement et de cohésion sociale, nous avons l'intention de renforcer la collaboration avec l'UNESCO dans la lutte contre le trafic illicite des biens culturels, par l'organisation de séminaires de formation ouverts à tous les États membres, et spécialement à ceux qui sont les plus sensibles à cette problématique. Dans le même esprit, nous souhaitons mettre en place des séminaires sur la protection des biens culturels en cas de conflit armé, ainsi que sur la protection du patrimoine subaquatique.

54.5 Par ailleurs, l'évaluation du risque sismique, sous-marin entre autres, est un thème d'intérêt scientifique aussi bien que culturel qui est en train d'acquérir une importance accrue dans le cadre de la protection du patrimoine. L'Italie souhaite mettre à disposition son expérience reconnue en la matière en organisant, au Siège de l'UNESCO, des laboratoires de formation ouverts aux autres États membres afin de partager les connaissances et les progrès dans ce domaine.

54.6 Monsieur le Président, l'interaction entre recherche scientifique, entrepreneuriat et société civile représente une autre priorité de l'engagement italien. Il s'agit de rendre plus efficace la connexion entre Paris et les centres UNESCO œuvrant en Italie (le pôle scientifique de Trieste, le Bureau régional de Venise et le Programme mondial pour l'évaluation des ressources en eau de Pérouse), en vue de rendre possibles des synergies accrues avec le système national de la recherche scientifique, de l'innovation technologique et du secteur productif. Les activités du Centre international de physique théorique (CIPT) constituent un important instrument, un important outil de renforcement des capacités dans le secteur scientifique, tandis que l'Académie des sciences pour le monde en développement œuvre dans le même sens par le biais de bourses d'étude, de prix et d'une assistance financière aux jeunes chercheurs, une attention particulière étant prêtée à l'égalité des genres. La ratification récente de l'Accord entre l'Italie et l'UNESCO concernant le Programme mondial pour l'évaluation des ressources en eau confirme notre engagement à collaborer avec le Secrétariat en vue de réaliser des initiatives plus concrètes sur le thème des ressources hydrologiques et à agir dans le domaine de la formation et de l'innovation technologique.

54.7 L'Italie souhaite accroître sa collaboration avec le Bureau de l'UNESCO à Venise par de nouvelles initiatives en faveur de la paix et du développement durable dans la région de l'Europe orientale comme, par exemple, la création d'une académie olympique régionale à Sarajevo pour soutenir la coopération régionale par le sport.

54.8 Sur un autre plan, l'organisation de la Conférence internationale sur l'avenir de Venise et de sa lagune vise bien sûr à relancer le rôle de la ville comme symbole de sauvegarde du patrimoine culturel et naturel. Quant au secteur de l'éducation, je considère, Monsieur le Président, que, malgré les indéniables progrès accomplis, le parcours vers la scolarisation et l'éducation de tous, sans inégalités de genre, demeure encore long et nécessite l'engagement de toute la communauté des États. L'Italie contribue à cette action, en particulier par un projet d'éducation à distance réalisée par la chaîne de formation spécialisée de la radiotélévision afghane.

54.9 Monsieur le Président, forts de la conviction que l'instruction, la science, la culture, la communication et l'information peuvent contribuer à apporter des solutions justes et durables, nous, les États membres, sommes appelés à reconnaître plus explicitement la contribution spécifique de cette Organisation et à en réaffirmer les valeurs partagées (respect de la dignité humaine, liberté, démocratie, égalité, promotion du dialogue dans le respect de la diversité culturelle), dans tous ses domaines de compétence. L'Italie ne manquera pas de s'engager pleinement. Je vous remercie.

55. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Kamal Abdul Naser Chowdhury, Vice-Minister of Education of Bangladesh. Please.

56.1 **Mr Chowdhury** (Bangladesh):

Mr President, Madam Chair of the Executive Board, Madam Director-General, Excellencies, ladies and gentlemen, at the outset, I would like to congratulate you, Mr President, on your election as President of the 37th session of the UNESCO General Conference. I am confident that your able leadership will surely guide this General Conference towards a successful conclusion. I express my deep appreciation to Her Excellency Ms Katalin Bogayay, President of the 36th session of the General Conference, for her sound leadership in successfully steering its work during her tenure. I also pay tribute to Ms Irina Bokova, Director-General of UNESCO, for her dynamic leadership in advancing the objectives of the Organization. I also congratulate her on her nomination for her re-election as the Director-General for another four years.

56.2 Mr President, distinguished delegates, since its inception, UNESCO has attached the highest priority to the areas of education, science, culture and communication and information. During the last decades, it has been able to establish meaningful collaboration among the Member States. Bangladesh attaches great importance to the affairs of UNESCO and is fully committed to its ideals and visions.

56.3 We all know that education plays a fundamental role in sustainable development. For Bangladesh, with limited resources and 153 million people, it is not an easy task to ensure quality education for all. The Government adopted a comprehensive National Education Policy in 2010. The education sector receives the single largest share of our national budget. Primary education is free and compulsory for all children. As a result, Bangladesh has been making great strides towards achieving the Dakar goals on education for all (EFA). We have achieved nearly 100 per cent enrolment at primary level.

56.4 Bangladesh has attained gender parity at primary and secondary levels. To create education opportunities for all and to reduce the dropout rate, in the last four years we have distributed 920 million copies of free textbooks, 270 million in 2013 alone, among the students from first to tenth grade.

56.5 Mr President, human resources development through providing need-based education is at the core of our national development. The National Skills Development Policy – 2011 has been adopted to build skilled manpower in Bangladesh.

56.6 Considering the importance of information and communication technology (ICT) in the socio-economic development of our country, the Government, under the direct supervision of the Honourable Prime Minister of Bangladesh, Her Excellency Sheikh Hasina, has adopted a comprehensive policy on ICT with the vision of building a Digital Bangladesh. "Vision-2021" aims to achieve the status of a knowledge-based, middle-income, prosperous country by 2021.

56.7 Bangladesh has a unique history of shedding blood to protect its mother tongue. We deeply appreciate the support of all Member States in recognizing the supreme sacrifice of our language martyrs through the proclamation of 21 February as International Mother Language Day. We have set up an International Mother Language Institute in Dhaka. This institute provides facilities for conducting research on various languages with priority given to the protection and promotion of the endangered languages of the world. Here I recall the visit of the Director-General, Ms Bokova, to the International Mother Language Institute in May 2012. We have submitted a proposal to UNESCO to declare the institute as a category 2 centre under the auspices of UNESCO. I believe, in the course of time, that the institute will obtain this status and will be a centre of excellence for research and promotion of languages of the world.

56.8 Bangladesh is one of the worst victims of global warming, an existential threat for many developing countries, low-lying coastal countries and SIDS. We are trying to develop our adaptation and mitigation capacity. We need global attention and support in this regard.

56.9 Bangladesh has achieved most of the Millennium Development Goals (MDGs) well ahead of time and at the current pace, we are confident that we will achieve the remaining goals by 2015. We support UNESCO's initiatives in shaping the post-2015 development agenda, with particular emphasis on education and sustainable development.

56.10 Before I conclude, I would also like to reiterate our commitment to global peace and security. We believe in diversity of culture. We also believe that lasting peace and development can only be achieved through the promotion of dialogue among nations and civilizations. May peace and happiness prevail on our planet. Thank you all for your kind attention.

57. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Rudolph Anthony, Secretary-General of the Belize National Commission for UNESCO. Please.

58.1 **Mr Anthony (Belize):**

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Excellencies, heads of delegation, distinguished members of this superb Organization, ladies and gentlemen, first of all, let me congratulate the President on his election to the presidency of this 37th session of the General Conference of UNESCO. Congratulations go out to the Director-General and to the Chair of the Executive Board, and also to Anguilla on becoming Associate Member of UNESCO. On behalf of the Government and the people of Belize, I salute you on this 37th session of UNESCO's General Conference. May I say, Mr President, that it is my first time ever on the continent of Europe and I am loving every minute of it. I may not even return to Belize!

58.2 My country, Belize, endorses the objectives and principles of UNESCO that the entire world should strive to obtain quality education for all. The country of Belize invests 25% of its annual budget in the promotion and implementation of education. We believe in quality education through qualified teachers, effective curriculum, assessment and continuous evaluation. We want to thank the Japanese Government through the Japanese Funds-in-Trust (JFIT) programme, via UNESCO, that helps us to effectively train many of our teachers. Belize has implemented in some of our schools what we call QCFSI – Quality Child-Friendly School Initiative and by 2015, this programme will be implemented in all our schools. We also wish to thank the UNESCO Office in Kingston, Jamaica, and its entire staff for all their assistance in helping us to realize our dreams. However, Mr President, we need more help from UNESCO in the Caribbean region and I implore the Organization to not cut any of our programmes.

58.3 Culture is a highlight in Belize. Belize has ratified the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and we have received a definitive affirmative answer from the Government of Belize that it stands ready to ratify UNESCO's 2001 and 2005 cultural conventions. Culture is one of the key components in assisting a developing country such as ours, to improve in education. They go hand in hand. The intangible, tangible and underwater cultural heritage can be a beacon of advancement for Belize in its progress for a better country.

58.4 We have only one intangible cultural heritage site listed under UNESCO, but we have the greatest potential for more to be listed. Belize has our Barrier Reef listed as a UNESCO world heritage site. This reef is only second in size to the Great Barrier Reef of Australia, but has been on the UNESCO List of World Heritage in Danger for four years. Mr President, we need our reef to be taken off the danger list and I urge UNESCO to assist us in any way to get the Belize Barrier Reef off the danger list. If this is done, it can only help us to develop more in tourism, in our finances and in building on what we already have.

58.5 In the area of information and communication we have made progress, especially where gender equality of persons in the media is concerned. This year, thanks to UNESCO, we were able to send a young female journalist to Curaçao for World Press Freedom Day.

58.6 In our arts and crafts arena, we are making progress and equipping our people to be self-sufficient and productive. We were also able to send a young lady to the eighth UNESCO Youth Forum, thanks to UNESCO.

58.7 We need a lot of help, though, in our social and human strata. Many of our young people are killing each other in the streets due to gang violence, drug territory, and the breakdown of the family.

58.8 I am very proud of the report card of Costa Rica - and what a great world we would live in if every country could present a success story like theirs. I am also similarly proud of Tunisia: goose bumps crawled all over me as I listened to the plight and experiences of its current President. I just hope that he never allows what happened to him to happen to another human, because we cannot forget where we came from and where we are going.

58.9 Mr President, education mixed with culture, sciences, information and communication, and advanced technology are the ingredients for the best world one could live in. I come from a disadvantaged environment, from a very small and remote village in Belize, but I have never allowed poverty to be a barrier to progressing in education and doing the right thing. If it were not for education, I would not be here.

58.10 Finally, Mr President, on behalf of my Government, I wish to invite the Director-General to visit Belize during her next term of office and I await her response and hope that the answer will be in the affirmative. I thank you all and God bless.

59. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Shaozhong You, Ambassador, Permanent Delegate of China to UNESCO. Please.

### 60.1 尤先生（中国）：

大会主席先生、执行局主席女士、总干事女士、各位部长、代表团团长、女士们、先生们，大家好。首先，请允许我代表中国代表团对郝平先生当选大会主席表示热烈祝贺。对卸任大会主席 Bogyay 女士所做的贡献表示感谢。对即将离任的执行局主席 Cummins 女士所做的贡献表示感谢。再次祝贺博科娃总干事获得执行局的提名，连任新一届总干事。

60.2 女士们，先生们，本次大会是在本组织正在经历严峻考验和改革阵痛的形势下召开的。大会即将批准的中期战略以及计划与预算草案将成为本组织改革的蓝图，并为本组织在全球发挥领导作用做出行动部署。但是，如何走出危机，在当前面临深刻变化的世界履行好在思想上构建和平的使命，只能依靠改革走出自身的困境。我们高兴地看到博科娃总干事女士着手进行的改革尝试和取得的成绩。同时，尽管我们面临着众多挑战，我们也很高兴地注意到，广大会员国对本组织的诉求仍在增加，对加强与本组织的合作愿望仍然热情高涨。这充分说明会员国需要教科文组织。这正是本组织通过改革重焕生机的希望所在。中方支持博科娃总干事继续进行内部重组，重新分配各项任务 and 职能，利用信息化的手段，加强各部门的沟通，更加合理利用有限的资源。中方呼吁各国团结一致，全力支持总干事完成改革，共度难关。

60.3 女士们，先生们，我们应当认真思考，教科文组织如何才能体现与其他国际组织不同的优势，如：如何在各业务领域发挥本组织的五大职能。作为思想实验室，本组织应在主管领域提供创新建议和政策咨询；作为准则制定者，应当制定出主管领域的准则和标准，并支持和监督其落实；作为国际合作促进者，应当加强国际和地区合作，促进联盟、智力合作、知识共享和业务伙伴关系。回顾本组织的历史，1990 年在泰国宗滴恩召开的全民教育大会，对上世纪末至本世纪初的世界教育产生了重要影响；21 世纪以来，本组织倡导可持续发展教育。联合国秘书长的教育第一全球倡议，对未来世界教育发展已经或即将发挥重要的作用。我们很高兴地注意到，2013 年 5 月在中国杭州召开的“文化：可持续发展的关键”国际会议，支持将文化作为可持续发展的能动因素和推动因素，纳入 2015 年后发展议程框架，这将极大地促进世界文化的发展。今年 10 月还在北京举办了首届全球学习型城市会议，会议通过了《北京议程》，为落实全民教育目标、推动终身学习做出了积极贡献。

60.4 教科文组织是活动领域覆盖面最广的联合国专门机构。本组织最具优势的机制——全国委员会，无疑已经成为履行使命的坚固桥梁与伙伴。在会员国特别是基层组织举办教科文组织计划的活动，将有利于扩大教科文组织的影响，树立其国际领导者的形象和权威。同时，在众多会员国建立的二类中心应当受到广泛关注，并得到进一步加强。为保持二类中心的先进性，有必要研究建立二类中心的进退机制，使其形成本组织智力合作的特色。

60.5 各位同事，目前，本组织面临的矛盾是各会员国对本组织不断增加的期冀与本组织现有可利用资源之间的矛盾。中方同意并支持总干事“以打造一个更敏锐、更有效、更具执行力的组织”为目标的改革。在教育领域，在强调普及全民教育的同时，考虑包括职业教育、高等教育、可持续发展教育和终身教育在内的 2015 年后教育发展议程；在科学领域，重点发展在淡水、科学和生态系统、生物多样化和海洋方面有效合作的伙伴关系，帮助各地区会员国在科学和社会因素的基础上制定并执行减少灾害风险的战略；在文化领域，将文化和自然遗产作为可持续发展的驱动力，加强青少年对遗产保护和维护的参与。总之，未来教科文组织的活动项目应更加深入基层，合作伙伴将更趋多元。项目的内容将更加符合会员国的实际需要。非洲优先是本组织的核心战略，中国对此给予坚定支持。中国愿意继续扩大支持，为非洲教育发展做出贡献。

60.6 大会主席先生、女士们、先生们，教科文组织成立六十多年来，人类文明发生了深刻复杂的变革。未来机遇与挑战共存，我们的目标和追求是共通的，那就是发展，个人的发展，国家的发展，民族的发展，乃至世界的发展。发展是全球共同的主题，也是当今中国梦的主题。让我们共同努力，为人类和平、可持续和创新的发展做出新的贡献。谢谢大家。

#### (60.1) M. You (Chine) (traduit du chinois) :

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames, Messieurs les Ministres, Mesdames, Messieurs les délégués, Mesdames, Messieurs, bonjour. Tout d'abord, permettez-moi, au nom de la délégation chinoise, de féliciter M. Hao Ping pour son élection à la présidence de la Conférence générale, de remercier pour leur contribution Mme Bogyay, la précédente Présidente de la Conférence générale, et Madame Cummins, la Présidente sortante du Conseil exécutif. Je voudrais féliciter encore une fois Mme Bokova pour son deuxième mandat de Directrice générale.

(60.2) Mesdames, Messieurs, la présente session de la Conférence générale se tient dans une période marquée par des épreuves et des réformes douloureuses pour notre organisation. Elle s'apprête à adopter la Stratégie à moyen terme et le Programme et budget qui vont orienter les réformes et les actions pour la mise en œuvre de notre leadership mondial. Pour sortir de la crise et remplir la mission de construire la paix dans l'esprit des hommes, nous n'avons pas d'autre choix que de réformer. Nous nous félicitons des réformes entreprises par la Directrice générale et des résultats obtenus. Malgré de nombreux défis, nous sommes heureux de constater que les attentes des États membres vis-à-vis de l'Organisation

s'accroissent, de même que leur volonté de collaboration. C'est la preuve qu'ils ont besoin de l'UNESCO et c'est là que réside l'espoir de sa revitalisation par le biais des réformes. La Chine soutient la Directrice générale dans la poursuite de la restructuration, la redistribution des tâches et des fonctions, le renforcement de la communication entre les secteurs grâce aux TIC et une meilleure utilisation des ressources. Elle appelle tous les pays à unir leurs forces pour aider l'UNESCO à se réformer et surmonter la crise actuelle.

(60.3) Mesdames, Messieurs, comment l'UNESCO peut-elle mettre en valeur ses avantages par rapport aux autres organismes internationaux ? Comment doit-elle assumer ses cinq fonctions à travers ses projets et programmes ? Ces questions méritent réflexion. À notre avis, en tant que laboratoire d'idées, l'UNESCO doit formuler des concepts novateurs et des conseils sur les politiques dans le cadre de son mandat ; dans le cadre de son action normative, elle doit définir des principes et des normes relevant de ses domaines de compétence et veiller à leur application ; en tant que catalyseur de coopération, elle doit renforcer la coopération aux niveaux international et régional, la coopération intellectuelle, le partage de connaissances et les relations de partenariat opérationnelles. Un petit rappel de son histoire nous permet de voir que l'Organisation a toujours œuvré dans ce sens. En 1990, la Conférence mondiale de Jomtien sur l'éducation pour tous a eu un impact majeur sur l'éducation mondiale au tournant du siècle ; depuis le début du XXI<sup>e</sup> siècle, l'UNESCO œuvre à promouvoir l'Éducation au service du développement. L'Initiative mondiale l'Éducation avant tout du Secrétaire général de l'Organisation des Nations Unies, dont l'UNESCO est le chef de file, a et aura encore des effets notables sur l'éducation mondiale. Nous constatons avec satisfaction que le Congrès international de mai 2013 à Hangzhou « La culture, clé du développement durable » a considéré que la culture était un moteur du développement durable et qu'à ce titre elle devait être inscrite dans le programme de développement pour l'après-2015, ce qui donnera une forte impulsion à la culture mondiale. En octobre dernier a également eu lieu à Pékin la 1<sup>re</sup> Conférence internationale sur les villes apprenantes. Celle-ci a adopté la Déclaration de Pékin, ouvrant ainsi la voie à la réalisation des objectifs de l'EPT et de l'apprentissage tout au long de la vie.

(60.4) En tant qu'institution spécialisée des Nations unies, notre Organisation a un vaste champ d'activité. Alliées précieuses, les commissions nationales sont devenues des partenaires solides dans nos missions. La réalisation d'activités de programme sur le terrain dans les États membres amplifiera l'impact de l'UNESCO en tant que leader mondial. Dans le même temps, les centres de catégorie II établis dans de nombreux États membres doivent bénéficier de plus d'attention et être renforcés. Afin d'assurer leur développement, il convient d'étudier un mécanisme d'admission et d'éviction des centres catégorie II en vue de conserver à l'Organisation sa spécificité dans le domaine de la coopération intellectuelle.

(60.5) Chers collègues, l'Organisation doit actuellement faire face à des attentes toujours plus grandes de la part des États membres avec des ressources limitées. J'adhère et souscris à la réforme entreprise par la Directrice générale visant à « construire une Organisation plus concentrée, efficace et performante ». En ce qui concerne l'éducation, en mettant l'accent sur l'EPT, il faut définir l'agenda pour l'éducation post-2015 en y incluant l'enseignement et la formation techniques et professionnels, l'enseignement supérieur, l'éducation en vue du développement durable et l'éducation tout au long de la vie ; en ce qui concerne les sciences, l'accent doit être mis sur des partenariats efficaces dans les domaines de l'eau douce, de la géologie, des écosystèmes, de la biodiversité et des océans afin d'aider les États membres à définir leur stratégie d'atténuation des risques de catastrophes sur la base de facteurs scientifiques et sociaux ; en ce qui concerne la culture, il faut faire des patrimoines culturels et naturels un moteur du développement durable et inciter les jeunes à participer à leur protection. En un mot, les activités de l'UNESCO doivent être plus proches du terrain et les partenariats plus diversifiés. Leur contenu doit mieux correspondre aux besoins réels des États membres. La priorité Afrique se trouve au cœur de notre stratégie, la Chine l'appuie fermement. Elle intensifiera son soutien et sa contribution au développement de l'éducation en Afrique.

(60.6) Monsieur le Président de la Conférence générale, Mesdames, Messieurs, 60 ans après la création de l'UNESCO, la civilisation humaine a profondément changé. L'avenir sera fait d'opportunités et de défis. Notre but et idéal commun est le développement, celui des individus, des pays, des nations et du monde. Le développement est l'aspiration commune du monde. C'est aussi l'aspiration de la Chine. Œuvrons ensemble pour de nouvelles contributions à un développement pacifique, durable et innovant. Merci.

**61. The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Mauricio Lautaro Sandino Montes, Ambassador, Permanent Delegate of Nicaragua to UNESCO. Please.

**62.1 Sr. Sandino Montes (Nicaragua):**

Excelentísimo Sr. Hao Ping, Viceministro de Educación de la República Popular China: permítame en primer lugar felicitarlo en nombre del Presidente de Nicaragua, el comandante Daniel Ortega, por su elección como Presidente de la 37<sup>a</sup> reunión de la Conferencia General de la UNESCO. Excelentísima Sra. Irina Bokova, Directora General: le expresamos nuestro reconocimiento por la labor que ha venido desarrollando al frente de nuestra Organización.

62.2 Distinguidos ministros, jefes de delegaciones, distinguidas embajadoras y embajadores, compañeras y compañeros: el saludo del Presidente de Nicaragua, Daniel Ortega, y de nuestro pueblo para todas y todos. Nuestro primer pensamiento es para la memoria del gran luchador por la unidad, la equidad y la solidaridad en América Latina y el mundo, nuestro recordado comandante Hugo Chávez Frías, ex Presidente de la República Bolivariana de Venezuela. Asimismo, aprovechamos esta tribuna para expresar nuestra solidaridad con el pueblo de Cuba y con los cinco héroes cubanos retenidos ilegal e inhumanamente por el Gobierno de los Estados Unidos, y nos felicitamos porque una vez más la comunidad internacional ha llamado de nuevo recientemente en las Naciones Unidas a poner fin al criminal bloqueo contra el pueblo cubano, y expresamos nuestra solidaridad con el pueblo palestino y del Sáhara Occidental.

62.3 Señor Presidente: queremos expresar nuestro apoyo a la resolución presentada por el Brasil y Palestina con relación a la distribución geográfica del patrimonio mundial y al derecho a la privacidad y libertad de expresión, que es un derecho humano inalienable, así como a la reforma del proyecto de resolución relativo a la educación después de 2015 presentado por Cuba, El Salvador, Honduras, el Paraguay y Venezuela, entre otros.

62.4 Nicaragua desea llamar la atención sobre el importante debate que esta Conferencia General mantendrá sobre el acceso al conocimiento, la ética, la privacidad y la libertad de expresión en el ciberespacio. En línea con el comunicado de la XII<sup>a</sup> Cumbre del ALBA, condenamos las violaciones masivas de los derechos humanos y las ofensas

a las soberanías de las naciones. No podemos considerar que el actual *status quo* sea satisfactorio. Afirmamos la necesidad de que la UNESCO contribuya de manera decidida para que el empleo de las TIC ocurra de manera abierta y transparente, en tanto que fiable y segura. Necesitamos asumir nuestra responsabilidad e iniciar la preparación de una declaración que favorezca una Internet orientada a la promoción del desarrollo sostenible, a la superación de las desigualdades y al respeto de la diversidad cultural.

62.5 Señor Presidente: Nicaragua ha tenido el honor de presidir este año el Grupo de los 77 y China y, en este contexto, hacemos nuestra la declaración conjunta de nuestro Grupo y del Movimiento de Países No Alineados y expresamos con firmeza que continuaremos trabajando para que los temas y los intereses de nuestros grupos sean no solo escuchados, sino tomados en cuenta. Es por ello que mi país ha decidido presentar, después de 32 años, su candidatura para ocupar un asiento en el Consejo Ejecutivo de la UNESCO, para fortalecer los valores y principios que dieron origen a nuestra Organización, por lo que les pido su voto.

62.6 Señor Presidente: el concepto "en estado de educación" tomó fuerza en los años 80, tras la victoria de la revolución popular sandinista, cuando a raíz de la Cruzada Nacional de Alfabetización la educación de Nicaragua generó un consenso nacional para hacer transformaciones profundas en su concepción, organización y gestión. La educación se convirtió en el eje aglutinador del proceso de cambio y visión de desarrollo del país. Algo parecido está viviendo ahora nuestro país en y desde la educación, gracias a la conducción del Presidente, el comandante Daniel Ortega.

62.7 Señor Presidente: en el marco del Plan Nacional de Desarrollo Humano 2007-2011, 2011-2015, como sustento y orientación global de las políticas sociales, económicas, políticas y culturales, el Ministerio de Educación publicó el Plan Estratégico de Educación 2011-2015 para dar dirección y sentido a la educación básica, secundaria y básica media y técnica a fin de ir articulando estos niveles, para después articularlos en todo el sistema educativo en sus vertientes de educación técnica y superior, apuntando a la equidad, calidad y pertinencia de toda la educación nacional. Para lograr cumplir con este Plan, se exigen profundos cambios en la organización y gestión de nuevos aprendizajes, con nuevos métodos, técnicas, tecnología, infraestructura y formación de los recursos humanos, especialmente de maestros, docentes y pedagogos.

62.8 El Ministerio de Educación ha contado de forma directa desde hace tiempo con el apoyo de la UNESCO, a través de la Oficina Regional de Educación (OREALC) con sede en Santiago de Chile, para articular todos los esfuerzos que abonan a la calidad de la educación. La UNESCO-OREALC ha facilitado la formación y capacitación de tres técnicos en estadísticas. Ya nuestro sistema educativo cuenta con un sistema de estadísticas educativas rápido y confiable, según el modelo de la UNESCO.

62.9 Señor Presidente: de cara a 2015 y la universalización de la educación básica en el marco de los Objetivos de Desarrollo del Milenio, Nicaragua se va acercando a la posibilidad de cumplir este objetivo. La tasa neta de educación se ubica en torno al 94%. Por otra parte, en los dos periodos del Presidente Daniel Ortega, de 2006 hasta la fecha, la tasa de terminación de la primaria completa se sitúa en el 92%. Todo el sistema oficial de la educación superior está siendo sometido a un proceso de evaluación y acreditación, con el fin de mejorar su calidad.

62.10 Señor Presidente: en vista de lo expuesto, reafirmamos que Nicaragua está de nuevo "en estado de educación", en el que esta acapara la mayor atención de todos los sectores de la sociedad. Muchas gracias por su atención.

(62.1) **M. Sandino Montes** (Nicaragua) (*traduit de l'espagnol*) :

Votre Excellence Monsieur Hao Ping, Vice-Ministre de l'éducation de la République populaire de Chine, permettez-moi de vous féliciter au nom du Président du Nicaragua, le commandant Daniel Ortega, pour votre élection à la présidence de la 37<sup>e</sup> session de la Conférence générale de l'UNESCO. Madame la Directrice générale Irina Bokova, permettez-moi de vous exprimer notre reconnaissance pour le travail que vous avez accompli à la tête de notre Organisation.

(62.2) Distingués Ministres, Chefs de délégation, Ambassadrices et Ambassadeurs, chers collègues, je vous adresse à toutes et à tous les salutations du Président du Nicaragua, Daniel Ortega, ainsi que de tout le peuple du Nicaragua. Nos premières pensées seront pour honorer la mémoire du grand défenseur de l'unité, de l'égalité et de la solidarité en Amérique latine et dans le monde, notre regretté commandant Hugo Chávez Frías, ancien Président de la République bolivarienne du Venezuela. Nous saisissons également cette occasion pour exprimer notre solidarité à l'égard du peuple cubain et des cinq héros cubains détenus de façon illégale et immorale par le Gouvernement des États-Unis, et nous nous félicitons qu'une fois encore, la communauté internationale ait récemment demandé, dans le cadre des Nations Unies, que soit mis fin au blocus criminel contre le peuple cubain. Nous exprimons enfin notre solidarité au peuple palestinien et du Sahara occidental.

(62.3) Monsieur le Président, nous voudrions signaler que nous appuyons le projet de résolution présenté par le Brésil et la Palestine concernant la répartition géographique des sites du patrimoine mondial, le droit au respect de la vie privée et la liberté d'expression, qui est un droit fondamental inaliénable, ainsi que la nouvelle version du projet de résolution relatif à l'éducation post-2015 présentée par Cuba, El Salvador, le Honduras, le Paraguay et le Venezuela, entre autres.

(62.4) Le Nicaragua souhaite appeler l'attention sur le débat important qui aura lieu à la présente session de la Conférence générale concernant l'accès au savoir, l'éthique, le respect de la vie privée et la liberté d'expression dans le cyberspace. Dans le droit fil du communiqué publié à l'issue du XII<sup>e</sup> sommet de l'Alliance bolivarienne pour les Amériques (ALBA), nous condamnons les violations massives des droits de l'homme et les atteintes à la souveraineté des nations. Nous ne pouvons pas nous satisfaire de l'actuel *status quo*. Nous soutenons qu'il est nécessaire que l'UNESCO s'emploie résolument à faire en sorte que le recours aux TIC s'effectue de manière ouverte et transparente, ainsi que de façon fiable et sûre. Nous devons assumer nos responsabilités et mettre en route l'élaboration d'une déclaration en faveur d'un Internet tourné vers la promotion du développement durable, la suppression des inégalités et le respect de la diversité culturelle.

(62.5) Monsieur le Président, le Nicaragua a eu l'honneur de présider cette année le Groupe des 77 et de la Chine et, à cet égard, nous faisons nôtre la déclaration conjointe du Groupe et du Mouvement des pays non alignés, et nous rappelons avec fermeté que nous continuerons d'œuvrer pour que les thèmes et les intérêts de nos groupes soient non seulement entendus,

mais également pris en compte. C'est la raison pour laquelle mon pays a décidé de présenter, 32 ans après, sa candidature à un siège au sein du Conseil exécutif, en vue de renforcer les valeurs et principes qui ont donné naissance à notre Organisation, et je vous invite à nous accorder vos suffrages.

(62.6) Monsieur le Président, l'expression « en état d'éducation » a vu le jour et pris de l'ampleur dans les années 1980, après la victoire de la Révolution sandiniste, lorsqu'à la suite de la « Croisade nationale d'alphabétisation », le système éducatif nicaraguayen a fait l'objet d'un consensus national en vue d'une transformation profonde en termes de conception, d'organisation et de gestion. L'éducation est devenue l'axe fédérateur du processus de changement du pays et de sa vision du développement. Le pays connaît aujourd'hui un phénomène semblable, dans l'éducation et grâce à elle, sous la conduite de son Président, le commandant Daniel Ortega.

(62.7) Monsieur le Président, dans le cadre du Plan national de développement humain pour 2007-2011, puis pour 2011-2015, véritable clé de voûte qui définit les grandes orientations des politiques sociales, économiques et culturelles, le Ministère de l'éducation a publié le plan stratégique pour l'éducation 2011-2015 qui doit donner un sens et un cap à l'enseignement primaire, secondaire et technique en vue de la structuration de ces différents niveaux d'étude, puis de leur articulation dans tout le système éducatif, y compris l'enseignement technique et supérieur, l'accent étant mis sur l'équité, la qualité et la pertinence de l'ensemble du système éducatif national. Pour réussir à mettre ce plan en œuvre, il faut modifier en profondeur l'organisation et la gestion des nouveaux apprentissages, avec de nouvelles méthodes, techniques, technologies, infrastructures et formations des ressources humaines, notamment des maîtres, enseignants et pédagogues.

(62.8) Le Ministère de l'éducation peut depuis longtemps compter sur l'appui direct de l'UNESCO, par le biais de son Bureau régional pour l'éducation en Amérique latine et dans les Caraïbes (OREALC) situé à Santiago du Chili, pour coordonner l'ensemble des efforts en faveur d'une éducation de qualité. L'UNESCO-OREALC a facilité la formation et le renforcement des capacités de trois techniciens en statistique. Notre système éducatif dispose désormais d'un système statistique rapide et fiable, sur le même modèle que celui de l'UNESCO.

(62.9) Monsieur le Président, en ce qui concerne l'échéance de 2015 et les Objectifs du Millénaire pour le développement, le Nicaragua se rapproche de l'éventualité de réaliser l'objectif d'universalisation de l'enseignement primaire. Le taux net de scolarisation se situe aux alentours de 94 %. Par ailleurs, au cours des deux mandats du Président Daniel Ortega, de 2006 à ce jour, le taux d'achèvement dans l'enseignement primaire avoisine 92 %. Enfin, l'ensemble du système d'enseignement supérieur officiel fait actuellement l'objet d'un processus d'évaluation et d'accréditation afin d'en améliorer la qualité.

(62.10) Monsieur le Président, au vu de ces données, nous réaffirmons que le Nicaragua est aujourd'hui de nouveau « en état d'éducation », au sens où cette dernière retient la majeure partie de l'attention de tous les secteurs de la société. Je vous remercie.

### 63. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr José Manuel Rodríguez Cuadros, Ambassador, Permanent Delegate of Peru to UNESCO. Please.

#### 64.1 **Sr. Rodríguez Cuadros (Perú):**

Señor Presidente de la Conferencia General, señora Presidenta del Consejo Ejecutivo, señora Directora General, señoras jefes y miembros de las delegaciones: el nuevo mundo de la posguerra fría todavía está en construcción. Esto implica nuevos desafíos y modos de acción para actuar en un mundo más complejo e inestable, menos previsible y, al mismo tiempo, con mayores potencialidades, científicas, tecnológicas, sociales y culturales para edificar una convivencia humana más digna e inclusiva para todos.

64.2 El paradigma estatal excluyente de las relaciones internacionales de la guerra fría ya no existe más. Nuevos actores han irrumpido como fuerzas en la política mundial, en el conflicto y en la cooperación, y la búsqueda de la paz, el bienestar y el desarrollo sostenible tiene que hacerse en este mundo posmoderno, sobre bases conceptuales y prácticas distintas de las del mundo de la posguerra. Y ahí está el desafío. Debemos repensar la teoría y la práctica de la UNESCO.

64.3 Este proceso ya ha empezado durante la gestión de la Directora General, pero es el comienzo. Una vez estabilizadas las dificultades financieras y superadas, ojalá en el corto plazo, la tarea es construir la UNESCO del siglo XXI, pensar y edificar nuestro futuro común.

64.4 La UNESCO tiene una agenda privilegiada para esta tarea: la Educación para Todos y para toda la vida; la reconciliación del hombre con la naturaleza para hacer del desarrollo y el crecimiento económico un proceso integral y sostenible; el desarrollo científico-tecnológico y la innovación para incluir y no excluir; la gestión de las transformaciones sociales para que no se extravíen en las marañas de la tensión y el conflicto y para que sirvan para consolidar sociedades basadas en la libertad, los derechos humanos, la solidaridad, el diálogo y el entendimiento; la cultura y la diversidad cultural para que sean, además de factores de identidad nacional, individual y colectiva de los pueblos, variables locales y comunitarias del desarrollo; la preservación de la libertad de expresión y la seguridad de los periodistas, como soportes esenciales de sociedades abiertas y democráticas.

64.5 Para el cumplimiento de estos fines, la UNESCO debe ser menos una organización de eventos y multifacéticas actividades y más una organización de programas articulados con metas y resultados específicos. Pienso en una UNESCO con un programa de acción que, a semejanza de los Objetivos de Desarrollo del Milenio, tenga sus propias metas para la década 2014-2024 con objetivos concretos, específicos y demostrables, para que la educación, la cultura, la ciencia y la tecnología, los derechos humanos, la preservación del medio ambiente y las comunicaciones estén al servicio de las poblaciones de carne y hueso, aquellas que son el rostro de la pobreza, la exclusión y la intolerancia, para salir de la retórica de los discursos y documentos y bajar al terreno de las necesidades, las carencias y los sufrimientos.

64.6 La importante participación que ha logrado la UNESCO en el proceso de preparación de los objetivos de desarrollo para después de 2015 puede ser el primer impulso en este proceso. Nuestros pueblos requieren metas más



ambiciosas en educación, destinar, por ejemplo, como mínimo el 20% de los presupuestos nacionales a la educación. También incorporar metas de calidad en la educación, con énfasis en los contenidos del proceso enseñanza-aprendizaje en el currículo. No solo hay que medir cuánto se aprende, sino evaluar qué se aprende. Y es indispensable, al mismo tiempo, incluir dentro de las nuevas metas compromisos específicos sobre los maestros.

64.7 Seamos conscientes: no hay ni reforma educativa ni educación de calidad sin maestros capacitados. Como se señaló en el informe de la Comisión Delors “ninguna reforma dará resultados positivos sin la participación activa del cuerpo docente”. Es indispensable por ello incluir en las metas para después de 2015 la participación de los maestros en el proceso educativo en relación con su formación y capacidad continua, sus remuneraciones y su derecho a una vida digna.

64.8 Felicito a la señora Directora General por sus esfuerzos para incluir en las nuevas metas del milenio objetivos específicos sobre la cultura como una variable del desarrollo. Los elementos culturales del desarrollo, quizás los más decisivos, no pueden seguir ignorándose.

64.9 Y ante la realidad de la violencia, evidentemente, debe estar comprometida en las tareas de reconstrucción después de los conflictos. La guerra externa o interna deja una cultura de violencia. Nadie más capacitado que la UNESCO para reconstruir la cultura de paz. Hay que preservar, con decisión y firmeza, el patrimonio cultural en el Medio Oriente, en Siria, en Malí y en todo foco de conflicto, presente o futuro. Educación para todos. Cultura para todos. Agua para todos. Guerra y violencia para nadie. Muchas gracias.

(64.1) **M. Rodríguez Cuadros** (Pérou) (*traduit de l'espagnol*) :

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs les chefs et membres de délégation, le nouveau monde de l'après-guerre froide est toujours en construction. Ce monde, plus complexe et plus instable, moins prévisible, mais qui offre en même temps de plus grandes possibilités scientifiques, technologiques, sociales et culturelles pour bâtir un « vivre ensemble » plus digne et plus inclusif pour tous, suppose de nouveaux défis et invite à agir différemment.

(64.2) Le paradigme étatique exclusif qui caractérisait les relations internationales pendant la guerre froide n'existe plus. De nouvelles forces sont apparues sur la scène politique mondiale, dans le conflit comme dans la coopération, et la recherche de la paix, du bien-être et d'un développement durable doit se fonder, dans ce monde post-moderne, sur des bases théoriques et pratiques différentes de celles du monde de l'après-guerre. C'est là que réside le défi. Nous devons revoir la théorie et la pratique de l'UNESCO.

(64.3) Ce processus a déjà commencé sous le mandat de la Directrice générale, mais ce n'est qu'un début. Une fois les difficultés financières stabilisées et surmontées – très prochainement, espérons-le – il nous faudra construire l'UNESCO du XXI<sup>e</sup> siècle, ainsi que penser et édifier notre avenir commun.

(64.4) L'UNESCO dispose d'un programme privilégié pour accomplir cette mission : l'Éducation pour tous et tout au long de la vie ; la réconciliation de l'homme avec la nature pour faire du développement et de la croissance économique un processus global et durable ; le développement scientifique et technologique et l'innovation, pour inclure au lieu d'exclure ; la gestion des transformations sociales, afin qu'elles ne s'égarer pas dans les méandres des tensions et conflits et qu'elles servent à consolider les sociétés fondées sur la liberté, les droits de l'homme, la solidarité, le dialogue et la compréhension ; la culture et la diversité culturelle pour qu'elles soient, outre des facteurs d'identité nationale, individuelle et collective des peuples, des variables locales et communautaires du développement ; la préservation de la liberté d'expression et la sécurité des journalistes, comme piliers essentiels de sociétés ouvertes et démocratiques.

(64.5) Pour atteindre ces objectifs, l'UNESCO doit être une organisation moins centrée sur les événements et les activités multiformes et davantage axée sur des programmes articulés autour de buts et résultats spécifiques. Je pense à une UNESCO dotée d'un programme d'action qui, à l'instar des Objectifs du Millénaire pour le développement, ait ses propres cibles pour la décennie 2014-2024, avec des objectifs concrets, précis et mesurables, afin que l'éducation, la culture, la science et la technologie, les droits de l'homme, la préservation de l'environnement et les communications soient au service des vraies gens, qui sont le visage de la pauvreté, de l'exclusion et de l'intolérance, pour sortir de la rhétorique des discours et des documents et aller sur le terrain des besoins, du manque et des souffrances.

(64.6) La participation importante à laquelle est parvenue l'UNESCO dans le processus d'élaboration des objectifs de développement pour l'après-2015 peut constituer le premier élan de ce processus. Nos peuples attendent des objectifs plus ambitieux pour l'éducation : par exemple, lui consacrer 20 % au moins des budgets nationaux, mais aussi introduire des objectifs qualitatifs, l'accent étant mis sur les contenus du processus enseignement/apprentissage dans les programmes d'enseignement. Il faut non seulement mesurer l'apprentissage en termes de quantité, mais aussi en évaluer la qualité. Parallèlement, il est indispensable d'inclure dans les nouveaux objectifs des engagements spécifiques concernant les enseignants.

(64.7) Nous devons en être bien conscients : il ne peut y avoir de réforme éducative ni d'éducation de qualité sans enseignants qualifiés. Comme l'indiquait le rapport de la Commission Delors, « aucune réforme ne peut réussir sans le concours des enseignants et leur participation active ». Aussi est-il indispensable d'intégrer dans les objectifs pour l'après-2015 la participation des enseignants au processus éducatif en ce qui concerne leur formation et leur perfectionnement continu, leur rémunération et leur droit à une vie digne.

(64.8) Je félicite la Directrice générale pour les efforts qu'elle déploie en vue d'inclure dans les nouveaux objectifs des cibles spécifiques concernant la culture comme variable du développement. On ne saurait continuer d'ignorer les composantes culturelles du développement, qui sont peut-être les plus décisives.

(64.9) Enfin, face à la réalité de la violence, l'Organisation doit de toute évidence s'associer aux initiatives de reconstruction post-conflit. La guerre, extérieure ou civile, laisse derrière elle une culture de la violence. Nulle autre organisation que l'UNESCO n'est mieux à même de rétablir la culture de la paix. Il faut, avec détermination et fermeté, préserver le patrimoine culturel au Moyen-Orient, en Syrie, au Mali et dans tous les foyers de conflit, actuels ou à venir. L'Éducation pour tous, la culture pour tous, l'eau pour tous, mais la guerre et la violence pour personne. Je vous remercie.

65. **The President:**

Thank you, Your Excellency. Our next speaker is Her Excellency, Ms Susannah Gordon, Permanent Delegate of New Zealand to UNESCO. Please.

66.1 **Ms Gordon (New Zealand):**

*Tihe mauri ora!*

*Te Whare etu nei, tena koe!*

*Te papa i waho nei, tena koe!*

*Te mana whenua o tenei rohe, tena koutou*

*Te hunga mate ki te hunga mate, haere haere haere*

*Te hunga ora ki a tatou te hunga ora*

*Tena koutou, tena koutou, tena tatou katoa*

We greet this house, we greet this land, we greet the people here. We think of those who have gone before us and who are not with us now. We give thanks for those of us here today. Greetings from New Zealand.

66.2 Mr President, New Zealand congratulates the Director-General and the Executive Board on their rigorous budgetary management of UNESCO through the current period of crisis, and for seizing the opportunity that the crisis has afforded to accelerate the reform process. There have been hard decisions, and there are more to come. We do not underestimate this. But we know that the Organization can emerge at the end of this process reenergized, refocused, more relevant and better equipped for effective delivery of its mandate of promoting dialogue based on mutual respect, shared values and cooperation in education, the sciences, culture and communication. New Zealand considers that the mandate of UNESCO remains as relevant today as it was when we were the second member to sign up to UNESCO's Constitution in 1946.

66.3 The issues to be debated by this General Conference include many that are at the forefront of our national agenda and also vitally important for our neighbours in the Pacific, issues such as social inclusion, environmental sustainability, inter-cultural dialogue, preservation of heritage and the quality and relevance of education. New Zealand commends the Secretariat for the quality of the documents before the Conference – particularly their coherence, focus and transparency and enhanced interdisciplinarity in comparison to their predecessors, and we commend the Secretariat for the further progress that has been made in the application of the principles of results-based budgeting. We do continue to believe, however, that the Organization has some way to go in measuring the real impact of its programmes rather than measuring its progress by the number of committees formed and publications produced.

66.4 Mr President, New Zealand supports the emerging consensus on the post-2015 development framework, including a limited set of universal sustainable development goals, applicable to all countries, with a set of targets and indicators by which to measure achievement. We support the overarching purpose of eradication of extreme poverty and achieving sustainable development in its three dimensions – economic, social and environmental. We are happy with a target date of 2030. But most crucially, we believe that the views of the most vulnerable countries, including small island developing States and countries affected by conflict and disasters must be taken into account in this process.

66.5 Mr President, along with all our neighbours in the Pacific - and some have mentioned this this morning - New Zealand looks forward to welcoming the world to our region for the Third International Conference on Small Island Developing States (SIDS) to be hosted in Apia, Samoa in 2014. We have high hopes that this important United Nations conference will come up with innovative ways of addressing the specific development needs of small island States. One key area is sustainable management and conservation of oceans and coasts. New Zealand, like our neighbours in the Pacific, sees oceans as integral to our sustainable development. This is very important for us because we have the world's fourth largest exclusive economic zone (EEZ). We also hope that the Conference on SIDS will address freshwater security, climate change adaptation and mitigation and disaster risk reduction. We look forward to UNESCO playing its full part in the follow-up to the Conference in all its mandate's areas, and we have prepared a draft resolution on this with our friends from Saint Kitts and Nevis, co-sponsored by a large number of UNESCO Member States.

66.6 Mr President, New Zealand has continued to face significant challenges after the series of destructive earthquakes that struck Christchurch, our second largest city, in 2010 and 2011. As we work to rebuild our heritage, our built heritage, we continue to draw lessons from our experience for planning for resilience in the face of future such events. The power of music and the visual and performing arts to draw people together, to replenish the spirit and re-establish a sense of community and normality is a vital ingredient as we recover from trauma. And the disaster showed us the leadership qualities of our young people. The Student Volunteer Army was created via a Facebook page, following the original 7.1-magnitude earthquake in September 2010. It mobilized over 2,500 students who cleared up 65,000 tonnes of liquefaction from properties all over Christchurch in two weeks. The Student Volunteer Army has continued to empower students to volunteer and has worked with organizations worldwide where similar disasters have occurred. Young people are critical stakeholders in all aspects of the work of the New Zealand National Commission for UNESCO. Their energy, motivation and vision are essential assets for positive social change.

66.7 Mr President, New Zealand is campaigning for a non-permanent seat on the United Nations Security Council for 2015-2016. We know that cooperation in education, science, culture and protection of heritage helps to build a culture of peace, as we respond to the key security issues that concern United Nations Member States. Last month, we acceded to the protocols of the 1954 Hague Convention on the Protection of Culture in Armed Conflict. Our country is an independent, fair-minded, principled and constructive small State, and we are ready to play our part within the United Nations. *Tena Koutou, tena koutou, tena tatou katoa.*

67. **The President:**

Thank you very much. Ladies and gentlemen, we have thus finished our work for this morning. So the plenary will reconvene this afternoon at 3 p.m. I wish you a pleasant lunch. *This meeting is now **adjourned**.*

*The meeting rose at 1.55 p.m.*  
*La séance est levée à 13 h 55*  
*Se levanta la sesión a las 13.55*  
*Заседание закрывается в 13.55*  
*رفعت الجلسة في الساعة ١,٥٥ بعد الظهر*  
*会议于 13 时 55 分结束*

# Eighth plenary meeting

Friday 8 November 2013 at 3.15 p.m.

President: **Mr Hao** (China)  
later: **Mr Blackburn** (Canada)

# Huitième séance plénière

Vendredi 8 novembre 2013 à 15 h 15

Président : **M. Hao** (Chine)  
puis : **M. Blackburn** (Canada)

# Octava sesión plenaria

Viernes 8 de noviembre de 2013 a las 15.15

Presidente: **Sr Hao** (China)  
después: **Sr Blackburn** (Canadá)

# Восьмое пленарное заседание

пятница 8 ноября 2013 г. в 15.15

Председатель: г-н **Хао** (Китай)  
затем: г-н **Блэкберн** (Канада)

# الجلسة العامة الثامنة

الجمعة ٨ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ٣،١٥ بعد الظهر

الرئيس: السيد **هاو** (الصين)  
ثم: السيد **بلاكبيرن** (كندا)

# 第八次全体会议

2013年11月8日星期五 15时15分

主席：郝平先生（中国）  
随后：Blackburn 先生（加拿大）

**First report by the Chairperson of the Credentials Committee**  
**Premier rapport de la Présidente du Comité de vérification des pouvoirs**  
**Primer informe de la Presidenta del Comité de Verificación de Poderes**  
**Первый доклад Председателя Комитета по проверке полномочий**  
**التقرير الأول لرئيس لجنة فحص وثائق الاعتماد**  
**全权证书委员会主席的第一次报告**

1. **The President:**

Ladies and gentlemen, good afternoon. I declare open the eighth plenary meeting of the General Conference, which will be devoted to national statements. First, however, we will hear a report from the Credentials Committee. I now give the floor to Hadidja Alim Youssouf, who will present the first report by the Chairperson of the Credentials Committee. Madam, you have the floor.

2.1 **Mme Youssouf** (Cameroun) (Présidente du Comité de vérification des pouvoirs – CRE) :

Merci beaucoup, Monsieur le Président, de me passer la parole. Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Excellences, Mesdames, Messieurs, j'ai l'honneur de vous présenter le premier rapport de la Présidente du Comité de vérification des pouvoirs. Depuis la lecture du premier rapport du Comité de vérification des pouvoirs en séance plénière, le mardi 5 novembre 2013, le Comité a reçu les pouvoirs en bonne et due forme des délégations des États membres dont les noms s'affichent à l'écran, les pouvoirs provisoires des délégations des États membres dont les noms s'affichent à l'écran et les pouvoirs en bonne et due forme des délégations des États membres dont la liste s'affiche à l'écran qui avaient auparavant présenté des pouvoirs provisoires. Conformément à l'autorisation qui m'a été donnée par le Comité de vérification des pouvoirs, je propose que la Conférence générale accepte ces pouvoirs.

2.2 Les délégations des États membres dont la liste s'affiche à l'écran n'ont pas encore présenté de pouvoirs. Les délégations des Membres associés dont la liste s'affiche à l'écran n'ont pas encore présenté de pouvoirs. La délégation de l'observateur dont le nom s'affiche à l'écran n'a pas encore présenté de pouvoir. Je vous remercie, Monsieur le Président.

3.1 **The President:**

Thank you very much, Ambassador. Are there any other comments on this report? I see none. May I consider, then, that the General Conference wishes to take note of the first report by the Chairperson of the Credentials Committee? *It is so **decided**.*

3.2 Since we have a full schedule, I propose we start immediately with our work.

**General policy debate** (*continued*)

**Débat de politique générale** (*suite*)

**Debate de política general** (*continuación*)

**Обсуждение вопросов общей политики** (*продолжение*)

**مناقشة السياسة العامة** (*تابع*)

**总政策辩论** (续)

4. **The President:**

Excellency, ladies and gentlemen, we will now listen to national statements. I wish to remind you that each statement will be limited to six minutes. I now have the honour to call our first speaker for this afternoon, Her Excellency, Ms Gilyn Miguel, Deputy Prime Minister, Minister of Education of Saint Vincent and the Grenadines.

5.1 **Ms Miguel** (Saint Vincent and the Grenadines):

Mr President, Madam Director-General, Madam Chair of the Executive Board, Ministers, Excellencies, ladies and gentlemen. Mr President, I congratulate you on your well-deserved election to the Presidency of the General Conference and wish you every success. May I take this opportunity to thank the outgoing President, Ms Katalin Bogyay, the Chair of the Executive Board, Ms Alissandra Cummins – the Caribbean community is very proud of her achievements – and Ms Irina Bokova, our Director-General, for their outstanding leadership and commitment during their respective tenures. Saint Vincent and the Grenadines also welcomes Anguilla, our sister Caribbean island as an Associate Member of UNESCO.

5.2 One of the most important tasks facing our future Director-General is to enable the Organization to move forward at the international level and it is thus pertinent and timely that the Leaders' Forum discusses how UNESCO contributes to the United Nation's post-2015 development agenda – the proposed new global partnership to eradicate poverty and transform economies through sustainable development. We welcome the fact that key issues from the United Nations report on the new global partnership are already reflected in the Draft Medium-Term Strategy (37 C/4) and the Draft Programme and Budget (37 C/5) in the two overarching objectives, which we fully support.

5.3 Saint Vincent and the Grenadines has played its part in helping to achieve the Millennium Goals, successfully reducing indigent poverty from 26% in 1996 to less than 3% in 2009. We have also made significant progress towards meeting the education for all goals. The emphasis will continue to be placed on the development of early childhood care and development, the improvement of services in special education, technical and vocational education, adult and

continuing education and our ICT in education programme. We will continue to improve quality assurance throughout the education system.

5.4 Sustainable development has particular importance and relevance for small island developing States (SIDS). It is the only way forward for vulnerable countries on the front line of climate change. On the occasion of the International Year of Small Island Developing States (SIDS) in 2014, Saint Vincent and the Grenadines hopes that UNESCO will participate actively in the Third International Conference on Small Island Developing States, in September 2014 in Samoa, and will take on board its outcomes in the rolling strategy.

5.5 Since the last General Conference, UNESCO has had to get to grips with an unprecedented financial crisis owing to lack of contributions. This has called into question our ability to meet our objectives and has required us to review all our activities and operations, our procedures and staffing and to cut back, with potentially serious consequences. Difficult decisions have been taken and implemented and further unwelcome decisions need to be made.

5.6 We thank the Executive Board and the Secretariat for their prioritization work on the major programmes' activities. With a reduced budget, it is vital to have clear priorities on which we can focus both financial and human resources. We must be realistic and accept that we cannot do everything. The sunset clause for some activities will be necessary, as recommended by the Independent External Evaluation (IEE).

5.7 We hope that prioritization will produce measurable and quantifiable results. Evaluation of the programmes should be undertaken systematically. We also hope that with a \$507 million expenditure plan, UNESCO will be able to implement the expected results related to each main line of action. Extrabudgetary funds are also necessary and we would like to see the introduction of a new strategy, including adequate staff training, in order to manage these funds properly and effectively.

5.8 On education, we appeal for increased investment in education for all (EFA), with a strong focus on quality education. In Saint Vincent and the Grenadines we are faced with the serious problem of boys' underperformance in the education system which leads to their unemployment and underemployment, with adverse consequences for society as a whole. We would therefore like to see UNESCO prioritizing the issues and challenges facing youth in the post-2015 period.

5.9 We would like to thank the Intergovernmental Oceanographic Commission (IOC) for its work on the six sea-level stations forming part of the tsunami early warning system in Central America and the Caribbean. We invite the Director-General to reinforce the human and financial resources of IOC which has a unique and vitally important mission.

5.10 Regarding social sciences, we believe that UNESCO should continue to work on social inclusion as well as on the identification of ethical, legal and social implications of emerging technologies.

5.11 On culture, Saint Vincent and the Grenadines asks that particular attention be given to the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions – promoting cultural diversity through projects supported by the International Fund for Cultural Diversity (IFCD). Such projects can transform societies and are in line with the ideas in the United Nations' new Global Partnership.

5.12 My country fully supports the Major Programme V on communication and information. Access to information, freedom of expression and information and communication technologies (ICT) are key elements for building knowledge societies as stated in the Saint George's declaration in 2011. Mr President, to conclude, I should like to stress that Saint Vincent and the Grenadines remains firmly committed to supporting the ideals, objectives and work of UNESCO. Thank you for your attention and may God bless UNESCO.

## 6. **The President:**

Thank you, Your Excellency, our next speaker is Her Excellency, Ms Maia Panjikidze, Minister of Foreign Affairs of Georgia.

### 7.1 **Ms Panjikidze (Georgia):**

Mr President of the General Conference, Madam Director-General, distinguished delegates to UNESCO, first of all let me begin my address by congratulating the new President of the General Conference, Mr Hao Ping, upon his election. On behalf of my country I would also like to congratulate Ms Irina Bokova on her nomination as a candidate to the position of Director-General and express support for the reforms UNESCO has already carried out under her leadership.

7.2 Distinguished delegates, we commend the fact that the Draft Medium-Term Strategy (37 C/4) creates a good basis for a more focused and more performing UNESCO and clearly delineates the ways to strengthen UNESCO's global leading role and effective collaboration within the United Nations system. We strongly support the overarching objectives of the Medium-Term Strategy – contributing to lasting peace and sustainable development. Georgia focuses on reflecting upon and participating in the global development agenda and shares the UNESCO priorities with a focus on gender equality and Africa.

7.3 Ladies and gentlemen, I deeply believe that education really empowers people, promotes democracy and development. I especially cherish the years when I myself, as a teacher, was a part of a magnificent process of sharing knowledge and values with the younger generation. Georgia fully supports the UNESCO education programme and especially underlines the need for developing education systems to foster quality lifelong education for all.

7.4 Georgia expresses its strong commitment to UNESCO's work on communication, media, freedom of expression and safety of journalists. Significant efforts undertaken by the Georgian Government have considerably improved the

media environment in my country. We will accelerate our efforts to improve even further the situation regarding the freedom of expression and pluralistic media, which have not been fully ensured in the past years.

7.5 We see culture as a driver for growth, stability and sustainable development. Culture must be integrated in development agendas as a driving force for inclusive socio-economic development, peace, security and reconciliation – this was the main point of the Director-General's message addressed to the European Union's Eastern Partnership Ministerial Conference on Culture, held in Georgia, in June 2013. This very idea was also strongly underlined in the Tbilisi Declaration adopted by the Conference. The Declaration will be presented to the heads of State and Government at the Eastern Partnership Summit in Vilnius and may serve as a roadmap for better integration of cultural policies in development agendas of Eastern Partnership countries.

7.6 We see the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions as an important pillar for development of effective policies in support of culture. The Convention is the main framework of cooperation with the European Union in the sphere of culture, which is particularly important in the light of perspectives of European Union-Georgia Association Agreement.

7.7 We fully acknowledge the inappropriate steps of past years that led to the inclusion of two Georgian world heritage sites in the List of the World Heritage in Danger. The new Government is especially committed to meeting all the recommendations of the World Heritage Committee. We are currently working on the "World Heritage State Programme". Elaboration of the special world heritage legislation is envisaged in the framework of the European Union-supported Twinning Project.

7.8 Convinced of the need to further strengthen international efforts for the protection of cultural property, not only in the event of the armed conflict but also foreign occupation, Georgia reconfirms its commitment to The Hague Convention and expresses its determination to contribute to relevant multilateral cooperation.

7.9 Distinguished delegates, in 1945, UNESCO emerged from the ashes of World War II, "to build the defences of peace" in the minds of men and women. For more than six decades, UNESCO has been robustly advancing the idea of lasting peace. Unfortunately, however, in spite of all the efforts of the international community, the world still suffers from armed conflicts, hostilities, military aggression and occupation, which entail the gravest humanitarian consequences, affecting both people, their cultural expressions and quite often the cultural inheritance of humankind.

7.10 In my country, residents of Georgia's occupied regions continue to be deprived of a minimal safeguard for their basic rights and freedoms, including, but not limited to, the right to education in their native language. Furthermore, the Ossetian and especially Abkhaz languages are seriously endangered in the occupied territories.

7.11 The Georgian Government is deprived of the possibility to preserve the precious cultural heritage monuments located in Abkhazia and the Tskhinvali Region/South Ossetia, Georgia. This situation underlines the need for launching a UNESCO expert mission.

7.12 Distinguished delegates, allow me to express my firm belief that, against all odds, the concept of dialogue and common sense will finally prevail, in the minds of men and women throughout the world, over the language of hatred, violence and confrontation. That is what we all should stand for. That is what UNESCO should still strive for through its enduring intellectual leadership role. Thank you.

## 8. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Shashi Tharoor, Minister of Human Resources Development of India. Please.

### 9.1 **Mr Tharoor (India):**

Mr President, distinguished delegates, it is a pleasure and privilege to participate in this general policy debate and to exchange thoughts with distinguished delegates from the 195 countries that make up the UNESCO family. I would like to begin with a tribute to H.E. Katalin Bogyay. She brought belief and grace to her high office; her determination and vivacity contributed in no small measure to keeping the good ship UNESCO afloat and on course. I have great pleasure too, in welcoming my old friend Mr Hao Ping to the Presidency of the General Conference, and have no doubt that he will bring his rich experience, wisdom and sagacity to bear on the many and complex tasks that lie ahead. I would also take this opportunity to congratulate Ms Irina Bokova on being elected to her second term as Director-General. Her convincing victory is reflective of the faith reposed in her by Member States, and of the goodwill that she and her actions have generated. In the years that lie ahead, she will need all this and more. I am confident that she will lead UNESCO to greater heights and an increasing recognition of its importance and role.

9.2 We, in India are proud of the fact that leaders and thinkers such as Dr Sarvepalli Radhakrishnan, Mr Maulana Azad, Ms Indira Gandhi and Dr Zakir Husain, amongst others, have served on UNESCO's Governing Bodies, and have helped shape UNESCO. At an institution established in the aftermath of war, they were ever conscious of the need to promote peace, respect diversity, promote pluralism and address asymmetries. In the same spirit, I would like to address some of the key policy issues that UNESCO must take up.

9.3 We have had a rich discussion at the Leaders' Forum on the post-2015 development agenda. The outcome of the deliberations at various forums will define the major developmental priorities in the foreseeable future and, we hope, establish a new template for global cooperation. We have been clear in our minds that the focus of a development agenda should be robust and equitable development, and that poverty eradication and the bridging of inequalities should be pivotal elements. We would urge the recognition of common but differentiated responsibility, in tune with national capabilities, through technology transfer, for instance.

9.4 India plays its part: we have worked effectively on Priority Africa and gender equality, two very important themes of UNESCO. We understand our international responsibilities and are partnering with African countries in capacity development by taking up country-specific activities as well as pan-Africa initiatives. For the education sector alone, India has taken up projects of more than \$2 billion in Africa. We have also had a good meeting here in the BRICS framework.

9.5 In the education sector, our policies and programmes have been enriched by interaction with UNESCO, with the community of nations and stakeholders, and the E-9 group of countries, of which we have been privileged to be the Chair. An elemental transformation is needed in school and higher education systems. The world needs a generation that is better educated, in the most profound sense of that word, than ever before. In our country, the focus of our educational policies is to achieve the aims of four 'E's – Expansion, Equity, Excellence and Employability, indispensable accompaniments to and catalysts of change. We strive to achieve education for all: to provide universal equitable access, ensure retention and improve quality of learning outcomes with an emphasis on disadvantaged groups. Our Right of Children to Free and Compulsory Education Act was enacted in 2009. This reflects a shift to a rights-based approach and obliges the State to provide free and compulsory education to children of 6-14 years of age. We have also focused on education for girls, on children belonging to disadvantaged groups and those with disabilities or special needs. For those who missed out on education in childhood, our adult literacy programme is the world's largest, and we are proud that it was the recipient of this year's UNESCO King Sejong Literacy Prize.

9.6 In the culture sector, we have been encouraged by the efforts of the Director-General to encourage a process of introspection, dialogue and reform to make the World Heritage Convention more representative of the world's wonderful heritage and all its diversity, and its processes more transparent and accountable. The 2003 and 2005 Conventions, recognizing diversity, pluralism and intangible cultural heritage, have a special meaning. They are the most celebratory of UNESCO's conventions, recognizing the pluralistic mosaic of cultures, languages, beliefs and customs that make up our world. We need to extricate them from the tangle of process and procedure that they have become mired in, and restore their essential spirit and inclusive character.

9.7 India not only supports UNESCO through our regular Member State budgetary contributions, but takes a lead role in various organs and committees of UNESCO, including through financial and capacity-development support. We are also contributing over \$40 million towards the Mahatma Gandhi Institute of Education for Peace and Sustainable Development, a category 1 institute in New Delhi.

9.8 One cannot avoid a word on cyberspace-related concerns, including access to information and knowledge, freedom of expression, privacy and the ethical dimensions of the information society. At UNESCO we have two decades of work and deliberation on aspects of these issues. India is strongly committed to freedom of expression and pluralistic media. The Organization is uniquely positioned, away from the immediacy and intensity of current debate, to provide a platform for dialogue and consensus on the many dimensions that are relevant to its fields of competence. India is strongly committed to freedom of expression and pluralistic media. I would urge that we initiate this process, to ensure that UNESCO is a part of the conversation, and to enable it to play a constructive role on these issues. I am confident that our deliberations in the days ahead will be fruitful and productive. Thank you, and *Jai Hind!*

#### 10. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency Mr Régis Manoro, Minister of Education of Madagascar.

#### 11.1 **M. Manoro (Madagascar) :**

Monsieur le Président de la Conférence générale, Madame la Directrice générale, Excellences, Mesdames et Messieurs. Au nom de Madagascar, l'honneur m'échoit de vous féliciter, Monsieur le Président, pour votre brillante élection à la présidence de cette 37<sup>e</sup> session de la Conférence générale de l'UNESCO. Permettez-moi, par la même occasion, de rendre hommage à votre prédécesseur, S. E. Mme Katalin Bogyay, pour son travail exceptionnel en faveur de la paix par le biais de la diplomatie culturelle. J'adresse aussi toutes nos félicitations à la Directrice générale, Mme Irina Bokova, pour sa réélection, et réaffirme le soutien sans faille de Madagascar à son endroit pour ce deuxième mandat.

11.2 Monsieur le Président, depuis la dernière session de la Conférence générale, l'UNESCO traverse une période de difficultés financières dues au non-paiement par quelques États membres de leur contribution au budget ordinaire de l'Organisation. Madagascar soutient pleinement Madame la Directrice générale dans ses initiatives et efforts en vue du paiement, par tous les pays membres, de leur contribution. Monsieur le Président, au regard de la crise financière internationale, Madagascar approuve un budget à croissance nominale zéro. Néanmoins, elle considère que les programmes prioritaires qui ont été adoptés par la Conférence générale ne doivent pas souffrir du manque de financement. Aussi, sans remettre en cause les fonds d'urgence déjà mis en place, Madagascar propose qu'une nouvelle répartition des contributions soit étudiée afin que le budget ordinaire de l'UNESCO couvre de façon pérenne la totalité des besoins dictés par ses attributions de chef de file dans ses domaines de compétence.

11.3 Monsieur le Président, l'UNESCO est l'auteur de nombreuses réalisations dans le domaine de l'éducation. Néanmoins, force est de constater que beaucoup reste à faire, en particulier pour renforcer l'éducation de base, l'éducation des filles et des femmes, la formation professionnelle et l'enseignement supérieur, l'éducation aux droits de l'homme, à la tolérance et au dialogue, afin de promouvoir la réconciliation et la paix.

11.4 L'éducation est la base de tout développement et les curricula se doivent d'être conformes aux besoins ciblés de la politique de développement des pays concernés. En ce qui concerne Madagascar, un mouvement national pour l'EPT est né en mai 2011 après la signature d'un document par les représentants du gouvernement et les membres de la société civile. Ce mouvement a notamment pour objectif de mettre en place des structures pérennes pour prendre en



charge l'éducation des filles et des femmes et veiller à leur éducation, dans le cadre de l'OMD. Pour ce faire, Madagascar sollicite une aide de l'UNESCO en vue du renforcement des capacités des enseignants et des maîtres d'école.

11.5 Madagascar attache aussi beaucoup d'importance aux TIC. Le Ministère de l'éducation nationale met en œuvre une politique de promotion et de vulgarisation des TIC dans les établissements scolaires. Des centres de ressources TIC ont été créés et mis en place dans les lycées publics d'enseignement général. Une bibliothèque numérique a été mise en place par une équipe spécialisée pour certaines disciplines – mathématiques, physique-chimie, sciences de la vie et de la terre, anglais et français –, à partir des ressources numériques pédagogiques libres sur les réseaux Internet et ce, pour les enseignants et les élèves de lycée. Cette bibliothèque numérique est en passe d'être étendue à toute l'île. Monsieur le Président, selon le Rapport mondial de suivi de l'UNESCO sur l'EPT, si les pays africains percevaient 10 % des revenus générés par les ressources minières, le problème de l'Éducation pour tous en Afrique serait résolu à très court terme. Malheureusement, plus de 95 % de ces revenus reviennent aux sociétés d'extraction. Madagascar estime que l'UNESCO doit veiller au renforcement des transferts de technologie et mettre en place une charte sur l'éthique des partenariats économiques afin de rendre les partenariats public-privé plus justes et plus humains, et permettre ainsi aux pays en développement de mettre en œuvre leur politique de développement par leurs propres moyens.

11.6 Monsieur le Président, le tourisme culturel est appelé à être un des fers de lance du développement économique de notre pays, compte étant tenu de la protection de l'environnement. Aussi Madagascar appelle-t-elle de ses vœux le renforcement des programmes relatifs aux réserves de biosphère et à l'éducation en vue du développement durable, ainsi que le renforcement des capacités en matière de protection, de sauvegarde et de gestion du patrimoine culturel et naturel.

11.7 Monsieur le Président, Madagascar entame la phase finale du processus de sortie de la crise qui secoue le pays depuis 2009. Le 25 octobre dernier, le peuple malgache a voté au premier tour de l'élection présidentielle. Notre souhait est que ce processus de sortie de crise arrive à son terme. Je saisis donc cette occasion pour vous remercier chaleureusement, au nom du Gouvernement et du peuple malgaches, vous tous, amis et partenaires de Madagascar représentés dans cette auguste Assemblée, et, en particulier, l'UNESCO, d'avoir toujours accompagné notre pays et son peuple tout au long de cette pénible expérience. Je vous remercie de votre aimable attention.

## 12. The President:

Thank you, Your Excellency. Our next speaker is His Excellency Mr Hazwan Al-Waz, Minister of Education of the Syrian Arab Republic.

١٣,١ السيد الوز (الجمهورية العربية السورية):

السيدة المديرية العامة لليونسكو، السيد رئيس المؤتمر العام، الحضور الكريم، يسرني ووفد بلدي الجمهورية العربية السورية المشارك في أعمال المؤتمر العام لليونسكو في دورته السابعة والثلاثين، وتهيئة معالي المديرية العامة السيدة إيرينا بوكوفا بتحديد انتخابها، ومعالي رئيس المؤتمر العام السيد هاو ينغ بانتخابه، متمنياً له التوفيق في مهامه.

١٣,٢ السيدات والسادة، شكلت قضايا التقدم والارتقاء والتنمية للمجتمع البشري هاجساً مستمراً، وتم وضع الاستراتيجيات الوطنية وإعداد المشروعات وبرمجة الخطط للمضي قدماً. فتركزت أهمية التربية كأفضل استثمار للوصول إلى مستقبل الإنسانية المنشود. ونحن في الجمهورية العربية السورية، رغم الأزمة الراهنة، نواصل العمل الدؤوب للارتقاء بالواقع الإنساني والاجتماعي والتربوي، ونتصدى للتحديات التي تواجه المشروعات التطويرية الوطنية التي صاغتها وزارة التربية ودأبت على تنفيذها وفقاً للتوجهات الوطنية، كان أولها وضع المعايير الوطنية للمناهج التربوية في عام ٢٠٠٣ وصولاً إلى مطلع عام ٢٠١٣ حيث صدر المرسوم الرئاسي بإحداث المركز الوطني لتطوير المناهج التربوية ومركز القياس والتقييم التربوي. وتم تطبيق نظام الامتحانات الجديد للشهادة الثانوية (البكالوريا).

١٣,٣ السيدات والسادة، على مدى أربع سنوات كان لنا شرف تبوؤ عضوية المجلس التنفيذي لمنظمتنا اليونسكو وعملاً معاً للوصول إلى أفضل النتائج، ونؤكد مجدداً أننا في الجمهورية العربية السورية جاهزون لمواصلة الجهود وتقديم المساندة الفاعلة في رسم مستقبل المنظمة وتحسينها في وجه الأزمات التي يمكن أن تعصف بها. لقد دعمنا جهود الإصلاح البنوي الذي أجرين في المنظمة، مع حرصنا على احترام مبادئ ميثاقها التأسيسي والاتفاقيات الدولية المؤسسة لعملنا الجماعي. فوضع برنامج الإصلاح الإداري وسياسة الموارد البشرية المتوازنة وصياغة البرمجة على أساس التنفيذ وإعادة الهيكلة حسب الميزانية، وأولويتنا أفريقيا والمساواة بين الجنسين، والتعليم للجميع، والاستجابة للمبادرة العالمية "التعليم أولاً"، والتعلم الجيد مدى الحياة، والمجلس الاستشاري العلمي للتنمية المستدامة، وتدريب المعلمين، وبرامج الشباب، ومكافحة الفقر، وتعليم الفتيات. وكما أعلنه رسمياً من منبر منتدى القادة، نلتزم بدعم جهود المنظمة لمواجهة تحديات التنمية المستدامة في مرحلة ما بعد عام ٢٠١٥، وفي مقدمتها تحقيق السلم والأمن والتصدي للإرهاب.

١٣,٤ كما أننا نجدد مواقفنا المبدئية حيال القرارات المتعلقة بالأراضي العربية المحتلة مؤكداً أن العالم متوافق على نيل ممارسات سلطات الاحتلال الإسرائيلية واعتدائه اليومية على أبناء شعبنا في فلسطين العربية المحتلة والجولان السوري المحتل وتدمير تراثه التاريخي والديني ونسيجه المجتمعي وبنية مؤسساته التعليمية والثقافية وإلغاء دورها في حفظ الهوية الوطنية، الأمر الذي يبدو جلياً من خلال مواصلة عدم تطبيق السلطات الإسرائيلية لقرارات الشرعية الدولية ذات الصلة واستمرارها بتهويد القدس والاستيطان غير الشرعي ومحاصرة غزة. ونحن اليوم، وأكثر من أي وقت مضى، نؤكد التزامنا ودعمنا للقضايا العادلة التي تدافع عنها مجموعة الدول السبع والسبعين والصين وحركة عدم الانحياز ودول البريكس.

١٣,٥ ناشد الدول الأعضاء دعم منظمتنا للعمل معاً على التطبيق الملزم لاتفاقيات اليونسكو بشأن التراث، ولا سيما اتفاقية حماية التراث العالمي الثقافي والطبيعي واتفاقية صون التراث الثقافي غير المادي إضافة إلى مكافحة الاتجار غير المشروع بالممتلكات الثقافية، من خلال تنفيذ قرارات اللجنة الدولية الحكومية لتعزيز إعادة الممتلكات الثقافية إلى بلادها الأصلية أو ردها في حالة الاستيلاء غير المشروع.

١٣,٦ الحضور الكريم، أكثر من سنتين ونصف وشعبنا في الجمهورية العربية السورية يخوض معركة شرسة ضد مؤامرة أدواتها الفكر التكفيري والإجرام المسلح، المتمثل في تنظيم "القاعدة" وامتداده "جبهة النصرة"، في محاولة للهيمنة على قرارها السيادي واستجلاب التدخل الخارجي وحرف بلدي عن نضجه المقاوم ومبادئه وتعطيل مسيرة البناء والتطوير التي شهدتها خلال العقد الأخير. فأنت خطواتنا ثابتة وأهدافنا واضحة فأطلقنا مشروعاً إصلاحياً يلبي المطالب المجتمعية المحقة ويستند إلى حوار وطني واسع ومشاركة شعبية واسعة للنهوض بوطننا. وهو ما عبر عنه بجلاء البرنامج السياسي الشامل الذي أطلقه السيد الرئيس بشار الأسد، رئيس الجمهورية العربية السورية، في السادس من كانون الثاني/يناير ٢٠١٣. وأكد في مقابلة لاحقة مع صحيفة إيزيفيسيا الروسية بتاريخ ٢٦/٨/٢٠١٣ الآتي: "نحن دولة مستقلة، سنحارب الإرهاب وسنبني علاقتنا مع الدول التي نريدها بكل حرية وبما يحقق مصالح الشعب السوري". لقد أعلن بلدي الجمهورية العربية السورية استعدادها للمشاركة في مؤتمر جنيف ٢ دون شروط مسبقة مؤكداً أن حل الأزمة يتم من خلال الحوار بين السوريين بقيادة سورية دون تدخل أو إملاءات خارجية، مشدداً على أن نجاح أي حل سياسي يستوجب إلزام الدول الداعمة للإرهاب بوقف الدعم المادي والعسكري واللوجستي والإعلامي لتلك المجموعات الإرهابية. السيدات والسادة، إننا، ورغم التحديات الراهنة، ملتزمون بمواصلة التعاون التنموي مع اليونسكو في مختلف الميادين ذات الأولوية في الجمهورية العربية السورية المتحددة والمساهمة في بناء عالم أكثر إنسانية تتحقق فيه تنمية مستدامة منصفة محورها الإنسان. وشكراً لحسن الاستماع.

(13.1) **Mr Al-Waz** (Syrian Arab Republic) (*translation from the Arabic*):

Madam Director-General of UNESCO, Mr President of the General Conference, dear guests, I am pleased, together with the delegation of my country, the Syrian Arab Republic, which is participating in the work of the General Conference of UNESCO at its 37th session, to congratulate Her Excellency the Director-General, Ms Irina Bokova, on her election, and His Excellency the President of the General Conference, Mr Hao Ping, on his election, and to wish him every success in his work.

(13.2) Ladies and gentlemen, the issues of the progress, advancement and development of human society are an ongoing concern. National strategies have been drawn up, projects prepared and plans programmed in order to move ahead. The importance of education has been acknowledged as the optimum investment in order to attain the human future we all seek. We in the Syrian Arab Republic, despite the current crisis, are pursuing our tireless efforts to advance the human, social and educational situation, and to meet the challenges facing our national development projects drawn up and implemented diligently by the Ministry of Education in accordance with national guidelines. The first such project involved drawing up national criteria for educational curricula for the period 2003-2013: two presidential decrees were issued for the creation of the National Curriculum Development Centre and the Centre for Educational Measurement and Assessment. The new examination system was applied to the secondary diploma (*baccalauréat*).

(13.3) Ladies and gentlemen, for the past four years, we have had the honour of serving on UNESCO's Executive Board, where we have worked together to achieve optimum results. We reiterate that we in the Syrian Arab Republic are prepared to pursue our efforts and to provide effective support in charting the future of our Organization and shielding it from any crises which may affect it. We have supported the structural reform efforts under way in the Organization, and are keen to respect the principles of its Constitution and the international conventions underpinning our social work. The programme of administrative reform, the balanced human resources policy, implementation-based programming and budget-based restructuring have been undertaken with the following priorities: Priority Africa, gender equality, education for all (EFA), responding to the Global Education First Initiative, quality learning throughout life, the Scientific Advisory Board for sustainable development, teacher training, youth programmes, the fight against poverty, and girls' education. As we announced officially at the Leaders' Forum, we are committed to supporting the efforts of the Organization to meet the challenges of sustainable development post-2015, and first and foremost the achievement of peace, security and standing up to terrorism.

(13.4) We also reiterate our positions of principle towards the resolutions concerning the occupied Arab territories, and stress that the whole world is agreed on rejecting the practices of the Israeli occupation authorities and their daily aggressions against our people in occupied Arab Palestine and the occupied Syrian Arab Golan, including the destruction of its historic and religious heritage, its social fabric, the infrastructure of its educational and cultural institutions and the abolition of their role in preserving national identity, which is clear for all to see in the continued failure of the Israeli authorities to apply the relevant international legal resolutions, their ongoing judaization of Jerusalem, their illegal settlements, and their blockade of Gaza. Today, more than at any time in the past, we reiterate our commitment to and support for the just causes being defended by the Group of 77 and China, the Non-Aligned Movement, and the BRICS countries.

(13.5) We appeal to the Member States to support our Organization and to work together for the binding implementation of the UNESCO heritage conventions, in particular the Convention for the Protection of the World Cultural and Natural Heritage and the Convention for the Safeguarding of the Intangible Cultural Heritage, and to combat trafficking in cultural property by implementing the decisions of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation.

(13.6) Ladies and gentlemen, for more than two and half years, our people in the Syrian Arab Republic have been waging a ferocious battle against a conspiracy whose tools are *takfir* thought (branding Muslims as infidels) and armed criminality in the shape of *al-Qā'ida* and its extension *Jabhat an-Nuṣra*, which are attempting to gain hegemony over our sovereign decision-making authority and to attract external interference, deflect the country from its course and principles of resistance, and to do away with the path of construction and development that it has followed over the past decade. Our steps have been firm and our objectives clear; we have launched a programme of reforms which meet real social requirements, involving wide-ranging national dialogue and a broad popular participation aimed at advancing our home country. This was clearly expressed in the comprehensive political programme launched by Mr Bashar el-Assad, President of the Syrian Arab Republic, on 6 January 2013. In a subsequent interview with the Russian newspaper *Izvestia* dated 26 August 2013, he stated the following: "We are an independent State; we shall combat terrorism and we shall build relations with the States we wish in complete freedom and in a manner which is conducive to the interests of the Syrian people." My country, the Syrian Arab Republic, announced its readiness to participate in the Geneva II Conference on Syria without pre-conditions, and stressed that a solution to the crisis could be achieved by means of a dialogue among Syrians without external interference or dictates, and that in order to be successful, any political solution would have to oblige States which support terrorism to halt their material, military, logistic and media support to those terrorist groups. Ladies and gentlemen, despite the current challenges, we are committed to pursuing our development cooperation with UNESCO in the various priority fields in the Syrian Arab Republic undergoing constant

renewal and to contribute to the building of a more human world in which equitable sustainable development with a human focus is achieved. Thank you for your attention.

**14. The President:**

Thank you, Your Excellency. Our next speaker is His Excellency Mr Nyesom Ezenwo Wike, Minister of Education of Nigeria.

**15.1 Mr Wike (Nigeria):**

Mr President of the General Conference, Your Excellencies and dear colleagues, I bring you warm greetings and the best wishes of the President of the Federal Republic of Nigeria, Mr Goodluck Jonathan, for a very fruitful conference. Mr President, I wish to congratulate you on your election as President of the 37th session of the General Conference and wish you a very successful term of office. Let me thank those who yesterday attended our general reception and lunch, documenting 53 years of Nigeria-UNESCO cooperation in education. We are indeed grateful.

15.2 Mr President, we recall with satisfaction the UNESCO Multisectoral Regional Office in Abuja and the Nigerian National Commission for UNESCO, which will further the long-standing cooperation between UNESCO and countries of the West African region. We look forward to UNESCO's action in assuring the provision of the full complement of Professional staff for the efficient operation of the regional office.

15.3 Nigeria endorses the main thrust of both the Medium-Term Strategy for 2014-2021 and the Programme and Budget for 2014-2017 as well as the retention of the two global priorities, Africa and gender equality. We also support the programme priorities' emphasis on other groups such as least developed countries (LDCs), small island developing States (SIDS) and countries in transition.

15.4 Mr President, Nigeria is committed to accelerating the achievement of the education for all (EFA) goals through more focused action. In September this year, we convened an education summit with the participation of the United Nations Special Envoy on Education First, the Right Honourable Gordon Brown, to map out a clear strategy to mobilize resources towards the final push to 2015. We note with satisfaction the success of the summit with international donors pledging to contribute \$250 million and the Federal Government of Nigeria matching it with the same amount.

15.5 Furthermore, Nigeria is addressing the issue of the global learning deficit by investing in quality teacher development and improving literacy, in both formal and non-formal contexts, through the use of appropriate technologies. Mr President, in line with our commitment to the development of technical and vocational education and training (TVET), Nigeria recently hosted the Africa Regional Forum on Advancing TVET for Youth Employability and Sustainable Development in collaboration with the UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC) network. We have also set up a "National Partnership Committee of Government and Private Sector", with a mandate to develop a strategy to improve the effectiveness of TVET.

15.6 In the area of science and technology, we are collaborating with UNESCO in a project that is expected to drive innovation and unlock opportunities for massive economic activities. Nigeria is currently reviewing its national youth policy and therefore applauds the operational strategy for youth which is in tandem with our national strategy outreach, grassroots and partnership-based engagement.

15.7 In culture, we have ratified all UNESCO standard-setting instruments and set up a committee for the domestication of international laws and legislation. We are hosting the first Africa Regional Meeting on the Convention on the Protection of the Underwater Cultural Heritage later this month and establishing an underwater cultural research and imaging centre which will serve as a hub for underwater cultural activities in Africa.

15.8 In a nation of over 100 million mobile phone users, the use of information and communication technologies (ICTs) for knowledge dissemination is of high importance to us. In June this year, we hosted a global conference on promoting media and information literacy in furtherance of our commitment to promoting an enabling environment for press freedom and pluralistic media. Similarly, the issuance of licenses for television and radio stations has been liberalized as a follow-up to the Freedom of Information Act.

15.9 Mr President, we commend the Director-General's financial management as well as efforts to secure considerable amounts of extrabudgetary resources for critical programmes and end the biennium without a deficit. However, a budget of \$507 million will certainly not meet the needs of our Member States. We must therefore, during our debates, find attractive funding mechanisms to cover the shortfall. Dear friends, 1 January 2014 will mark the centenary of the amalgamation of the Northern and Southern Nigeria protectorates, which led to the emergence of modern-day Nigeria. I wish to invite you all to visit Nigeria and enjoy our warm hospitality so as to mark the centenary of our dear nation. I thank you all for your kind attention.

**16. The President:**

Now I call on His Excellency, Mr Séraphin Moundounga, Minister of Education, Higher and Technical Education, Professional Training and Scientific Research, in charge of Culture, Youth and Sports of Gabon.

**17.1 M. Moundounga (Gabon) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la représentante de la Directrice générale, Mesdames et Messieurs les Chefs de délégation, Excellences, Mesdames et Messieurs les Ambassadeurs. Monsieur le Président de la Conférence générale, en vous félicitant pour votre désignation à la présidence de cette instance, tout en louant le travail remarquable de votre prédécesseur, S. E. Mme Katalin Bogyay, dont l'action, conjuguée à celle de la Directrice générale, est couronnée d'un bilan ayant placé l'Afrique en général, et le Gabon en particulier, au cœur de l'action de l'UNESCO, le Gabon demeure optimiste quant à la consolidation de notre

Institution commune afin qu'elle continue de rayonner. Que Mme Irina Bokova veuille bien accepter que lui soient réitérées les félicitations qui lui avaient été exprimées par S. E. M. Ali Bongo Ondimba, Président de la République gabonaise, Chef de l'État, pour le renouvellement de la confiance dont elle a bénéficié de la part du Conseil exécutif. À ces félicitations se joignent celles du Gouvernement gabonais ainsi que de l'ensemble de la communauté éducative, scientifique et culturelle gabonaise. Vous pouvez continuer à compter sur le soutien du Gabon pour toutes vos initiatives tout au long de ce second mandat à la tête de notre Institution.

17.2 Monsieur le Président de la Conférence générale, dans le cadre de sa vision tendant à faire du Gabon un pays émergent à l'horizon 2025 par la mise en œuvre des trois piliers que sont « le Gabon vert », « le Gabon des services » et « le Gabon industriel », l'éducation, la formation, les sciences et la culture – domaines de compétence dans lesquels l'UNESCO a un avantage comparatif manifeste – sont, pour le Président Ali Bongo Ondimba, les priorités du plan stratégique « Gabon émergent ». C'est à ce titre que nous avons entrepris de refonder notre système éducatif, d'abord par la convocation d'états généraux en 2010, puis par le vote d'une nouvelle loi d'orientation de l'enseignement, de la formation et de la recherche au Gabon, qui a été examinée et adoptée par le Parlement en 2011, avant d'être promulguée par le Président de la République en 2012, remplaçant ainsi une loi de 1966. Pour la mise en œuvre du nouveau système éducatif gabonais, l'accompagnement de l'UNESCO est déjà appréciable, notamment en matière de promotion de l'enseignement des sciences, de formation des formateurs et de production de statistiques de l'éducation.

17.3 Un forum national sur l'apprentissage et l'éducation des adultes visant à redéfinir la politique nationale de l'alphabétisation, en vue de conférer à celle-ci une vocation professionnalisante pour une meilleure employabilité, sera organisé très prochainement. De même, le programme de diagnostic de la qualité de l'éducation de base au Gabon, engagé en 2012 en collaboration avec l'UNESCO, s'est approprié dans son rapport – qui vous sera transmis très prochainement – le diagnostic posé par les états généraux, ainsi que le recensement des défis et atouts de notre système éducatif. Du côté des atouts, le Gabon a réussi à atteindre un taux de scolarisation des enfants d'âge scolaire de 98 %, avec une parité appréciable entre filles et garçons au niveau de l'éducation de base. Mais des défis demeurent : notamment, des taux de redoublement particulièrement importants, des taux de déperdition scolaire élevés et une inadéquation entre la formation et l'emploi. Ce diagnostic nous a amenés à envisager différentes pistes de solution, telles que la réorganisation de l'ensemble des curricula, la formation des enseignants, ou l'introduction de l'anglais et des technologies de l'information et de la communication dès l'école primaire. Cette dernière piste est en voie d'expérimentation en République gabonaise. La réorganisation du système éducatif gabonais met un accent particulier sur le développement des compétences par la promotion et le renforcement de la formation professionnalisante pour une meilleure employabilité de la jeunesse dans les différents corps de métier des trois piliers du « Gabon émergent ». Dans le prolongement de l'Histoire générale de l'Afrique, initiée par l'UNESCO, le Gabon a mis en place un panel gabonais chargé de revisiter et d'approfondir l'histoire du Gabon.

17.4 Dans le domaine de la culture, le Gabon a lancé, à partir de 2011, des réformes qui ont conduit à l'élaboration et à l'adoption de nouveaux instruments normatifs qui fixent les grandes orientations de la politique culturelle nationale et mettent en avant les trois axes prioritaires que sont la préservation des acquis du patrimoine, la promotion de la créativité et la démocratisation culturelle à travers l'accès du plus grand nombre aux services et événements culturels, tout en assurant la promotion du droit d'auteur et des droits voisins dans le cadre du tout nouveau Bureau gabonais des droits d'auteurs (BUGADA). Excellences, Mesdames et Messieurs, c'est sur ces mots que nous souhaitons « bon vent » à l'UNESCO, et je vous remercie de votre aimable attention.

#### 18. **The President:**

Now I would like to call on His Excellency, Mr Moussa Ouattara, Minister of Secondary and Higher Education of Burkina Faso.

#### 19.1 **M. Ouattara** (Burkina Faso) :

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs les représentants. Avant toute chose, Monsieur le Président de la Conférence générale, ma délégation est très heureuse de vous adresser toutes ses félicitations pour votre brillante élection à la présidence de cette importante session de la Conférence générale.

19.2 Monsieur le Président, nous voici réunis une fois de plus pour nous assurer, par nos échanges, que les actions que l'UNESCO mène et mènera sont et seront pertinentes au regard du rôle qui lui est assigné au sein du système des Nations Unies. Ma délégation réaffirme l'attachement de notre pays à l'action de l'UNESCO et félicite la Directrice générale, Mme Irina Bokova, pour l'efficacité et la détermination avec lesquelles elle a su conduire l'Organisation et ce, dans un contexte de précarité financière et de pressions liées aux défis de l'agenda 2015. Nous l'encourageons à persévérer dans sa volonté de faire de l'UNESCO une organisation au service du développement durable, pour les populations actuelles et futures du monde entier.

19.3 Monsieur le Président, Mesdames et Messieurs, permettez-moi d'évoquer quelques points relatifs au programme d'action de notre Organisation auxquels mon pays est particulièrement attaché. La priorité Afrique a été discutée à plusieurs reprises lors des réunions du Conseil exécutif et d'autres organes. En dépit de la situation financière difficile, l'Afrique fait toujours partie des deux priorités globales de l'UNESCO, ce dont je vous remercie, en souhaitant toutefois que les efforts restent soutenus en vue de doter cette priorité des moyens nécessaires pour la mise en œuvre des activités y afférentes. Pour sa part, le Burkina Faso reste disposé à y apporter sa contribution.

19.4 Étant le pays d'un des principaux et éminents auteurs de l'Histoire générale de l'Afrique, j'ai nommé le professeur Joseph Ki-Zerbo, le Burkina Faso accorde une grande importance au projet d'utilisation pédagogique de l'Histoire générale de l'Afrique pour les générations actuelles et futures du continent. Aussi continuera-t-il, comme par le

passé, à contribuer financièrement à ce projet et exhorte-t-il tous les pays africains à faire de même, en collaboration avec les partenaires et amis, ainsi que l'UNESCO.

19.5 La réforme du dispositif hors Siège et celle de l'éducation sont deux autres points d'intérêt pour mon pays. J'encourage l'UNESCO à poursuivre la première en s'assurant de la fonctionnalité efficace des bureaux hors Siège, qui devront être dotés du personnel adéquat, en quantité et en qualité. Ce dispositif devrait permettre de répondre aux besoins qui sont les nôtres en matière d'accompagnement de nos politiques, dans les différents domaines de compétence de l'UNESCO. Dans le secteur de l'éducation, en particulier, nous avons encore beaucoup de défis à relever. C'est donc à juste titre que mon pays salue l'initiative de coalition mondiale pour un monde alphabétisé de la Directrice générale. Je salue également le projet d'autoévaluation pour l'éducation pour tous lancé par le groupe africain à l'UNESCO. Mon pays s'engage à soutenir la concrétisation de ce processus d'autoévaluation, que ce soit à travers des plaidoyers ou la participation d'experts nationaux.

19.6 Dans le même registre, nous nous engageons à poursuivre le renforcement de la promotion de l'éducation des filles et des femmes en Afrique, par le biais du Centre international pour l'éducation des filles et des femmes en Afrique (CIEFFA), dont le Conseil exécutif a décidé la reconduction au regard des résultats déjà engrangés. De fait, l'égalité des genres et l'équité régionale font partie des priorités du Burkina Faso.

19.7 La science et la culture sont des domaines très importants pour le développement de nos pays. Les résultats de la science peuvent permettre d'améliorer les conditions de vie de nos populations, tandis que la culture s'affirme comme l'âme des peuples. Aussi exhortons-nous les pays membres de l'Organisation à ratifier les conventions pertinentes et à en être les porte-voix ; ces conventions nous protègent tous et nous aident à vivre dans la bonne entente et l'harmonie. Le Burkina Faso peut vous assurer de sa disponibilité en la matière.

19.8 J'encourage par ailleurs l'Organisation à accentuer ses efforts dans le domaine de la science en prenant en compte les besoins locaux et contextuels des personnes et en valorisant les expertises traditionnelles dignes d'intérêt pour le développement de l'humanité. C'est l'ambition du Chef de l'État, M. Blaise Compaoré, qui, en suscitant la création d'un ministère entièrement dédié à la recherche et aux innovations, entend en faire la promotion au service du développement durable.

19.9 Mesdames et Messieurs, mon pays a foi en l'UNESCO et en son action en faveur d'un monde toujours meilleur. C'est pour cette raison que, quittant le Conseil exécutif après un mandat de quatre ans, il ambitionne de continuer d'apporter sa pierre à l'édifice en sollicitant un mandat dans un certain nombre d'organes subsidiaires. À cet égard, il sait pouvoir compter sur votre soutien. Le cas échéant, nous y assumerons notre mission de la manière la plus honorable possible. Je tiens enfin à remercier chaleureusement Madame la Présidente du Conseil exécutif pour la fructueuse collaboration que nous avons entretenue durant son mandat. Je vous remercie.

## 20. **The President:**

Thank you, Your Excellency. Now I would like to invite Her Excellency, Ms Kandia Camara, Minister of Education and Technology of Côte d'Ivoire, to take the floor.

### 21.1 **Mme Camara (Côte d'Ivoire) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs, la tenue de la 37<sup>e</sup> session de la Conférence générale me donne l'agréable occasion de vous adresser, au nom du Président de la République de Côte d'Ivoire, S. E. M. Alassane Ouattara, les salutations fraternelles du peuple ivoirien. Avant tout propos, je voudrais féliciter M. Hao Ping pour sa brillante élection à la tête de la Conférence générale de notre Organisation. Mesdames et Messieurs, permettez-moi d'exprimer toute mon admiration et ma reconnaissance à Mme Katalin Bogyay, précédente Présidente de la Conférence générale, et à Mme Alissandra Cummins, Présidente du Conseil exécutif, deux grandes dames dont la compétence et le *leadership* ont contribué à relever bien des défis en ces moments de turbulence généralisée. J'adresse mes remerciements sincères à Mme Irina Bokova, Directrice générale, dont l'humanisme et l'engagement ont permis de renforcer la visibilité de l'action de l'UNESCO sur le terrain malgré un contexte financier difficile. Je la félicite d'avoir été proposée par le Conseil exécutif pour un deuxième mandat.

21.2 La Côte d'Ivoire voudrait exprimer sa gratitude à l'UNESCO pour l'attention dont elle a bénéficié pendant ce biennium par le biais du Programme global d'appui spécial post-conflit en sa faveur et du projet UNESCO-Chine de renforcement des capacités des enseignants (Fonds-en-dépôt chinois (CFIT)). Pour l'aider à relever ces nombreux défis, un bureau national est désormais installé à Abidjan. Ses activités ont déjà démarré mais il conviendrait de renforcer ses capacités opérationnelles au moyen de ressources humaines et financières.

21.3 En outre, mon pays se réjouit d'avoir été choisi pour faire partie des bénéficiaires du Programme accéléré pour l'alphabétisation et de l'attribution du Prix UNESCO-Confucius d'alphabétisation à une ONG ivoirienne. Par ailleurs, l'inscription de la ville historique de Grand-Bassam sur la Liste du patrimoine mondial est, pour la Côte d'Ivoire, un motif de satisfaction et de fierté, et mon pays renouvelle sa gratitude à toutes les instances qui y ont contribué.

21.4 Mesdames et Messieurs, cette session se tient à un moment où les défis à relever sont encore nombreux dans tous les domaines, rendant la mission de l'UNESCO toujours plus pertinente. La récurrence des guerres et des conflits de toutes sortes, ainsi que leur impact sur la vie des peuples victimes, apparentent la recherche de la paix à un véritable travail de Sisyphe. C'est pourtant dans ce contexte difficile que la mission de l'UNESCO doit s'affirmer davantage. Devant ces menaces, notre Organisation doit continuer d'être à l'avant-garde de la recherche du bien-être de l'humanité. En cela, ma délégation la félicite pour les actions déjà accomplies, tout en reconnaissant que beaucoup reste encore à faire. Globalement, elle approuve les documents 37 C/4 et 37 C/5. Elle apprécie surtout que l'Afrique et l'égalité des genres demeurent les priorités globales des années à venir.

21.5 Mesdames et Messieurs, dans le domaine de l'éducation, la plupart des programmes dans lesquels la responsabilité de l'UNESCO se trouve engagée viennent de s'achever ou arrivent à expiration en 2015, date à laquelle les objectifs assignés à ces programmes ne seront pas entièrement atteints. Il nous faut déployer de nouveaux efforts, en faveur, notamment, d'un monde alphabétisé au XXI<sup>e</sup> siècle et de l'éducation pour tous – filles et garçons – sans aucune discrimination.

21.6 Il est pertinent que la science se mette au service du développement. Les effets néfastes du changement climatique ainsi que des catastrophes naturelles de tous genres rendent de plus en plus fragile l'équilibre physique du monde par la perte de la biodiversité. En Afrique de l'Ouest, par exemple, le désert avance en même temps que l'érosion tarade les côtes maritimes.

21.7 Pour la Côte d'Ivoire, la consolidation de la paix et de la cohésion sociale, après la crise qu'elle a vécue, passe par l'inclusion sociale et le dialogue interculturel. C'est pourquoi nous adhérons au Programme MOST visant à mobiliser la recherche et les connaissances pour soutenir les transformations sociales.

21.8 Mesdames et Messieurs, pour les années à venir, l'UNESCO se propose de construire la paix et le développement durable par le patrimoine et la créativité. Mon pays partage totalement cette vision car la culture est le socle de toute richesse humaine. Dans ce sens, la Côte d'Ivoire ambitionne de faire de la culture un véritable axe de développement par la création d'industries culturelles avec, entre autres, le Festival des musiques urbaines d'Anoumabo (FEMUA), lancé par l'Ambassadeur de bonne volonté de l'UNESCO A'Salfo, de Magic System, et le Marché des arts du spectacle africain (MASA).

21.9 Mon pays envisage, par ailleurs, de réaliser un inventaire de son patrimoine culturel avec l'aide de l'UNESCO. La paix et le développement doivent être soutenus par la liberté d'expression, l'accès au savoir et la sécurité des journalistes. La Côte d'Ivoire s'est engagée à promouvoir des médias libres, indépendants et pluralistes par la mise en place de structures d'autorégulation. Elle se préoccupe du renforcement des compétences des professionnels des médias. Enfin, mon pays appuie la volonté de l'UNESCO de promouvoir les applications novatrices des TIC dans tous les domaines du développement humain.

21.10 Mesdames et Messieurs, les défis auxquels l'humanité se trouve confrontée deviennent de plus en plus complexes. Malgré le développement des sciences, des techniques et des technologies, et parfois même à cause de ce développement, les intérêts des uns et des autres continuent de s'opposer radicalement dans la plupart des cas. C'est pourquoi, en tant que conscience de l'humanité, l'UNESCO doit davantage insuffler à celle-ci le supplément d'âme nécessaire. Je vous remercie.

## 22. **The President:**

Thank you, Your Excellency. Now I would like to call on His Excellency, Mr Octave Nicoué Broohm, Minister of Higher Education and Research of Togo.

## 23.1 **M. Broohm (Togo) :**

Monsieur le Président de la Conférence générale, Mesdames et Messieurs les représentants, c'est pour moi un privilège et un insigne honneur de prendre la parole devant cette auguste Assemblée pour vous délivrer le message de paix, de tolérance et d'espérance des plus hautes autorités togolaises et réaffirmer, du haut de cette tribune du savoir et du partage, l'attachement du peuple togolais aux idéaux de notre Organisation. Je ne saurais aller plus loin sans féliciter chaleureusement S. E. M. Ping Hao pour sa brillante élection à la tête de cette 37<sup>e</sup> session. Mes sincères remerciements vont à Madame la Présidente du Conseil exécutif pour la qualité du travail accompli tout au long de l'exercice biennal qui s'achève. Je saisis cette occasion pour présenter notre sincère gratitude à Madame la Directrice générale de l'UNESCO et à son équipe pour le travail immense abattu à la tête de notre Organisation depuis déjà quatre ans, malgré les contraintes d'un contexte difficile. Nous gardons un souvenir mémorable de la visite qu'elle a effectuée dans notre pays en juin 2012.

23.2 Monsieur le Président, la présente session se tient à un moment où la paix et la sécurité internationales continuent d'être gravement menacées dans le monde, singulièrement en Afrique (les exemples du Mali et de l'Afrique centrale en disent long). L'UNESCO se trouve ainsi appelée à s'acquitter pleinement de son rôle et de sa vocation éthique et éducative, avec une plus grande détermination et des initiatives plus audacieuses. Au moment où les sociétés sont confrontées à des pressions de plus en plus fortes en faveur du changement, l'UNESCO a un rôle unique à jouer dans le renforcement des fondements d'une paix et d'un développement durables par la promotion de la coopération dans les domaines de l'éducation, des sciences, de la culture et de la communication. Les Objectifs du Millénaire pour le développement, adoptés en 2000, quantifient les cibles à atteindre à l'échelle mondiale pour affronter la misère humaine dans ses multiples dimensions. Des efforts supplémentaires restent à faire dans le cadre de la définition d'un nouvel agenda post-2015. Les liens sont clairs entre éducation, réduction de la pauvreté et durabilité.

23.3 La promotion de l'égalité des genres est au cœur du grand programme I – Éducation, et est inextricablement liée à la défense du droit à l'éducation pour tous. Nous estimons que l'Éducation en vue du développement durable peut contribuer à une gestion durable de l'environnement pour améliorer les moyens d'existence, accroître la sécurité économique et humaine et créer des possibilités de revenus pour les pauvres. Mon pays est convaincu que l'enseignement technique et professionnel peut aider les jeunes à trouver des « emplois verts » dans les énergies renouvelables, le recyclage, l'agriculture, le bâtiment et les transports. Le renforcement de l'efficacité des programmes d'alphabétisation des jeunes et des adultes est un des axes importants du Programme et budget de l'UNESCO pour 2014-2017, et nous nous félicitons de la mise en œuvre du Programme de renforcement des capacités en faveur de l'EPT (CapEPT), en cours dans notre pays depuis 2010, qui vise à renforcer les capacités en vue d'améliorer la qualité de l'alphabétisation et de l'éducation non formelle au Togo.

23.4 Élargir les possibilités novatrices d'apprentissage, en particulier grâce aux technologies de l'information et de la communication dans l'éducation, notamment dans l'enseignement supérieur, demeure une de nos préoccupations en vue d'améliorer la qualité de notre système éducatif. À cet égard, le groupe de travail sur les enseignants pour l'Éducation pour tous, mis en place pour la formation des enseignants, devra être renforcé. La nécessité de promouvoir une participation accrue des femmes dans les domaines de la science et de la recherche s'inscrit dans le cadre de la priorité sectorielle biennale du grand programme II consacrée à la science au service de la paix et du développement durable, et nous ne pouvons que nous en féliciter. Le Camp des sciences pour jeunes filles scolaires qu'organise la Commission nationale togolaise pour l'UNESCO est une initiative à saluer et à encourager, car elle vise à sensibiliser aux disciplines scientifiques les jeunes filles du secondaire ayant obtenu les meilleurs résultats et à les inciter à s'orienter vers les filières scientifiques à l'université. La coopération scientifique internationale en faveur de la paix, de la durabilité et de l'inclusion sociale devra être renforcée au cours de ce biennium. Il en est de même de la promotion du dialogue interculturel. Mon pays réaffirme son attachement à la promotion de la liberté d'expression, au développement des médias et à l'accès universel à l'information et au savoir.

23.5 Monsieur le Président, l'Afrique et l'égalité des genres sont une fois de plus réaffirmées comme priorités globales pour les quatre années à venir, et le Togo ne peut qu'apporter son soutien à cette vision stratégique de l'UNESCO. Je vous remercie.

24. **The President:**

Thank you, Your Excellency. Now I'd like to invite His Excellency, Mr Antonio Correia e Silva, Minister of Higher Education and Sciences of Cabo Verde.

25.1 **Mr Correia e Silva** (Cabo Verde): *(address delivered in Portuguese; English text provided by the delegation):*

Mr President of the General Conference, Madam Chair of the Executive Board, ministers, ladies and gentlemen, it is a great honour for me to speak as Minister of Higher Education of Cabo Verde in this United Nations forum. For any country, it is very important to consider these topics, and in particular for Cabo Verde, a nation that belongs to the category of small island developing States, with limited resources, at a crossroads between the Sahel and the Ocean, suffering from drought and isolation in the middle of the ocean. For all these reasons, among others, my country, in compliance with the guidance of UNESCO, from the very beginning, from its independence on 5 July, 1975, has considered culture as an essential part of its collective project. Education and culture are instruments for individual emancipation, collective dignity and the consolidation of our nation with a view to sustainable development.

25.2 It goes without saying that developing education is part and parcel of our national project. The various successive governments of my country have always focused, independently of political leanings or the situations encountered, on improving the education system. In this way, in line with the recommendations and guidance of forums such as this, we have continued down this path. All the governments of our country have contributed to the construction of this edifice because education has always been considered as a topic of national significance. We have, therefore, strived unremittingly for education for all (EFA) goals and Millennium Development Goals (MDGs) and we will continue to do so. I am sure that we can take up the challenges of EFA and attain the MDGs by 2015. Any victory in the area of education is pyrrhic, however, because it is a constantly moving goal. Indeed, now we must focus on quality teacher training and making sure that the process is sustainable. It is essential to continue focusing on innovative types of education, such as distance learning and open educational resources (OER), and focus on free access to education, as proposed by UNESCO. We also need to develop and share quality digital technology tools for high quality education, thus completing the process of teaching and learning with the help of digital technology.

25.3 I think that today, more than ever, education and communication go hand in hand. We need to move outside the traditional classroom and conquer, for example, television, radio and mobile devices that have revolutionized our daily lives. We speak a lot of the construction of innovative economies and societies but in the South, in order to achieve these goals, we must find new ways of educating. We need to innovate to educate more and better. We need to focus on the type of education that can generate economic wealth. We need to build and develop schools that are attentive to the needs of the economy and the creation of national wealth. We do not want schools that do not contribute to the employability of young people. On the contrary, we need schools that prepare people for the business world, to be entrepreneurs and to be innovative. I would like to thank UNESCO, though its regional office located in Dakar, Senegal, for organizing the upcoming high-level ministerial meeting on education, culture and creative economy. We would like to set up a system to ensure the quality of education, since evaluation, self-evaluation and external evaluation are currently major challenges for us.

25.4 Throughout its history, Cabo Verde has been the product of a cultural synthesis, resulting from the meeting of different cultures and languages from African and Europe. We are very proud of this heritage, although it is not something that is fossilized. Preserving it is not enough; we need to have a dynamic relationship within this heritage. We embrace the notion of creative heritage and we wish to transform our heritage into a kind of cybermuseum. We also are interested in such projects as the Slave Route Project and we wish to highlight this cultural synthesis of Cabo Verde, which is a real visiting card for us. We also wish to propose "*morna*", the national music of Cabo Verde, sister of Portugal's "*fado*" and Brazil's "*lundum*", for inclusion on UNESCO's Representative List of the Intangible Cultural Heritage of Humanity. With this initiative, we would strengthen cultural diversity, which is essential for humankind. Thank you.

26. **The President:**

Thank you, Your Excellency. Now I call on His Excellency, Mr Shiferaw Shegute, Minister of Education of Ethiopia.

27.1 **Mr Shegute** (Ethiopia):

Mr President, Excellencies, distinguished delegates, ladies and gentlemen, it is an honour to address this august body for the first time as the Minister of Education of Ethiopia. Mr President, I would like to warmly congratulate you on your election. I would like to also reassure the Director-General that she can count on the full support of my delegation.

27.2 Excellencies, Ethiopia has long-standing cooperation with UNESCO since its establishment. Education, science, culture and communication are priority sectors in Ethiopia's national agenda. Ethiopia is the second most populous country in Africa; it has registered double-digit growth over the last decade and is the fastest growing economy in Africa. Ethiopia's main preoccupations have been and remain poverty eradication, peace and security, democracy and good governance.

27.3 Since 1991, Ethiopia has embarked on a path of renewal and engaged in massive reform envisioned by the late Prime Minister Meles Zenawi. In this regard, the Government fully recognized the valuable role of education. It is out of this realization that Ethiopia has overhauled, reformed and transformed the nation's education system. We began this long journey by defining the relevance and the purpose of education for social and societal transformation, formulating education policy and strategy, and creating the institutions and other educational infrastructure. These were the initial steps in the long process of the reform programme.

27.4 The Government has highly invested in the education sector over the last two decades. Our investment in the sector has led to great achievements. When we started the reform, primary education coverage was only under 20%. Today, we have achieved the MDG in primary education. At all levels, we have over 20 million students. The number of our schools has quadrupled. We had only two public universities back then. Today, we have 31 universities. The number of private higher education institutions has increased tremendously. Technical and vocational education and training (TVET) is one of our main focuses and we have benchmarked the best practices. Our main preoccupation today emphasizes more on the quality of education.

27.5 Mr President, ladies and gentlemen, 70% of our university students are enrolled in natural sciences, technology and engineering fields, while the remaining 30% are in the social and human sciences. This is by design. This clearly illustrates the prominence that Ethiopia attaches to the natural sciences. Ethiopia has initiated cooperation with UNESCO in the field of biotechnology and we are keen enough to see more knowledge-sharing in this field. We are looking forward to seeing more support and capacity building of our scientific institutions and universities.

27.6 Excellencies, Ethiopia has an extremely rich and diverse cultural heritage. Our cultural diversity was ill-managed in the past and was used to divide and rule. The new Constitution promotes cultural diversity. We embarked on democracy as the only form of governance that can help manage our diversity. That is why we say democracy is not a matter of choice for us but an essential issue. In this regard, we must specially stress the importance of UNESCO's 1972, 2003 and 2005 conventions. We need UNESCO's support in building the capacities of our institutions in the cultural sector and in designing more effective cultural policies. We would like to implement successfully UNESCO's conventions.

27.7 Mr President, regarding information and communication technologies, my Government has greatly invested in infrastructure and state-of-art technology. We are focusing both on access and quality of information. The Constitution of Ethiopia guarantees freedom of expression. In promoting free press, our national policy focuses on responsible ethical and professional media. We are working on building the capacity of media institutions, policy-makers and designing a strong legal framework. As the lead agency in communication and information, we believe UNESCO can play a key role in this regard.

27.8 Mr President, the financial situation of our Organization has led us Member States to prioritize and focus on UNESCO's programmes but it should also be an opportunity to reflect on this division, the mission and the working methods of this Organization. It is now time to seriously engage in political debates so that we can provide proper political guidance and direction. Ethiopia is ready to engage in candid dialogue that can enable UNESCO to meet the aspirations and the interests of its Member States.

27.9 In the two decades of the existence of Priority Africa, Member States have continuously pointed out the lack of delivery and effectiveness. The same comment can be made for the priority on gender equality. We need to ensure that recently defined operational strategies, both in gender and in Priority Africa, will lead to achieving concrete results.

27.10 Finally, on behalf of my Government and my own behalf, I would like to express our sincere thanks to those who have contributed to the overall development of Ethiopia. I am looking forward to working with you, fellow ministers, and with the leadership of our Organization, for our common good. Thank you.

28. **The President:**

Thank you, Your Excellency. Now I would like to invite His Excellency, Mr Mohammed Tameem, Minister of Education of Iraq.

٢٩،١ السيد تميم (العراق):

بسم الله الرحمن الرحيم. السيد رئيس المؤتمر العام المحترم، السيدة رئيسة المجلس التنفيذي المحترمة، السيدة المديرية العامة لليونسكو المحترمة، أصحاب الفخامة والمعالى والسعادة رؤساء الوفود وأعضاءها المحترمين، السلام عليكم ورحمة الله وبركاته. يسرني في بداية كلمتي أن أهنئكم، يا سيادة الرئيس، على الثقة التي أولاهم إياكم المؤتمر العام بانتخابكم رئيساً لدورته الحالية. وإنني على ثقة بأن عمق تجربتكم وخبيرتكم تؤهلکم للنهوض بالمسؤولية الموكلة إليكم بمجدارة، وبما يؤدي إلى الإسهام الفاعل في بلوغ الأهداف المتوخاة من أجل تحقيق رسالة المنظمة وأهدافها السامية.



٢٩,٢ من أرض الرافدين جئتمكم محملاً بأزكى التحية. يغمري الفرح والسرور وأنا أفق اليوم أمام قادة الفكر وصناع تنمية الإنسان لكي أحدثكم عن بلدي الذي يعرفه الكثير منكم وسمع عنه الكثير. ففي بلدي اليوم، مثل فراشات ملونة وحمام بيضاء، يتوجه ملايين الطلبة يومياً إلى مدارسهم ليستقبلهم الآلاف من المدرسين والمدرسات، وفي أكثر من عشرين ألف مدرسة، لنصنع معاً مستقبلاً أفضل لبلدنا وللإنسانية جمعاء. إن التعليم الذي نتمناه وتنبناه، أيها السادة والسادة، لا بد أن تشخص محدداته رؤية إنسانية خيرة، يتعمق من خلالها حب الإنسان للإنسان وتكرس فيه نظرة أن الناس صنفان: إما أخ لك في الدين، أو نظير لك في الإنسانية. فنحن نروج لرحلة الخير لصياغة المجتمع الإنساني الفاضل المتكافل والذي تلغى فيه الفواصل، وتتقلص فيه مساحات التفاوت بين الشعوب علمياً واقتصادياً وثقافياً واجتماعياً. إننا نريد تعليماً يمتزج علاقتنا الإنسانية، ويزرع في نفوسنا الأمل بحياة حرة كريمة تتسارع فيها خطى التنمية وتمتد مشاريعها لتشمل الأرض كلها وأهل الأرض أجمعين. إن التعليم، أيها الأخوة والأخوات، هو مشروع بناء المجتمع وإعمار الذات وغرس قيم الإنسانية في نفوس أبنائنا وبناتنا فهم قادة المستقبل وعليهم تقع عملية البناء فينتصر خيرهم على قوى الشر والعدوان ويتحقق السلام والوئام.

٢٩,٣ إن انعقاد الدورة السابعة والثلاثين للمؤتمر العام لليونسكو يكتسب أهمية خاصة ودلالات واسعة، فالدورة تُعقد في ظروف صعبة، وخاصة العجز في الميزانية الذي تعاني منه المنظمة منذ عام ٢٠١١، وما ترتب عليه من صعوبات في تنفيذ البرامج الأساسية لليونسكو. وإن العراق قد ساهم في دعم المنظمة بالتبرع لصندوق الطوارئ، إضافة إلى تسديد جميع اشتراكاته المقررة في إطار الميزانية العادية، إضافة إلى توقيع اتفاقيات عديدة مع اليونسكو لصون التراث الثقافي. وهنا، أتوجه إلى السيدة إيرينا بوكوفا وأقول: إننا نقدر جهودك الكبيرة في تخطي الصعوبات والحفاظ على دور اليونسكو الريادي في مجالات اختصاصها، سعياً إلى تحقيق رسالة المنظمة وتحميد أهدافها السامية، وتأكيد دورها الفريد في ترسيخ أسس السلام الدائم والتنمية المستدامة. ونشد على يدك في اتخاذ التدابير المقترحة في إطار مشروع الاستراتيجية المتوسطة الأجل. ونتمنى أن لا تكون جهود الإصلاح على حساب البرامج المتعلقة بالدول المحتاجة أو التي تعاني من ظروف خاصة.

٢٩,٤ يولي العراق لجنة التراث العالمي التابعة للمنظمة اهتماماً خاصاً، بالنظر إلى الثراء الاستثنائي الذي وهبه التاريخ لبلدنا المليء بتراكم التجارب الإنسانية فوق ترابه عبر القرون والألفيات. كما تعلمون، إن العراق مهد الحضارات، وفيه أكثر من ١٠ آلاف موقع أثري. وتقوم اليونسكو مشكورة بالمساعدة على حفظ وإدارة التراث الثقافي في مواقع شتى ذات أهمية رئيسية مدرجة في القائمة المؤقتة للتراث العالمي في العراق. لذا نود ألا تقتصر عضوية اللجان الاستشارية على دول بعينها وإنما يجب أن يكون هناك توزيع عادل في اختيار الأعضاء ومن جميع المناطق الجغرافية.

٢٩,٥ إن الأحداث المتسارعة التي يشهدها العالم تدل على حاجة العالم إلى تفعيل دور اليونسكو ونشر قيمها المتمثلة في أفكار العدل والمساواة والتسامح والديمقراطية وحقوق الإنسان. لكنها لن تستطيع أداء رسالتها على أكمل وجه ما لم يدعمها الخبيرون والمجتمع الدولي بأكمله. إن العالم بحاجة إلى هذه المنظمة الرائدة، التي تنصهر فيها كل الثقافات والأديان، وإلى تحديد الطريق لبناء مجتمعات ترفض العنف والتطرف والكراهية، تتوافر فيها العدالة واحترام الكرامة الإنسانية ويعيش كل فرد فيها بسلام وتسامح.

٢٩,٦ كلنا يعلم أن اليونسكو تهتم بمحو الأمية، وتقديم الدعم للمشروعات المتصلة بالتعليم والعلوم والاتصالات، ولكنها معنية أيضاً بقضايا الحرية والعدل والدفاع عن حقوق الإنسان، وخاصة في الأراضي المحتلة في فلسطين. وإن من واجب المنظمة أن تسعى إلى المحافظة على التراث القومي والديني والوطني للشعوب وأن تعمل على إيقاف تغيير الطابع الثقافي والتاريخي لمدينة القدس الذي تقوم به إسرائيل الآن.

٢٩,٧ وختاماً، دعوني باسم بلدي أن أتقدم ثانية بالشكر إلى منظمتمكم على كل ما قدمتم من دعم ومساندة لبلدي وبكل إصرار. كما أرجو أن تسمحوا لي أن أتوجه بالتهنئة إلى السيدة إيرينا بوكوفا بمناسبة إعادة انتخابها مديرة عامة لمنظمة اليونسكو وأقول لها هنيئاً لمنظمتنا بك، ونأمل منك المزيد من العطاء، ونسأل الله لك التوفيق. وتقبلوا مني أزهار حب واعتزاز جئت أحملها من بغداد من أرض الرافدين مزينة بآيات العرفان والشكر لكم جميعاً. وأود أن أطمئنكم أن العراق بخير رغم كل التحديات ورغم كل قوى الإرهاب التي نحن على يقين بأنها ستندحر في حماية المطاف. والسلام عليكم ورحمة الله وبركاته.

(29.1) **Mr Tameem (Iraq) (translation from the Arabic):**

*Bismillāh ir-rahmān ir-rahīm* (In the name of God, the Merciful, the Compassionate). Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General of UNESCO, Excellencies, esteemed heads and members of delegations, *as-salāmu 'alaikum wa-rahmatu llāhi wa-barakātuh* (peace and the mercy and blessings of God be upon you). At the outset of my statement, I am pleased to congratulate you, Mr President, on the confidence demonstrated in you by the General Conference in electing you President of the current session. I am certain that your great experience and expertise fully qualify you to shoulder ably the responsibility entrusted in you in such a manner as to contribute effectively to achieving the desired goals in order to realize our Organization's noble objectives.

(29.2) From the land of Mesopotamia, I come to you bearing our warmest greetings. I am overjoyed to stand here before the intellectual leaders and shapers of human development to speak to you about my country, which many of you know and of which you have heard so much. In my country today, like many-coloured butterflies and white doves, millions of pupils go every day to more than 20,000 schools, where they are received by thousands of teachers, male and female, to shape together a better future for our country and for all humankind. The contours of the kind of education we desire and pursue, ladies and gentlemen, must embody a noble humanitarian vision, in which the love of human beings for their fellow human beings is deepened, and in which two kinds of individuals are recognized: either your brother in religion or your colleague in humanism. We wish to promote the noble journey to shape an optimum humane society of mutual solidarity in which differences are abolished and in which scientific, economic, cultural and social discrepancies between peoples are reduced. We seek a kind of education which reflects our human relations and sows in our souls hopes for a life of freedom and dignity in which the footsteps of development proceed apace and whose projects extend to include the entire Earth and all its people. Education, my brothers and sisters, is a project for the building of society, the development of the self, and the inculcation of the values of humanism in the souls of our sons and daughters, for they are the leaders of tomorrow, and it is on their shoulders that will fall responsibility for the process of construction; their wellbeing shall overcome the forces of evil and aggression, and peace and harmony shall be achieved.

(29.3) This 37th session of the General Conference of UNESCO is of special importance and wide-ranging significance, for it is being held under difficult circumstances, especially given the budget shortfall from which the Organization has been suffering since 2011, and the attendant difficulties in executing UNESCO's basic programmes. Iraq has contributed to

supporting the Organization by donating to the Emergency Fund, in addition to paying all its assessed contributions under the regular budget, and to signing numerous agreements with UNESCO for the preservation of the cultural heritage. Here I turn to Ms Irina Bokova to say that we appreciate your great efforts to overcome the difficulties and to safeguard UNESCO's leading role in its fields of competence, in a bid to achieve the Organization's mission, to embody its noble goals, and to emphasize its unique role in consolidating the foundations of lasting peace and sustainable development. We applaud your determination to take the measures proposed in the Draft Medium-Term Strategy, and hope that the reform efforts may not be at the expense of programmes for needy countries or for those suffering from special conditions.

(29.4) Iraq devotes particular attention to the World Heritage Committee (WHC) in view of the exceptional wealth conferred upon Iraq by the history of our country, which is replete with the accretions of human experience on its soil over centuries and millennia. As you know, Iraq is the cradle of civilizations: it has more than 10,000 archaeological sites, and we are pleased that UNESCO helps us to preserve and manage the cultural heritage at various sites of major importance included in the Tentative List of World Heritage in Iraq. For that reason, we hope that membership in the consultative committees should not be restricted to certain countries, but that there should be equitable geographical distribution in the selection of members, from all geographical regions.

(29.5) The accelerating pace of events the world is witnessing points to a need to boost UNESCO's role and to disseminate its values of justice, equality, tolerance, democracy and human rights. However, it will not be able to perform its mission in optimum fashion so long as it is not supported by the benevolent and the international community as a whole. The world is in need of this pioneering Organization in which all cultures and religions are mingled together, and of a clear definition of the path to building societies which reject violence, extremism and hatred, in which are found justice and respect for human dignity, and in which every individual may live in peace and tolerance.

(29.6) We all know that UNESCO is concerned with eradicating illiteracy and providing support for projects relating to education, science and communication; but it is also concerned with the issues of freedom, right, justice, and the defence of human rights, especially in the occupied territories in Palestine. It is the Organization's duty to seek to preserve the ethnic, religious and national territory of peoples, and to endeavour to halt the modification, currently being engaged in by Israel, of the cultural and historic character of the city of Jerusalem.

(29.7) Finally, allow me, on behalf of my country, once again to offer sincere thanks to your Organization for all the support and assistance it has provided to my country. Allow me also to convey congratulations to Ms Irina Bokova on the occasion of her re-election as Director-General of UNESCO, and to say to her "well done"; we hope that you may continue to give your best to the Organization, and pray to God for your success. Please accept from me flowers of love and pride which I bear from Baghdad, in the land of Mesopotamia, decorated with verses of gratitude – thanks to you all. I wish to assure you that Iraq is well in spite of all the challenges and all the forces of terrorism, which we dearly long to see repelled at the end of the day. *As-salāmu 'alaikum wa-rahmatu llāhi wa-barakātuh* (Peace and the mercy and blessings of God be upon you).

### 30. **The President:**

Thank you, Your Excellency. Now I would like to invite His Excellency, Mr M'Pinda Simão, Minister of Education of Angola.

#### 31.1 **Mr Simão** (Angola): *(address delivered in Portuguese; English text provided by the delegation)*

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General of UNESCO, heads of delegation, ladies and gentlemen, on behalf of the Government of Angola, I would like to commend His Excellency Mr Hao Ping on his election as President of the 37th session of the General Conference.

31.2 I would like to take this opportunity to commend and thank Ms Alissandra Cummins for her exceptional service to UNESCO as Chair of the Executive Board. We should also like to congratulate and commend Ms Irina Bokova on her nomination and expected re-election by this distinguished body as Director-General.

31.3 Excellencies, ladies and gentlemen, at a time when we are addressing the post-2015 global development agenda, it is imperative that education, sciences, culture, and communication and information receive the special attention they deserve because they help to build a better, more just and inclusive world. This is the deep meaning of the action under way in preparation of the next global agenda for development. Given the achievements and shortcomings in the attainment of the Millennium Development Goals (MDGs) for development, UNESCO is well-placed to contribute towards identifying and raising awareness about the new emerging challenges.

31.4 It is also important to have tolerance and the protection of the natural underwater and tangible and intangible cultural heritage. For the developing countries, we recognize the relevance of UNESCO's commitment in order to create conditions for access to science, technology and innovation, and at the same time, provide young people with the skills they need to find employment.

31.5 Priority should be given to the objectives and strategies that promote independence for women and girls. In the African context, the Angolan Government continues to work towards far-reaching awareness and mobilization of Government institutions and private stakeholders within the framework of the action plan adopted last March for the pan-African forum entitled "Sources and resources for a culture of peace" – a joint undertaking with the African Union (AU) and UNESCO. We welcome the recent initiative launched in Addis Ababa, on the occasion of the celebration of the International Day of Peace with a view to creating a network of African foundations working for a culture of peace.

31.6 In the sphere of education, the Angolan Government in March of this year acceded to the initiative to accelerate EFA for the period 2013-2015 as the basis on which we will seek to achieve the goals set in Jomtien and Dakar. We undertake to work with the other Member States to ensure the success of the education for all (EFA) self-assessment in partnership with the African Union (AU) and the European Union (EU). We will work with the other Member States and we would like to express our support for this initiative. As to higher education, there has been extraordinary growth in our country in recent years, and there has been particular pride of place given to those areas where there are shortcomings. We are working on medium- and long-term development and we wish to have an alliance between university and scientific research and the world of business.

31.7 Angola has implemented a programme to match training opportunities to the economic development needs of the country between now and the year 2025. Moreover, from July to September 2013 there was an exceptional presidential initiative to give youth a voice, where the public authorities met with more than 50,000 young people representing various sectors of the population, both within the country and from the diaspora. This has had an enormous impact and has created an environment conducive to democratic participation of young people within the framework of operational strategies for sectoral action within the national development plan 2013-2017.

31.8 Ladies and gentlemen, Excellencies, we are also aware of the financial difficulties and it is important to maintain Priority Africa. This is one of the overarching themes of the Organization, and it will be necessary to explore the contribution possibilities that can be found both within Africa and the other partners who can contribute to the Priority Africa programme. I would also like to express our admiration for the Director-General and the staff and their mission, seeking to make it possible to achieve the Organization's goals despite the financial difficulties it faces. Thank you for your attention.

32. **The President:**

Thank you, Your Excellency. I would like to invite His Excellency, Mr Hang Chuon Naron, Minister of Education, Youth and Sports of Cambodia, to take the floor.

33.1 **Mr Hang (Cambodia):**

Mr President of the General Conference, Excellencies, ladies and gentlemen, I would like to congratulate Mr Hao Ping on his assumption of the Presidency of the General Conference. I would also like to thank his predecessor, Ms Bogayay, for her excellent work. I would also like to extend Cambodia's warmest congratulations to Her Excellency Irina Bokova on the occasion of her nomination by the Executive Board to serve a second term as UNESCO Director-General.

33.2 It is my pleasure to share with you the efforts of the Royal Government of Cambodia during the last two years under the leadership of Prime Minister Samdech Akka Moha Sena Padei Techo Hun Sen. I am proud to inform you that Cambodia has made remarkable achievements in education, particularly on the education for all (EFA) and education-related Millennium Development Goals (MDGs). With 97% enrolment rate for boys and girls, we have achieved universal access to primary education with gender parity. In line with the United Nations Secretary-General's Global Education First Initiative (GEFI), we are committed to putting every child in school, improving the quality of learning at all levels and fostering global citizenship among Cambodian learners. We have also integrated life skills as well as sexual and reproductive health into the education programme and are currently working on the integration of education for sustainable development into the teacher education curriculum.

33.3 With this achievement, we also recognize the challenges in improving the quality of learning from an early age, the increased number of instructional hours, transition to and completion of secondary education, attracting qualified candidates to become teachers, deployment of trained teachers across the country and ensuring the provision of textbooks and learning materials, conducting learning assessments, and strengthening institutional as well as professional capacities to ensure efficient and effective delivery of education services to all.

33.4 In the coming years, we also have to put our efforts into ensuring that basic and higher education are relevant for social, cultural and economic development. We will be focusing on national examination reforms, curriculum reforms and quality assurance in higher education, including the launch of the Cambodia Development Research Forum with support from the World Bank and UNESCO.

33.5 In this regard, I am pleased to announce that the Government of Cambodia's commitment has been consolidated into action as the budget for education has increased by 20% for 2014. UNESCO's EFA Capacity Building programme (CapEFA) support has enabled the Ministry to strengthen non-formal education. We have developed the Country Literacy Acceleration Plan and are implementing measures to ensure that Cambodia achieves the EFA goal on literacy by 2015.

33.6 We appreciate UNESCO's active role as the Chair of the education sector group to enhance coordination in order to ensure the engagement of development partners in developing the Education Strategic Plan and facilitating the application of \$38 million to the Global Partnership for Education (GPE), expanding early childhood education and laying strong foundations in education.

33.7 In the field of communication and information, I am pleased to inform you that the Government of Cambodia is continuously working towards improvements in freedom of expression, democratic governance and inclusive civic participation. In response to the concerns raised by the Director-General of UNESCO, the Cambodian Government has made safety of journalists and press freedom top priorities. In this regard, the Ministry of Information and UNESCO continue to provide training to media professionals and to work towards passing information legislation.

*(The speaker continues in French)*

33.8 Excellences, Mesdames et Messieurs, le Gouvernement royal du Cambodge estime enfin que la culture est un élément essentiel de la reconstruction de notre nation et des efforts de réconciliation ayant un impact social, économique et politique durable et positif. Cela encourage le Cambodge à continuer à protéger activement non seulement son patrimoine archéologique mais aussi son patrimoine urbain et son patrimoine immatériel, et à promouvoir les industries créatives telles que le cinéma et le design.

33.9 En termes de diversité, l'unicité du territoire en dehors du temple de Preah Vihear a incité le Gouvernement royal du Cambodge, en étroite collaboration avec l'UNESCO, à collaborer à la création d'un musée qui rassemblerait des collections archéologiques, ethnographiques, botaniques et géologiques. Toujours avec l'assistance de l'UNESCO, le

gouvernement a créé une unité dédiée au patrimoine sous-marin, chargée de la mise en œuvre de la Convention de l'UNESCO sur la protection du patrimoine culturel subaquatique de 2001, que seul le Cambodge a ratifiée en Asie du Sud-Est. Cette unité a contribué à l'organisation, en mai 2012, de la 1<sup>ère</sup> Conférence Asie-Pacifique sur le patrimoine culturel subaquatique. Le Cambodge a besoin d'une assistance technique et d'une formation internationale pour pouvoir continuer ses travaux scientifiques dans ce domaine.

33.10 L'année 2013 a été particulièrement riche en événements marquants pour notre pays dans sa relation avec l'UNESCO. Notre gouvernement a désigné les 17 premiers Trésors humains vivants afin de transférer leurs connaissances et compétences aux jeunes générations. En juin dernier, le Cambodge a eu l'insigne honneur de recevoir le Comité du patrimoine mondial et nombre d'entre vous. Cette 37<sup>e</sup> session, intense et fructueuse, a été le témoin d'un heureux événement : la restitution volontaire par le Metropolitan Museum of Art de New York de deux superbes statues d'art khmer en provenance du site de Koh Ker, au Cambodge. Le Gouvernement du Cambodge tient à exprimer sa profonde gratitude au Metropolitan Museum pour ce geste généreux, éthique et exemplaire, et remercie le Gouvernement des États-Unis et l'UNESCO pour leur soutien constant en la matière.

33.11 2013 sera également l'année de la célébration, le 5 décembre prochain, à Angkor, des 20 années d'existence du Comité international de coordination pour la sauvegarde et le développement du site historique d'Angkor. Ce mécanisme a inspiré la création d'autres comités internationaux de coordination en Afghanistan, en Iraq et en Haïti. Il m'est agréable de réitérer auprès des pays amis l'invitation à participer à cet anniversaire. Il est proposé que cette nouvelle décennie s'articule autour d'une nouvelle approche : nouvelles technologies et nouvelles compétences pour Angkor. Je vous remercie de votre aimable attention.

34. **The President:**

Thank you, Your Excellency. I would like to call on His Excellency, Mr Shukuru Kawambwa Minister of Education, and Vocational Training of United Republic of Tanzania.

35.1 **Mr Kawambwa** (United Republic of Tanzania):

President of the General Conference, Chair of the Executive Board, Director-General of UNESCO, honourable ministers, distinguished delegates, Excellencies, ladies and gentlemen, I am greatly honoured to address the 37th session of the General Conference of UNESCO. At the outset please allow me to congratulate you Mr President for your well-deserved election and to assure you of my Government's full support. I recognize the excellent leadership of the outgoing President of the 36th session of the General Conference throughout her term in office. I would also like to seize this opportunity to thank the Director-General, Ms Irina Bokova for her stewardship of the Organization in spite of the many hurdles she had to face.

35.2 Mr President, UNESCO is facing numerous challenges arising out of the meagre regular budgetary resources, while the aspirations of the Member States and the global citizens to fast-track the MDGs and the EFA goals and the wish to define the future global agenda remain high. My Government supports the Director-General in her endeavours to ensure that UNESCO remains relevant, revitalized and resilient and wishes her all the best in the upcoming election.

35.3 We also thank her for presenting a focused Medium-Term Strategy 2014-2021, which will guide the Organization for the next eight years, and for ensuring that Priority Africa and gender equality remain UNESCO's global priorities. It is my conviction that the proposed operational strategy for Priority Africa with its six flagship programmes will contribute to addressing Africa's development challenges.

35.4 Mr President, freedom of expression, open and equitable access to information and knowledge are a prerequisite to socio-economic development and yet disparities continue to exist between nations and among individuals in these areas. UNESCO should bridge the information and knowledge divide by strengthening the Communication and Information Sector (CI). Out of the growing concern on unethical use and abuse of the Internet as a media of communication UNESCO should come up with ethical principles governing the operation and use of cyberspace.

35.5 Mr President, science, technology and innovation are drivers of change and socio-economic development. UNESCO's role in assisting its Member States to address their science, technology and innovation (STI) policies and strategies is highly appreciated. My Government is grateful to UNESCO for the support it has received in reviewing and repositioning its STI system. Our cooperation with UNESCO in marine and ocean sciences has helped to build the capacity of our experts in these areas.

35.6 My Government recognizes the important role culture can play in advancing socio-economic development. Tanzania has ratified several UNESCO culture conventions; tangible and intangible, among these is the convention concerning the protection of world cultural and natural heritage. Tanzania has inscribed more than 73,000 square kilometres of its land for conservation to benefit humanity. The richness of Tanzanian cultural diversity has enabled its people to live harmoniously for centuries. Culture should be factored into the post-2015 global development agenda.

35.7 Tanzania is a living democracy, committed to social inclusion and intercultural dialogue. In this regard, deliberate policies have been put in place to ensure participation of youth, women and disadvantaged groups. Considering the challenges facing youth, UNESCO should strengthen its action on the African Youth Strategy.

35.8 As we approach the year 2015, several countries, particularly in Africa, will be left behind in realizing internationally agreed development goals. There is need to support them to accelerate the process. In preparing UNESCO's position for the post-2015 development agenda, consideration should be given to promoting access, equity and quality education for all at all levels, education for sustainable development, education for a culture of peace, citizenship education, literacy and lifelong learning. My delegation will participate fully in the ongoing process.

35.9 Mr President, finally, my Government commends the Director-General for initiating the reforms and restructuring the Secretariat. While acknowledging the reforms being carried out, care should be taken to ensure that the Organization does not lose its most important asset, its staff.

35.10 Tanzania supports the "United Nations Delivering as One" initiative. My Government appreciates the decision to retain the UNESCO Office in Dar-es-Salaam, which we believe will continue to play an active role within the United Nations system at the country level. Further, my Government supports the Global Coalition for a Literate World initiative; the pedagogical use of the General History of Africa; the self-assessment for EFA; and the promotion of science, technology, engineering and mathematics (STEM) in Africa. I thank you for listening.

*Mr Blackburn (Canada) takes the Chair*

36. **Le Président :**

Je remercie le Ministre de l'éducation de la République-Unie de Tanzanie. Notre prochain intervenant est S. E. M. Teina Bishop, Ministre de l'éducation des Îles Cook.

37.1 **Mr Bishop** (Cook Islands):

Mr President, Excellencies, distinguished representatives, ladies and gentlemen: may I bid you, in my indigenous language, *Kia orana*, which literally means "may you live on".

37.2 The Cook Islands has maintained its status as an upper-middle-income country with the OECD since the mid-1990s. Given the external global economic shocks, and the significant number of cyclones our country has faced over this time, this is no small feat for a country with a resident population of only 14,000 people, however, spread over 15 islands and more than two million square kilometres of ocean. Sustaining our economy on its own will not deliver continuing improvements to the quality of life for the people of the Cook Islands.

37.3 Throughout the development of the Cook Islands economy, the Government has paid particular consideration to social development and social inclusion to protect the quality of life of its inhabitants. This social investment has created opportunities and a "virtuous circle" grounded on our people, their families and their communities. By promoting social investment, our people have been able to fulfil their potential, prosper and participate in the social, economic, political and cultural life of our nation. These investments are driven by our national priorities.

37.4 Ensuring that education is of high quality and relevant to the lives of young people creates challenges in our country. The ability to provide programmes for students on ten inhabited islands spread over two million square kilometres of ocean, and the ability to meet the needs and interests of all students, requires new ways of thinking about resourcing and providing access to education.

37.5 We recognize the opportunities of the digital revolution for education and connectivity, particularly of our young people. Current initiatives include: broadband connections to every school; the provision of netbooks to every teacher; the launching of our e-school in 2014, where small numbers of students can join others in virtual classrooms; the integration of iPads, netbooks and other technology into classrooms to expand students' learning; the provision of special technologies to students with special learning needs; building public-private partnerships to improve access for those in the community to the Internet; strengthening our technical and vocational education and training (TVET) programmes; building second-chance training opportunities; and providing easily accessible pastoral care through counselling and careers advisory services.

37.6 Our national vision is for a society where all live with dignity, enjoy their human rights, achieve their full potential and contribute to the development and wellbeing of society. This means that women and girls have equal access to, and benefit from, the development of the country and are protected from all forms of discrimination and violence. Gender responsiveness and creating environments in which women feel empowered to participate in decision-making and governance will enable women to fully participate in the economic and social development of the Cook Islands. We have more women at senior levels of the public service with over a third of our government ministries being led by women, and many more holding senior management positions within these agencies. Our Speaker of Parliament is a woman and women also play a particularly strong role in leading non-government organizations. We have achieved the Millennium Development Goals around maternal health and offer many other programmes that encourage women to take ownership of their health care. We believe that these commitments by our Government support the UNESCO global priority of gender equality. Our commitments also support the UNESCO overarching objective of a focus on the needs and aspirations of youth and their role as the next generation of change-makers in our development.

37.7 In this global society in which we now live, the Cook Islands cannot do this in isolation. The impact of external shocks on such a small country, whether by natural events or the influence of economic or political decisions elsewhere, challenges our resilience. Our Government stands committed to the vision of UNESCO and the objectives of its Medium-Term Strategy. We actively welcome a post-2015 agenda that we can use to build on our strengths and address our weaknesses. We accept the challenges of such a commitment of our country and will do our part to be a responsible.

37.8 In conclusion, the challenge to UNESCO will be to build such an understanding across all countries so that, whilst we maintain our individual sovereignty, we work together to meet global goals in a way that is equitable, empowering and sustaining for the wellbeing of all and particularly our next generation.

37.9 Finally, in the Pacific region, we know each other well. We understand the impact that the decision of one country can have on the political and financial environment of our neighbours and the livelihoods of those in the region. Therefore, we seek to support our sister country Vanuatu to be the voice of the Pacific in this forum. Thank you very much. *Kia orana e kia manuia*.

38. **Le Président :**

Nous remercions M. Bishop pour son intervention. Je cède à présent la parole à S. E. Mme Hadidja Alim Youssouf, Ministre de l'éducation de base du Cameroun.

39.1 **Mme Youssouf (Cameroun) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale de l'UNESCO, Mesdames et Messieurs les Chefs de délégation, Excellences, Mesdames et Messieurs les Ambassadeurs, c'est pour moi un grand honneur et un réel plaisir de prendre la parole, au nom de la République du Cameroun, à l'occasion de cette 37<sup>e</sup> session de la Conférence générale de l'UNESCO. En cette circonstance solennelle, permettez-moi tout d'abord de présenter mes chaleureuses félicitations à Mme Alissandra Cummins, Présidente du Conseil exécutif, pour l'impulsion personnelle qu'elle a donnée à la préparation minutieuse de nos assises. Mes félicitations s'adressent ensuite à M. Hao Ping pour son élection à la Présidence de la Conférence générale et le doigté avec lequel il conduit nos travaux. Je voudrais également me tourner vers Mme Katalin Bogay, Présidente sortante de la Conférence générale, pour lui rendre un hommage appuyé en raison de la compétence et de l'engagement dont elle a fait preuve durant son mandat. Enfin, il me plaît particulièrement de réitérer mes vives et chaleureuses félicitations à Mme Irina Bokova, Directrice générale, pour son courage, sa détermination, son dynamisme, et pour le nouvel humanisme qu'elle a insufflé à notre Organisation. Madame la Directrice générale, il ne fait aucun doute que les importantes réformes que vous avez engagées et toutes les qualités qui vous caractérisent ont milité en faveur de votre désignation par le Conseil exécutif pour un second mandat. Je forme le vœu que ce choix soit entériné par l'Assemblée générale. Par ailleurs, je voudrais vous remercier très sincèrement pour toute l'attention que vous ne cessez de porter à l'Afrique.

39.2 Excellences, Mesdames et Messieurs, la 37<sup>e</sup> session de la Conférence générale de l'UNESCO se déroule dans un contexte international qui l'interpelle plus que jamais, à travers des thématiques directement liées à ses domaines de compétence. Elle se tient deux ans avant la fin de la décennie consacrée à l'EPT, d'où la forte mobilisation des Nations Unies à travers l'Initiative mondiale pour l'éducation avant tout, qui entend donner un coup d'accélérateur aux Objectifs de l'EPT. Cette session se tient enfin au moment où l'UNESCO passe d'une programmation sur quatre ans à une programmation sur huit ans dans le cadre de sa Stratégie à moyen terme. Nous sommes conscients des efforts considérables que l'UNESCO a déployés ces deux dernières années pour opérer les ajustements nécessaires dans la gestion du budget approuvé par la précédente session. En se mobilisant pour apporter leur soutien à l'UNESCO, les États membres ont démontré que la survie de cette organisation constituait un enjeu majeur pour l'humanité. C'est dans cette perspective que, sur la très haute directive du Chef de l'État, S. E. M. Paul Biya, le Cameroun a contribué au Fonds d'urgence, créé lors de la 36<sup>e</sup> session. Nous sommes convaincus que les sacrifices consentis sauvegarderont les fondamentaux de l'UNESCO et permettront de préserver son *leadership* traditionnel.

39.3 Madame la Directrice générale, je me réjouis, en tant que représentante d'un pays africain, de ce que la réforme du dispositif hors Siège soit pratiquement terminée en Afrique et je souhaite qu'elle se poursuive dans les autres régions du monde. Le Gouvernement camerounais remercie l'UNESCO, au nom de tous les pays de la sous-région, pour l'ouverture à Yaoundé du Bureau régional multisectoriel en Afrique centrale. À cet égard, mon pays s'engage à maintenir l'appui exceptionnel qu'il a consenti au fonctionnement de cette structure, dans l'intérêt bien compris de l'ensemble des pays de la sous-région.

39.4 Je me réjouis également de la mise en œuvre d'une nouvelle Stratégie opérationnelle pour la priorité Afrique, sur la base des six programmes phares retenus par le Groupe Afrique. En définissant ces programmes, l'Afrique a précisé ses besoins, fondés sur la culture de la paix, une éducation de qualité et une formation qui réponde aux attentes de sa jeunesse. Dans cette perspective, la science, la technologie et l'ingénierie restent des supports indispensables pour offrir à notre continent les ressources et les compétences nécessaires à un développement durable. Notre souhait est donc que les sciences soient considérées comme une priorité haute dans le 37 C/4 et le 37 C/5. Le projet d'introduction de l'enseignement de l'Histoire générale de l'Afrique à tous les niveaux d'enseignement constitue un motif de satisfaction pour le Cameroun et mérite d'être soutenu.

39.5 Mesdames et Messieurs, la coopération entre le Cameroun et l'UNESCO est dense et fructueuse. Nous nous félicitons de l'accompagnement de cette institution dans la mise en œuvre du vaste programme de réforme de notre système éducatif, en vue de l'élargissement de l'accès à l'éducation et de l'amélioration de la qualité de l'enseignement au Cameroun. Cette coopération s'étend à des domaines tels que l'éducation à l'environnement et au développement durable, l'élaboration de la politique nationale d'alphabétisation et d'éducation non formelle, la santé en milieu scolaire, en partenariat avec le Centre international de référence Chantal Biya, la lutte contre le dopage dans le sport, le suivi des activités du Centre d'excellence des expériences de microscience, du Centre international de recherche et de documentation sur les traditions et les langues africaines (CERDOTOLA) et des chaires UNESCO dans nos universités.

39.6 En outre, je voudrais signaler la mise en œuvre des activités portant sur l'inclusion et les transformations sociales, un thème auquel est particulièrement sensible S. E. Mme Chantal Biya, Première Dame du Cameroun et Ambassadrice de bonne volonté de l'UNESCO. S'agissant des questions relatives au patrimoine naturel et culturel, le Cameroun s'emploie à mettre en œuvre les recommandations du Comité du patrimoine mondial. Dans le domaine de la communication, enfin, je voudrais saluer l'élargissement du portefeuille des radios communautaires.

39.7 Avant de clore mon propos, j'aimerais exprimer une fois de plus la profonde gratitude du Gouvernement et du peuple camerounais pour la constante sollicitude dont ils bénéficient de la part de l'UNESCO. Je vous remercie, Monsieur le Président.

40.1 **Le Président :**

Je vous remercie, Madame la Ministre, pour cette intervention.

*(The speaker continues in English)*

40.2 I would now like to welcome His Excellency Mr Madhav Prasad Paudel, Minister for Education, Communication and General Administration of Nepal.

41.1 **Mr Paudel** (Nepal):

Mr President, honourable ministers, Excellencies, distinguished delegates, it is a great pleasure and privilege for me to participate in the 37th session of the General Conference of UNESCO. I bring with me the warm wishes of the Government and people of Nepal for the great success of the Conference.

41.2 On behalf of my delegation and on my own behalf, I would like to congratulate you, Mr President, on your unanimous election to the high office. My delegation will extend its full cooperation to you in the discharge of your duties. With your extensive background and experience, we are fully convinced that the Conference will benefit from your wise leadership and vision. My delegation is especially happy that you come from a country with which Nepal has had excellent relations throughout our history. Let me also extend our gratitude and appreciation to the Director-General, Ms Irina Bokova, for her hard work and the reforms she has initiated within UNESCO. We welcome your nomination for another term as the Director-General of UNESCO.

41.3 In Nepal, we hold a deep understanding and appreciation of the active roles being played by UNESCO. It has served as a platform for the development and expansion of knowledge societies across the globe. We are happy to note that for the peace, progress and prosperity of the humanity, UNESCO's commitment is total. Nepal notes with satisfaction that during these intervening years, UNESCO has achieved remarkable progress in gender equality, empowerment of women, promotion of cultural rapprochement, cultural diversity and interfaith dialogue.

41.4 Mr President, UNESCO's lead role has enabled Member States to accelerate the pace towards achieving education for all (EFA). Likewise, UNESCO has played a catalytic role in promoting education for sustainable development (ESD), technical education and vocational training (TVET), information and communication technology (ICT), science and technology, human and social science and cultural heritage promotion and conservation.

41.5 We extend our sincere thanks to UNESCO for its continued support and guidance for capacity-building opportunities through its global and regional networking. However, we feel that there is still a need for enhancing the capacities of Member States, especially for the least developed countries (LDCs) and countries in conflict and post-conflict situations to overcome the enormous challenges they are facing.

41.6 Speaking of my own country, Nepal has witnessed a sea change in the socio-economic and political landscape during the last two decades. An election to the Constituent Assembly is taking place soon, paving the way for the writing of a new inclusive constitution which will safeguard the rights and duties of citizens.

41.7 Mr President, Nepal has made significant progress in almost all areas of UNESCO's concerns. We thank UNESCO for their strong support and cooperation. The literacy rate is increasing and the new Literate Nepal Campaign will definitely pay a great dividend. The free and compulsory basic education scheme will ensure every child's right to education. Nepal attaches high priority to ICT expansion in schools. An ICT Master Plan and a National Framework of Education for Sustainable Development (ESD) have been developed. The role of the science and technology sector in the country's modernization is well recognized and given due importance for development.

41.8 Similarly, the social and human science sector has been instrumental for reshaping people's attitudes inculcating a sense of respect for human rights and dignity. Right to information and freedom of press are legally ensured. Journalism and the media now bear more responsibility and accountability to the people.

41.9 While we are coping with changing times, we feel we are not yet immune from the problems emanating from climate change, food security and continuing youth migration for jobs. Nepal recognizes the competence of UNESCO in water resources management and seeks cooperation in this field.

41.10 Mr President, Nepal is a treasure trove of both tangible and intangible cultural heritage. UNESCO has extended invaluable support and cooperation to us for the protection of our heritage. Archaeological works carried out in collaboration with UNESCO and Japan in Lumbini, the birthplace of Lord Buddha, has yielded amazing discoveries at the oldest Buddhist shrine in South Asia.

41.11 Nepal considers youth as a key human resource and driving force for shaping our country's future. The Government thus attaches high priority to empowering and mobilizing youth in various sectors. These efforts are being supplemented by partnerships of various international and regional institutions. These steps will enhance the capability of our youth to ensure a sustainable future.

41.12 Mr President, the Government of Nepal is committed to strengthening the Nepal National Commission for UNESCO to work closely with the UNESCO team at the grass-roots level.

41.13 Nepal is fully committed to the ideals and objectives of UNESCO. Since joining in 1953, Nepal has served only twice in the Executive Board. In view of the rich experience and contribution it can make to further the objectives, Nepal has presented its candidature for membership of the Executive Board for the 2013-2017 period.

41.14 I would like to extend my gratitude to UNESCO and other development partners for their continued support and encouragement for the attainment of EFA goals and Millennium Development Goals. Finally, Mr President, my sincere thanks are owed to all the stakeholders and local-level partners who have extended their support and cooperation to the Government and people of Nepal to achieve success in the holistic objectives of UNESCO, reinforcing mutual cooperation and complementarity. Thank you.

42. **Le Président :**

Je remercie M. Paudel pour son allocution. Écoutons à présent S. E. M. Konstantinos Arvanitopoulos, Ministre de l'éducation et des affaires religieuses de la Grèce.

43.1 **Mr Arvanitopoulos (Greece):**

Mr President of the General Conference, Madam Chair of the Executive Board, Excellencies, ladies and gentlemen, the 37th session of UNESCO's General Conference is very important, considering the economic and social distress in several countries around the globe. Nevertheless, I am convinced that all of us here today believe that the solution to serious issues facing our countries today can be reached through education.

43.2 Dear colleagues, although the broad mission of education encompasses lofty objectives such as active citizenship, personal development and well-being, there is also a great need to upgrade skills for employability, against the backdrop of sluggish economic growth and a shrinking workforce. Investment in education and training for skills development is essential to boost growth and competitiveness.

43.3 Dear colleagues, despite the economic crisis that has led Greece to a severe recession and to budgetary constraints that have direct impact on our economic and social policy, Greece has implemented major structural reforms. Such reforms have been implemented in our educational system at all levels of education. At the level of tertiary education we completed the "Athena Plan", consolidating 105 departments of universities and technological institutes and merging four institutions while completing the process of internal and external evaluation of our universities. Particular emphasis was given to the evaluation and improvement of the curricula of our technological institutes. We also started the process of evaluation of the secondary level, secondary and primary level of education after 30 years, because we are all fully aware that without evaluation you cannot change, you cannot improve, you cannot go forward.

43.4 We have strengthened our public experimental schools. We have reformed our Lyceum, giving emphasis to mathematics, science, digital literacy and changing fundamentally the process of learning. We are moving away from sterile memorization to creative approaches of learning. In the professional Lyceum we now give our young students the skills that are necessary for them to be competitive in the job market and we now offer them a fourth year of apprenticeship bringing together social partners, businesses and our young students. We have also placed special emphasis on policies strengthening vocational training and lifelong learning.

43.5 We are in line with the Medium-Term Strategy as it was announced by the Director-General. We also support the efforts made by UNESCO for promoting education for sustainable development, including education for human rights, education for intercultural dialogue and inclusive education. Under this umbrella we operate the Associated Schools Project, with over 150 participating schools, the South Eastern Mediterranean Environmental Project and eight UNESCO Chairs.

43.6 Ladies and gentlemen, my country fully supports the education for all movement as well as the United Nations Secretary-General's Global Education First Initiative, where UNESCO acts as the Secretariat.

43.7 Moreover, concerning the field of natural sciences, which is a means of achieving sustainable development, we welcome the Executive Board's proposal on a UNESCO Global Geoparks Initiative.

43.8 Greece also recognizes the major importance of the 1970 UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property and welcomes the establishment of the Subsidiary Committee, and we are very happy to have been elected as a member of the Bureau.

43.9 We support the two global priorities, Africa and gender equality. The Observatory on Women, Sport and Physical Education, a UNESCO category 2 centre, is hosted by the Greek General Secretariat of Sports, because we believe that women's and girls' education and participation in all socio-economic aspects of life is a right, not a privilege.

43.10 In 2012, a part of the money collected through the Athens Classic Marathon, about €100,000 was given to the promotion of girls' education in Africa, through UNESCO's educational programme.

43.11 Ladies and gentlemen, dear colleagues, the forthcoming Greek Presidency of the European Union is a challenge and an opportunity to work, *inter alia*, on making lifelong learning a reality, improving the quality and efficiency of education and training, promoting equity, social cohesion and active citizenship and enhancing creativity and innovation, which fully respond to UNESCO's priorities. Thank you.

44.1 **Le Président :**

Je remercie M. Arvanitopoulos pour son intervention.

*(The speaker continues in English)*

44.2 And now let me introduce to you His Excellency Mr Pehin Dato Abu Bakar Apong, Minister of Education of Brunei Darussalam. Mr Minister.

45.1 **Mr Apong (Brunei Darussalam):**

Your Excellency, Mr Hao Ping, President of the 37th session of the UNESCO General Conference, Excellencies, ladies and gentlemen, I would like to join other heads of delegations before me in congratulating His Excellency, Mr Hao Ping on his appointment as President of the 37th session of the General Conference and Her Excellency Ms Katalin Bogyay for successfully presiding over the 36th session of the General Conference.



45.2 Since the 36th session of the General Conference, Brunei Darussalam has embarked on a number of major activities as part of its efforts to support and respond to UNESCO's mandate, including the post-2015 development agenda.

45.3 In the field of education, I wish to reiterate Brunei Darussalam's ongoing commitment in achieving the Millennium Development Goals (MDGs). As mentioned in my speech during the Leaders' Forum, the progressive development in Brunei Darussalam's education system reflects such commitment. However, in ensuring that our education system moves with the times, the Ministry of Education is fully aware of the need to have continuous evaluation and review processes in relation to the planned activities and outcomes. Additionally, new teaching and learning ideas and approaches need to be adopted and adapted to our needs and educational context. I will briefly present a few examples here.

45.4 At the early education level, we are now conducting a feasibility study on the need for early childhood and care education, specifically to cater for children below the age of five. At the primary and secondary education level, we are currently looking at improving the students' learning support system in such a way that no child is left behind academically. At this stage the development of literacy and numeracy skills receives our utmost concern. In the learning of science, we have also adopted the inquiry-based science education (IBSE) approach to encourage our students to become more active and interactive.

45.5 At the higher education level, higher-learning institutions in Brunei Darussalam make serious efforts to develop students by preparing them to be global citizens who will be ready with the needs and challenges of the twenty-first century. I will not speak any further about the transformation of technical and vocational education and training (TVET) in Brunei Darussalam, as mentioned in my speech during the Leaders' Forum, instead I will focus on the university curriculum.

45.6 The learning outcomes in the university curriculum are designed to ensure that students acquire important attributes and skills such as leadership, innovation, entrepreneurship and environmental awareness. The university curriculum has been designed to ensure that the students excel academically and develop so as to become well-rounded individuals.

45.7 Universiti Brunei Darussalam, for example, offers a flexible and transdisciplinary curriculum known as GenNext to ensure that students are able to fully explore their potential in a hands-on and accountable manner, while also providing thorough and rigorous training across the academic disciplines.

45.8 Experiential learning through study abroad programmes, internships, community service and incubation projects, for example, are strongly embedded in the curriculum during the third year of undergraduate study. Known as the "Discovery Year" in our local universities, the programme aims to expose our students to real-life experiences that support their development as responsible, innovative and dynamic individuals.

45.9 In relation to raising teachers' quality and professionalism, I wish to tell you that the Ministry of Education anticipates the full operation of our Brunei Darussalam Teachers Academy. With the motto "For Teachers By Teachers", the Academy will provide opportunities for teachers to improve and upgrade themselves with the help of peers and professionals. In addition to this, we also look forward to establishing the Brunei Teacher Standards (BTS) which will ensure that all teachers are fully certified before they enter the teaching profession. The BTS will also be utilized as a tool to ensure that teaching standards are maintained and improved.

45.10 Mr President, in the field of information and communication technologies, Brunei Darussalam has embarked on an in-depth study to assess the Networked Readiness Index or NRI for Brunei Darussalam. In the field of science, environmental protection is an area of concern for the Government of Brunei Darussalam. Some of the key environmental challenges have already been the focus of Brunei's "Vision 2035" and ongoing efforts and initiatives are being carried out so that new policies on waste recycling and management, urban and rural planning, water resources conservation, prevention of soil erosion, rehabilitation of wasteland and communal natural resources management can be developed.

45.11 In this regard, Brunei Darussalam fully supports initiatives towards a low-carbon society. Relevant departments and non-government organizations in Brunei Darussalam have come up with green building initiatives with the aim of promoting awareness among the people and key stakeholders, which will pave the way to the development of policies and specific steps related to infrastructure and buildings in Brunei in support of energy-smart low carbon communities.

45.12 Despite Brunei's steady economic growth, there still remain significant development challenges in the national science technology and innovation (STI) agenda. UNESCO, with its strong mandate and expertise in the area of STI, can assist Brunei in the development of integrated national STI policies and action plans as well as the strengthening of national STI human and institutional capacities.

45.13 Mr President, being a Member State that has ratified both the Convention for the Protection of the World Cultural and Natural Heritage and the Convention for the Safeguarding of the Intangible Cultural Heritage, on 12 August 2011, Brunei Darussalam is committed to ensuring that effective and active measures are taken for the protection, conservation and presentation of the cultural, natural and intangible cultural heritage in the country. For these reasons, Brunei Darussalam has established two committees that oversee the two Conventions.

45.14 Finally, I end my speech by wishing everyone every success in the deliberations of the subsequent agenda items and the conduct of other related activities of this Conference. Thank you.

46. **Le Président :**

Nous remercions le Ministre de l'éducation du Brunéi Darussalam pour son exposé et nous accueillons à présent S. E. Mme Lisa Hanna, Ministre de la jeunesse et de la culture de la Jamaïque.

47.1 **Ms Hanna (Jamaica):**

Mr President, Madam Director-General, Chair of the Executive Board, ministers, Excellencies, good afternoon. Allow me, Mr President, to congratulate you on your election as President of the 37th session of UNESCO General Conference. Madam Chair of the Executive Board and my sister from the Caribbean, I commend you on your successful leadership over the last two years, which, I have no doubt, has contributed to the successful execution of UNESCO's programmes. To you, Madam Director-General I extend my own and Jamaica's sincere congratulations on your nomination for re-election for another term. This is a testimony to your steady and astute leadership amidst the challenges facing the Organization.

47.2 Ministers, Excellencies, I bring you warm greetings from Jamaica and I address you in the prophetic spirit of our renowned cultural icon Bob Marley, whose words still hold true – that there is so much trouble in the world. The United Nations was born out of the need to bring peace and end trouble. In Jamaica our culture was born out of struggle, especially our music. As I said in the Leaders' Forum, over the years, we have used our music for mobilization and, in most cases, a call to action. A confident and sometimes unapologetic acceptance that we, as Jamaicans, know the answer, and a defiance in the face of great opposition as well as a bold resolve that no one can or should ever bludgeon our people or any people into acquiescence.

47.3 We are humbled that our culture has transcended language, colour and class with the philosophies of Marcus Garvey and Bob Marley. That is why all of us can sing one love or be motivated to emancipate ourselves from mental slavery. It reached into the heart of Usain Bolt who surprised some when he slapped his chest as he crossed the finish line, breaking the world record in Beijing. But this passionate confidence is not only present in Jamaicans. It can be seen in millions of youth around the globe in different countries, many of whom are having their own discussions on what they see as relevant and how they expect their leaders to satisfy their needs. Today, they are the real change catalysts; they are more tolerant and less suspicious of differences. They use technology to make the world smaller and shape it in real time. I want to therefore commend UNESCO for its recently concluded Youth Forum, because if we miss the opportunity to make the connection with our youth we will have squandered our opportunities as leaders.

47.4 Therefore, Mr President, I want to say resolutely that the Government of Jamaica supports UNESCO's historical and continuing focus on social inclusion to build the social skills of our people, to build gender balance in our national development, eradicating illiteracy and poverty and promoting youth development, science and innovation, while respecting and protecting our climate and environment.

47.5 Mr President, I want to focus primarily on two of our several priorities in Jamaica: youth development and culture. We are committed to investing in our young people and improving the conditions for our children, including those in need of care and protection, by increasing our budgetary allocations and working to have more of them stay with families and in loving environments where possible. Youth make up 53% of our population. We just completed a national survey consultation with our youth, which, among other things, is driving our youth policy over the next five years.

47.6 Coming out of these consultations we have implemented greater opportunities for youth entrepreneurship, especially in the face of youth employment and the numbers of youth at risk. Since January of this year we have trained over 8,500 young people for job placements and have created a new job internship programme for tertiary graduates through our National Youth Service. This training will continue as we seek to make our youth more self-reliant.

47.7 Mr President, we recognize that a post-2015 development agenda without a cultural component would be incomplete and indeed inconsistent with its role as a driver and enabler for development. The High-Level Thematic Debate on Culture and Development at the United Nations in June 2013, as well as the Leaders' Forum two days ago highlighted the centrality of culture in the global agenda. Jamaica is a culture that has transcended to the four corners of the globe. We are committed to further enhancing "Brand Jamaica", utilizing our dynamic culture as an economic platform for the prosperity of our people. We have just created the National Cultural Commission, led by the Prime Minister, opened three new museums for people and we are pushing to make culture an economic contributor for people at all levels.

47.8 Allied to this is the need for greater capacity building and collaboration among States and organizations with corridors for cultural dialogue for the implementation of the various cultural conventions. And I want to make special mention of the Japan Fund-in-Trust project on capacity building.

47.9 Mr President, Jamaica does not have a world heritage site. We are currently undertaking preparatory work for the inscription of the Blue and John Crow Mountain National Park on the World Heritage List. And as Jamaica seeks to do this, we humbly offer our candidature for membership of the World Heritage Committee and we look forward to your support.

47.10 As we lament that the Intersectoral Platform for small island developing States (SIDS) appears to be threatened by the financial crisis of this Organization, we urge that appropriate measures be put in place to ensure the continued viability of the programme.

47.11 Mr President, the output of our imagination and creativity will be the platforms on which the world will build its future generation of power. Regardless of who we are, where we come from or our size, our desires must be driven by the universal purpose grounded in empathy and love to be our brothers' and sisters' keepers. It must supersede personal rancour, ridicule, intolerance and bitterness. We cannot pay our debts with blame or motivate each other with

unwholesome values that persecute or harm the most vulnerable among us. Our ability to reconstruct our future must first begin by reconstructing our own approaches - our dialogue and acceptance that we will need the force of togetherness to get the job done.

47.12 Mr President, Your Excellencies, let us have “one world”, with “one heart”; “let’s get together” and do it right. I end by renewing our support for UNESCO and support of our government. Thank you.

48. **Le Président :**

Nous vous remercions, Madame la Ministre. Maintenant, nous accueillons S. E. Mme Fadila Laanan, Ministre de la culture, de l’audiovisuel, de la santé et de l’égalité des chances de la Belgique.

49.1 **Mme Fadila Laanan (Belgique) :**

Monsieur le Président, Mesdames et Messieurs les représentants des États membres, très chers collègues, beaucoup de mes prédécesseurs à cette tribune ont souhaité aborder de front la situation difficile que connaît aujourd’hui l’UNESCO. Je souhaite pour ma part placer mon intervention sur un autre plan. Virgile écrivait : « La fortune sourit aux audacieux ». L’audace, par le passé, a conduit l’UNESCO à élaborer des instruments aussi unanimement reconnus que la Convention pour la protection du patrimoine mondial, culturel et naturel, la Convention pour la sauvegarde du patrimoine culturel immatériel, ou encore la Convention sur la protection et la promotion de la diversité des expressions culturelles ou la Convention sur la protection du patrimoine culturel subaquatique, récemment ratifiées par la Belgique, ce dont je me réjouis.

49.2 Je ne parle pas tellement ici d’encourager l’action normative de l’Organisation, mais bien de retrouver l’investissement intellectuel et créatif qui a permis de fonder ces instruments, dont l’ensemble des États retirent, depuis, les dividendes. De même, sur le plan scientifique, l’UNESCO renforce le potentiel des États membres ; sa Commission océanographique intergouvernementale a un rôle important à jouer quant aux efforts onusiens dans le domaine des océans, actuellement en plein développement.

49.3 Cette dimension prospective, cette capacité d’anticipation, sont essentielles. Il faut, en effet, se saisir dès maintenant des grands défis de demain : la coexistence harmonieuse de cultures prétendument antagonistes, l’avènement des « sociétés de la connaissance et de la communication », le développement durable d’une planète libérée des menaces que font peser sur elle des modèles d’industrialisation reposant sur des logiques de profit au service de quelques-uns et sur la destruction de l’environnement. Mesdames et Messieurs, très chers collègues, c’est bien à la mesure de ces immenses défis que nous nous devons de partager, au sein de cette enceinte qui nous rassemble, la ferme résolution de bâtir pour nos enfants un monde où ils pourront vivre heureux et s’épanouir. Donnons un sens et, peut-être plus encore, une éthique à notre action pour qu’au-delà de notre diversité, je dirais même grâce à notre diversité, nous exerçons nos responsabilités à leur égard en conscience et avec discernement. Oui, la situation est difficile ; oui, les moyens manquent ; oui, les enjeux sont énormes. Mais il est de notre devoir de nous transcender pour que le futur nous appartienne. Pour que chaque fille, comme Malala, soit respectée et puisse se rendre à l’école. Pour qu’aucun garçon ne soit contraint de travailler, de voler ou de se prostituer pour survivre.

49.4 Mesdames et Messieurs, très chers collègues, l’UNESCO est plus nécessaire que jamais, elle qui a pour aspiration universelle de façonner les esprits dans le dialogue, la compréhension et le partage. En cela, elle s’acquitte d’une mission que n’assume aucune institution spécialisée de la famille des Nations Unies. Dans cet esprit, nous devons porter toute notre attention sur le renforcement des fondements mêmes du mandat de l’UNESCO qui a consacré l’éducation, la culture, la communication et les sciences en tant que « biens publics ». J’en appelle donc, à nouveau, à l’audace de toutes et de tous pour que, débarrassés de nos préjugés, cette aspiration à un idéal universel de fraternité et de solidarité se traduise en actes concrets à travers des projets novateurs et l’assistance aux plus fragilisés. Je vous remercie de votre attention.

50. **Le Président :**

Je vous remercie, Madame la Ministre. Nous accueillons maintenant S. E. Mme Andrea Zlatar Viočić, Ministre de la culture de la Croatie.

51.1 **Ms Viočić (Croatia):**

Thank you Mr President. Esteemed President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, distinguished delegates, ministers, ladies and gentlemen, allow me, Mr President, on behalf of Croatia, to congratulate you on your election as President of the 37th session of the General Conference.

51.2 Croatia would like to support the joint statement to be made by the European Union and the candidate countries. I would also like to congratulate, you, Madam Director-General, on your election and at the same time, to express our gratitude for your efforts to sharpen the focus and deepen the impact of the reforms within UNESCO. We will give full support to the reforms that will determine the clear priorities of the Organization, assessing an evaluation of tangible results and increasing UNESCO’s ability, but trying to position UNESCO once again as a leader in the United Nations system.

51.3 Multilateral cooperation within UNESCO should try to give responses to the challenges we are facing, from the global economic problems, inequalities, persistent poverty, conflict, violation of human rights and freedom of expression. In many ways, our world has made significant progress. However, we are all well aware of unequal opportunities still present in many parts of the world. We should be aware of the need to implement adequate and coherent strategies and policies that would create equal opportunities for all of us. Therefore, we strongly support the two global priorities of UNESCO, Africa and gender equality.

51.4 We believe that culture in all those fields should be considered as a fundamental enabler and driver of sustainability, a source of meaning and energy, creativity and innovation, and a resource to address challenges and to find a proper solution for sustainable development and economic growth. In this regard, we are really supporting UNESCO's global initiative, "Culture: a Bridge to Development", proposed by Ms Irina Bokova, Director-General of UNESCO.

51.5 Esteemed President, Croatia gives its full attention to the preservation of heritage and considers the Convention for the Protection of the World Cultural and Natural Heritage as one of UNESCO's most valuable and visible normative instruments.

51.6 Croatia also considers that in conjunction with the universal spirit that the Convention promotes, the world heritage sites contribute to intercultural dialogue and the development of economic and human potential. Considering that the Republic of Croatia has never been a member of the World Heritage Committee, we are convinced that our candidature should contribute to the promotion of UNESCO 1972 Convention as an important segment of international cooperation in the field of culture and natural heritage.

51.7 Croatia has actively participated in UNESCO's work of safeguarding intangible cultural heritage. As a member of the UNESCO Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage from 2008 to 2012, the tenth anniversary of the Convention is broadly celebrated in Croatia by many international and national events. Therefore, we would like to confirm once again our support to the normative activities of the Organization, especially in the field of culture. We consider arts education as an important priority in UNESCO's Programme, and we would like to support arts education, international and regional cooperation, and knowledge sharing in the field of creativity.

51.8 Mr President, allow me to say a few words about our priorities in science and education. All the complex changes that education systems in the world are undergoing are the result of the establishment of systems that are based on the development of globally competitive knowhow and technologies as well as the proliferation of the plural democratic society that are founded on the principles of human rights and equality. These processes were initiated by well-informed, highly educated, creative and motivated citizens and education is the key factor driving this process forward. In the line of this, when it comes to public education, Croatia has abandoned the principle of teaching and instruction for the purpose of acquiring factual information and has instead embraced the principle of teaching for the purpose of knowledge and skills as well as learning outcomes that can be further built upon in harmony with continuous changes taking place in society, culture, economy, science and technology.

51.9 Dear Mr President, dear colleagues, let me finish with one of the very well-known quotes in Croatia. In Croatia, this is a UNESCO quote: "to develop intellectual and moral solidarity is as important as in the time of the creation of this Organization; it is a unique opportunity to join our individual endeavours and enlighten paths to bring more communities to our future that we will share together, in the arts, education, science, media and communication". Thank you very much for your attention.

52. **Le Président :**

Merci, Madame la Ministre. À présent, nous accueillons S. E. M. Mikayil Jabbarov, Ministre de l'éducation de l'Azerbaïdjan.

53.1 **Mr Jabbarov (Azerbaijan):**

Mr President, Madam Director-General, Madam Chair of the Executive Board, dear colleagues, first, please allow me to thank Ms Katalin Bogyay for an excellent performance during the outgoing Presidency. I would like to congratulate Mr Hao Ping for his election as President of the 37th session of the General Conference. I am sure that your able chairmanship will contribute to the success of the General Conference.

53.2 Allow me to extend my congratulations to Ms Bokova for her second-term nomination to the post of Director-General. I am confident that your abilities and experience will lead the Organization to new heights. It is my pleasure to assure you of my country's full cooperation.

53.3 Ladies and gentlemen, Azerbaijan attaches great importance to cooperation with UNESCO. We consider it as a unique platform for international cooperation in the fields of education, science, culture and communication, and a laboratory of ideas and capacity-building mechanisms for sustainable development, eradication of poverty through education, intercultural dialogue, ethics and, above all, consolidating peace.

53.4 Azerbaijan fully supports the reform efforts, aimed at enabling UNESCO to meaningfully face the new challenges. We are convinced that the reforms launched by the Director-General will make our Organization stronger.

53.5 We must focus on flagship programmes that contribute to the achievement of the Millennium Development Goals (MDGs) and preserve UNESCO's core mission and priorities. Azerbaijan emphasizes the importance of strengthening UNESCO's mandate and leadership in education, particularly through the global coordination of the education for all (EFA) initiative within the post-2015 development agenda.

53.6 Ladies and gentlemen, cooperation with UNESCO remains at the top of the foreign policy agenda of the Government of Azerbaijan. This process reached an important milestone last July with signing the Framework Agreement on Cooperation between UNESCO and Azerbaijan. This document reflects various aspects of cooperation, including support to the advancement of UNESCO's global mission in such priority areas as education for all, girls' education, safeguarding tangible and intangible cultural heritage, science and innovation technologies, disaster risk preparedness and many others.

53.7 Another of Azerbaijan's priorities in the framework of cooperation with UNESCO is the safeguarding of tangible and intangible cultural heritage. I am glad to declare that this year, when culture and sustainable development are in the spotlight of the international community, and when we celebrate the tenth anniversary of the 2003 Convention, my country will host the eighth session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage.

53.8 I am proud to stress the significant efforts of Her Excellency Mehriban Aliyeva, First Lady of Azerbaijan and UNESCO Goodwill Ambassador, in promoting the message of UNESCO and its core values worldwide. Under her visionary leadership, the Heydar Aliyev Foundation is carrying out many projects aimed at preservation of cultural heritage, ensuring quality education and the promotion of science and technologies in Azerbaijan, as well as in other parts of the world.

53.9 Azerbaijan is one of the unique places where different cultures and religions have been enjoying peaceful coexistence for centuries. As an active participant of European and Islamic institutions, as well as the Group of Friends of the Alliance of Civilizations, Azerbaijan plays the role of a bridge between civilizations, enabling us to be actively involved in the promotion of interreligious and intercultural dialogue.

53.10 I am glad to note that UNESCO participates actively in the preparation of events in Azerbaijan through expert, technical and informational support. The World Forum on Intercultural Dialogue, held in Baku last May with the presence and support of Ms Bokova, is one of the outcomes of the commitment of my Government in this regard. The Baku International Humanitarian Forum, held just a week ago and attended by distinguished pioneers of education, science and culture, including a dozen of the Nobel Prize winners, is another contribution by Azerbaijan to strengthening mutual understanding and respect in the world.

53.11 It is with profound regret, however, that I must add that peace, security and stability in our region continue to be endangered and the UNESCO principles and values remain violated by an ongoing military occupation of the territories of Azerbaijan as a result of armed aggression by neighbouring Armenia. The international community must take a principled stance and ensure respect for the norms and principles of international law with a view to finding a fair and durable solution to the conflict.

53.12 Dear friends, we live in tumultuous times, when there is a desperate need to combine our common efforts to face global challenges. Our world is still suffering from armed conflicts and hostilities when, along with civilians, cultural and religious heritage becomes a primary target, being destroyed, looted or desecrated. The situation with the cultural heritage in Mali, Libya, Egypt, the Syrian Arab Republic and many other locations worldwide can hardly leave us indifferent, especially as my own country remains a victim of a continued military occupation of its territories and the destruction of cultural and religious heritage.

53.13 We believe that UNESCO is capable of being more efficient and action-oriented in protecting cultural property in the event of armed conflict as well as in post-conflict situations, having such unique legal instruments as the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. In this context, Azerbaijan welcomes the establishment of the Subsidiary Committee of the 1970 Convention and expresses its hope that mechanisms of implementation of the 1954 Hague Convention and its two Protocols will be reinforced as well.

53.14 Ladies and gentlemen, in conclusion, let me reiterate that the Government of Azerbaijan remains committed to contributing to UNESCO's global mission in the promotion of peace, security and sustainable development. Thank you for your attention.

**54. Le Président :**

Je remercie le Ministre de l'éducation de l'Azerbaïdjan pour son exposé. Les quatre prochains intervenants seront ceux du Viet Nam, de l'Ukraine, de l'Allemagne et du Japon. Sans plus attendre, nous accueillons le Vice-Ministre des affaires étrangères du Viet Nam, S. E. M. Nguyen Thanh Son.

**55.1 Г-н Нгуен (Вьетнам):**

Уважаемый г-н Председатель 37-й Генеральной конференции ЮНЕСКО, уважаемая г-жа Генеральный директор ЮНЕСКО, дамы и господа, на этой конференции Вьетнам продолжает поддерживать усилия, прилагаемые Генеральным директором ЮНЕСКО г-жой Боковой для повышения эффективности работы, авторитета и роли Организации. В современных условиях Вьетнам продолжает делиться опытом работы с ЮНЕСКО, выступая в роли организатора многих крупных мероприятий ЮНЕСКО регионального масштаба, таких как Консультативное совещание национальных комиссий по делам ЮНЕСКО стран Азиатско-Тихоокеанского региона по проектам двух документов – 37 С/4 и 37 С/5 в июне 2012 г., Стратегическая конференция Всемирной сети биосферных резерватов в Азии и Тихоокеанском регионе в апреле 2013 г. и Форум на уровне министров социального развития стран АСЕАН, который состоится в декабре текущего года в рамках Международной программы ЮНЕСКО «Управление социальными преобразованиями» (МОСТ).

55.2 Уважаемый господин Председатель, говоря об областях компетенции ЮНЕСКО, Вьетнам считает, что образование и инвестирование в сферу образования имеют исключительно важное значение, поскольку развитие образования является существенным фактором прочного и долгосрочного развития. Вьетнам сегодня выделяет значительные бюджетные средства на образование, объем которых составляет 20% общего объема бюджетных ассигнований. Вьетнам добился всеобщего неполного среднего образования и прилагает усилия к тому, чтобы обеспечить всеобщее среднее образование. Что касается таких инициатив ЮНЕСКО, как «Образование для всех» и Десятилетие образования в интересах устойчивого развития (2005-2015 гг.), то Вьетнам активно осуществляет правительственный план действий в области образования для всех, рассчитанный на период

2003-2015 гг. План действий в области образования для всех предусматривает создание возможностей для обучения всех членов общества и реализации целей программы Десятилетия образования в интересах устойчивого развития. В настоящее время Вьетнам эффективно осуществляет программу действий последнего этапа этого Десятилетия с активным участием всех заинтересованных министерств и ведомств. Вьетнам готов делиться своим опытом в области развития образования и надеется на то, что ЮНЕСКО продолжит расширять партнерские связи и наращивать техническое содействие бедным странам и странам, находящимся в постконфликтной ситуации, для обеспечения достижения целей Десятилетия.

55.3 Уважаемый г-н Председатель, что касается области культуры, то Вьетнам высоко оценивает роль ЮНЕСКО в охране и развитии объектов всемирного материального и нематериального наследия. В сентябре 2012 г. в провинции Ньмин была организована торжественная церемония, посвященная 40-летию подписания Конвенции об охране всемирного культурного и природного достояния (Конвенции 1972 г.), а в июне 2013 г. во Вьетнаме было проведено торжественное мероприятие, посвященное десятилетию подписания Конвенции об охране нематериального культурного наследия (Конвенции 2003 г.), на котором присутствовали высокопоставленные официальные лица из ЮНЕСКО, руководители вьетнамского правительства, а также представители местных властей и местные жители. Это свидетельствует о выполнении Вьетнамом своих обязательств по охране и развитию объектов культурного наследия, обеспечению соблюдения им духа и буквы вышеупомянутых конвенций во всех районах и населенных пунктах страны.

55.4 Вьетнам также надеется на то, что ЮНЕСКО продолжит оказывать развивающимся и бедным и странам, а также странам, находящимся в постконфликтной ситуации, техническую помощь в области охраны объектов культурного наследия человечества. Что касается многообразия культур, то Вьетнам проводит последовательную политику в этой области и рассматривает культурное разнообразие как условие обеспечения равенства культур всех народов и основу для укрепления мира и развития сотрудничества во всем мире.

55.5 В сферах науки и информации Вьетнам высоко оценивает осуществляемые ЮНЕСКО программы и инициативы, в числе которых программа «Человек и биосфера», Международная гидрологическая программа, Глобальная инициатива Всемирной сети национальных геопарков, Международная программа ЮНЕСКО «Управление социальными преобразованиями» и программа «Память мира». Эффективное осуществление названных программ способствует повышению авторитета ЮНЕСКО и решению возникающих проблем глобального характера, связанных с изменением климата и обеспечением устойчивого развития. Вьетнам призывает ЮНЕСКО обеспечить тесное взаимодействие в рамках этих программ в целях наращивания помощи Организации в условиях глобальных вызовов.

55.6 Уважаемый г-н Председатель, Вьетнам как активный член АСЕАН приветствует подписание рамочного соглашения между АСЕАН и ЮНЕСКО о сотрудничестве. Этот документ станет важной правовой основой для развития отношений сотрудничества между двумя организациями и будет способствовать созданию социально-культурного сообщества АСЕАН в 2015 г. в интересах мира и процветания в регионе и во всем мире. Спасибо за внимание.

(55.1) **Mr Nguyen (Viet Nam):**

Distinguished President of the 37th session of the General Conference of UNESCO, distinguished Madam Director-General of UNESCO, ladies and gentlemen, at this conference Viet Nam continues to support the efforts of the Director-General of UNESCO, Ms Bokova, to increase the effectiveness of the work, authority and role of the Organization. In the current conditions Viet Nam continues to share the experience of work with UNESCO, appearing in the role of the organizer of numerous major UNESCO events on the regional scale such as the consultation of National Commissions for UNESCO of the countries of the Asia and the Pacific region on the two draft documents, 37 C/4 and 37 C/5, in June 2012, the Strategic Meeting of the Asia-Pacific Biosphere Reserves Networks in April 2013 and the ASEAN Ministerial Meeting on Social Welfare and Development, to be held in December this year in the framework of UNESCO's international Management of Social Transformations (MOST) Programme.

(55.2) Distinguished President, in the UNESCO's fields of competence, Viet Nam believes that education and investment in education are exceptionally significant, since the development of education is an essential factor in sound and sustainable development. My Government currently devotes significant budgetary resources to education, making up 20% of the overall total of budgetary allocations. Viet Nam has achieved universal partial secondary education and is making every effort to achieve universal secondary education. In relation to UNESCO initiatives such as education for all and the Decade of Education for Sustainable Development (2005-2015), Viet Nam is actively implementing a governmental plan of action for education for all, designed for the period 2003-2015. The plan of action for education for all provides for the creation of teaching resources for all members of society and the implementation of the programme goals of the Decade of Education for Sustainable Development. Currently, Viet Nam is effectively implementing the programme of action of the last stage of the Decade with active participation by all relevant ministries and departments. My Government is willing to share its experience of the development of education and hopes that UNESCO will continue to expand partnerships and increase technical cooperation between poor countries and post-conflict countries to ensure that the goals of the Decade are achieved.

(55.3) Distinguished President, in the cultural field, Viet Nam values highly the role of UNESCO in the protection and development of objects of world tangible and intangible cultural heritage sites and elements. A ceremonial event was held in September 2012 in Ninh Binh Province to mark the fortieth anniversary of the signing of the Convention for the Protection of the World Cultural and Natural Heritage (the 1972 Convention) and a ceremony was held in Viet Nam in June 2013 to mark the tenth anniversary of the signing of the Convention for the Safeguarding of Intangible Cultural Heritage (the 2003 Convention), attended by high-ranking UNESCO officials, the leaders of the Government of Viet Nam and representatives of local authorities and local residents. This shows that Viet Nam fulfils its obligations relating to the protection and development of cultural heritage sites, ensuring the observance of the spirit and letter of the aforementioned conventions in all areas and localities of the country.

(55.4) Viet Nam also hopes that UNESCO will continue to provide technical assistance to developing and poor countries and post-conflict countries for the protection of sites belonging to the cultural heritage of humanity. As for cultural diversity, my

Government follows a consistent policy in this area and considers cultural diversity as a condition for ensuring the equality of the cultures of all peoples and the basis for strengthening peace and developing cooperation throughout the world.

(55.5) In the areas of science and information, Viet Nam values highly the programmes and initiatives being conducted by UNESCO, such as the Programme on Man and the Biosphere, the International Hydrological Programme, the Global Network of National Geoparks initiative, UNESCO's international Management of Social Transformations Programme and the Memory of the World Programme. The effective implementation of these programmes helps to enhance UNESCO's authority and resolve global problems arising in connection with climate change and sustainable development. My Government calls on UNESCO to ensure close cooperation in relation with these programmes in the interests of increased assistance by the Organization in dealing with global challenges.

(55.6) Distinguished President, as an active member of ASEAN, Viet Nam welcomes the signature of the framework agreement for cooperation between ASEAN and UNESCO. This document will be an important legal basis for the development of collaborative relations between the two organizations and will be conducive to the creation of the ASEAN sociocultural community in 2015, in the interest of peace and prosperity in the region and throughout the world. Thank you for your attention.

56.1 **Le Président :**

Monsieur le Vice-Ministre des affaires étrangères, merci pour votre intervention.

*(The speaker continues in English)*

56.2 Now let me introduce to you His Excellency Mr Ruslan Demchenko, First Deputy Minister of Foreign Affairs for Ukraine.

57.1 **Mr Demchenko (Ukraine):**

Mr President, Madam Director-General, distinguished delegates, ladies and gentlemen. Ukraine has always been a strong advocate of UNESCO's ideals and of its mission. We believe that through research and innovation, science and education, as well through preserving historical and cultural heritage, a better world can be achieved for all.

57.2 To begin, let me recall the words of the United Nations Secretary-General Ban Ki-moon, in his opening address at this year's General Assembly. He said that each year, they come together, not to preserve the status quo, but to drive our world forward. Those words are very true and should be reciprocated, be it internally or externally, regionally or internationally. This is what we do in Ukraine.

57.3 Let me be more precise with three key words that follow. My first key word is innovation. In his message to the Parliament of Ukraine, on the internal and external situation of our country, President Viktor Yanukovich put particular stress on this. He called for "an innovative social and State development" and for "an innovative investment model of a national economy" which are possible only through the "maximum use and renewal of scientific and educational potential". As such, in Ukraine we follow a common trend that may be seen in other countries, namely, promoting connections between science, knowledge-intensive business and higher education. It is obvious that innovations should keep growing stronger. They help to cement sustainable development. To support this trend, UNESCO's role is also growing stronger. Take the example of the newly established United Nations Secretary-General's Scientific Advisory Board, which has just taken shape. We should wish every success to this Board, as it could, in real terms, help strengthen connections between science and policy and, as such, drive our world forward.

57.4 My second key word is education. Ukraine supports UNESCO's efforts aimed at ensuring sustainable development, including through education and culture, and we have an experience to share: in Ukraine, we have achieved an effective compulsory secondary education, with the enrolment of over 99% of school-age children in my country, according to UNESCO data. This rate is one of the highest in the world. However, there is room for further improvement. Those objectives are set in the education for all (EFA) programme. Willing to contribute, Ukraine has initiated a ministerial regional conference for Central and Eastern European countries to be held in Kiev next year.

56.5 My third key word is heritage. We believe that sustainable development can only be achieved through civil peace, mutual recognition and dialogue among religions. As such, in the framework of the World Heritage Convention, we have put forward an initiative aimed at involving religious communities in the management of world heritage sites. This is my country's contribution to enriching the content of the concept of a new humanism of the twenty-first century.

57.6 That being said, one should mention that the ideas of humanism have no boundaries, either in terms of time or geography. In Ukraine's history, a philosophy of humanism was prophesized by Taras Shevchenko, an outstanding philosopher, artist and poet. Next March, in Ukraine and worldwide, the 200th anniversary of his birth will be commemorated, and we hope that this date will find its deserved place in the UNESCO calendar of memorial dates. We also believe that a respective place will go to Chernobyl, the largest nuclear breakdown in history. Reference to this tragedy should enrich the documentary heritage of the Memory of the World Register.

57.7 Ladies and gentlemen, shortly, we will be electing an Executive Board of UNESCO. Ukraine is among the candidates. If elected, my country will be fulfilling its mission in the Board with dignity and respect, in cooperation with other Members. Thank you for your attention.

58.1 **Le Président :**

Je remercie S. E. M. Ruslan Demchenko pour son exposé.

*(The speaker continues in English)*

58.2 Now I would like to welcome Her Excellency, Ms Cornelia Pieper, Minister of State at the Federal Foreign Office of Germany.

59.1 **Ms Pieper** (Germany):

Mr President, Excellencies, dear colleagues, I have to say that this is my first speech here under the new Presidency of our Chinese colleague, Mr Hao Ping. I would also like to congratulate China on the new Presidency. Mr Hao Ping, Vice Minister of Education in China, is a very good friend and partner of Germany and that is why I think it is necessary to say a few words about this new Presidency.

59.2 Excellencies, dear colleagues, UNESCO is a community of shared values which simultaneously defends essential basic principles and engages in innovative action on the very front line of its field. Its unique mandate is irreplaceable. We, the community of Member States, need to make sure that the fundamental values enshrined in the UNESCO Constitution are upheld. UNESCO must not lose its capacity for action; we need it as a forum for education, science and culture that is open to all nations equally. The preamble of the UNESCO Constitution has not lost its importance: since wars begin in the human mind, it is in the human mind that we must plant the idea of peace. Ladies and gentlemen, UNESCO's purpose is more relevant than ever. Unfettered and responsible exchange of ideas in words and pictures, and peaceful intercultural dialogue, are key to maintaining peace and security around the world. In the reconstruction of post-conflict countries and in processes of transformation, UNESCO plays a crucial role.

59.3 UNESCO's mandate to protect universal human rights – particularly freedom of opinion and press freedom – is indispensable. Initiated by UNESCO, each year, World Press Freedom Day is dedicated to those who stand up for the right to a free press and freedom of expression around the world. In this digital age, more than ever, we need to stand up for freedom of expression and protection of privacy. Civil liberties apply everywhere, online as well as offline.

59.4 Ladies and gentlemen, education for all (EFA) is a resource without which economic and social progress in all the countries of the world would be unthinkable. Nonetheless, knowledge is still not equally accessible in all countries. Education is, furthermore, a resource that people should make use of at all stages in their lives. Germany is active in its support of the concept of lifelong learning and vocational forms of education. We are really proud to house the headquarters of the UNESCO Institute for Lifelong Learning (UIL) and UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC), which are implementing those education objectives. They give us the opportunity to exchange ideas and experience from our national education systems with other countries.

59.5 When it comes to the post-2015 agenda, Germany is in favour of embedding UNESCO's core issues. Ensuring that people have a fair say and stake in society – meaning access to knowledge, education, culture and means of communication – must be the central aim of the future global development agenda. With its broad-based mandate in education and science as well as communications and information technology, UNESCO will play its part in developing the ideas behind the work on the second generation of Millennium Development Goals (MDGs).

59.6 Excellencies, ladies and gentlemen, scientific knowledge and political decision-making need to be more closely linked in future as we shape the global sustainability agenda. The United Nations Scientific Advisory Board that Secretary-General Ban Ki-moon has established is fulfilling an important function in that regard. UNESCO will maintain a keen interest in the Board's work. I am glad that Germany will be organizing the Board's inaugural meeting next year.

59.7 We must do everything we can to ensure that UNESCO retains its capacity for action. You, Director-General, dear Irina, have always made clear your resolve to reform UNESCO. You have supported a more efficient division of labour with other United Nations organizations. For that, you deserve our recognition. The reform that has been started can only be implemented if all Member States pull together. What matters is solidarity, agreement on common priorities and the understanding that each country will do its bit and be prepared, if necessary, to compromise. Germany wants to see a strong UNESCO that can successfully work around political differences and make a meaningful contribution to the safeguarding of peace. I am confident that this General Conference too will courageously accept the challenge of urgently needed reform. We need to set clear priorities, put in place modern processes and ensure efficiency by means of rigorous monitoring.

59.8 Germany is and will remain a reliable and committed partner to UNESCO and its objectives. We will continue to play our part, providing funds and ideas, to enable UNESCO to fulfil its important task in the United Nations system. Thank you for your attention.

60. **Le Président** :

Merci, Madame la Ministre, pour votre intervention. Accueillons maintenant Mme Michiko Ueno, Vice-Ministre de l'éducation, de la culture, des sports, de la science et de la technologie du Japon.

61.1 **Ms Ueno** (Japan):

Mr President, Madam Director-General, distinguished delegates, ladies and gentlemen, first of all, let me express my sincere congratulations to you on your appointment, Mr President.

61.2 The 37th session of the General Conference is extremely important for UNESCO's coming eight years. The current financial situation of UNESCO should be taken as a chance to further promote the careful selection of programmes, the streamlining of administrative operations and the restoration of financial stability. Japan would like to provide all possible support for the continuous reform initiatives by the Director-General.

61.3 UNESCO should take firm ownership of the global education agenda beyond 2015, while clarifying the challenges to achieving education for all (EFA). I believe that addressing EFA together with education for sustainable development (ESD) can bring effective improvement in the quality of education.

61.4 The Japanese Government and UNESCO are jointly organizing the UNESCO world conference on ESD in November next year in Nagoya City of Aichi Prefecture and Okayama City. Today, representatives of the host city have joined us here. We hope that many ministers of Member States, high-level representatives from international



organizations and a wide range of stakeholders will attend this conference. It provides a good opportunity to reflect on the United Nations decade of ESD and to discuss concrete action to promote ESD beyond 2014. I also look forward to an even greater contribution of UNESCO to the discussion on the post-2015 development agenda.

61.5 At the previous session of the General Conference, Japan proposed an integrated approach to global issues called "Sustainability Science". It encompasses natural sciences and social and human sciences. We hope this will be reflected in the Medium-Term Strategy to be discussed at this General Conference.

61.6 UNESCO could contribute further to cultural diversity through the protection of world heritage and intangible cultural heritage as well as the prevention of the trafficking of cultural property. As indicated in the Kyoto Vision, all the local communities and other stakeholders should make further efforts to protect and safeguard our heritage.

61.7 Two years and a half have now passed since the Great East Japan Earthquake. The Japanese Government has been doing everything possible to reconstruct the affected areas and restore the schools. In addition, education rebuilding is one of the most important policy challenges today in Japan. I believe our experiences may be useful for UNESCO and Member States to expand and improve the quality of education.

61.8 I would like to conclude by expressing my high expectations of Director-General Bokova's leadership for UNESCO's further development. I hope to see even more Member States offering their full support to UNESCO. *Merci beaucoup*, and thank you very much for your attention.

62.1 **Le Président :**

Merci, Madame la Vice-Ministre, pour votre exposé. Mesdames, Messieurs, les prochains intervenants seront ceux de la Pologne, des Philippines, de la Fédération de Russie et des États-Unis, suivis d'El Salvador et de la Lituanie.

*(The speaker continues in English)*

62.2 Let us now welcome Her Excellency Ms Henryka Moscicka-Dendys, Under-Secretary of State at the Ministry of Foreign Affairs of Poland. Madam.

63.1 **Ms Moscicka-Dendys (Poland):**

Mr President, ladies and gentlemen, Madam Director-General, dear colleagues, please let me start by congratulating you, Mr President, on your election. I am confident that under your able leadership, we will achieve all the planned objectives. And I wish you all the best of luck for your new mission.

63.2 Ladies and gentlemen, Your Excellencies, the 37th session of the General Conference is a very special one. The decisions we are going to take or to adopt will determine the future of our Organization in the forthcoming years. For the first time, we will approve a four-year Programme and Budget together with the Medium-Term Strategy covering eight years. I am confident that despite the complex financial situation UNESCO is experiencing at the moment, we will manage to help the Organization to continue with its mission in a more efficient manner.

63.3 The changes proposed are headed in the right direction, giving the Organization a modern character, adjusted to the changing world and new challenges. I believe that this modification will strengthen UNESCO's position within the whole United Nations system. Let me also, ladies and gentlemen, use this opportunity to congratulate Madam Director-General on undertaking such a difficult task. Madam Director-General, please be assured that we will support you in your endeavours.

63.4 Ladies and gentlemen, in this context, I would like also to draw your attention to the need to make better use of UNESCO's principal advantage, which consists in the simultaneous focus on education, culture and science as well as communication and information. UNESCO has a unique expertise in all these areas which is, I think, an indispensable requirement in the process of finding answers to today's exceptionally complex challenges.

63.5 Ladies and gentlemen, the ongoing debate about the post-2015 development agenda, which has been mentioned several times already today, continues a crucial part of the work of the whole United Nations system. During this year, the general debate of the United Nations General Assembly, which I also had the pleasure to attend, the development agenda was widely discussed. The course of that debate proved clearly that there should be a place for education and, in particular, for culture among other issues to be reflected in the new development agenda.

63.6 The economic, social, and technological transformations that we have observed in recent years have a direct influence on the development of knowledge-based societies. An essential role in this process is played by such factors as the quality of education at all levels, respect for human rights, research ethics including bioethics, and better understanding of social transformation.

63.7 In such circumstances, education that considers various aspects of personal development and open-minded and innovative approaches as well as the sustainable use of scientific knowledge plays a major role. The increase of access to knowledge is a prerequisite for the sustainable development of all countries in the world. We should also remember the important role of freedom of expression and safety of journalists in the development processes. Without these two elements, a free flow of information is simply impossible.

63.8 Distinguished delegates, the importance of culture for sustainable development and improvement of quality of life, both in social and individual dimensions, cannot be overestimated. We believe that the cultural heritage in its various forms, both tangible and intangible, as well as cultural diversity are closely related to sustainable development and should be the subject of an in-depth reflection.

63.9 Poland attaches great importance to the World Heritage Convention which, after 40 years of presence in the field of international cooperation, proves its particular significance for the preservation of the world heritage. That is why Poland has decided to present its candidature for the World Heritage Committee in this year's election. We are of the opinion that the improvement of the preservation of and access to the documentary heritage play a crucial role in supporting dialogue and better mutual understanding. That is why Poland strongly supports the strengthening of the Memory of the World Programme and is ready to contribute also financially to its further development.

63.10 Education and science are two elements that we see as necessary to create proper conditions for dialogue aimed at real understanding and dissemination of information, both by traditional methods and with use of modern technologies. Here I would like to emphasize the role played in this respect by UNESCO Chairs, UNESCO category 2 centres and World Network of Biosphere Reserves (WNBR) and the UNESCO Associated Schools Project Network (ASPnet) which is celebrating its 60th anniversary this year.

63.11 Distinguished delegates, in conclusion, I would like to underline how much Poland acknowledges UNESCO's crucial role and potential within the United Nations system as a platform for dialogue, place of mutual assistance in achieving sustainable development and important tool in building and preserving peace. Thank you very much for your attention. *Merci beaucoup.*

64. **Le Président :**

Madame la Sous-Secrétaire d'État, merci. À présent, je cède la parole à S. E. Mme Loren Legarda, Sénatrice et Chef de la délégation des Philippines.

65.1 **Ms Legarda (Philippines):**

Mr President of the General Conference, Madam Director-General, distinguished delegates, the first session of the UNESCO General Conference was held nearly 67 years ago to this date, against the backdrop of a world seeking to reconstruct from the ravages of the last world war. The goal was clear: to prevent the outbreak of another world war.

65.2 We continue to be faced by wars, some of them more insidious than the wars of the past. Today, 1.2 billion people continue to live in extreme poverty. More than 1.5 billion people live in countries affected by violent conflict. Four hundred thousand deaths are recorded each year due to climate change and disaster. More than seven billion people live in a world that is nearing its biophysical limits. It is not for UNESCO alone to address these issues but, with greater focus, stronger partnerships and collaboration with the United Nations system, it can make a significant impact in addressing these challenges.

65.3 The global landscape has changed drastically in recent years as nations have experienced the impact of climate change and disasters, a reality that the United Nations Secretary-General has referred to as the defining challenge of our times. Southern Philippines, a region that has never been visited by typhoons in recent memory was hit by Super-Typhoon Bopha in 2012, killing 1,901 people. Bopha is considered the single deadliest disaster in the world that year. Recently, the Visayas Region in the Philippines also bore the devastating effects of a 7.2-magnitude quake which laid claim to precious lives and livelihoods as well as historic structures such as centuries-old churches included in our World Heritage Tentative List. In 2012, our country accounted for 10.2% of total global disaster victims. Nothing can be more compelling for us than these facts. We have passed national legislation on climate change. We have a twin measure on national disaster risk reduction that no less than the United Nations Office for Disaster Risk Reduction (UNISDR) has described as one of the most comprehensive disaster-risk laws in the world. Our national policies have been translated into awareness and capacity-building programmes to build resilience in our communities.

65.4 The way forward for all of us is to aim for resilience. UNESCO, in coordination with the United Nations system, can of course contribute to achieving this. I am also pleased to inform this Conference that the Philippines Senate has adopted a policy supporting the establishment of a Southeast Asia centre for lifelong learning for sustainable development as a category 2 centre under the auspices of UNESCO that will serve as an educational hub in Southeast Asia.

65.5 We have also had our milestones in the preservation of heritage and culture, being a historically plural and multi-ethnic society. We have been documenting and reviving the dying traditions of our major ethnic groups and indigenous peoples. Part of these efforts include the establishment of the first permanent textile gallery in the Philippines, home to a rich weaving culture so illustrious it would be unforgivable to ignore. We have also put up an ancient scripts gallery, which showcases writing traditions and artefacts with ancient manuscripts. I am pleased to inform the General Conference that we have undertaken a serious effort to preserve and manage the once threatened Rice Terraces of the Philippine Cordilleras. The mobilization of local and community stakeholders together with UNESCO's and other partners' support resulted in the removal of the Rice Terraces from the List of World Heritage in Danger last June 2012. On the policy front, the Tubataha Reefs National Park Act has been recognized by the United Nations and the World Future Council as a model policy for marine conservation, while the historic City of Vigan was rewarded for best practice in world heritage site management in November 2012. The Philippines is a candidate for a seat in the World Heritage Committee and we hope to be able to count on your support. At the core of our experience in heritage conservation and management, peace building and in promoting sustainable development, is the engagement of communities with private-public-people partnerships.

65.6 In the same light, young people need to be seen as partners in our work of preserving heritage and promoting peace. We support UNESCO's plans to develop the potential of the youth as change-makers for peace and development.

65.7 Ours is a world that is propelled by technology. We have seen growth in ways that have created vast opportunities. We must not forget, however, the fact that we are also living in a world with finite resources and a

changing climate. The world is fast changing, and so must our strategies, in order to be more responsive. I wish everyone a productive Conference in the days ahead as we help to chart a more responsive and innovative pathway for UNESCO and the community it serves. Thank you and *mabuhay*.

**66.1 Le Président :**

Je vous remercie, Madame la Sénatrice. Merci également de nous avoir sensibilisés au super typhon qui affecte présentement votre pays ainsi qu'à toutes les difficultés qu'il est susceptible d'occasionner pour votre population.

*(The speaker continues in English)*

**66.2** Let us now welcome His Excellency, Mr Vladimir Evguenievitch Fortov, President of the Russian Academy of Sciences of the Russian Federation.

**67.1 Г-н Фортов (Российская Федерация) :**

Уважаемый Председатель, дамы и господа. Тринадцать лет назад человечество поставило перед собой амбициозные Цели развития тысячелетия, и все эти годы все мы, при лидирующей роли ООН, последовательно работали над их достижением. Результаты этой работы заметны, однако назвать их впечатляющими я бы не спешил.

**67.2** Впечатляет, к сожалению, другое: 57 миллионов детей на планете все еще не охвачены начальным образованием, причем половина из них проживает в Африке; 123 миллиона молодых людей не имеют базовых навыков чтения и письма, и 61% из них – это девочки и женщины. Я уже не говорю о миллионах голодных и бездомных, о высоком уровне смертности от излечимых заболеваний, об уносящих многие и многие жизни конфликтах, разгорающихся, в том числе, и на почве нетерпимости к иной этнической, религиозной и культурной принадлежности.

**67.3** Справедливо поэтому, что мировое сообщество занялось разработкой глобальной повестки дня на период после 2015 г., которая включала бы эффективные решения перечисленных проблем и обеспечивала устойчивое развитие всего человечества.

**67.4.** Очевидно, что в повестке дня на период после 2015 г. должны быть сохранены цели программы «Образование для всех». Здесь мы полностью поддерживаем инициативу Генерального секретаря ООН «Образование прежде всего» и ключевую роль ЮНЕСКО в ее реализации. Качество образования и образование на протяжении всей жизни остаются важнейшими условиями развития человеческого потенциала. Успехи в этой области тесно увязаны с улучшением показателей занятости и экономического роста. Мы считаем важным обеспечение максимальной интеграции партнерской сети ЮНЕСКО в реализацию образовательных программ нашей Организации.

**67.5** Разумеется, устойчивое развитие не мыслится без экономического роста, который, в свою очередь, обусловлен развитием промышленности и инновационных технологий. Мы считаем одним из важных направлений в деятельности ЮНЕСКО после 2015 г. сближение промышленных и научных кругов с целью обеспечения устойчивого развития. И такую работу можно организовать в рамках Программы по фундаментальным наукам, которая успешно развивается в нашей Организации, как вы знаете.

**67.6** Вместе с тем одной из приоритетных задач науки на сегодняшний день остается обеспечение сбалансированного подхода к техническому и промышленному развитию человечества наряду с сохранением для будущих поколений природных богатств планеты. В этом контексте уникальную роль играют Международная гидрологическая программа ЮНЕСКО, а также Программа «Человек и биосфера». В этой связи позвольте напомнить, что в рамках объявленного ООН Международного года водного сотрудничества 19-21 ноября в Санкт-Петербурге в России под эгидой ЮНЕСКО состоится VII Всероссийский гидрологический съезд, посвященный основным проблемам в этой области.

**67.7** Такое же большое значение Российская Федерация придает деятельности Всемирной сети биосферных резерватов ЮНЕСКО. В настоящее время прорабатывается вопрос о проведении в 2014 г. в России Международного конгресса по биосферным резерватам. Одной из ключевых тем конгресса станет совершенствование национальных природоохранительных законодательств и обмен передовым опытом в этой важной области.

**67.8** Следует также обратить особое внимание на необходимость укрепления Межправительственной океанографической комиссии, поскольку МОК принадлежит к числу тех немногих программ нашей с вами Организации, которые имеют прямой экономический эффект.

**67.9** Важную роль в достижении устойчивого развития призвана сыграть культура. Для всех нас очевидна задача придания культуре особого статуса в повестке дня на период после 2015 г. Культура – это не только творчество. Мы рассматриваем культуру как важный инструмент диалога и поиска взаимопонимания, как сферу социального примирения и развития. Я спешу сообщить вам в этой связи, что 2014 год в России объявлен Годом культуры.

**67.10** Фундаментальной задачей на обозримую перспективу, убежден, должна оставаться охрана всемирного культурного и природного наследия. Мы в России придаем этому направлению деятельности ЮНЕСКО исключительное значение. В этом году в России прошли два знаменательных мероприятия – международный семинар по вопросам сохранности наследия религиозного значения и первый Международный съезд реставраторов. Кроме того, планируется создание Центра ЮНЕСКО категории 2 по сохранению всемирного наследия для стран СНГ и Восточной Европы.

67.11 У ЮНЕСКО в системе ООН особая миссия: через образование, науку, культуру, коммуникацию и информацию способствовать формированию ответственных людей, их воспитанию, укоренению в умах молодого поколения идей мира и добрососедства. В этом деле важную роль играют средства массовой информации и, конечно, Интернет. Считаем необходимым укрепить программу «Информация для всех» и Международную программу развития коммуникации и продолжить содержательный диалог по вопросам обеспечения медиа- и информационной грамотности, доступа к информации и знаниям, свободы выражения мнений, соблюдения морально-этических норм в киберпространстве.

67.12 Нынешнее время не самое простое, в том числе и для нашей с вами Организации. Это время переосмысления и переназначивания всего механизма работы Организации. Мы приветствуем усилия Генерального директора по стабилизации финансового положения ЮНЕСКО и ждем эффективного выполнения проектов и программ, с которыми ЮНЕСКО вступит в 2015 год и пойдет дальше. Спасибо вам за внимание.

(67.1) **Mr Fortov** (Russian Federation):

Distinguished President, ladies and gentlemen, 13 years ago humanity adopted the ambitious Millennium Development Goals and over the years we have all consistently worked towards their achievement under the leadership of the United Nations. The results of these efforts are appreciable but I would hesitate to call them impressive.

(67.2) Unfortunately, other facts are impressive: 57 million children worldwide still receive no primary education and half of that number live in Africa; 123 million young people, 61% of whom are female, lack basic reading and writing skills. This is not to mention the millions of hungry and homeless people, the high level of mortality from curable illnesses and the numerous lives lost because of conflicts which flare up, sometimes because of intolerance towards other ethnic groups or religious and cultural identities.

(67.3) It is therefore correct for the international community to prepare the global agenda for the post-2015 period, which would include effective resolution of the aforementioned problems and ensure sustainable development for all humanity.

(67.4) It is clear that the post-2015 agenda must include the goals of the education for all programme. Here we fully support the Global Education First Initiative of the United Nations Secretary-General and the key role of UNESCO in its realization. Quality education, together with lifelong education, remain very important conditions for the development of human potential. Success in this area is closely tied to improvements in indicators of employment and economic growth. We believe it is important to ensure maximum integration of UNESCO's partnership network in implementing its education programmes.

(67.5) Sustainable development is of course unthinkable without economic growth; this, in turn, is conditional upon the development of industry and new technologies. We consider that one of the important directions of UNESCO's work in the post-2015 period is to bring together the fields of industry and science to ensure sustainable development. That work can be organized in the framework of the International Basic Sciences Programme which is being successfully developed in our Organization, as you know.

(67.6) Furthermore, one of the current priority tasks of science today is still to ensure a balanced approach to the technical and industrial development of humanity together with the preservation of the planet's natural resources for future generations. The International Hydrological Programme of UNESCO and the Programme on Man and the Biosphere have a unique role to play in this context. In this connection may I remind you that, in the framework of International Year of Water Cooperation, proclaimed by the United Nations, and under the aegis of UNESCO, the seventh session of the All-Russian Hydrological Congress, which deals with fundamental problems in this area, is being held on 19-21 November in Saint Petersburg, Russia.

(67.7) The Russian Federation attaches equal importance to the activities of the UNESCO World Network of Biosphere Reserves. Work is currently taking place in relation to the holding in Russia in 2014 of the World Congress on Biosphere Reserves. Among the key issues for that Congress will be the development of national legislation on environmental protection and the sharing of forward-thinking experiences in that important area.

(67.8) Particular attention should also be paid to the need to strengthen the Intergovernmental Oceanographic Commission (IOC), which is one of our Organization's few programmes that have direct economic impact.

(67.9) Culture has a major role to play in achieving sustainable development. Clearly, we all have a duty to give culture a special place on the post-2015 agenda. Culture is not only creativity; we see it as an important tool of dialogue and the search for mutual understanding, and as an area of social reconciliation and development. In this regard, I hasten to inform you that in Russia, 2014 has been proclaimed as the Year of Culture.

(67.10) I am convinced that the protection of the world cultural and natural heritage must remain a fundamental issue in the foreseeable future. In Russia, we attach exceptional significance to this area of UNESCO's activities. Two important events have taken place in Russia this year: an international seminar on issues relating to the protection of heritage of religious significance and the first International Restorers' Congress. Furthermore, there are plans to establish a category 2 UNESCO centre for the protection of world heritage for the countries of the Commonwealth of Independent States and Eastern Europe.

(67.11) UNESCO has a special mission within the United Nations system: through education, science, culture, communication and information, to promote the character formation of responsible people, their upbringing, and implanting the ideas of peace and *goodneighbourliness* in young people's minds. An important role in this regard is played by the mass media and, of course, by the Internet. We believe it is vital to strengthen the Information for All Programme and the International Programme for the Development of Communication and to continue the rich dialogue on issues relating to the securing of media and information literacy, access to information and knowledge, freedom of expression and the observance of moral and ethical standards in cyberspace.

(67.12) The present day is not the most simple, including for our Organization. This is a time to rethink and restructure of its entire working mechanism. We welcome the Director-General's efforts to stabilize UNESCO's financial situation and await the effective implementation of the projects and programmes with which the Organization will go into 2015 and beyond. Thank you for your attention.

68. **Le Président :**

M. Fortov, nous vous remercions de votre exposé. La prochaine personne que nous nous apprêtons à entendre est quelqu'un de fort bien connu ici, à l'UNESCO : il s'agit de S. E. M. David Killion, Ambassadeur et délégué permanent des États-Unis.

69.1 **Mr Killion** (United States of America):

Mr President, fellow delegates, UNESCO has faced its share of both good times and challenging times. Today, we find ourselves in one of those challenging periods. I assure you: no one appreciates the seriousness of the challenges this Organization is currently facing better than my government; however, it is important to remember that the United States has adhered to a principled position over the past two years, a position articulated well in advance of the vote in October 2011 to grant full membership to the Palestinians.

69.2 Despite that decision by the General Conference, President Obama, Secretary Clinton, Secretary Kerry, myself, and other officials at every level have been working tirelessly to seek a legislative remedy that would allow the United States to resume paying our contributions to UNESCO. Regrettably, that remedy has not yet been achieved. Nonetheless, the Administration continues its efforts to restore our funding for UNESCO.

69.3 Fellow delegates, my main message for you is this: the United States remains at the table. Just as we were present for UNESCO's founding 68 years ago, the United States remains as committed to UNESCO's mandate and purpose today. The United States is proud to serve on UNESCO's Executive Board as a responsible, constructive and transparent partner, to discuss issues of reform and restructuring, to encourage the Board to retain UNESCO's unique character of consensus and non-politicized agendas and to support the ideals of UNESCO.

69.4 In the education sector, the United States strongly supports UNESCO's leadership as Secretariat for the United Nations Secretary-General's Global Education First Initiative (GEFI). To that end, Secretary Kerry has officially notified the Secretary-General that the United States would like to become a Champion Country. Our support for the Global Partnership for Girls' and Women's Education, launched on this very stage by Secretary of State Hillary Clinton, continues to build momentum around this critical issue.

69.5 A complementary initiative is our support for literacy in Africa, and we are pleased to announce that the United States is reallocating \$1.2 million in legacy UNESCO funding from Paris to the Juba field office in order to expand its ongoing literacy and peace-building project.

69.6 In the science sector, UNESCO, with support from Japan, the United States, and others, has worked to develop state-of-the-art techniques to locate aquifers in the Horn of Africa. In areas where coastal erosion is a threat, UNESCO is designing new models to study and better understand the problem.

69.7 UNESCO is a leader within the United Nations system at forging effective partnerships with the private sector. Particularly in this challenging fiscal environment, it is critical that we identify and leverage innovative sources of funding through public-private partnerships.

69.8 The United States will also continue to defend the ideals upon which this great Organization was founded – which include standing up against one-sided attacks on Israel. UNESCO should be above this kind of counterproductive politicization, which tarnishes the ideals of this Organization and is harmful to the purpose, spirit and integrity of UNESCO. Likewise, we will continue to stand up against intolerance from any group or government, and press for the peaceful resolution of conflicts.

69.9 UNESCO is still *the* house of consensus and peace-building. We need to look for consensus on issues that have important consequences for all of us. Nowhere is this more true than with UNESCO's unique mandate regarding freedom of expression. Our debate on Internet-related issues must take place in a spirit of openness and transparency, and with a commitment to supporting the leadership that UNESCO has already shown with its open, multi-stakeholder approach to the issue. We must ensure that this discussion develops in a manner that is within UNESCO's mandate and that we do not attempt to use this body as a surrogate for dialogue better suited to other fora.

69.10 Mr President, fellow delegates, UNESCO matters. It is at the forefront of facing global challenges and improving the lives of people all around the world. It expands access to quality education for women and girls; leverages innovation and new funding streams through public-private partnerships. It protects and preserves the world's cultural heritage; and it promotes freedom of expression and the protection of journalists. The United States recognizes that UNESCO is a critical partner in creating a better future. We intend to continue our engagement with UNESCO in every possible way.

69.11 Although the Director-General is not with us, I wish to offer her my sincere thanks for her friendship and her strong and inspired leadership. Fellow delegates, in my last national address, I wish you and the Organization the very best.

70. **Le Président :**

Monsieur l'Ambassadeur, je vous remercie pour cet exposé. Maintenant, accueillons S. E. Mme Lorena Sol de Pool, Ambassadrice et déléguée permanente d'El Salvador auprès de l'UNESCO.

71.1 **Sra. Sol de Pool** (El Salvador):

Señor Presidente de la Conferencia General, señora Presidenta del Consejo Ejecutivo, señora Directora General, excelencias, distinguidos delegados: El Salvador se honra en participar en esta reunión de la Conferencia General en la que discutiremos y aprobaremos una nueva Estrategia a Plazo Medio y un Programa y Presupuesto en un periodo económicamente difícil para nuestra Organización, siendo el tema principal la agenda para el desarrollo

después de 2015. Estamos en un periodo de análisis y reflexión sobre el rumbo que la UNESCO deberá seguir para mantener el liderazgo en sus áreas de competencia, especialmente en educación.

71.2 El Salvador ratifica su compromiso con la educación como derecho humano fundamental y bien público. Es de suma importancia que la meta de universalizar la educación esté acompañada de un marco de objetivos específicos acordado por los Estados Miembros que esté alineado y garantice la sintonía y sinergia con el Marco de Acción de Dakar sobre EPT y cuyo seguimiento esté a cargo de la UNESCO. No cabe duda de que los últimos tiempos han constituido un verdadero desafío para la prosperidad, el desarrollo y el progreso de nuestros pueblos, sobre todo los que hemos sufrido con mayor crudeza los efectos de la crisis económica mundial y el cambio climático. Nuestro gobierno ha diseñado y continúa implementando políticas públicas destinadas a reducir la desigualdad instituyendo nuevos procesos de inclusión social y creando nuevos mecanismos que permitan una distribución más equitativa de la riqueza con el propósito de favorecer a los más necesitados.

71.3 Nuestro desafío ha sido empezar a construir una sociedad más justa, equitativa e inclusiva para asegurar el bienestar social, alcanzar el desarrollo sostenible y la erradicación de la pobreza. Hemos desarrollado un arduo trabajo en el ámbito de la igualdad de género y la prevención, penalización y erradicación de la violencia contra las mujeres. Por ello hemos creado como política de estado el proyecto “Ciudad Mujer”, que atiende integralmente a las mujeres en cuanto a sus derechos, salud, autonomía económica, prevención y atención de la violencia basada en género. El modelo de la escuela inclusiva a tiempo pleno amplía la educación de los niños y niñas en el accionar integrado de las escuelas reconociendo la educación popular como un derecho humano básico en común, ya que la educación no solo es una inversión en el capital humano, sino que promueve la prosperidad y la inclusión de aquellos que han sido tradicionalmente excluidos. Nuestro gobierno distribuye gratuitamente uniformes, zapatos, útiles escolares y alimentación, promoviendo con ello una educación digna y de calidad que beneficia a 1.300.000 niños y niñas.

71.4 Por primera vez tenemos una Ley de ciencia y tecnología, hemos buscado mejorar la enseñanza de ciencias naturales, matemáticas y lenguaje capacitando a los docentes e integrando el uso responsable de las TIC, lo que contribuye a una enseñanza de calidad. El Salvador reitera la importancia del Programa MOST, así como la investigación del impacto de las transformaciones sociales, que nos ha servido para mejorar nuestras políticas de inclusión social, desarrollar una política nacional de juventud y una ley de desarrollo y protección social que promueve y garantiza el cumplimiento de los derechos de las personas con igualdad, equidad y respeto de la diversidad.

71.5 El Salvador apoya el fortalecimiento de las convenciones de cultura, en particular la Convención de 1970. Gracias a la iniciativa y el trabajo conjunto del GRULAC se logró establecer el Comité Subsidiario de la Reunión de los Estados Partes en esa Convención que implementará las medidas para prevenir el saqueo y la exportación ilegal de nuestro patrimonio, que no solo conserva, sino que define la identidad y la herencia cultural de nuestros pueblos. Respetamos la libertad de expresión y de prensa, sin censurar jamás el derecho de todos y todas a expresarse sin miedo a represalias, como ocurrió en el pasado. Nos unimos a las voces que denuncian el uso irresponsable del Internet, que puede llevar a violaciones de nuestro derecho a la privacidad.

71.6 La reserva de biosfera transfronteriza Trifinio-Fraternidad, compartida por El Salvador, Guatemala y Honduras, única en las Américas y habitada por 300.000 personas, es territorio rico en biodiversidad, ecosistemas, ríos propios y compartidos. El Programa MAB ayuda a promover el desarrollo sostenible educando a la gente para que conserve y no deprede los recursos naturales, contribuyendo a la convivencia pacífica e integración de los tres países. Por ello El Salvador agradece al Gobierno Federal de Alemania que haya otorgado 11 millones de euros para el manejo y gestión de la reserva de biosfera, reconociendo la efectividad e importancia del Programa MAB para mejorar la vida de nuestra gente y la confianza en que el desarrollo sostenible es el camino a la consecución de una vida digna y la conservación de nuestra madre Tierra. Muchas gracias.

(71.1) **Ms Sol de Pool** (El Salvador) (*translation from the Spanish*):

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Your Excellencies, Distinguished Delegates, it is an honour for El Salvador to participate in this session of the General Conference in which we shall discuss and approve a new medium-term strategy and a programme and budget in a period that is economically difficult for our Organization, the main theme being the post-2015 development agenda. We are in a period of analysis and reflection on the direction that UNESCO must take in order to maintain leadership in its fields of competence, especially education.

(71.2) El Salvador reasserts its commitment to education as a basic human right and as a public good. It is of the utmost importance that the goal of universal provision of education be set within a framework of specific objectives to which Member States have agreed, which is aligned and ensures harmonization and synergy with the Dakar Framework for Action on Education for All and which is monitored by UNESCO. Recent times have undoubtedly been a genuine challenge to our peoples' prosperity, development and progress, especially those people who have borne the brunt of the effects of the world economic crisis and climate change. Our government has designed and continues to implement public policies aimed at reducing inequality by instituting new social-inclusion processes and by establishing new mechanisms for a fairer distribution of wealth in order to favour the neediest.

(71.3) We faced a challenge in beginning to build a fairer, more equal and inclusive society in order to ensure social well-being, achieve sustainable development and reduce poverty. We have worked hard in such areas as gender equality and the prevention, criminalization and eradication of violence against women. To those ends, we have formulated, as State policy, the “Ciudad Mujer” project that fully addresses women’s rights, health, financial independence and action to prevent and remedy gender-based violence. The full-time inclusive school model extends the education of girls and boys through holistic school activity by acknowledging grass-roots education as a basic human right for all, since education is not only an investment in human capital, but also promotes the prosperity and inclusion of those who have been traditionally excluded. Our government distributes uniforms, shoes, school supplies and school meals free of charge, thus promoting and providing quality education in dignity for 1.3 million boys and girls.

(71.4) For the first time we enacted a science and technology law, we have sought to improve the teaching of natural sciences, mathematics and languages through teacher training and responsible use of ICTs, which contribute to quality education. El Salvador reiterates the importance of the MOST Programme and of research into the impact of social transformations, which we have used to improve our social inclusion policies, formulate a national youth policy and enact a development and social protection law that promotes and ensures enjoyment of human rights in conditions of equality, fairness respect for diversity.

(71.5) El Salvador supports the strengthening of the culture conventions, in particular the 1970 Convention. Owing to the initiative and joint effort of GRULAC, the Subsidiary Committee of the Meeting of States Parties to that Convention has been established and will implement measures to prevent the pillaging and illegal export of our heritage that not only preserves but also defines our peoples' identity and cultural heritage. We respect freedom of expression and of the press, without ever censoring the right of each and every person to speak out without fear of reprisal, as occurred in the past. We join those who denounce irresponsible use made of the Internet that could breach our right to privacy.

(71.6) Trifinio-Fraternidad, the transboundary biosphere reserve shared by El Salvador, Guatemala and Honduras, unique in the Americas and inhabited by 300,000 persons, is rich in biodiversity, ecosystems and local and shared rivers. The MAB Programme assists in promoting sustainable development by educating people to conserve rather than plunder natural resources and so contributes to the three countries' peaceful coexistence and integration. El Salvador therefore thanks the Federal Government of Germany for granting €11 million for the management and administration of the biosphere reserve, thus acknowledging the effectiveness and importance of the MAB Programme in improving our people's lives and trust in sustainable development as the means of actually living in dignity and preserving Mother Earth. Thank you, very much.

## 72. **Le Président :**

Madame l'Ambassadrice, merci pour cette intervention. Il nous reste six intervenants : la Lituanie, l'Estonie, la République du Botswana, la Colombie, le Honduras et l'Union européenne. Alors nous vous demandons de faire encore un petit effort, de rester encore quelque temps pour entendre tous nos intervenants. Merci de votre collaboration. Sans plus attendre, nous invitons S. E. M. Arūnas Gelūnas, Ambassadeur, délégué permanent de la Lituanie auprès de l'UNESCO, à prendre la parole.

### 73.1 **Mr Gelūnas (Lithuania):**

Mr President of the General Conference, Madam Director-General, Excellencies, distinguished colleagues, ladies and gentlemen, as I have the honour to speak on behalf of the Republic of Lithuania today, allow me, in the name of my country, to say how deeply sorry and shocked we were to learn about the murder of two French journalists in Mali. Lithuania fully condemns any effort to brutally restrain the freedom of journalistic expression.

73.2 Let me start by expressing my congratulations to the newly elected President of the 37th session of the General Conference, H.E. Mr Hao Ping, and by extending my sincerest gratitude to the former President of the General Conference H.E. Ms Katalin Bogyay for her inspiring leadership. I know that she is in this hall.

73.3 This year, Lithuania, in association with UNESCO, is celebrating the 100th anniversary of Meilė Lukšienė, the distinguished social scientist, humanist and one of the main architects of the modern Lithuanian system of education. In 2004 she was awarded the prestigious Jan Amos Comenius medal of UNESCO. Let me quote one of Meilė Lukšienė's insightful sayings: "Education, upbringing is a very special area of culture as it takes care of the formation of a human being, nurtures his or her self-creation – thus helping to sustain the very core of culture..."

73.4 In the thinking of Meilė Lukšienė, education and culture were always inseparably intertwined. Therefore, Lithuania fully supports and salutes UNESCO's firm belief in culture as a driver and enabler of sustainable development in the post-2015 development agenda. The importance of culture is paramount.

73.5 One has to agree with the subtle insights of those great minds of today that teach us not to overrate the economic success and not to treat the word "prosperity" as completely synonymous with "economic prosperity". Material wellbeing comes as a consequence of hard work and self-discipline, creativity and ingenuity, the rule of law, respect for the individual freedoms and at the same time the responsibility of the individual to the community but not *vice versa*.

73.6 This is why Lithuania is delighted to join the chorus of now more than 200 countries called UNESCO that states the importance of social development and harmonization by means of education, science, culture and the information society. This combination of voices is still a very powerful one as it reminds global society of today of its core humanistic values and human rights springing from them.

73.7 Distinguished guests, please allow me to quote the speech of our President Dalia Grybauskaitė, delivered at the United Nations General Assembly more than a month ago: "The Baltic States have been rapidly transformed in the last two decades. Complex and painful economic, political and social reforms boosted economic growth, social well-being and political stability. After rebuilding our statehood two decades ago and with the help, advice and experience of the international community, today our nations became donors and have a lot of experience to share with those who are going through similar transformations."

73.8 Not in the least part, the success of our transformation was granted by the modernization of the education system. Lithuania now has one of the highest tertiary education attainment rates in Europe. This is why Lithuania, holding a rotation Presidency of the European Union Council, fully subscribes to the ideas of the Statement of the European Union where they emphasize the centrality of education and underline the holistic approach to education.

73.9 Lithuania welcomes and strongly supports the efforts of the African countries to perform a self-evaluation exercise of the results of the education for all (EFA) programme by 2015. Our country would be happy to share her experience and ideas for the future in education and host an international preparatory conference on post-2015 education next year.

73.10 Lithuania has already shared its experience with African countries, even though rather indirectly. A public opinion survey on libraries, which was conducted in Ethiopia, Ghana, Kenya, United Republic of Tanzania, Uganda and Zimbabwe two years ago, was based on the methodology developed in our country while carrying out the project “Libraries for the Future” together with the Bill and Melinda Gates Foundation. This project that terminated last year can be considered as one of the great success stories in the new age of Lithuanian culture, information society and creative economy: 1,276 public libraries, branches and subdivisions, about 2,000 libraries’ staff participated in the project. The libraries received technical equipment, they were equipped with broadband Internet connection and were included in the training activities encouraging electronic service usage and consulting.

73.11 Our country fully supports and praises the initiatives in another global priority of UNESCO – gender equality. Just in two weeks Lithuania will be proud to welcome a distinguished international audience to the conference on Gender Equality in Research Institutions. Organizers of this conference firmly believe that “Enlarging the pool of talents in science through the inclusion of more women researchers is of high significance”.

*(The speaker continues in French)*

73.12 Mesdames et Messieurs, parfois, certains d'entre nous sont questionnés par leurs amis ou mêmes leurs propres enfants : À quoi sert l'UNESCO? J'aimerais conclure ces quelques mots, en citant une grande dame de notre époque, notre Directrice générale, Madame Irina Bokova, à qui fut posée la même question : « L'UNESCO rend aux peuples leur dignité ». Je n'y vois rien à ajouter. Merci pour votre attention.

**74.1 Le Président :**

*Merci, Monsieur l'Ambassadeur.* Our next speaker is His Excellency, Mr Marten Kokk, Ambassador, Permanent Delegate of Estonia to UNESCO.

**75.1 Mr Kokk (Estonia):**

Madam Director-General, Mr President of the General Conference, Excellencies, distinguished delegates, usually at this time of the day I read bedtime stories for my children so they can fall asleep. I do hope that is not going to happen to you at this very moment. The present session of the General Conference is of great significance. It will decide on a new Medium-Term Strategy, which, for the first time, sets out UNESCO's course of action for a period of eight years. Estonia would like to fully associate itself with the statement made by the European Union on the way forward. Therefore I will limit myself to some remarks that are of particular importance to Estonia.

75.2 In the lead-up to the 2015 deadline for achieving the Millennium Development Goals (MDGs) and education for all (EFA) goals there has been clear progress, but the task is far from complete. Estonia calls for increasing the equity, sustainability, quality and relevance of education at all levels, including higher education. We believe that a strong education goal should be at the heart of the post-2015 framework.

75.3 The present session of the General Conference will discuss the desirability of a global standard-setting instrument on the recognition of higher education qualifications. Estonia considers this initiative to be very timely and relevant – as academic and professional mobility is growing more across regions than within regions – the world of study and research is no longer limited by national boundaries. Estonia believes that the global normative instrument should take the form of a convention and we are ready to contribute to drawing up the text of this convention.

75.4 Expanding the observance of principles of human rights, democracy and rule of law through international organizations is one of our foreign policy priorities. Estonia's current membership in the United Nations Human Rights Council provides us with an opportunity to address human rights issues in a worldwide context. Our main focus is on those who in many parts of the world often face particular hardships in exercising their human rights such as women, children and indigenous people.

75.5 Estonia considers Internet freedom to be a fundamental part of human rights. Freedom of opinion and expression, including through digital media and social media platforms, is the right of every individual and a cornerstone of democratic governance. The Internet can only fulfil its full potential if it is kept open, free and secure.

75.6 We are looking forward to contributing to the debates in the CI Commission on Internet-related issues, including access to information and knowledge, freedom of opinion and expression, privacy and ethical dimensions of the information society.

75.7 We commend UNESCO for promoting freedom of opinion and expression on Internet as well as multi-stakeholder model-based governance in United Nations system and other formats. We encourage UNESCO to continue its activities in this field and to widen its outreach and partnerships. In this context Estonia is pleased to note UNESCO's cooperation with the Freedom Online Coalition, which Estonia is coordinating this year. We are looking forward to continuing our fruitful cooperation with UNESCO in this regard.

75.8 Let me come to another important item: UNESCO's work in culture. The extensive normative action of the different culture conventions has been acknowledged by the Executive Board as a priority of UNESCO's action in the field of culture. Estonia fully agrees that this prioritization must have direct implications on the way our scarce financial resources will be refocused.

75.9 While UNESCO may be able to provide for most of the related statutory functions within the current expenditure plan, it is more challenging to meet Member States' expectations on capacity building and technical assistance that would make conventions fully operational and working at a ground level.



75.10 Our delegation would like to highlight the work done by the secretariat of the 2003 Convention in successfully implementing an ambitious global capacity-building strategy with a special focus on the needs of the developing countries. We also note with delight that despite financial challenges, ways have been found to continue with innovative initiatives such as the Creative Cities Network.

75.11 However, the question of the credibility and efficiency of certain conventions remains critical in our view. While the 1970 Convention has been considerably strengthened during the last biennium, it takes time for these changes to have a concrete impact on the ground. The 1972 World Heritage Convention faces management challenges and the increasing politicization of the World Heritage Committee compromises the credibility of the Convention.

75.12 Much has been done in the last biennium in reforming and restructuring the Organization. The governing bodies need also to continue their reflection on how to make the sessions more cost-effective and focused. This part of the General Conference is called the general policy debate, but it lacks elements of the debate and the hall, at least this Friday evening, is far from being crowded. I think that the Special Committee of the Executive Board at its last session discussed the means to rationalize the format of presenting national statements at the Board's plenary. We believe that the format of the general policy debate of the General Conference needs further reflection as well.

75.13 Finally, I would like to take this opportunity to reaffirm Estonia's commitment to UNESCO, an engagement further reflected in our candidacy to the Executive Board. Thank you for your attention.

76. **Le Président :**

Monsieur l'Ambassadeur, je ne sais pas si vous avez des difficultés à endormir les enfants, si cela vous prend beaucoup de temps, mais c'est très intéressant. Merci. Nous allons maintenant entendre S. E. M. Samuel Otsile Outlule, Ambassadeur extraordinaire et plénipotentiaire de la République du Botswana en France et à l'Union européenne.

77.1 **Mr Outlule (Botswana):**

Thank you, Mr President. Madam Director-General of UNESCO, Madam Chair of UNESCO Executive Board, Excellencies, distinguished delegates, good evening. Thank you for being here until so late. My delegation and I bring to you warm greetings from His Excellency the President, Lieutenant General Seretse Khama Ian Khama, and the people of the Republic of Botswana. The President has requested me to reassure you of the continued commitment, dedication and strong support of the Government of the Republic of Botswana to the ideals and aspirations of UNESCO.

77.2 I also wish to register the congratulations of the delegation of Botswana to Mr Hao Ping on his election to the Presidency of the 37th session of the General Conference. We reassure you of our goodwill and you can count on our support and cooperation as you provide leadership, guidance and direction to the 37th session of the General Conference and the ensuing biennium.

77.3 Mr President, Botswana commends the Director-General and her team of technical experts and professionals, for a well-considered and structured strategy, which, out of necessity, was developed in consultation with Member States. We appreciate the hard work and dedication of the Secretariat in the design of the Medium-Term Strategy and the strategic resolve by UNESCO in increasing focus, coherence, relevance and impact, based on the principle of results-based management through and by working closer to the field and strengthening UNESCO's partnerships.

77.4 Mr President, allow me now to highlight some of the major achievements by Botswana in the field of education. Following the official launch of the *Education for All Global Monitoring Report 2012*, with a theme "Youth and skills: Putting education to work", Botswana decided to evaluate the performance of its education for all (EFA) programme. I am delighted to share our experience with Member States and to report that Botswana has attained all ten "UNESCO Youth Skills: Pathways to a Better Future". This is a demonstration of the excellent response and readiness of bilateral and multilateral partnerships, and within the country, the partnership with industry, private sector, civil society, communities and the general public to be dependable partners in education.

77.5 Botswana is making concerted efforts to revitalize technical and vocational education and training (TVET) consistent with UNESCO's priorities. A number of international agencies and development partners are working with us to revitalize TVET as a driver of Botswana's economic diversification drive. We are working with UNESCO and the Republic of Korea on the Better Education for Africa's Rise (BEAR) project, which aims at skills development in hospitality and tourism. The project has attracted 24 companies, and 18 lecturers from TVET institutions have been trained in TVET curriculum development. In addition, we are implementing a capacity-building programme targeting TVET institutions including Teachers for TVET and the Leadership as well as the Upskilling of Mining Artisans programme.

77.6 In July 2013, Botswana hosted a capacity-building seminar for National Commissions of UNESCO for the Southern Africa region. The seminar was a collaborative effort between the participating Member States and the German Commission for UNESCO. The seminar was organized around the theme "Africa First-Education First: Sharing Good Practice". A side workshop on TVET was also held with the theme "Transformation of Technical and Vocational Education and Training: Skills Base for Economic Diversification Drive Strategy Across the Southern African Region". The workshop was facilitated by a TVET expert from the German Federal Institute for Vocational Education and Training (BIBB).

77.7 Mr President, Botswana continues to tackle issues of climate change. In May 2012 we successfully convened a Summit for Sustainability in Africa which created a platform for Africa's preparations towards the Rio+20 Conference. In October 2013, the Government of Botswana hosted a review of the May 2012 Gaborone Declaration for Sustainability in Africa as an integral part of the preparations for the Warsaw Climate Change Conference. We recognize that issues of climate change and the resultant global warming, threaten our food security efforts. Food security is one of the strategic

pillars of eradicating poverty in Botswana. The National Disaster Management Office in collaboration with other ministries builds capacity through public education on the importance of disaster reduction and preparedness as essential ingredients towards management of climate change in its various forms.

77.8 Mr President, Botswana appreciates the capacity-building initiatives that are carried out by various Member States in collaboration with UNESCO Headquarters and the field offices. Such initiatives further strengthen South-South and North-South collaboration. Botswana is grateful for this continued support received through bilateral and multilateral arrangements. Mr President, in conclusion, Botswana joins other Member States in supporting the Medium-Term Strategy and its operational plan and the Draft Programme and Budget for 2014-2015. I thank you for your attention.

78. **Le Président :**

Monsieur l'Ambassadeur, nous vous remercions de votre présentation. Trois personnes doivent encore s'adresser à nous. D'abord, M. Sergio Restrepo, Chargé d'affaires de la délégation permanente de la Colombie auprès de l'UNESCO.

79.1 **Sr. Restrepo (Colombia):**

Señor Presidente, permítame saludarlo y felicitarlo por su aclamada elección. Señora Presidenta del Consejo Ejecutivo, señora Directora General, señoras y señores ministros, jefes de delegación, embajadores y delegados: Colombia reitera el mandato de la UNESCO como laboratorio de ideas para alcanzar la paz, el desarrollo sostenible y la reducción de la pobreza. Colombia propuso, en el marco de la Conferencia Río+20, definir los objetivos de desarrollo sostenible, y por lo tanto acompañamos las iniciativas que en esta dirección promueve la UNESCO.

79.2 Señor Presidente: Colombia entiende el actual proceso de reforma como un momento clave para reforzar la acción de la Organización en aquellas áreas donde ha demostrado su ventaja comparativa, así como una oportunidad para realizar una transformación institucional que contribuya a su posicionamiento estratégico. En el campo de la educación, la UNESCO es el referente principal de cara al fortalecimiento de las políticas públicas en Colombia que incorporan al contexto colombiano los seis objetivos de la Educación para Todos. Para ello, las acciones del Gobierno nacional han permitido que hoy en Colombia haya 1 millón más de niños escolarizados. Asimismo, Colombia está comprometida con el fortalecimiento de la enseñanza y formación técnica y profesional, buscando que la educación superior responda mejor a las necesidades de la fuerza laboral y disminuya los niveles de desempleo en la juventud. Hoy, 800.000 jóvenes se forman a través del Servicio Nacional de Aprendizaje (SENA) en programas tecnológicos y técnicos, de los cuales el 76% se vinculan al sector formal de la economía.

79.3 En el plano cultural, nuestros logros son el resultado del reconocimiento que el Estado colombiano hace de la cultura como factor integrador de la paz y como componente esencial de la agenda de desarrollo. Señor Presidente: en Colombia contamos con más de 4 millones de afrodescendientes, que representan el 10% de la población nacional y enriquecen día a día nuestras tradiciones y patrimonio. En este marco, el Ministerio de Cultura ha implementado un plan de acción para fortalecer la cooperación en beneficio de estas comunidades. Nuestro país ha acogido eventos como la reunión del Comité Científico Internacional del Proyecto La Ruta del Esclavo, y más recientemente, en septiembre de 2013, la tercera Cumbre Mundial de Alcaldes y Mandatarios Afrodescendientes, que reunió a más de 2000 dirigentes del mundo en nuestro país. Como miembros del Comité del Patrimonio Mundial hemos tenido el honor de representar a América Latina y el Caribe y promover un diálogo franco y abierto con los órganos consultivos de la Convención de 1972 y los Estados Parte en ella. Igualmente, Colombia alienta a los Estados Partes en la Convención de 1970 a reforzar las acciones para prevenir el tráfico y la apropiación ilícita de bienes culturales. Asimismo, es importante señalar que en junio de 2013 Colombia ratificó la Convención sobre la Protección y Promoción de la Diversidad de las Expresiones Culturales.

79.4 En el marco de las ciencias naturales, cabe destacar el papel de Colombia en las áreas de la biodiversidad y los océanos. En materia de biodiversidad, Colombia es el segundo país más rico en especies del mundo. Por ello, permítame resaltar la trascendencia que tiene el Programa sobre el Hombre y la Biosfera como vehículo para enseñar el diseño de políticas públicas integrales en áreas protegidas, en las que Colombia ha podido fortalecer su gestión en beneficio de la sostenibilidad y la investigación. Apoyamos los objetivos del Programa MAB a través de la conservación y la protección de las cinco reservas de biosfera de nuestro país. Colombia, con presencia en los océanos Atlántico y Pacífico, ratifica su compromiso con las actividades de investigación oceanográfica y el desarrollo de programas de alerta temprana contra los tsunamis y de prevención de desastres, promoviendo así la creación de capacidades para la mitigación de los efectos negativos del cambio climático. El trabajo de la COI y su Subcomisión para el Caribe y Regiones Adyacentes (IOCARIBE) con sede en Cartagena (Colombia), es esencial para asegurar la continuidad de estas iniciativas, por lo cual reiteramos la importancia de la cooperación en este ámbito.

79.5 En materia de ciencias sociales y humanas, Colombia integra desde 2011 el CIGEPS, órgano que fomenta la práctica deportiva como herramienta para la cohesión social. Fue un gran honor acoger el pasado mes de octubre la primera reunión de seguimiento de la MINEPS V de la región de América Latina y el Caribe, en la que participaron más de 30 expertos y altos funcionarios de 14 países que reiteraron su compromiso con la Declaración de Berlín.

79.6 En materia de tecnologías de la información y las comunicaciones, pusimos en marcha en 2010 el plan Vive Digital, cuya meta para 2014 es multiplicar por cuatro las conexiones a Internet, pasando de 2,2 a 8 millones y atendiendo principalmente las poblaciones rurales y los municipios fronterizos. Por ello corresponde a la UNESCO continuar fortaleciendo su rol como líder en esta materia a través del Programa Información para todos (PIPT).

79.7 Para concluir, permítame reiterar, en nombre del señor Presidente de la República, Juan Manuel Santos, la convicción de Colombia sobre la relevancia de la UNESCO en el actual contexto de un mundo que continúa transformándose a un ritmo vertiginoso y que necesita de una respuesta pronta y eficaz por parte del sistema de las

Naciones Unidas. Esperamos que los trabajos de esta reunión de la Conferencia General, complementados con la acertada gestión que ha venido desempeñando la señora Directora General, permitan dotar a la UNESCO de aquellos instrumentos que requiere para reafirmar su vigencia en el marco de la construcción de los baluartes de la paz en la mente de los hombres. Muchas gracias.

(79.1) **Mr Restrepo** (Colombia) (*translation from the Spanish*):

Mr President, allow me to extend greetings to you and to congratulate you on your election by acclamation. Madam Chair of the Executive Board, Madam Director-General, Distinguished Ministers, Heads of Delegation, Ambassadors and Delegates, Colombia reasserts UNESCO's mission as a laboratory of ideas for achieving peace, sustainable development and poverty reduction. Colombia proposed, at the Rio+20 Conference, that the goals of sustainable development be defined and therefore supports initiatives promoted by UNESCO to those ends.

(79.2) Mr President, Colombia regards the current reform process as a key opportunity for strengthening the Organization's action in those areas in which it has demonstrated its comparative advantage and for achieving institutional change that contributes to its strategic position. In education, UNESCO is the main reference point for the strengthening of Colombia's public policies through which the six education for all goals have been included in the Colombian context. Owing to action taken by the national government to that end, there are now an additional one million children enrolled in Colombia. Similarly, Colombia is committed to the strengthening of technical and vocational education and training in a bid to ensure that higher education meets the needs of the labour force more effectively and lowers youth unemployment levels. Today, 800,000 young people are being trained through the national apprenticeship service (SENA) under technological and technical schemes, 76% of which are linked to the formal economy.

(79.3) Our achievements in the field of culture are the outcomes of Colombia's recognition of culture as an integrative factor of peace and as a key component of the development agenda. Mr President, in Colombia there are more than four million people of African descent who account for 10% of the national population and enrich our traditions and heritage daily. Against that background, the Ministry of Culture has implemented a plan of action to strengthen cooperation that is of benefit to those communities. Our country has welcomed events such as the meeting of the International Scientific Committee for the Slave Route Project and, more recently, in September 2013, the third World Summit of Mayors and Leaders of African Descent, which was attended by more than 2,000 world leaders in our country. As members of the World Heritage Committee, we have had the honour of representing Latin America and the Caribbean and of promoting frank and open dialogue with the advisory bodies of the 1972 Convention and the States Parties thereto. Colombia also urges States Parties to the 1970 Convention to strengthen activities designed to prevent trafficking and the illicit appropriation of cultural property. Similarly, it is important to stress that in June 2013 Colombia ratified the Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

(79.4) In the natural sciences, emphasis should be laid on Colombia's role in biodiversity and ocean matters. In biodiversity, Colombia is the second richest country in species in the world. Allow me, therefore, to highlight the importance of the Man and the Biosphere Programme as a means of teaching integrated public policy design for protected areas, in which Colombia has strengthened management to boost sustainability and research. We support the MAB Programme's objectives through the conservation and protection of the five biosphere reserves in our country. Colombia, washed by the Atlantic and Pacific Oceans, has honoured its commitment to oceanographical research activities and the development of tsunami early-warning and disaster prevention programmes, thus promoting capacity building to mitigate the adverse effects of climate change. The work of the Intergovernmental Oceanographic Commission and its Sub-Commission for the Caribbean and Adjacent Regions (IOCARIBE), headquartered in Cartagena (Colombia), is crucial to the continuity of these initiatives; we therefore reiterate the importance of cooperation in this field.

(79.5) In the social and human sciences, Colombia has since 2011 been a member of the Intergovernmental Committee for Physical Education and Sport, which promotes the practice of sport as a tool for social cohesion. It was a great honour to host in October 2013 the first follow-up meeting to the fifth session of International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Latin America and Caribbean region, attended by more than 30 experts and senior officials from 14 countries, who reiterated their commitment to the Declaration of Berlin.

(79.6) In information and communication technology, we implemented the Live Digital plan in 2010 in order to increase Internet connexions fourfold by 2014, from 2.2 million to 8 million, primarily serving rural dwellers and border towns. UNESCO should therefore continue to strengthen its role as leader in this field through the Information for All Programme (IFAP).

(79.7) To conclude, may I reiterate, on behalf of Mr Juan Manuel Santos, the President of the Republic, Colombia's conviction of the importance of UNESCO in the current world context which continues to change ever so quickly and requires the United Nations system to respond promptly and effectively. We hope that owing to the proceedings of this session of the General Conference, complemented by the Director-General's successful management to date, UNESCO will be equipped with those instruments that it requires in order to reassert its effectiveness in constructing the defences of peace in the minds of men. Thank you very much.

80. **Le Président :**

M. Restrepo, nous vous remercions de votre présentation. Maintenant, accueillons M. Carlos Enrique Maradiaga Melara, Chargé d'affaires de la délégation permanente du Honduras auprès de l'UNESCO.

81.1 **Sr. Maradiaga Melara** (Honduras):

Señor Presidente de la Conferencia General, Hao Ping, señora Presidenta del Consejo Ejecutivo, Alissandra Cummins, señora Directora General, Irina Bokova, señores delegados, estimados embajadores: durante este debate hemos escuchado muy interesantes ponencias y mensajes que provocan profundas reflexiones. Hemos escuchado a la Presidenta Laura Chinchilla recordarnos la importancia de fortalecer la democracia desde la educación y la cultura, asegurando que los ciudadanos cuenten con los más ilustrados criterios para el pleno ejercicio de sus derechos. El Presidente Rafael Correa subrayó la urgente e imperante necesidad de combatir la desigualdad invirtiendo en el talento humano, la ciencia y la tecnología. Corresponde a esta casa impulsar estos llamados. Pero hay otros clamores que se hicieron sentir aquí hace algunos días: las voces de las nuevas generaciones, de quienes verdaderamente deben ser parte de las grandes decisiones del mundo, ya que ellos son los dueños del presente y del futuro: las voces de la juventud.

81.2 Señora Directora General, amigos delegados: los jóvenes que llenaron estos salones hace algunos días, provenientes de todo el mundo, coincidieron en una idea fundamental: la imperante necesidad de construir y fortalecer las capacidades ciudadanas de todos, promoviendo el diálogo como instrumento de la paz y fijando como objetivo primordial la inclusión social. Los invito a leer el documento que contiene las conclusiones del Foro de la Juventud porque es un documento que transmite esperanza, refleja optimismo y evidencia compromiso con los ideales más altos de esta casa del humanismo que, como expresó el Presidente Correa, “nació para las utopías”. Honduras ha apostado fuertemente por la juventud y cree firmemente que es en la juventud en lo que debemos invertir nuestros esfuerzos. Apoyemos su entusiasmo y la frescura de sus ideales por un mundo mejor. Quisiéramos ver a los jóvenes más integrados en la UNESCO y a la UNESCO más interesada en la juventud. Estimados colegas: creo que tenemos mucho que aprender de esta juventud.

81.3 Otro elemento que destaca en las conclusiones del Foro de la Juventud es la fuerte conciencia de la necesidad de vivir en armonía con nuestro entorno natural, con esa lógica biológica que es superior a nosotros y que es, aunque rara vez lo recordemos, la que asegura nuestra existencia. Por varias décadas el Programa sobre el Hombre y la Biosfera (MAB) ha promovido esta lógica de conservación que nos permite explotar nuestro entorno natural para asegurar no solamente nuestra subsistencia, sino también nuestro desarrollo. El Programa MAB es un programa cada día más pertinente y necesario, sobre todo en estos momentos en que el mundo enfrenta los efectos del cambio climático. Estos desafíos exigen un mayor fortalecimiento del Programa MAB, y mejores acuerdos para comprometer a países y regiones en la búsqueda de soluciones para convivir en el respeto de la naturaleza y en armonía con ella. Con mucho orgullo ponemos como muestra de ello la reserva trinacional Trifinio-Fraternidad, que comparten El Salvador, Guatemala y Honduras y que es la primera reserva transfronteriza de Latinoamérica. Trifinio no solo simboliza la unidad de nuestros pueblos, sino que también representa el orgullo de compartir una naturaleza generosa y exuberante que hay que acoger y defender, agradeciendo que nos acoja y nos permita vivir en ella y de ella.

81.4 En su cometido de cultivar la paz en la mente de los seres humanos y en la búsqueda de la armonía con la naturaleza, la UNESCO ha impulsado programas de gran valor y trascendencia para el presente y el futuro de la humanidad. Y así, partiendo de la armonía con la naturaleza, debemos buscar también la armonía entre los pueblos y en nuestras sociedades. Comprender la evolución y las transformaciones de nuestras colectividades y anticiparnos a responder a sus prontas demandas. Con mucha alegría y orgullo podemos decir que la región de América Latina y el Caribe ha conocido estos últimos años un crecimiento económico fuerte, pero lastimosamente sigue siendo la región con mayor desigualdad social en el mundo. Y muy a pesar de los éxitos económicos de algunos países de nuestra región, sigue existiendo una profunda inequidad en el acceso a la educación, a la formación y a la cultura. Esta es una realidad humana insoslayable. Desastres naturales, problemas climáticos, migraciones, crimen organizado y mil problemas más se traducen en desesperanza, fragmentación social, desensibilización, deserción escolar, pérdida de solidaridad... Todos estos son problemas humanos.

81.5 Señor Presidente de la Conferencia General, señora Directora General, amigos delegados: la UNESCO es, como ya he mencionado antes, la casa del humanismo, de un nuevo humanismo, como nos recuerda con frecuencia nuestra Directora General. Y bajo ese principio fundamental no podemos seguir clasificando a los Estados en su relación con la Organización basándonos en criterios meramente macroeconómicos, cuando nuestros problemas son principalmente humanos. Hoy más que nunca Centroamérica necesita más UNESCO, y como varios hemos pedido en muchas ocasiones, una mejor UNESCO.

81.6 Señor Presidente de la Conferencia General, amigos delegados: este es un momento clave para nuestra Organización. Se definen estrategias y planes de acción para los próximos años, pero también se profundiza en el proceso de reforma y actualización de la UNESCO. La UNESCO debe centrarse en lo que hace bien y esforzarse por hacerlo mejor. El esfuerzo de priorización de programas que el Consejo Ejecutivo desarrolló hace algunos meses nos ha definido sin lugar a dudas cuáles son los programas en los que se debe invertir el mayor esfuerzo. Es ahí donde el apoyo debe concentrarse. El Programa MAB, las convenciones de cultura, particularmente la de 1970 y la de 2005, y la Educación para Todos son, desde la perspectiva hondureña, prioridades ineludibles, prioridades que han evidenciado relevancia y eficacia, pero sobre todo prioridades humanas y prioridades globales.

81.7 Honduras está firmemente convencida de que la visibilidad de la UNESCO se logra únicamente a través de una mejor presencia de la Organización sobre el terreno ya que consideramos que la forma más efectiva de dar visibilidad y relevancia a la Organización es asegurando su presencia y cercanía con los pueblos. Es esa cercanía a cada realidad nacional la que asegura la relevancia y la vigencia de la Organización. Muchas gracias.

(81.1) **Mr Maradiaga Melara** (Honduras) (*translation from the Spanish*):

Mr President of the General Conference, Hao Ping, Madam Chair of the Executive Board, Alissandra Cummins, Madam Director-General, Irina Bokova, Distinguished Delegates and Ambassadors, during this debate we have listened with great interest to deeply thought-provoking statements and messages. We have listened to President Laura Chinchilla, who has reminded us of the importance of strengthening the democracy of education and culture to ensure that citizens can draw on the most enlightened views in order to exercise of their rights in full. President Rafael Correa has stressed the urgent and imperative need to combat inequality by investing in human talent, science and technology. UNESCO should promote such calls, but there are many other voices were heard here a few days ago – the voices of the new generations, who must genuinely take part in major world decisions as they are the masters of the present and of the future: the voices of youth.

(81.2) Madam Director-General, friends and delegates, the young people from all over the world who thronged in these halls a few days ago agreed on a key idea – the imperious need to build and strengthen the citizenship’ capacities of all by promoting dialogue as an instrument of peace and by setting social inclusion as a primordial objective. I invite you to read the document containing the conclusions of the Youth Forum because it is a document that transmits hope, reflects optimism and displays commitment to the loftiest ideals of this house of humanism which, to quote President Correa, “was created for utopias”. Honduras is strongly committed to youth and believes firmly that our efforts must be invested in youth. We support

their enthusiasm and the freshness of their ideals for a better world. We should like young people to be more integrated into UNESCO and UNESCO to be more interested in young people. Distinguished colleagues, I believe that we have much to learn from young people.

(81.3) Another outstanding point in the conclusions of the Youth Forum is strong awareness of the need to live in harmony with our natural environment, with that biological logic that is superior to ours and, although we rarely remember this, that secures our existence. For several decades, the Man and the Biosphere (MAB) Programme has promoted the logic of conservation that we have used to exploit our natural environment in order not only to subsist but also to develop. The MAB Programme is increasingly relevant and necessary, especially now that the world faces the effects of climate change. These challenges demand greater strengthening of the MAB Programme and better agreements to secure countries' and regions' commitment to the quest for solutions so that we can live together in respect for and in harmony with nature. With great pride, we uphold as an example Trifinio-Fraternidad, the tri-national reserve shared by El Salvador, Guatemala and Honduras and the first transboundary reserve in Latin America. Trifinio not only symbolises our peoples' unity, but also represents our pride in sharing generous and exuberant nature that must be accommodated and defended, out of gratitude because it accommodates us and allows us to live in and off it.

(81.4) In its endeavour to build peace in the minds of men and women and in its quest for harmony with nature, UNESCO has promoted programmes of great worth and importance to the present and the future of humanity, and so, drawing on harmony with nature, we must also search for harmony among peoples and in our societies in order to understand developments and changes in our communities and to anticipate our responses to their pressing demands. With great joy and pride we can say that the Latin America and the Caribbean region has experienced strong economic growth in recent years but continues, unfortunately, to be the world region in which social inequality is greatest and, despite the economic successes of some countries in our region, there is still great unfairness in access to education, training and culture. This is an inescapable human truth. Natural disasters, climatic problems, migration, organized crime and a thousand other problems cause despair, social fragmentation, insensitivity, school dropout, and loss of solidarity. These are all human problems.

(81.5) Mr President of the General Conference, Madam Director-General, friends and delegates, UNESCO is, as I noted earlier, the house of humanism, of a new humanism, as our Director-General reminds us frequently. In the light of that basic principle we cannot continue to classify States maintaining relations with Organization on the basis of macroeconomic criteria only, inasmuch as our problems are mainly human. Today Central America needs more UNESCO more than ever before and, on many occasions, we have, as have several States here, called for a better UNESCO.

(81.6) Mr President of the General Conference, friends and delegates, this is a key moment for our Organization. Strategies and plans of action are being defined for the next few years, and the process to reform and modernize UNESCO is being deepened. UNESCO must focus on what it does well and must strive to do it better. Owing to the programme-prioritization drive conducted by the Executive Board a few months ago, the programmes in which the greatest effort must be invested have undoubtedly been identified for us. That is where support must be concentrated. The MAB Programme, the culture conventions – especially the 1970 and 2005 Conventions – and education for all are, from the standpoint of Honduras, unavoidable priorities, priorities that have proven their importance and effectiveness but are, above all human priorities and world priorities.

(81.7) Honduras is firmly convinced that UNESCO can gain visibility only by improving the Organization's presence on the ground, for we consider that the most effective means of boosting the Organization's visibility and importance is by ensuring its presence among and proximity to the people. It is proximity to each national reality that guarantees the importance and relevance of the Organization. Thank you very much.

## 82. **Le Président :**

M. Maradiaga Melara, nous vous remercions également pour votre présentation. Je cède à présent la parole à notre dernière intervenante, l'Ambassadrice, déléguée permanente de l'Union européenne auprès de l'UNESCO, Mme Maria Francesca Spatolisano.

### 83.1 **Ms Spatolisano (European Union):**

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Excellencies, ladies and gentlemen, I have the honour to speak on behalf of the European Union and five candidate countries: the former Yugoslav Republic of Macedonia, Iceland, Montenegro, Serbia and Turkey. Albania also associates itself to this statement.

83.2 One year has passed since UNESCO and the European Union signed the Memorandum of Understanding. By doing so, both Organizations reaffirmed their common values: upholding of human rights, freedom, equality, democracy and the rule of law.

83.3 UNESCO has an important role to play in the United Nations family, not only in the post-2015 framework, but also as a coordinator of several global United Nations initiatives. We praise the United Nations Secretary-General's Global Education First Initiative to boost efforts to deliver the promise of education for all. Still, there is much left to do. For example, in 28 countries, more than 15% of the children did not go to school in 2010. The EU's ambition is to ensure that by 2030, every child completes at least basic education and has basic literacy and numeracy skills. The European Union wants to promote a balanced development of the whole education sector, from early childhood to vocational and tertiary education, including lifelong learning. We are determined to support countries that are most off-track from education goals and to improve access to equitable and quality learning. The European Union has hosted several conferences on education and development. The next one of the Global Partnership for Education will be held in Brussels in June 2014.

83.4 The Presidency of the European Council also looks forward, as I said before, to welcoming UNESCO in Vilnius in two weeks' time to discuss gender equality in research institutes. Gender equality must indeed continue to be a priority. This year, the International Day of the Girl Child focused on "Innovating for Girls' Education". It coincided with the award of the European Union's Sakharov Prize for Freedom of Thought to Malala Yousafzai on 10 October. She is really an example of courage that inspires all of us. As evidence of our determination to support children's right to education,

the European Union last year, let me recall, donated the money for the Nobel Prize awarded to support education for children affected by conflicts in a number of countries.

83.5 The European Union reaffirms the strong link between human rights, culture and development. We see culture as a contributor in the achievement of shared objectives within the wider post-2015 development framework. We are committed to supporting the cultural and creative sectors in developing countries, and helping to preserve the diversity of tangible and intangible heritage. In the area of diversity of cultural expressions, the European Union has worked with UNESCO to implement an expert facility on governance of culture, which has benefited 13 partner countries. The European Union has also been strongly involved in supporting the preservation and promotion of world heritage. We thank UNESCO for its initiatives, such as the action plans for Mali's and the Syrian Arab Republic's cultural heritage and we remain committed to alleviate, also in UNESCO's fields of competence, the human plight of the affected Syrian people living in and outside their country.

83.6 The European Union also supports the safeguarding of living cultural heritage in Egypt, Jordan and Lebanon. Currently, we are preparing a pan-African workshop on the protection of cultural goods against plunder, theft and illicit trafficking within the context of the Africa-EU Partnership. We welcome the enhanced implementation of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. We believe the implementation of the cultural conventions must remain at the core of UNESCO's programme.

83.7 Free and independent media are crucial as a means to protect and promote human rights and fundamental freedoms. The European Union will continue to promote freedom of expression, as democracy cannot exist without these rights and we believe a global and open Internet is necessary to accelerate progress towards development. The same norms, principles and values that we uphold offline, must also apply online. The European Union supports a multi-stakeholder approach in discussions on Internet-related issues.

83.8 UNESCO is the United Nations agency with a mandate to defend freedom of expression and press freedom. The European Union will continue to condemn violations of the right to freedom of expression in all media, and supports UNESCO's leading role in this field as a coordinator of the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity.

*(The speaker continues in French)*

83.9 Monsieur le Président, la science, la technologie et l'innovation (STI) sont des forces motrices du développement durable et du progrès social. C'est pourquoi le 7<sup>e</sup> Programme-cadre de l'Union européenne a alloué 350 millions d'euros à des chercheurs en Afrique, en Asie, en Amérique latine, dans les pays du sud de la Méditerranée, ainsi que 14 millions d'euros aux activités de l'UNESCO en matière de STI. Le prochain Programme-cadre pour la recherche et l'innovation, baptisé « Horizon 2020 », favorisera dès 2014 l'intensification des partenariats dans le monde entier, y compris avec les organisations internationales, au premier rang desquelles, nous le souhaitons, l'UNESCO.

83.10 Les 28 chefs de gouvernement ayant acté la nécessité de prendre des décisions en faveur des jeunes, l'Union européenne, comme annoncé lors du 8<sup>e</sup> Forum des jeunes, contribuera à hauteur de 8 millions d'euros à la mise en œuvre, par l'UNESCO, d'un programme consacré à la jeunesse et aux médias dans la région de la Méditerranée.

83.11 Nous apportons également notre soutien financier aux projets portant sur la réponse aux tsunamis en Haïti, la transparence des médias en Europe du Sud-Est, la formation professionnelle des réfugiés syriens en Jordanie, ainsi qu'à l'Équipe spéciale internationale sur les « Enseignants pour l'Éducation pour tous ».

83.12 De nouveaux projets sont sur le point d'être financés, concernant par exemple les ressources en eau souterraine en Iraq, à hauteur de 5 millions d'euros. Depuis la signature du protocole d'accord, il y a un an, le montant des contributions volontaires des institutions de l'Union européenne au bénéfice de l'UNESCO a ainsi été porté à près de 35 millions d'euros.

83.13 Monsieur le Président, l'Union européenne milite pour un système multilatéral efficace et performant. Nous saluons à cet égard les réformes entreprises par la Directrice générale et l'encourageons à poursuivre ses efforts pour l'essor d'une culture de responsabilité. Nous saluons également l'évolution de l'Organisation vers un processus de décision fondé sur des données factuelles et prenons acte de la nécessité pour les États membres de réformer les organes directeurs. Nous soutenons enfin la décision de la 5<sup>e</sup> session extraordinaire du Conseil exécutif de définir des priorités programmatiques et budgétaires.

83.14 Nous avons aussi conscience que leur mise en œuvre nécessitera des décisions difficiles. Nous sommes cependant convaincus de l'importance de la mission accomplie au quotidien par l'UNESCO dans de nombreuses régions du monde, et nous ne doutons pas que cette mission continuera d'être menée à bien avec le professionnalisme et le dévouement qui caractérisent le personnel de l'Organisation. Monsieur le Président, Madame la Directrice générale, soyez-en assurés, l'Union européenne reste fermement engagée auprès de l'UNESCO que vous représentez, une UNESCO de haute qualité. Merci à tous.

84. **Le Président :**

Madame Spatolisano, nous vous remercions de cet exposé. Vous étiez la dernière oratrice de la journée et votre intervention était fort intéressante. Mesdames et Messieurs, Excellences, cela met fin à nos travaux pour aujourd'hui. La séance plénière reprendra demain matin à 10 heures. Je vous rappelle que demain, c'est samedi. Nous aurons plaisir à vous accueillir en grand nombre ici. Bonne fin de soirée à tous. *La séance est levée.*

*The meeting rose at 7.50 p.m.*

*La séance est levée à 19 h 50*

*Se levanta la sesión a las 19.50*

*Заседание закрывается в 19.50*

*رفعت الجلسة في الساعة ٧,٥٠ بعد الظهر*

*会议于 19 时 50 分结束*

# Ninth plenary meeting

Saturday 9 November 2013 at 10.20 a.m.  
President: **Mr Hao** (China)  
later: **Ms da Rocha** (Brazil)  
later: **Mr Hao** (China)

# Neuvième séance plénière

Samedi 9 novembre 2013 à 10 h 20  
Président : **M. Hao** (Chine)  
puis : **Mme da Rocha** (Brésil)  
puis : **M. Hao** (Chine)

# Novena sesión plenaria

Sábado 9 de noviembre de 2013 a las 10.20  
Presidente: **Sr. Hao** (China)  
después: **Sra. da Rocha** (Brasil)  
después: **Sr. Hao** (China)

# Девятое пленарное заседание

суббота 9 ноября 2013 г. в 10.20  
Председатель: г-н **Хао** (Китай)  
затем: г-жа **Да Роча** (Бразилия)  
затем: г-н **Хао** (Китай)

# الجلسة العامة التاسعة

السبت 9 تشرين الثاني/نوفمبر 2013، الساعة 10،20 صباحاً  
الرئيس: السيد هاو (الصين)  
ثم: السيدة دا روشا (البرازيل)  
ثم: السيد هاو (الصين)

# 第九次全体会议

2013年11月9日星期六 10时20分  
主席：郝平先生（中国）  
随后：da Rocha女士（巴西）  
随后：郝平先生（中国）



**Report of the APX Commission on item 1.3 "Report by the Director-General on communications received from Member States invoking the provisions of Article IV.C, paragraph 8(c), of the Constitution" (37 C/12 and Add.-Add.4)**

**Rapport de la Commission administrative sur le point 1.3 « Rapport de la Directrice générale sur les communications reçues des États membres invoquant les dispositions de l'article IV.C, paragraphe 8 (c), de l'Acte constitutif » (37 C/12 et Add. et Add.2, 3, et 4)**

**Informe de la Comisión Administrativa sobre el punto 1.3 "Informe del Director General sobre las comunicaciones recibidas de los Estados Miembros en las que se invoca lo dispuesto en el apartado c) del párrafo 8 del Artículo IV.C de la Constitución" (37 C/12 y Add.-Add.4)**

**Доклад Комиссии по административным вопросам по пункту 1.3 «Доклад Генерального директора о сообщениях, полученных от государств-членов в связи с положениями пункта 8 (с) статьи IV.C Устава» (37 C/12 и Add.-Add.4)**

تقرير لجنة الشؤون المالية والإدارية والمسائل العامة ومساندة البرنامج والعلاقات الخارجية بشأن البند ١,٣: "تقرير المدير العام عن الرسائل الواردة من الدول الأعضاء والتي تستند فيها إلى أحكام الفقرة ٨(ج) من المادة الرابعة (جيم) من الميثاق التأسيسي" (١٢/م٣٧ وضميمة - ضميمة ٤)

**行政、计划支助和对外关系委员会关于项目 1.3 的报告：“总干事关于会员国援引《组织法》第 IV.C 条第 8 款(c)的来函的报告” (37 C/12 和 Add.-Add.4)**

#### 1. **The President:**

Good morning, ladies and gentlemen. I declare open the ninth plenary meeting of the General Conference. The Secretary confirms that we have a quorum. Since we have a full schedule, I propose that we start immediately with the examination of the Report of the APX Commission on item 1.3 "Report by the Director-General on communications received from Member States invoking the provisions of Article IV.C, paragraph 8(c), of the Constitution". Mr Chairperson of the APX Commission, you have the floor.

##### 2.1 **Mr Sudders** (United Kingdom of Great Britain and Northern Ireland) (Chairperson of the APX Commission):

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Excellencies, allow me to submit to you the report on the work of the APX Commission on item 1.3 "Report of the Director-General on communications received from Member States invoking the provisions of Article IV.C, paragraph 8 (c), of the Constitution". In accordance with Rule 83 of the Rules of Procedure of the General Conference, the APX Commission started its work with the examination of communications received from Member States invoking the provisions of Article IV.C, paragraph 8(c), of the Constitution. As customary, the Commission set up a working group in charge of the preparation of its recommendation. The group was chaired by Canada and composed of France, the Russian Federation, the Dominican Republic, India, Kenya, Uganda, Lebanon and Palestine, representing thus all electoral groups. The working group met three times on 6, 7 and 8 November.

2.2 Mr President, I should like to recall that the deadline for submission of communications by Member States was Friday, 8 November, at 10 a.m. All Member States that had submitted their communications by this date were permitted to continue to vote until such time that the General Conference, in plenary meeting, had otherwise decided, on the basis of the report of the APX Commission. At the time of its first meeting, on 6 November, at 2 p.m., the working group noted that 10 Member States were at risk of losing their voting rights. These were: Antigua and Barbuda, Central African Republic, Comoros, Guinea-Bissau, the Islamic Republic of Iran, Israel, Micronesia, Sao Tome and Principe, Somalia, and the United States of America. By Friday, 8 November, at 10 a.m., of these 10 Member States, five countries had presented, within the specified time limit, their communications requesting authorization to vote, in conformity with Article IV, paragraph 8(c), of the Constitution. These were: the Central African Republic, Comoros, Guinea-Bissau, Somalia and the Islamic Republic of Iran. Representatives of those five Member States were all convened to the meetings of the working group and all accepted its invitation.

2.3 Mr President, the members of the working group carried out a thorough case-by-case basis analysis of the information presented by those five countries for its consideration. The conclusions of the working group were then presented to the APX Commission at its last meeting in the afternoon of Friday, 8 November. The APX Commission, after careful examination of the conclusions of the working group, gave favorable consideration to the requests of the Central African Republic, Comoros, Guinea-Bissau and Somalia, which were deemed in accordance with the provisions of Rule 83 of the Rules of Procedure of the General Conference and with 30 C/Resolution 82. As such, the APX Commission recommended that those Member States retain their right to vote.

2.4 The APX Commission also endorsed the conclusion of the working group concerning the communication of the Islamic Republic of Iran, which stated that payment could not be made owing to technical difficulties in making international bank transfers, and took note of the payment history of this Member State and its commitment to transfer the minimum amount through UNDP in Tehran within one week. Consequently, the members of the APX Commission recommended that the Islamic Republic of Iran retain its voting right.

2.5 Mr President, in my capacity as Chairperson of the APX Commission, I am submitting the resolution recommended by the APX Commission for adoption by the plenary meeting of the General Conference. With your indulgence, Sir, I propose that this decision be taken without debate. I thank you for your attention.

##### 3.1 **The President:**

Thank you very much, Mr Sudders. Dear colleagues, may I consider that the General Conference approves by consensus the recommendations made by the APX Commission? I see no objections. *It is so decided.* Thank you.

3.2 Following the reports by the Chairperson of the Credentials Committee on the valid credentials submitted to date and that of the Chairperson of the APX Commission which the General Conference has just received, I shall now read out the list of the Member States that will not have the right to vote at the 37th session of the General Conference: Antigua and Barbuda, Dominica, Israel, Maldives, Malta, Marshall Islands, Micronesia, Niue, Papua New Guinea, Sao Tome and Principe, Sierra Leone, Swaziland, United States of America. Now I give the floor to the Director-General of UNESCO, who will make a brief statement. Ms Bokova, you have the floor.

#### 4.1 **The Director-General:**

Thank you very much, Mr President. Excellencies, ladies and gentlemen, as UNESCO Director-General, I wish to express regret at the loss of voting rights by the United States of America. Universality is critical to UNESCO's mission and to achieving the ambitions that have guided the Organization since 1945. The United States helped to craft this mission and these ambitions.

4.2 I have said this before, and I wish to reaffirm it now. Today, I am convinced UNESCO has never mattered so much to the United States or the United States to UNESCO. UNESCO's work to alleviate poverty and promote sustainable development is, I believe, shared by the American people. I believe UNESCO's work to advance literacy and quality education as the way to fight ignorance and intolerance is shared by the American people. I believe our action to counter extremism, racism and discrimination, through education, by safeguarding common cultural heritage, is shared by the American people. I believe our action to empower girls and women is shared by the American people. I believe our action to harness new technologies to enhance the quality of learning is shared by the American people. I believe our action to promote freedom of expression, to develop media, is shared by the American people. I believe our action for scientific cooperation, ocean sustainability, is shared by the American people. I believe our action to bolster societies facing emergencies, disasters and conflicts is shared by the American people. I believe our work to protect human rights and dignity as the basis for lasting peace and sustainable development is shared by the American people.

4.3 This is the case I have been making since the last session of the General Conference. Despite the withholding of funding, since 2011, we have led new initiatives and deepened our partnership with the United States, which has never been so meaningful. It is embodied in our work to safeguard heritage; to support countries in transition; in our efforts to teach respect for all, in the Global Partnership for Girls' and Women's Education, launched with the Secretary of State Hillary Rodham Clinton in 2011; in the work of Samuel Pizar, Honorary Ambassador and Special Envoy for Holocaust Education; in the new International Peace Institute created at Rutgers University last year with the Goodwill Ambassador Forest Whitaker; in our work with the American academic community, the UNESCO Chair on Literacy and Learning at the University of Pennsylvania, the new UNESCO Chair for Genocide Education at the University of Southern California; in our interaction with the United States Geological Survey, with the U.S. Army Corps of Engineers, with American professional societies to advance science and research for the sustainable management of water resources; in our cooperation with major private sector companies, with Microsoft, Procter & Gamble, Cisco and others; in the promotion of International Jazz Day; to celebrate civil rights for human dignity, creativity and cultural diversity on the basis of tolerance and respect.

4.4 These are, ladies and gentlemen, just a few examples. I believe our partnership is strong, because it draws on shared values. It is rich, because it pursues common goals. UNESCO is acting on the frontlines of the world, to create open societies, to uphold human rights and freedom, to support democratic transitions, through education, culture, the sciences, communication and information. This work has never been more important, and it will continue.

4.5 The United States helped to shape UNESCO in 1945. The poet, diplomat and librarian of Congress, Archibald MacLeish penned the lines that open our Constitution: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." This vision has never been more relevant. The United States helped to inspire the 1972 World Heritage Convention. This reminds me of the words of the late Russell Train, former Head of the Environmental Protection Agency and founder of the World Wildlife Fund, who did so much to launch the World Heritage Convention. I would like to remind you of his words "At this time in history, as the fabric of human society seems increasingly under attack by forces that deny the very existence of a shared heritage, forces that strike at the very heart of our sense of community, I am convinced that world heritage holds out a contrary and positive vision of human society and our human future".

4.6 It is not just world heritage – UNESCO itself holds out this "positive vision of human society" against the forces of extremism, against the voices of intolerance. Writing in 1950, the United States representative to the fourth session of the General Conference underlined what he called UNESCO's "tremendous significance" in tilling the ground for peace among nations. That representative was the political philosopher Reinhold Niebuhr.

4.7 So ladies and gentlemen, our task is not over. We take it forward to build a twenty-first century that is more just, peaceful, equitable than the last century. UNESCO needs the vision and leadership of all Members. This is why I regret the loss of voting rights by the United States. And let me be very clear – this is not only about financing. This is about values. This is the "smart power" that is needed so much today to lay the foundations for lasting peace and sustainable development. This is about universality. For this, we need all voices, all Member States. It is inconceivable not to have the engagement of all States at this time of rapid change and deepening interdependence, in this era of globalization and vulnerability. I will continue to work for the universality of this Organization, for the support of the United States, to the values we share, to the objectives we hold in common, of an effective multilateral order and a more peaceful, more just world. Thank you.

#### 5. **The President:**

Thank you for your statement, Madam Director-General. The United States of America, please.

6.1 **Mr Killion** (United States of America):

Madam Director-General, Mr President, I would like to thank the Director-General for her strong, moving and eloquent statement of support for the relationship between the United States of America and UNESCO. At this important moment in UNESCO's history, I would like to respond briefly on behalf of the United States Government.

6.2 As I noted in my national remarks to the plenary yesterday evening, the deep and continued engagement of the United States in UNESCO will be maintained. UNESCO matters to the United States. It is at the forefront of facing global challenges and improving the lives of people all around the world. The United States recognizes that UNESCO is a critical partner in creating a better future. We intend to continue our engagement with UNESCO in every possible way. We will actively participate in meetings and debates and we will maintain our seat and vote as an elected member of the Executive Board until 2015. We will also continue to work with the Secretariat and partner delegations on programmes of mutual importance such as girls' and women's education, the protection of cultural heritage, leveraging public-private partnerships and, of course, freedom of expression.

6.3 The United States is at the table. Just as we were present for UNESCO's founding 68 years ago, the United States remains as committed to UNESCO's mandate and purpose today. For this reason, President Obama, Secretary Clinton, Secretary Kerry, I and other officials at every level have been working tirelessly to seek a legislative remedy that would allow the United States to resume paying its contributions to UNESCO. Regrettably, that remedy has not yet been achieved. Nevertheless, the administration will continue its efforts to restore funding for UNESCO.

6.4 Madam Director-General, dear Irina, on behalf of the United States, I also want to express my heartfelt thanks to you for your friendship and your steadfast leadership. We have worked together for several years on important issues at UNESCO. Ironically, during the course of this challenging period, your engagement and your leadership have dramatically enhanced the visibility and credibility of UNESCO in the United States as an indispensable agency tackling twenty-first century global challenges. Thank you very much.

7. **The President:**

Thank you for your statement, Your Excellency. The General Conference has taken note of your statement.

**General policy debate** (*continued*)

**Débat de politique générale** (*suite*)

**Debate de política general** (*continuación*)

**Обсуждение вопросов общей политики** (*продолжение*)

مناقشة السياسة العامة (تابع)

总政策辩论 (续)

8. **The President:**

Ladies and gentlemen, let us now proceed with the national statements. I wish to remind respected delegates that each statement will be limited to six minutes, with the exception of non-governmental and intergovernmental organizations, which will have three minutes in which to address the General Conference. I now have the honour to call on our first speaker for this morning, Her Excellency Ms Rukiya Kurbonova, Deputy Prime Minister of Tajikistan. Please, Your Excellency.

9.1 **Г-жа Курбонова** (Таджикистан):

Уважаемый г-н Председатель, уважаемая г-жа Генеральный директор, уважаемая Председатель Исполнительного совета, уважаемые делегаты. Прежде всего хотела бы присоединиться к теплым поздравлениям в Ваш адрес, уважаемый г-н Хао Пин, в связи с Вашим избранием на пост Председателя нынешней Генеральной конференции ЮНЕСКО. Я убеждена, что Ваш богатый профессиональный опыт поможет вам продолжить дело вашей предшественницы Каталин Боджияй. Пользуясь возможностью, также хочу выразить нашу признательность Вам, глубокоуважаемая Ирина Георгиевна, за Ваш вклад и постоянные усилия по укреплению всесторонних связей со странами – членами Организации и искренне поддерживаю предложение Исполнительного совета о Вашем избрании на пост Генерального директора ЮНЕСКО.

9.2 Презентация нового бюджета и программы Организации на 2014-2017 г. имеет особое значение, поскольку они дают старт новому этапу выполнения Среднесрочной стратегии. Девиз ЮНЕСКО «Культура мира» как нельзя лучше отражает природу и характер ее деятельности. Несомненно, данная благородная цель достижима только путем улучшения качества образования, сохранения и передачи будущим поколениям культурных ценностей, развития науки и охраны окружающей среды.

9.3 Текущий год – год 20-летия участия Таджикистана в делах ЮНЕСКО в качестве самостоятельного и равноправного субъекта в общей системе международных связей. За этот период мы, наладив тесные партнерские отношения с Организацией, смогли осуществить в стране целый комплекс важных проектов во всех указанных выше основных направлениях ее деятельности. С идеей культуры мира органически связаны усилия ЮНЕСКО по сохранению материального и нематериального культурного наследия человечества. В этой связи мы выражаем признательность Комитету Всемирного наследия ЮНЕСКО за содействие во включении древнего объекта Таджикистана Саразма, имеющего более 5-тысячелетнюю историю, в Список всемирного наследия ЮНЕСКО. Другим ярким примером нашего плодотворного сотрудничества является недавнее решение о включении первого природного объекта страны – Таджикского национального парка – в Список всемирного природного наследия. Таджикистан всецело разделяет усилия руководства ЮНЕСКО по укреплению потенциала национальных комис-

сий в странах-членах, повышению роли Организации на международной арене в соответствии с ее стратегическими приоритетами.

9.4 Образование как основа устойчивого развития является другим важным элементом деятельности ЮНЕСКО. Цели ЮНЕСКО в этой области находят полную поддержку правительства Республики Таджикистан. Наша страна принимает все необходимые меры для реализации программы ЮНЕСКО «Образование для всех» так же, как и целей развития Тысячелетия. Правительство Республики Таджикистан ежегодно увеличивает объемы выделяемых на эти цели средств из государственного бюджета. Сердцевину актуальных задач, стоящих перед нами сегодня, составляют вопросы всеобъемлющего осуществления на практике Целей развития тысячелетия. Для достижения успехов и реализации повестки дня этих целей в период после 2015 г. налаживание и расширение конструктивного сотрудничества в водной сфере имеет жизненно важное значение. Мы высоко ценим вклад ЮНЕСКО, который является одним из ведущих органов ООН, в проведении Международного года водного сотрудничества 2013 г. как логического продолжения глобальных водных инициатив Республики Таджикистан. При содействии ЮНЕСКО и других международных институтов были проведены ряд глобальных, региональных и национальных мероприятий с целью обсуждения выработки оптимальных путей водного партнерства и сотрудничества, широкого распространения знаний и навыков об инструментах водной дипломатии, которые непременно содействуют эффективному осуществлению Международного года водного сотрудничества.

9.5 Консолидирующим мероприятием года стала Международная конференция высокого уровня по водному сотрудничеству, которая проходила в августе текущего года в г. Душанбе. По итогам конференции были приняты Душанбинская декларация и рамочный документ по водному сотрудничеству, которые распространены в качестве документов 68-й сессии Генеральной Ассамблеи ООН. Пользуясь случаем, хотела бы подчеркнуть, что мы расцениваем недавнее награждение президента Республики Таджикистан уважаемого Эмомали Рахмона юбилейной медалью 60-летия ЮНЕСКО как признание постоянных усилий нашей страны и ее высшего руководства в поиске путей конструктивного решения актуальных задач, стоящих сегодня перед мировым сообществом. Мы с оптимизмом смотрим на будущее наше партнерство с ЮНЕСКО и выражаем надежду на то, что в рамках Организации будут приняты соответствующие положительные решения и по другим ранее представленным программам и инициативам Таджикистана, в частности, об учреждении под эгидой ЮНЕСКО Международного фонда спасения ледников, организации и проведения третьей Памирской высокогорной международной геофизической экспедиции, о включении в лист юбилейных дат ЮНЕСКО тысячелетия Есора, 700-летия мыслителя и философа Мир Саида Али Хамадони, 600-летия поэта, мыслителя и гуманиста Абдурахмони Джоми и 100-летия таджикского композитора Зиядулло Шахиди. Мы также надеемся, что в рамках проекта Великого шелкового пути номинации Хулбук и древний Пенджикент в 2014 г. будут включены в Список всемирного культурного наследия ЮНЕСКО.

9.6 В заключение хотела бы пожелать больших успехов в работе 37-й сессии Генеральной конференции и в целом деятельности ЮНЕСКО, с которой связаны наши надежды на мир, благополучие и процветание. Спасибо за внимание.

(9.1) **Mme Kurbonova (Tadjikistan)** (*traduit du russe*) :

Monsieur le Président, Madame la Directrice générale, Madame la Présidente du Conseil exécutif, Mesdames, Messieurs les délégués. Avant toute chose, je voudrais me joindre aux chaleureuses félicitations qui vous ont été adressées, Monsieur Hao Ping, pour votre élection à la fonction de Président de la présente session de la Conférence générale de l'UNESCO. Je suis convaincue que grâce à votre riche expérience professionnelle vous parviendrez à poursuivre l'action de Katalin Bogay, qui vous a précédé à ce poste. Je saisis cette occasion d'exprimer notre reconnaissance à Mme Bokova pour sa contribution et la constance de ses efforts en faveur de la consolidation des liens multilatéraux avec les États membres de l'Organisation et je soutiens de tout cœur la proposition du Conseil exécutif relative à votre élection au poste de Directrice générale de l'UNESCO.

(9.2) La présentation du nouveau Programme et budget pour la période 2014-2017 revêt une signification particulière, parce qu'elle marque le début d'une nouvelle étape dans la réalisation de notre Stratégie à moyen terme. Sa devise, la « culture de la paix », n'a jamais mieux exprimé la nature et le caractère de l'action de l'UNESCO. Il ne fait aucun doute que ce noble objectif ne sera atteint qu'en améliorant la qualité de l'éducation, en préservant les valeurs culturelles et en les transmettant aux générations futures, en développant la science et en protégeant l'environnement.

(9.3) Nous célébrons cette année le vingtième anniversaire de la participation du Tadjikistan aux activités de l'UNESCO en tant que membre indépendant et à part entière d'un système global de relations internationales. Au cours de cette période, nous avons bâti avec l'Organisation un partenariat étroit qui nous a permis d'accomplir dans notre pays tout un ensemble de projets majeurs dans tous les domaines de compétences de l'UNESCO que je viens de citer. Les efforts déployés par l'Organisation pour préserver le patrimoine culturel matériel et immatériel de l'humanité sont intimement liés à la culture de la paix. À cet égard, nous exprimons notre reconnaissance au Comité du patrimoine mondial de l'UNESCO pour sa contribution à l'inscription sur sa liste de la cité antique de Sarazm, vieille de plus de cinq mille ans. Autre exemple évocateur de notre coopération fructueuse, la récente décision d'inscrire le premier bien du patrimoine naturel du pays, le Parc national tadjik, sur la liste du patrimoine mondial naturel. Le Tadjikistan se joint sans réserve aux efforts déployés par l'équipe dirigeante de l'UNESCO pour accroître le potentiel des commissions nationales dans ses États membres et renforcer le rôle de l'Organisation sur la scène internationale, conformément à ses priorités stratégiques.

(9.4) L'éducation en tant que fondement du développement durable est un autre élément important de l'action menée par l'UNESCO. Les objectifs de l'Organisation dans ce domaine bénéficient du plein soutien du Gouvernement de la République du Tadjikistan. Notre pays met tout en œuvre pour réaliser le programme Éducation pour tous de l'UNESCO de même que les objectifs du Millénaire pour le développement. Le Gouvernement de la République du Tadjikistan augmente chaque année la part de son budget qu'il consacre à la réalisation de ces objectifs. Les questions liées à la mise en pratique des objectifs du Millénaire pour le développement sont au cœur des tâches qui nous attendent aujourd'hui. Pour réussir et réaliser le programme pour l'après-2015 relatif à ces objectifs, il est crucial de mettre en place et d'intensifier une coopération constructive dans le domaine de l'eau. Nous apprécions vivement la contribution de l'UNESCO, qui est l'une des organisations

chefs de file du système des Nations Unies, à la célébration de l'Année internationale de la coopération dans le domaine de l'eau 2013, comme un prolongement logique des initiatives mondiales menées par la République du Tadjikistan dans le domaine de l'eau. Avec l'aide de l'UNESCO et d'autres organismes internationaux, un ensemble de mesures a pu être mis en œuvre aux niveaux mondial, régional et national en vue de discuter des meilleurs moyens de développer un partenariat et une coopération dans le domaine de l'eau, ainsi que de diffuser largement les connaissances et les compétences relatives aux instruments de la diplomatie dans le domaine de l'eau, qui sont indispensables à la mise en œuvre efficace de l'Année internationale de la coopération dans le domaine de l'eau.

(9.5) La Conférence internationale de haut niveau sur la coopération dans le domaine de l'eau qui s'est tenue au mois d'août dernier à Douchanbé a contribué au renforcement de cette année internationale. Elle a débouché sur l'adoption de la Déclaration de Douchanbé et du Cadre d'action pour la coopération dans le domaine de l'eau qui ont été fait partie des documents diffusés lors de la 68<sup>e</sup> session de l'Assemblée générale des Nations Unies. Je saisis cette occasion pour souligner que nous sommes très heureux de la récente attribution au Président de la République du Tadjikistan, M. Emomali Rahmon, de la médaille du 60<sup>e</sup> anniversaire de l'UNESCO en hommage aux efforts constants déployés par notre pays et son gouvernement pour rechercher des moyens constructifs d'accomplir les tâches auxquelles est aujourd'hui confrontée la communauté internationale. Nous contemplons avec optimisme l'avenir de notre coopération avec l'UNESCO et espérons que seront adoptés dans le cadre de l'Organisation des décisions positives correspondantes, concernant notamment des programmes et des initiatives précédemment présentés par le Tadjikistan, en particulier la création, sous l'égide de l'UNESCO, d'un fonds international de protection des glaciers, de l'organisation et de la mise en œuvre de la troisième expédition internationale de géophysique en haute montagne dans le Pamir et l'inscription sur la liste des anniversaires commémorés par l'UNESCO du millénaire d'Hisor, du sept-centième anniversaire du penseur et philosophe Mir Sayyid Ali Hamadani, du six-centième anniversaire du poète, penseur et humaniste Nour al-Din Abd al-Rahman Djami et du centenaire de la naissance du compositeur tadjik Ziyodullo Shahidi. Nous espérons également que dans le cadre du projet de la Route de la soie que les sites nominés de Khoulbouk et Pendjikent seront inscrits en 2014 sur la liste du patrimoine culturel mondial de l'UNESCO.

(9.6) Pour conclure, j'aimerais souhaiter un franc succès à la 37<sup>e</sup> session de la Conférence générale et plus généralement à l'action de l'UNESCO, qui est associée à nos espoirs de paix, de bien-être et de prospérité. Je vous remercie de votre attention.

**10. The President:**

Thank you, Your Excellency. The next speaker is Her Excellency Ms Ali Mariama Elhadji Ibrahim, Minister of Primary Education, Literacy, Promotion of National Languages and Civic Education of Niger.

**11.1 Mme Ibrahim (Niger) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs les Ministres, Chefs de délégation, l'honneur m'échoit de prendre la parole au nom de la délégation du Niger pour m'adresser à vous à l'occasion de la 37<sup>e</sup> session de la Conférence générale de l'UNESCO. Le Niger, rappelons-le, a adhéré le 10 novembre 1960 à cette grande Institution, qu'il a soutenue dans sa noble mission, celle de la construction de la paix dans le monde à travers l'éducation, la science, la culture et la communication. Mesdames et Messieurs, permettez-moi de transmettre les hommages mérités de Son Excellence M. Issoufou, Président de la République du Niger, à Mme Bokova, Directrice générale de l'UNESCO, pour les avancées significatives que cette Organisation a enregistrées en dépit des difficultés financières qu'elle connaît depuis la 36<sup>e</sup> session. Je saisis cette occasion pour vous féliciter, Madame la Directrice générale, pour la confiance que le Conseil exécutif vous a exprimée en renouvelant votre mandat. Ce second mandat vous permettra, j'en suis convaincue, de poursuivre et de finaliser les nombreux projets qui vous tiennent à cœur.

11.2 Mesdames et Messieurs, les documents de travail de la Conférence générale soumis à notre appréciation ont fait l'objet d'une analyse approfondie, ce qui a permis d'en faire ressortir la qualité et la parfaite cohérence avec le Programme de renaissance du Niger. Ainsi, le Programme et budget pour 2014-2017 et la Stratégie à moyen terme pour 2014-2021 prennent-ils en compte l'essentiel des préoccupations et de la vision politique du Gouvernement nigérien exprimées, d'une part, dans le Plan de développement économique et social et, d'autre part, dans les politiques sectorielles des départements ministériels.

11.3 Mesdames et Messieurs, notre monde est en proie à de profondes mutations qui se succèdent à un rythme effrayant, créant des crises et des conflits armés dont l'ampleur compromet dangereusement la stabilité, la paix et le développement durable des communautés. Le Niger a fortement contribué à la restauration de la paix dans la sous-région ouest-africaine, s'investissant dans la résolution de la crise au Mali et la libération toute récente des otages français détenus dans ce pays depuis trois ans.

11.4 Le Niger adhère entièrement à l'option choisie par l'UNESCO de faire du patrimoine le véritable vecteur de la paix, partout dans le monde, à travers le dialogue interculturel. Cette paix que nous recherchons ne peut se réaliser qu'avec l'avènement d'une démocratie véritable, celle qui prône la liberté d'expression pour tous les citoyens et, conséquemment, la liberté de la presse. Dans la sous-région africaine, le Niger a franchi le pas en adoptant une loi relative à la dépénalisation des délits de presse qui protège les journalistes dans l'exercice de leur métier. J'ajouterai que nous sommes fiers, au Niger, que le Président Issoufou soit le premier défenseur de ce credo et de cette vision partagée par l'UNESCO, tout comme du fait qu'il n'a cessé d'encourager la promotion et la valorisation de l'image de la femme dans les médias.

11.5 Mesdames et Messieurs, nous avons, au Niger, la ferme conviction que la culture constitue le véritable ciment de l'unité des communautés et des peuples. C'est pourquoi nous avons mis en place, pour favoriser le dialogue intercommunautaire, un cadre d'expression culturelle baptisé « cousinage » ou « parenté à plaisanterie ». Le dossier de candidature en vue de son inscription sur la Liste représentative du patrimoine culturel immatériel de l'humanité est déjà soumis à l'UNESCO pour examen.

11.6 Dans le domaine de l'éducation, notre politique vise à réaliser les objectifs de l'Éducation pour tous et ce, dans le cadre d'une approche holistique. S'agissant de l'enseignement supérieur et de la recherche, le Niger salue les efforts que l'UNESCO déploie actuellement dans le cadre de l'introduction du système LMD. En matière de formation technique et professionnelle, le défi à relever consiste à résorber le retard accumulé en termes d'offres de formation pour répondre aux demandes de plus en plus importantes et variées de main d'œuvre qualifiée des secteurs formels et informels de l'économie. Toutes nos actions éducatives s'inscrivent dans le cadre de l'Initiative « La grande poussée ». C'est d'ailleurs la raison pour laquelle le Niger se propose d'organiser, du 5 au 7 décembre, à Niamey, une Conférence régionale sur la problématique de l'éducation en milieu nomade dans l'espace sahélo-saharien (CEN-SAD). Je profite de cette occasion, Madame la Directrice générale, pour renouveler l'invitation qui vous est faite par les autorités nigériennes d'y participer.

11.7 Dans le domaine de l'accès à l'eau potable et de l'assainissement, le Niger a adopté le Programme national d'alimentation en eau potable et d'assainissement 2011-2015. Sur le plan environnemental et culturel, le Niger dispose d'un important potentiel, avec trois sites déjà classés au patrimoine mondial, dont, tout récemment, le Centre historique d'Agadez, qu'on s'emploie à protéger et à aménager afin d'en faire un pôle d'attraction touristique de niveau mondial.

11.8 Mesdames et Messieurs, je tiens, pour terminer, à réitérer la détermination des plus hautes autorités nigériennes à contribuer à la mise en œuvre du Programme de l'UNESCO pour 2014-2017. Je vous remercie.

12. **The President:**

Thank you, Your Excellency. The next speaker is His Excellency Mr Joseph Butore, Minister of Higher Education and Scientific Research of Burundi.

13.1 **M. Butore (Burundi) :**

Excellences, Mesdames et Messieurs, j'ai l'honneur et le plaisir, au nom du Burundi, de ma délégation et en mon nom propre, de vous transmettre les salutations les plus chaleureuses du peuple burundais et de féliciter vivement et sincèrement le Président de cette 37<sup>e</sup> session de la Conférence générale pour les lourdes tâches qui lui ont été confiées, ainsi que Madame Bokova pour la confiance que le Conseil exécutif lui a renouvelée afin qu'elle continue de conduire les destinées de notre prestigieuse Organisation. Je félicite également les autres candidats d'avoir démontré leur volonté de soutenir et de pérenniser l'œuvre de l'UNESCO. Je remercie vivement le Gouvernement français de nous avoir autorisé, à moi-même et à la délégation que je conduis, l'accès à son territoire, le peuple français pour son hospitalité légendaire et le personnel de l'UNESCO pour son chaleureux accueil, sa disponibilité et la qualité de la préparation de la présente session.

13.2 Mesdames et Messieurs, le Burundi se relève aujourd'hui, difficilement mais courageusement, d'une dure crise politico-sociale de plus d'une décennie. Les avancées significatives qu'il est en train de réaliser sont dues à la ferme volonté de la population burundaise de se réconcilier et d'œuvrer main dans la main à son développement socioéconomique. Depuis 2005, en effet, le Gouvernement du Burundi, à la tête duquel a été élu Son Excellence M. Pierre Nkurunziza, s'efforce de consolider la culture de la paix, du dialogue et de la réconciliation nationale en mobilisant la population autour des travaux de développement communautaire. Ce programme réunit toutes les couches sociales, toutes ethnies confondues, autour de la mise en place d'infrastructures socioéconomiques. Le même programme s'est poursuivi dans le cadre de la lutte contre le sous-développement, et il a fallu d'abord s'attaquer à l'ignorance de la population par une éducation intégrale des fils et filles de notre pays, en proclamant la gratuité de l'enseignement primaire et en construisant 2 800 écoles primaires et secondaires en vue d'une scolarisation universelle. En outre, pour faciliter l'accès de la population aux services de base, des centaines de centres de santé, des dizaines d'hôpitaux, des dizaines de stades et des bâtiments administratifs ont été construits dans le cadre de ce même programme. Tout cela a été réalisé en sept ans de paix et de détermination de la communauté à obtenir davantage de résultats que le pays n'en avait obtenus en 46 ans d'indépendance. Pour consolider la culture de paix et réconcilier et faire cohabiter pacifiquement toutes les composantes de la population, notre pays a bénéficié de soutiens multiformes de pays amis et d'organisations internationales, dont l'UNESCO. Cette dernière, en effet, a été aux côtés du peuple burundais au plus fort de la crise, créant, en 1994, une « Maison de l'UNESCO pour une culture de la paix au Burundi » qui deviendra plus tard le Bureau national de l'UNESCO au Burundi.

13.3 Lors de sa visite au Burundi, du 29 au 31 août 2012, Mme Lalla Aïcha Ben Barka, Sous-Directrice générale de l'UNESCO pour le Département Afrique, a présenté aux autorités du pays la réforme en cours du dispositif hors Siège de l'Organisation. Elle a annoncé que certains bureaux nationaux allaient être fermés et que le bureau de Bujumbura allait redevenir la « Maison de l'UNESCO pour une culture de la paix au Burundi ». C'est chose faite : cette Maison fonctionne depuis le mois d'avril 2013. Cela montre de manière éloquent que l'UNESCO se préoccupe sans relâche de la reconstruction de la paix au Burundi par l'édification d'une société inclusive, pacifique et résiliente.

13.4 Excellences, Mesdames et Messieurs, le soutien que l'UNESCO apporte au Burundi se manifeste aussi par le Programme de participation : six projets ont été approuvés pour l'exercice 2012-2013 et, parmi ceux-ci, cinq ont déjà été exécutés, tandis que le dernier sera achevé à la fin du mois. Pendant cette même période, d'autres bonnes volontés se sont manifestées, à travers l'octroi de bourses coparrainées et la coopération des commissions nationales pour l'UNESCO aux niveaux aussi bien sous-régional, régional qu'international. Le Burundi présente ses vifs et sincères remerciements à chacun.

13.5 Pour sa part, le Burundi se réjouit des deux priorités de l'Organisation que sont l'Afrique et l'égalité des genres, réaffirmant son ferme attachement à la Charte de l'UNESCO et sa volonté de promouvoir ses idéaux de paix et de développement équitable et durable.

13.6 Excellences, Mesdames et Messieurs, l'UNESCO connaît actuellement de graves difficultés financières. Le Burundi exhorte les États membres nantis et les âmes généreuses à améliorer cette situation afin que notre chère Organisation puisse réaliser ses objectifs – assurer le bien-être de toute l'humanité et instaurer un monde meilleur pour les générations futures. Le Burundi félicite vivement la Directrice générale d'avoir tenu bon malgré ces difficultés et l'encourage à aller de l'avant au cours de son second mandat. Vive l'UNESCO ! Vive l'entente et la coopération internationales ! Que Dieu vous bénisse tous ! Je vous remercie.

*Ms da Rocha (Brazil) takes the Chair.*

14. **La Présidente :**

Merci beaucoup, Monsieur le Ministre. Notre prochain intervenant est *His Excellency Mr Christian Paradis, Minister of International Development and for the Francophony of Canada*. Monsieur le Ministre, *the floor is yours*.

15.1 **M. Paradis (Canada) :**

Madame la Présidente, Madame la Directrice générale, Excellences, Mesdames et Messieurs, bonjour. Permettez-moi, dans un premier temps, de vous dire à quel point je suis fier de représenter le Canada à l'UNESCO, et cela à la tête d'une délégation qui comprend à la fois notre Commission nationale et le Conseil des ministres de l'éducation représenté par la Ministre de l'éducation, du loisir et du sport du Québec, Mme Marie Malavoy.

15.2 Voilà maintenant sept ans que le Gouvernement du Québec contribue activement aux efforts de la délégation permanente du Canada, ce qui témoigne de la diversité et de l'unité qui caractérisent notre grand pays. Si l'on porte maintenant notre regard sur l'UNESCO, on voit, Monsieur le Président, que les deux dernières années ont été marquées certes par de belles réussites, mais aussi par de grands défis. L'UNESCO a subi un rude choc à la suite de la décision qu'elle a prise d'accueillir en son sein la délégation palestinienne, ce qui a provoqué une crise de trésorerie sans précédent. J'aimerais, à cet égard, appeler votre attention sur certains points qui revêtent une grande importance pour le Canada. Je tiens à préciser, notamment, que le Canada rejette toute action visant à politiser l'UNESCO et estime que l'Organisation est toujours plus forte lorsqu'elle travaille dans un esprit de consensus. Il serait préférable de nous concentrer sur l'exécution de notre mandat et d'éviter les débats qui nous divisent et diminuent notre capacité d'atteindre nos objectifs.

15.3 Sur un autre plan, nécessité faisant loi, nous avons remarqué que la crise a poussé l'UNESCO à mieux définir ses priorités. Le Canada se félicite, en particulier, de l'instauration d'une hiérarchie budgétaire. Quoique globalement satisfait des résultats du présent exercice, il souhaite souligner l'importance qu'il attache aux valeurs fondamentales que sont les droits de la personne et la liberté d'expression. Plus spécifiquement, il demeure vigilant face à toute tentative d'érosion des normes internationales relatives à la liberté d'expression, notamment dans le cyberspace. Le Canada estime que le modèle multipartite de gouvernance de l'Internet a grandement contribué à l'essor de la liberté d'expression, de l'innovation et du commerce à l'échelle mondiale. Ces résultats doivent être préservés. Nous félicitons l'UNESCO pour le soutien qu'elle apporte au modèle ouvert et multipartite de l'Internet et saluons le travail qu'elle accomplit pour mettre en œuvre les volets du Plan d'action du Sommet mondial sur la société de l'information qui lui ont été confiés, y compris les dimensions éthiques de la société de l'information. Toutefois, le Canada n'est nullement convaincu qu'il y a lieu d'entreprendre l'élaboration d'un nouvel instrument normatif.

15.4 Par ailleurs, en ce qui concerne l'examen des programmes, nous regrettons que l'exercice entrepris n'ait pas permis de mettre fin à certaines activités. Nous le regrettons d'autant plus que cela aura des conséquences négatives sur des programmes phares tels que la Convention sur la protection et la promotion de la diversité des expressions culturelles de 2005, ou encore la Commission océanographique intergouvernementale. Pour ces raisons, nous demeurons dubitatifs face au grand nombre de nouveaux projets inscrits à l'ordre du jour de la présente session de la Conférence générale. Nous pensons qu'il existe un risque réel de dispersion, particulièrement dans le contexte budgétaire actuel. En outre, nous abordons actuellement une nouvelle étape qui exigera de nous tous que nous resserrions davantage les activités autour d'un nombre plus restreint de priorités et mettions en œuvre, à l'UNESCO, une budgétisation axée sur les résultats. La reddition de comptes et l'évaluation périodique des progrès accomplis sont essentielles à une bonne gestion, que ce soit ici à l'UNESCO, dans le système onusien en général, ou encore dans nos programmes de coopération.

*(L'orateur poursuit en anglais)*

15.5 Madam President, Sir Winston Churchill once said "However beautiful the strategy, you should occasionally look at the results". The Millennium Development Goals are simple and straightforward. They have brought measurement and accountability to the fore. Canada has made clear and concrete commitments that support achieving the Goals, but most important, it has carried out these commitments. Canada has met its commitment to double aid to Africa, reaching \$2.1 billion, and it has doubled its overall commitment to aid, reaching \$5 billion.

15.6 We have also improved the effectiveness of every Canadian aid dollar. Since March of this year, all of our aid has been untied. Canada's commitment to transparency and accountability was recently recognized in "Publish What You Fund". Canada believes the new post-2015 agenda must similarly set out a strong measurement and accountability framework. We also believe that the poorest and most vulnerable people should continue to be at the core of the post-2015 development agenda. This includes the unfinished goal of improving women's and children's health. Improving the health of mothers, newborns and children, as well as reducing the number of preventable deaths, are top priorities for Canada.

15.7 Canada is leading a global effort – the Muskoka Initiative – to reduce maternal and infant mortality and improve the health of mothers and children in the world's poorest countries.

(The speaker continues in French)

15.8 Nous devons permettre aux femmes et aux jeunes filles de participer pleinement à toutes les activités que mènent nos sociétés et ce, dans tous les États Membres de l'ONU.

15.9 Madame la Directrice générale, le Canada accueille positivement les efforts déployés par votre équipe et tient à vous assurer de son plein soutien et à vous féliciter pour la reconduction de votre mandat. Je vous remercie.

16. **La Présidente :**

Merci beaucoup, Monsieur le Ministre. *Our next to speak is His Excellency Mr Vincent Biruta, Minister of Education of Rwanda. You have the floor, Mister Minister. Thank you.*

17.1 **M. Kabale (Rwanda) :**

Excellences, Madame la Présidente de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs les chefs de délégation, Mesdames et Messieurs, Monsieur le Ministre n'ayant pas pu être présent, il m'a chargé d'intervenir à sa place au nom du Rwanda. Comme les orateurs qui m'ont précédé, je voudrais féliciter Monsieur le Président de la Conférence générale pour son élection à la tête de cette 37<sup>e</sup> session. Je voudrais également transmettre à cette auguste Assemblée les salutations et les meilleurs vœux du Gouvernement et du peuple rwandais.

17.2 Madame la Présidente, le Rwanda a, au cours des deux dernières décennies, réalisé d'importants progrès vers la réalisation des Objectifs du Millénaire pour le développement, malgré les énormes difficultés rencontrées à la suite du génocide perpétré contre les Tutsis, qui a détruit tout le tissu social et économique du pays. La première phase de la Stratégie de développement économique et de réduction de la pauvreté (EDPRS 1), dont la mise en œuvre vient de s'achever, a permis d'assurer une croissance économique soutenue (8 % en moyenne annuelle) et de réduire la pauvreté (12 %) et les inégalités de revenus. Le fait qu'un large éventail de la population s'est approprié cette stratégie a été un des facteurs clés du succès obtenu.

17.3 Des initiatives de développement appliquant des solutions fondées sur la participation active de la communauté et tirées de la culture rwandaise ont permis de mener à bien avec succès la première phase de la Stratégie de réduction de la pauvreté. Je citerai, entre autres, l'umuganda (travaux communautaires), les gacaca (tribunaux traditionnels de recherche de la vérité et de réconciliation), les abunzi (médiateurs), les imihigo (contrats de performance), etc. Ainsi, en collaborant étroitement avec la population, on a pu accélérer la mise en œuvre du cursus d'éducation de base de 9 ans, puis de 12 ans, notamment en construisant des salles de classe.

17.4 En outre, l'utilisation des technologies de l'information et de la communication (TIC) a fortement amélioré les prestations de services. Dans ce domaine, on citera principalement la réforme du schéma d'investissement dans le domaine des TIC, par exemple l'enregistrement en ligne des entreprises, le versement en ligne des créances fiscales, l'accès gratuit à l'Internet à haut débit dans les espaces publics, à commencer par les grandes villes. Au Rwanda, l'utilisation des TIC dans divers domaines est considérée comme une étape importante du développement de l'économie du savoir.

17.5 Afin de réaliser les objectifs du Gouvernement et les Objectifs du Millénaire pour le développement, en particulier celui de l'éducation primaire pour tous d'ici à 2015, le Ministère de l'éducation a considérablement investi dans le développement de l'accès à l'enseignement de base, obligatoire et gratuit, d'une durée de 9 ans, aujourd'hui portée à 12 ans. D'importants résultats ont été enregistrés : l'éducation des filles est devenue une priorité et le nombre d'abandons scolaires a fortement chuté. Les Statistiques de l'éducation 2012 indiquent, dans le primaire, un taux net de scolarisation de 98 % pour les filles, contre 95 % pour les garçons.

17.6 Au Rwanda, aucun citoyen ne doit être laissé pour compte dans le processus de développement. Aussi des mesures spécifiques sont-elles prises pour faire en sorte que les personnes handicapées et autres groupes défavorisés puissent contribuer activement au développement du pays et en tirer profit. L'engagement du Gouvernement rwandais à réaliser les Objectifs du Millénaire pour le développement (OMD) relatifs à la réduction de la pauvreté et à la lutte contre le VIH/sida et d'autres maladies a une forte incidence sur le développement de l'enseignement et de la formation techniques et professionnels.

17.7 Dans le domaine de la culture, notre Constitution réaffirme l'obligation faite au Gouvernement de protéger les pratiques traditionnelles et culturelles fondées sur la philosophie et, de manière générale, la culture locales. En ce qui concerne la protection du patrimoine culturel, le Rwanda a déjà ratifié la plupart des conventions internationales y relatives. Malgré les progrès très appréciables réalisés dans différents domaines ces 20 dernières années, d'importants défis subsistent. C'est le cas, en particulier, de la qualité de l'éducation à plusieurs niveaux, ainsi que du développement des compétences nécessaires.

17.8 Pour terminer, je voudrais dire un mot concernant l'Année internationale de la compréhension du monde et, surtout, exprimer ici toute notre gratitude à la Direction générale, au Conseil exécutif, au Groupe africain et à la Commission APX, qui n'ont ménagé ni leur temps, ni leurs efforts pour que ce projet, qui ne requiert pas de financement de l'UNESCO, puisse satisfaire aux exigences de la Conférence générale. Je réitère les remerciements de mon pays à l'UNESCO pour son soutien continu, et réaffirme l'engagement et la ferme détermination du Rwanda à continuer de coopérer avec elle pour bénéficier encore de son expérience dans ses différents domaines de compétence. Je vous remercie.

18. **La Présidente :**

Merci, Monsieur. *Our next to speak is His Excellency Dr Abdoukarim Mohamed, Minister of National Education, Research, Culture and Art in Charge of Youth and Sport of Comoros. Mr Minister, you have the floor.*



19.1 **M. Mohamed** (Comores) :

Madame la Présidente, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Excellences, Mesdames et Messieurs les ministres et chefs de délégation, honorables invités, honorables représentants, Mesdames et Messieurs, en ce moment solennel, je voudrais, comme les orateurs qui m'ont précédé féliciter Monsieur le Président de la Conférence générale de sa brillante élection et de la manière avec laquelle il dirige la session, qui rappelle, à bien des égards, celle de son prédécesseur, Mme Katalin Bogayay, Ambassadrice de la Hongrie auprès de l'UNESCO, qui a su combler les attentes. Je salue également la Présidente du Conseil exécutif et l'ensemble des membres de cet organe. Quant à vous, Madame la Directrice générale, l'honneur m'échoit, au nom de l'Union des Comores, de vous féliciter pour votre désignation par le Conseil exécutif. Vous avez été choisie par les États membres, persuadés de la pertinence de la manière dont vous avez mené les réformes nécessaires pour positionner l'UNESCO face aux défis immédiats du monde d'aujourd'hui mais aussi de demain. Prenant part aux travaux de la présente Conférence, je voudrais transmettre aux éminents représentants des États membres de l'UNESCO et à toutes les institutions intergouvernementales le salut fraternel et amical du peuple comorien, de son Gouvernement et de son Président, M. Dhoinine.

19.2 Excellences, Mesdames et Messieurs, le Gouvernement de l'Union des Comores réaffirme son soutien aux objectifs de l'UNESCO et à sa Stratégie à moyen terme pour les huit années à venir. Le moment est critique pour l'Institution, qui devra se repositionner face aux nouveaux enjeux – lesquels influenceront ses actions futures –, tout en restant *leader* dans la promotion de l'éducation, des sciences, de la culture, de la communication et de l'information et dans le renforcement de la coopération internationale. Nous nous réjouissons que l'Afrique, les pays les moins avancés et les petits États insulaires en développement soient au cœur des préoccupations de l'UNESCO et que des interventions spécifiques soient envisagées pour la jeunesse.

19.3 Mesdames et Messieurs, qu'il me soit permis de souligner, dans le domaine de l'éducation, que mon pays vient de rejoindre le Partenariat mondial pour l'éducation, qui nous fournit un cadre adéquat pour travailler ensemble au service de l'éducation. Nous sommes reconnaissants à l'UNESCO de nous avoir apporté son appui dans la réalisation du Rapport d'état du système éducatif national (RESEN), phase sans laquelle nous n'aurions jamais pu, ensuite, élaborer la Stratégie sectorielle à l'horizon 2020 et le Plan intérimaire de l'éducation pour la période 2013-2015 dont la mise en œuvre est, d'ores et déjà, engagée. Nous comptons sur l'accompagnement de l'UNESCO pour renforcer ce partenariat dans les domaines de l'éducation, de la science, de la culture et des arts. En 2012, mon pays a subi les affres de fortes intempéries qui ont affecté plusieurs établissements scolaires. Je remercie donc la Directrice générale de l'UNESCO d'avoir consenti une aide d'urgence de 50 000 dollars des États-Unis d'Amérique pour contribuer à l'acquisition d'équipements scolaires au bénéfice des écoles touchées. Nous nous réjouissons de l'accord de principe qui nous a été donné concernant l'initiative du Campus virtuel et émettons le vœu qu'elle soit mise en œuvre.

19.4 Dans le cadre de la culture, je suis heureux de vous annoncer que l'Union des Comores a ratifié la Convention pour la sauvegarde du patrimoine culturel immatériel et la Convention sur la protection et la promotion de la diversité des expressions culturelles. L'Union des Comores, soucieuse de la sauvegarde de son patrimoine immatériel et culturel, a déposé une liste indicative auprès de l'UNESCO en février 2007. Cette liste comprend des sites naturels et cinq sites historiques en état de grand péril : les Sultanats historiques des Comores. La sauvegarde et la valorisation de ces sites nécessitent l'intervention de spécialistes internationaux qui travailleraient en étroite collaboration avec les équipes scientifiques et techniques locales, afin de mener à bien la procédure de classement de nos sites inscrits sur la liste indicative.

19.5 Dans le domaine des sciences, l'Union des Comores souhaite remercier l'UNESCO pour l'appui qu'elle a apporté aux pays africains en matière de sciences et d'ingénierie. Elle l'exhorte à accentuer ses efforts et à continuer de s'inscrire dans une démarche prenant en compte les besoins locaux de tous les pays membres. À cet égard, l'Union des Comores remercie l'UNESCO pour l'accord de principe donné en ce qui concerne deux projets scientifiques : l'élaboration d'une politique stratégique des énergies renouvelables aux Comores et la formulation d'une politique nationale en matière de sciences. Ces deux projets sont susceptibles de contribuer au développement des Comores. Nous souhaitons que l'UNESCO puisse effectivement nous aider à les concrétiser.

19.6 Pour terminer, il me plaît de souligner les grands thèmes qui doivent retenir notre attention, notamment ceux liés aux immenses défis du développement durable au-delà de 2015 et aux problèmes qui touchent spécifiquement les petits États insulaires en développement et les pays les moins avancés. Je vous remercie.

20. **La Présidente** :

Merci, Monsieur le Ministre. *Our next to speak is His Excellency Mr Moustapha Diko, Minister of Higher Education and Scientific Research of Mali. Minister, you have the floor.*

21.1 **M. Diko** (Mali) :

Madame la Présidente, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames, Messieurs, les chefs de délégation, Mesdames, Messieurs, permettez-moi, à l'entame de ce discours, d'adresser mes félicitations au Président de la Conférence générale d'avoir été choisi pour conduire les travaux de cette 37<sup>e</sup> session. Je dois également saluer le travail remarquable effectué par la Présidente du Conseil exécutif depuis la dernière session de la Conférence générale. Je joins enfin ma voix à celle des orateurs qui m'ont précédé pour saluer l'action vigoureuse, à la tête de l'UNESCO, de Madame la Directrice générale, ce qui a permis à notre Organisation de remplir ses missions essentielles dans un contexte financier très difficile.

21.2 Madame la Directrice générale, je voudrais vous remercier solennellement pour votre engagement personnel aux côtés du peuple malien alors qu'il était plongé dans la détresse. Certes, la profanation et la destruction de mausolées dans la cité mystérieuse, ainsi que le saccage de certaines de manuscrits anciens, ont constitué une atteinte grave au patrimoine culturel universel, mais vous avez bien compris qu'en s'attaquant aux biens culturels de

Tombouctou, les djihadistes portaient atteinte au patrimoine spirituel des populations. Ces hordes d'un autre âge se sont aussi attaquées aux écoles, faisant du mobilier scolaire des combustibles pour la cuisine ! Elles ont tenté, sous le couvert fallacieux de la religion, d'emprisonner la conscience des populations, visant tout particulièrement les femmes et les jeunes filles qu'elles voulaient priver de la lumière du savoir, sachant que « celui qui éduque une femme, éduque toute une famille, toute une nation ».

21.3 Madame la Directrice générale, c'est le lieu de rappeler quelques-unes des initiatives salutaires que vous avez prises dans ce contexte. Nous devons commencer par souligner l'énorme travail de sensibilisation et de mobilisation de la communauté internationale effectué par l'UNESCO pour préserver les sites et biens culturels menacés. Plusieurs missions d'assistance, dont certaines ont eu lieu au plus fort des attaques terroristes, ont aidé le Mali à définir les axes d'une stratégie de sauvegarde des sites et des biens culturels en période de conflit. Je voudrais mentionner tout particulièrement votre propre voyage à Tombouctou dès les premiers jours de libération de la ville, aux côtés du Président François Hollande, à qui l'UNESCO a décerné le Prix Félix Houphouët-Boigny pour la recherche de la paix, suite à l'action salvatrice menée au Mali par la France à travers la force Serval.

21.4 La paix retrouvée a permis à l'Institut de recherche pour le développement (IRD) d'organiser un colloque intitulé « Le Mali contemporain : regards de scientifiques », qui a accueilli en grand nombre à Bamako des scientifiques européens et africains. Espérons que ce soit le prélude à un Serval scientifique, qui prolongera l'action politico-militaire et qui sauvera le Sahel et le reste du monde des djihadistes, des narcotrafiquants, des preneurs d'otages et autres terroristes. Nous invitons l'UNESCO et tous les partenaires techniques et financiers à aider le Mali et le Sahel à accélérer la formation des ressources humaines, seules gages du développement durable et de la culture de la paix. Mesdames et Messieurs, en ce moment où l'espoir renaît dans le cœur des Maliens, c'est avec une réelle émotion que je salue la quasi-unanimité qui s'est faite autour de la cause malienne et que je renouvelle les remerciements du Gouvernement et du peuple maliens à tous ceux qui se sont mobilisés à leurs côtés dans l'adversité. Je ne pourrai pas les citer tous, mais que tous trouvent ici l'expression de notre profonde gratitude.

21.5 Madame la Présidente, Mesdames, Messieurs les représentants, le saccage des établissements scolaires, le déplacement massif des élèves et des enseignants vers les pays limitrophes ou le sud du Mali, les tentatives de remise en cause du droit à l'éducation des filles constituent autant d'évènements qui ont eu un impact négatif sur la scolarisation dans les trois régions nord du Mali. La pression des élèves déplacés sur les infrastructures du sud a aussi détérioré les conditions d'encadrement des élèves. Enfin, la suspension brutale de l'aide des partenaires techniques et financiers a conduit à un effondrement des ressources budgétaires destinées au système éducatif. Aussi le Mali manifeste-t-il tout naturellement son intérêt pour le programme d'aide d'urgence de l'UNESCO à la reconstruction des systèmes éducatifs à la suite de conflits armés. À ce propos, la tenue du Symposium de haut niveau de l'UNESCO pour une éducation tenant compte des questions de conflits à Paris, en avril 2013, auquel le Mali a été invité, nous a fourni de précieux enseignements, parmi lesquels des pistes pour l'identification des actions adaptées à mener dans le milieu scolaire dans les situations de conflit et de post-conflit. Par ailleurs, la mission conjointe de l'UNESCO et du Gouvernement, menée au nord du Mali en octobre dernier, pour évaluer notamment les dégâts causés sur les infrastructures scolaires, dénote un intérêt certain de l'UNESCO pour la rénovation de notre système éducatif. Toujours dans le domaine de l'éducation, la mise en œuvre de notre programme vigoureux d'alphabétisation dans le cadre de la réalisation de l'EPT, ainsi que le renforcement des capacités de nos administrateurs scolaires et universitaires, constituent quelques-unes de nos priorités. Enfin, le Mali salue l'appui que l'UNESCO lui apporte en vue d'améliorer la qualité de son enseignement supérieur par l'utilisation des TIC, la mise en œuvre du système LMD et la mise en place de mécanismes d'assurance-qualité.

21.6 Monsieur le Président de la Conférence générale, Mesdames, Messieurs les représentants, concernant le programme relatif aux sciences exactes et naturelles, le renforcement des capacités des communautés riveraines dans le processus de cogestion de la réserve de biosphère de la Boucle du Baoulé et une bonne gestion des réserves transfrontalières figurent parmi les préoccupations majeures du Mali. Dans le domaine des sciences sociales et humaines, le Mali exprime son intérêt pour tous les programmes incluant des processus de gestion et de prévention des conflits, de réconciliation et de consolidation de la paix.

21.7 Dans la même optique, l'intitulé du grand programme IV relatif à la culture, à savoir « Construire la paix et le développement durable par le patrimoine et la créativité », conforte l'intérêt que nous portons à ce programme. En effet, eu égard à la crise qui a détruit une partie du patrimoine et affaibli la cohésion sociale dans les régions du nord, réhabiliter le patrimoine culturel et développer la créativité pour construire la paix et le développement durable constituent pour le Mali des enjeux considérables auxquels le grand programme IV permet de répondre.

21.8 Enfin, en ce qui concerne le grand programme V relatif à l'information et à la communication, l'expertise de l'UNESCO dans le domaine de la communication pour la paix, de la promotion des logiciels libres et de la lutte contre la cybercriminalité présente un intérêt certain pour le Mali. Pour terminer, et compte tenu du bilan de votre premier mandat, Madame la Directrice générale, je vous réitère le soutien du Mali dans la poursuite de votre action à la tête de notre Organisation. Je vous remercie.

## 22. **The President:**

The next speaker is His Excellency Mr Nana Grey Johnson, Minister of Information and Communication Infrastructure of Gambia. The floor is yours.

### 23.1 **Mr Johnson (Gambia):**

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General of UNESCO, Your Excellencies Ambassadors and Permanent Delegates, distinguished representatives of international organizations, ladies and gentlemen, I am pleased to deliver this national statement at the 37th session of the General

Conference on behalf of the Minister of Basic and Secondary Education. Let me begin by offering our heartfelt congratulations to you, Ms Irina Bokova, on your nomination as Director-General of UNESCO and by wishing you every success in your second term.

23.2 The measure of achievement of the education for all and the Millennium Development Goals by the year 2015 is of great concern and national interest to Gambia, especially in the areas of education, culture, science, technology and communication and information, among others. Since September 2013 and in line with the revisions made to the education policy, grants are being provided to all public lower basic schools to ensure that no student will be charged any unauthorized levies. As access to education continues to be a priority, 10 new under-served communities will be provided with multi-grade classrooms to cater for the young children who otherwise would have to travel more than three kilometres to reach the nearest school. In the 2013-2014 school year, more communities will receive customized donkey carts to enable more children to reach school. Those numbers will mean an increase on the 1,842 children who already enjoy on a daily basis the services of this innovative means of transportation.

23.3 The Revised Education Policy 2004-2015 emphasizes the continued improvement in the quality of teaching and learning and, in May 2013, Gambia introduced the Early Grade Mathematics Assessment (EGMA) system, not only to support the teaching of mathematics in our schools but also to reinforce and supplement early grade reading interventions. The SANDWATCH Project through the ASPnet programme is just one example in which Gambia has participated actively in UNESCO by contributing to its global database on the protection and monitoring of beaches and coastal areas. We therefore urge UNESCO to strengthen the capacities of the project and to extend further its outreach and the sharing of good practices through the Ministry of Basic and Secondary Education. For the first time in Gambia, the teaching and learning of French will be carried out using locally produced material whose content will reflect Gambian culture and context. This giant step was made possible through collaboration with French technical assistance.

23.4 Madam President, in addition to the Convention for the Protection of the World Cultural and Natural Heritage, Gambia has ratified the Convention for the Safeguarding of the Intangible Cultural Heritage and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions. The inclusion in the World Heritage List of Kunta Kinteh Island and related sites and the Stone Circles of Senegambia has been of great benefit, and we express our gratitude for the continued assistance from UNESCO. The challenge now lies in the conservation of the sites, in increasing public awareness of their existence and in their use by local communities for their development while improving the visitors' experience. The National Centre for Arts and Culture (NCAC) has used grants from UNESCO to review, update and implement an integrated management plan for Kunta Kinteh Island and the related sites. Again, we thank UNESCO for the proclamation in 2005 of the symbol of *kankurang* in its connection with the Mandin rites of initiation, still prevalent in Gambia and Senegal, as a masterpiece of the oral and intangible heritage of humanity. UNESCO has already provided the funds to establish a centre for research and information and for the preservation of the tradition. Meanwhile, the National Centre for Arts and Culture is working on updating the 1988 cultural policy to reflect new plans and strategies envisaged for the period 2014 to 2018.

23.5 Madam President, in the course of implementing the National Information and Communication Infrastructure (NICI) policy, Gambia has refined strategies for the speedy attainment in the short term of development goals fully anchored in the principles and actions of the World Summit on the Information Society (WSIS). The Information and Communication Act of 2009 ensures the legal framework for the effective implementation of liberalization and regulation of the information and communication (ICT) sector in Gambia. The act takes into account several information society issues such as data misuse and cybercrime. We have also realized the need to review our policy with regard to information and broadcasting. Our ICT Strategic Plan 2011-2014 has landed the Africa Coast to Europe (ACE) submarine cable in Gambia in 2012. This provides the country with high-capacity modern infrastructure in telecommunications to enable various ICT services and solutions, and positions Gambia to compete effectively in the global ICT market.

23.6 The review of the national science, technology and innovation (STI) policy, a draft of which has been presented to the national STI conference, reflects Gambia's commitment to efforts in progress in science, technology and innovation. I wish to conclude by reiterating that Gambia welcomes and supports the Global Education First Initiative and the international conference on education for the east-2015 education agenda. We therefore ask UNESCO to maintain its visibility as the lead agent in the discussions defining the future of education worldwide. Perhaps this is a good moment to remind all assembled here that Gambia is that small voice with a big message for education – that is why it is bidding for a seat on the Council of the International Bureau of Education. It is your support that will make that voice heard. I wish to thank you.

24. **The President:**

Thank you very much, Sir. The next speaker is His Excellency Mr John Gai Yoh, Minister of Education, Sciences and Technology of South Sudan.

25.1 **Mr Yoh (South Sudan):**

Madam President, Madam Chair of the Executive Board, Madam Director-General, Excellencies, ministers, ambassadors and heads of delegations, distinguished ladies and gentlemen, we are delighted for the opportunity for South Sudan to address the General Conference as a new member. South Sudan, as the newest Member, has embarked on the difficult mission of translating the mandate of UNESCO into a reality on the ground for the benefit of our new nation. We are exerting maximal efforts to promote education, culture, communication and information, gender equality and sciences. We have not accomplished much on this mission, but we have started and are determined to go all the way.

25.2 The education system of South Sudan is undergoing drastic restructuring, review and transformation. This change process is necessary because South Sudan has just gained its independence, because the education system must take into consideration the new realities in the country, region and the world and, of course, because the system must meet the needs and aspirations of the new nation, especially the needs of our young people, who constitute 72% of our population.

25.3 The cornerstone of this reform of the education system is building the capacity of the teacher. For this reason teacher training has become the number one priority of our government. Our strategic goal is to improve the quality of the education system as a whole. Without sufficient qualified teachers in the system, it would be almost impossible for us to build an informed and educated nation as envisaged in the "South Sudan Vision 2040". As a young country, we are also mindful and conscious of the fact that every South Sudanese school-age child needs access to education. We must, therefore, create additional learning spaces to enable more than 1.3 million out-of-school children to have access to education. We will continue to work with development partners, the United States of America, the European Union, the United States Agency for International Development (USAID), the Department for International Development (DfID), Qatar Foundation and other donors to increase access to education and to improve quality so that we promote education for all.

25.4 Our President, H.E. Salva Kiir Maryardit, has declared war against illiteracy and pronounced it as the number one enemy of our society. Given that our literacy rate is only 27%, promoting literacy has become a national priority. Our partnership with UNESCO and other partners in eradicating illiteracy in South Sudan has allowed us, so far, to produce our first national literacy strategy, and we plan to launch it very soon. Our strategic goal is to increase our literacy rate rapidly within the next 10 years. On the other hand, our higher education system transformation process has also begun and is geared towards producing productive, innovative, creative and proud citizens who are mindful of and can fulfil their roles as global citizens. I am delighted that UNESCO, USAID and DfID are now working with the government to develop a comprehensive strategic plan.

25.5 In addition, we are going to work with UNESCO to promote technical and vocational education and training (TVET) in the country. We strongly believe that TVET programmes will help South Sudan to transform the lives of millions of our youth and pave the way towards building a productive, innovative and prosperous nation. We believe that increasing access to education without focusing on girls, children with special needs and children in pastoralist communities in rural areas can be counterproductive. If South Sudan is to attain sustainable development, it must exert concerted efforts to promote equity and equality in education. We are grateful to the Government of the United Kingdom for funding the Girls' Education South Sudan programme. We believe that this programme is going to contribute in a big way towards promoting gender equality.

25.6 Of course, communication and information have the capacity to transform societies in meaningful ways. South Sudan, as a country that has just emerged from a long conflict, recognizes the importance of information and is promoting freedom of expression and the right to information as catalysts for democratic transformation. We believe that sustainable development also means preservation of nature and the environment on which humanity relies. As one of the upstream countries through which the Nile and its tributaries pass, we value the importance of water to human life. We are aware of the fact that water can be a source of conflict and has the potential to become a source of instability in the world. We, therefore, encourage UNESCO to continue its supporting role for countries that have serious problems with water management and assist South Sudan in managing its natural resources.

25.7 Distinguished ladies and gentlemen, the Republic of South Sudan was born out of the Comprehensive Peace Agreement of 2005, which was negotiated through dialogue. We believe that prevalence of a culture of peace is a prerequisite for sustainable development. Peace builds nations and conflict destroys them. South Sudan has lived in conflict for too long, and dialogue and peace-making have given us an opportunity to believe in and to promote unity in diversity, to engender our society and to promote a culture of peace in that hope. And we hope that in doing so, peace will prevail, not only in our country, but in the region, Africa and the world. I would like to reiterate the commitment of South Sudan to peace with Sudan and our resolve to ensure that our two nations continue to reap the fruits of the Comprehensive Peace Agreement of 2005. I also wish to state that I appreciate and value the contribution of UNESCO, UNDP and UNICEF to peace education and cultural renaissance in our country.

25.8 In conclusion, we strongly support UNESCO's Priority Africa proposal and the overarching post-2015 goals. Together, as the world's conscience, we can achieve the desired goals of re-humanizing our restless world for the benefit of humanity. My Government appreciates the role that all donors and friends of South Sudan have played so far in the development of our country, and I extend my call to them to continue supporting the world's youngest nation to attain the development goals and build a resilient society, and to enable us play our role in the development of our region by living in peace and harmony with ourselves and all our neighbours. Thank you for listening. Thank you very much.

26. **The President:**

Thank you. The next speaker is His Excellency Mr Damien Gomez, Minister of State for Legal Affairs of Bahamas.

27.1 **Mr Gomez (Bahamas):**

Madam President, Madam Director-General, colleague ministers, representatives of the various delegations, distinguished ladies and gentlemen, good morning. We are honoured and privileged to address the 37th session of the General Conference of UNESCO on behalf of the Minister of Education, the Honourable Jerome Fitzgerald, and on behalf of the Government of the Bahamas.

27.2 The Bahamas is the gateway between Europe and the Americas. The bridge of our modern history commenced in the darkness of the late fifteenth century with the genocide of our Lucayan and Arawak populations. That darkness continued in an age of war between competing European powers. Slavery further indelibly scarred that bridge out of which emerged the determination, hope and spirit of an unyielding people in their quest for freedom, equality and the pursuit of happiness. From colonialism to independence we have marched, forward, upward and onward together. The philosophy of our country's emergence and its fulfilment of a quiet social revolution are evidence of our commitment to the ideals which inform the activities of UNESCO. We are a peaceful country committed to the peaceful resolution of all disputes and the promotion of peace through the universal upliftment of humankind.

27.3 In context, UNESCO is most important to the Bahamas as it offers both a forum and a mechanism by which we may realize the dashed hopes of our lost civilizations and achieve the dreams of the progeny of slaves who dared to survive. Today we recommit to the international norms which result in peace and the achievement of the realization of freedom and happiness in the wider human family. We are pleased to state our continued support for UNESCO and the pursuit of our shared goals and objectives which clearly undergird the elevation of all humanity.

27.4 Deepening our democracy entails promoting gender equality. Next year, our government intends to hold a constitutional referendum to afford women the same rights as men under our constitution. We thank UNESCO for its continued support of the Bahamas over the last 30 years during which we have received great benefits in education, science and culture. In 2013, UNESCO staged two beneficial meetings in the Bahamas. The Bahamas straw and handicraft industries date back to the eighteenth century and have been a significant source of income for many Bahamian families. The Conference on the "Strengthening of the Cultural and Creative Potential of the Handicraft Sector" in July encouraged artisans to produce handicrafts using traditional skills and themes to ensure the continuity and sustainability of these authentic crafts. It also conveyed to local artisans and their Caribbean counterparts the need to improve the quality of their product to ensure a thriving handicraft industry in our respective countries. Our government is committed to ensuring that these historic industries grow and continue as a prominent component of our cultural heritage.

27.5 The national consultation meeting on "UNESCO Conventions", held in September 2013, was of supreme importance to the Bahamas as we are developing public policies with respect to the preservation of historical and natural heritage sites in the context of culture and ecotourism. The Bahamas is an archipelago of 100,000 square miles. Our country is endowed with much beauty. Amidst the pink sand beaches exist many idyllic coves which serve as natural habitats for fish and marine life. We have cave systems, ocean holes and reef systems which are natural wonders that attract tourists from all over the globe. We also have fortresses, old buildings and the remains of Mesoamerican civilizations. Many treasure ships are reputed to have been wrecked during the buccaneer period of our history. Our environment and our history have been enriched by this matrix of natural and historical phenomena. Therefore, it is unsurprising that our government is preparing to become a signatory to the World Heritage Convention of 1972 and is considering accession to such other conventions as may assist in the protection of the heritage of the Bahamas.

27.6 It is appropriate to mention that, in addition to the annual historic yuletide *junkanoo* parades dating back to slavery, we shall in two years commence celebrating an annual Bahamian carnival, further promoting our creativity in all facets of culture. We gather in this important forum to discuss our country's contribution to the post-2015 agenda as it relates to the Millennium Development Goals. The Bahamas is striving to reduce inequalities and address environmental challenges, noting the urgency to accelerate our efforts to achieve Millennium Development Goal targets by 2015. Education is critically important to the Bahamas. Since 1967, it has included the majority of our citizens in all areas of our economy, exponentially increasing our middle class. Building on our success, we will continue to pursue increases and improvements to the capital plant of schools, science laboratories and sporting facilities. We intend to ensure that our improved education sector continues to afford to our public universality of access, equality of access, equity in the distribution of educational opportunities and enhanced quality in the product of educational services. We support an effectively empowered UNESCO in our shared mission to achieve global peace, poverty alleviation, gender equality, sustainable development and intercultural dialogue. Together we can uplift humanity. Thank you.

28. **The President:**

Thank you. The next speaker is His Excellency Dr Lucius Kanyumba, Minister of Education, Sciences and Technology of Malawi.

29.1 **Mr Kanyumba (Malawi):**

Madam President, Madam Director-General of UNESCO, distinguished delegates. Allow me to add my delegation's most sincere congratulation on the accession of Mr Hao Ping to the presidency of the 37th session of the UNESCO General Conference. I am confident that we will benefit a great deal from his intellect, wisdom and experience. I bring fraternal greetings from Her Excellency Dr Joyce Banda, President of the Republic of Malawi who, owing to unforeseen engagements as the Chair of the Southern African Development Community, was unable to make it to the Leaders' Forum.

29.2 UNESCO is as relevant today as it was when founded 67 years ago. It is indeed only in the minds of men and women that we can build the foundations of lasting peace. This means that UNESCO should play its rightful role as the leader in its fields of competence within the United Nations system. I should, therefore, take this opportunity to thank the Director-General for raising the profile of UNESCO within the international arena at a time when the Organization is facing so many challenges. The onus is now on us, the Member States, to live up to our obligation and assist the Organization in sailing through these rough waters.

29.3 On the Draft Medium-Term Strategy (37 C/4) and the Draft Programme and Budget (37 C/5), my delegation is satisfied that the planned strategies and activities will dovetail into UNESCO's vision for the post-2015 global agenda.

We strongly support the crosscutting priorities of “Africa” and “Gender”. We are, therefore, eagerly looking forward to the finalization of the field reforms in Africa, in particular the Southern Africa multisectoral office which, I am sure, will rejuvenate programme delivery in the sciences, which seem to have gone into hibernation in the subregion.

29.4 Madam President, Malawi has made a strong commitment to accelerate progress towards achieving education for all. Among others, this is reflected in the education sector receiving the highest budgetary allocation of 20%. These resources will go towards recruitment of more primary and secondary school teachers, building more boarding facilities for girls and curriculum review, among other activities. Last week Parliament passed the revised Education Act which embodies the education-for-all tenets of access, equity and efficiency. In this regard, my delegation would want to register its support for the priority areas stipulated under Major Programme I. We look forward to continued support in reforming our technical and vocational education system through the “Better Education for Africa’s Rise” (BEAR) project and hope to benefit from the training courses organized by UNESCO institutes, particularly the International Institute for Educational Planning (IIEP) and the UNESCO Institute of Statistics (UIS).

29.5 At this time when the world is experiencing unprecedented natural disasters due to climate change and acute challenges in the provision of clean energy, the priorities set out in the science programme ensure that UNESCO plays its rightful role as the think-tank in our efforts to make our world safe for future generations. We would, however, want to appeal to the Director-General to take due cognizance of Africa priorities, including renewable energy, to enable her to implement fully the Priority Africa programme. In this regard, my delegation is comforted by the Norwegian contribution to the debate in the Leaders’ Forum. We look forward to UNESCO’s technical assistance for our new university of science and technology which is scheduled to open its doors in January 2014.

29.6 My delegation finds the priorities outlined in the social and human sciences programme very pragmatic. We believe the envisaged activities will help us to respond to social transformation by building and strengthening our national research systems and promoting our social science networks. Marcus Garvey once said, and I quote, “A people without the knowledge of their past history, origin and culture is like a tree without roots”. Cultural heritage is the bedrock upon which our civilizations are built. We therefore commend those that are financially supporting UNESCO to strengthen the implementation of the cultural conventions, especially now when the strong correlation between culture and development is widely acknowledged.

29.7 Madam President, building knowledge societies is the driving force for the cultivation of peace and sustainable development. It is pleasing to note that the communication programme envisages rigorous efforts by UNESCO to actualize these efforts. Madam President, on the Participation Programme, which assures UNESCO’s visibility in Member States, my delegation would like to commend the Director-General for her assurance to continue to resource this programme adequately. I also want to acknowledge the tremendous work that National Commissions are doing to make UNESCO visible in Member States. In order for them to continue the good work, there is need to sustain the information-sharing and capacity-building programmes started under the North-North, North-South and South-South cooperation. In this regard, I want to register my appreciation to the Korean National Commission for UNESCO for the “Bridge Programme” activities and the recently signed Memoranda of Understanding with some National Commissions of the South, including Malawi, in support of UNESCO’s education-for-all strategies. I believe initiatives like these would give National Commissions greater possibilities to work together in supporting UNESCO’s programmes. Finally allow me to thank the Director-General for finding time to visit Malawi recently. Madam Director-General, Her Excellency Dr Joyce Banda was very pleased to note that you share with her a common vision for the betterment of women, the “girl child” and the vulnerable. She looks forward to greater collaboration with UNESCO under your leadership. Mr President, distinguished delegates, I thank you very much for your attention.

30. **The President:**

Thank you. The next speaker is Mr Martin Næs, Director of Policy Department, Minister of Education, Research and Culture of Faroes.

31.1 **Mr Næs (Faroes):**

Madam President, Madam Chair of the Executive Board, Madam Director-General, Excellencies, colleagues and friends, congratulations to Mr Hao Ping on his election as President of the General Conference and congratulations Madam Bokova on your nomination by the Executive Board of UNESCO for a second four-year term as Director-General. Your first term as Director-General was also our first as an Associate Member of UNESCO, a term characterized by a difficult economic situation and, consequently, an urgent need for a reformed agenda. We look forward to working with you and UNESCO in the years to come.

31.2 It is a great pleasure for me to attend this General Conference and, on behalf of the Faroese Minister of Education, Research and Culture, Mr Bjørn Kalsø, to speak at this prominent session. I would also like to congratulate Anguilla on becoming an Associate Member of UNESCO. Although situated in different parts of the world, island communities face some of the same challenges in terms of sustainable development and climate changes. I believe that it is the strength of UNESCO to comprise the different entities of Member States and Associate Members and that the voices of each one of us can be raised and heard in this forum.

31.3 In one of his novels named “The Lost Musicians”, the late Faroese poet Mr William Heinesen describes the northern European island community of the Faroe Islands in this way: “Far out in a radiant ocean glinting like quicksilver there lies a solitary little lead-coloured land. The tiny rocky shore is to the vast ocean just about the same as a grain of sand to the floor of a dance hall. But seen beneath a magnifying glass, this grain of sand is nevertheless a whole world with mountains and valleys, sounds and fjords and houses with small people.” UNESCO can be seen as the magnifying glass of education, science, culture, communication and information, magnifying the significance and distinctiveness of the smallest of places and every single human being of the world.

31.4 The Faroe Islands are situated in the North Atlantic Ocean between Norway, Iceland and Scotland: 48,000 people and 70,000 sheep live on the 18 islands. The economy of the Faroe Islands is based mainly on fishing, and tourism is growing in importance. We speak Faroese, a language with Norse roots that has developed since the Viking settlement 1,200 years ago and has survived partly through the living oral tradition of ballads that were only written down in the beginning of the nineteenth century, when Faroese as a written language was constructed. Today the Faroese language is the official and thriving language of the islands.

31.5 The inhabitants of island communities basically have two options: to stay or to leave. More than 50% of the young generation of the Faroe Islands seek the opportunities of the centres of the globalized world, and our challenge is to provide opportunities for them to return to the islands so that they can contribute to the economic, social or cultural development of the society.

31.6 Located on the border of the Arctic region, the Faroe Islands are placed on the western arm of the emerging Northern Sea Route connecting formerly very distant parts of the world. The irreversible retreat of the Arctic ice and the emerging new sea route provide both challenges and opportunities to our island society. Economic opportunities and environmental threats brought about by the changing conditions in the Arctic region will be parts of our daily lives and decision-making process in the years to come. These are conditions that will require competence and the building of knowledge in a wide range of subjects. Together with our neighbours the Faroe Islands are playing an active role in competence building and research on these important issues. The grain of sand on the floor of the dance hall can remain insignificant if we do not bother to look through the magnifying glass, but our presence here reaffirms the importance of UNESCO's vision through education, science, culture, communication and information to build peace in the minds of men and women. This gives hope for the lives of future generations. Thank you, Mr President.

## 32. **The President:**

Thank you. The next speaker is His Excellency Mr Yong Il Yun, Ambassador and Permanent Delegate of the Democratic People's Republic of Korea to UNESCO.

### 33.1 **M. Yun** (République populaire démocratique de Corée) :

Madame la Présidente, Madame la Directrice générale, Mesdames et Messieurs, au nom de la délégation de la République populaire démocratique de Corée, permettez-moi tout d'abord d'adresser mes chaleureuses félicitations à Son Excellence, Monsieur Hao Ping, pour son élection au poste de Président de la 37<sup>e</sup> session de la Conférence générale et de lui exprimer mon souhait que cette session soit couronnée de succès sous sa direction. Je salue les efforts remarquables que Madame la Directrice générale a déployés dans les épreuves particulièrement difficiles que notre Organisation a traversées au cours du dernier biennium et lui exprime mon soutien à la suite de sa réélection.

33.2 Madame la Présidente, les idéaux de l'UNESCO, énoncés dans son Acte constitutif, consistent à bâtir un monde pacifique exempt de guerres, à élever les défenses de la paix dans l'esprit des hommes et à assurer la prospérité et le développement de l'humanité grâce à la coopération intellectuelle et morale. Le monde tel qu'il est appelle plus que jamais l'UNESCO à faire davantage valoir ses idéaux fondamentaux dans ses domaines de compétence.

33.3 Madame la Présidente, l'Assemblée générale des Nations Unies se penche actuellement sur le « programme de développement pour l'après-2015 : préparons le terrain ! ». À la lumière de ce thème, la présente session de la Conférence générale revêt une grande importance car elle doit examiner et adopter le Projet de stratégie à moyen terme pour 2014-2021, qui orientera les activités de l'Organisation pendant les huit prochaines années. Ma délégation accueille avec satisfaction le Projet de stratégie à moyen terme présenté à notre session, le jugeant conforme aux défis réels de l'Organisation et aux objectifs de développement durable, notamment la priorité donnée au développement de systèmes éducatifs favorisant l'apprentissage de qualité pour tous, à la promotion de l'interface entre science et politique et à la protection du patrimoine matériel et immatériel.

33.4 En ce qui concerne l'éducation au-delà de 2015, nous sommes d'avis qu'il conviendrait de définir des objectifs réalistes, étape par étape, visant à développer davantage l'enseignement secondaire et tertiaire sur la base d'un enseignement primaire bien consolidé, et de renforcer l'aide apportée par l'Organisation aux efforts des pays en développement. C'est pourquoi je souhaite que des mesures concrètes soient prises à cette session en vue d'atteindre cet objectif.

33.5 En outre, il conviendrait que notre Organisation, institution chef de file de la Décennie internationale du rapprochement des cultures (2013-2022), mette l'accent sur la promotion de la diversité culturelle et la compréhension mutuelle entre les nations et les régions au moyen du dialogue interreligieux et de collaborations intellectuelles.

33.6 Compte tenu de la mutation du monde, la réforme de l'UNESCO ne peut plus être retardée afin d'atteindre les principaux objectifs qu'elle s'est fixés pour ce siècle. En tant qu'organisation intellectuelle unique dans le système des Nations Unies, l'UNESCO doit, dans le cadre du processus de réforme, maintenir son autonomie et sa spécificité intrinsèque, tout en veillant à écarter toute tentative de faire naître antagonismes et confrontations en son sein.

33.7 En ce qui concerne le Programme et budget pour 2014-2017, dans le contexte actuel d'un budget considérablement réduit, il serait réaliste et, de fait, indispensable d'éviter toute dispersion des allocations budgétaires, de rationaliser les formalités et simplifier les procédures et de concentrer les allocations budgétaires sur les objectifs principaux et la mise en œuvre des actions prioritaires. C'est la raison pour laquelle ma délégation soutient la déclaration conjointe du Mouvement des pays non alignés et du Groupe des Soixante-dix-sept relative au processus de réforme de l'UNESCO.

33.8 Madame la Présidente, aujourd'hui, en République populaire démocratique de Corée, le peuple s'est engagé dans l'édification d'un État socialiste économiquement puissant et hautement civilisé sous la sage direction de son

dirigeant suprême, le respecté maréchal Kim Jong-un. Des mesures concrètes sont prises pour relancer l'économie nationale dans son ensemble, remportant des succès tangibles dans l'amélioration du bien-être du peuple. Bien que nos efforts de développement pacifique se heurtent actuellement à de grands défis, notre peuple, résolument confiant en l'avenir, les relèvera certainement avec succès sous la haute direction de son dirigeant suprême.

33.9 Madame la Présidente, pour terminer, ma délégation réaffirme que la République populaire démocratique de Corée continuera de renforcer davantage ses liens de coopération avec tous les États membres de l'UNESCO et contribue activement aux efforts internationaux en faveur de la paix mondiale et de la prospérité commune de l'humanité. Je vous remercie.

34. **La Présidente:**

Merci, Monsieur l'Ambassadeur. *Our next to speak is His Excellency Mr Han Thu, Ambassador and Permanent Delegate of Myanmar to UNESCO.*

35.1 **Mr Thu (Myanmar):**

Madam President, Madam Chair of Executive Board, Madam Director-General, distinguished delegates, ladies and gentlemen, on behalf of the Government of Myanmar, I would like to congratulate His Excellency Mr Hao Ping on being elected as President of the 37th session of the General Conference of UNESCO. With his capable leadership and guidance, we firmly believe that the General Conference will yield many fruitful insights and reach a successful conclusion.

35.2 Madam President, the Government of Myanmar has adopted a people-centred approach in undertaking political, economic and administrative reforms, including reform of the education sector. Greater impetus is being given to free compulsory primary education, the provision of scholarships and stipends, the extension of basic education curricula by one more academic year, the application of the child-centred approach, the participation of the private sector in basic education and the initiation of teaching the language of national peoples as extracurricular studies.

35.3 In the higher education sector, the Ministry of Education is promoting collaboration with international universities and educational institutions and has established a quality assurance system and faculty system, a favourable university atmosphere, the quality of teachers, administrators and students. Madam President, to accelerate reform of the education sector, a comprehensive education sector review (CESR) is being conducted in three phases with the support of development partners, including UNESCO. The report on phase one "rapid assessment" has been released, with suggestions and recommendations for reform.

35.4 Madam President, at the third regular session of parliament, His Excellency U Thein Sein, President of Myanmar, stated that the national development that the government envisions is the one that is environmentally sustainable, socially sustainable and economically sustainable. At a seminar on education reform held on 7 October 2013, His Excellency strongly urged urgent education reform, demanding education for sustainable development. As an instant follow-up to the President's guidance, on 18 October, an education promotion implementation committee, task force, advisory board and working groups were formed. They have been working together to work out policies, immediate and long-term development strategic plans and tasks and give support for the enactment of the new national education law.

35.5 Madam President, the Government of Myanmar and the Myanmar National Commission for UNESCO have increased cooperation with UNESCO Headquarters. The Director-General of UNESCO, Ms Irina Bokova, and her delegation visited Myanmar and met our President U Thein Sein in August 2012. Ms Irina Bokova again met the President in Paris in July 2013, and they had a fruitful discussion on the development of Myanmar and UNESCO's programming in the country, particularly in the areas of education and culture. Myanmar deeply appreciates the assistance provided by UNESCO for our concerted efforts to promote the education standard to international level in the form of participation programmes in education, science, culture and information. To a developing country such as Myanmar, such assistance for education development is especially welcomed.

35.6 Madam President, in conclusion, I would like to affirm our commitment to close cooperation with UNESCO in promoting the education sector so that it can make effective contributions to the socio-economic development of the country and in creating a better and brighter future for our younger generations. Thank you.

36. **The President:**

Thank you, Mr Ambassador. The next speaker is His Excellency Mr Carmadi Machbub, Ambassador and Permanent Delegate of Indonesia to UNESCO.

37.1 **Mr Machbub (Indonesia):**

I thank you Madam Vice-President for giving me the floor. *As-salāmu 'alaikum*. Peace be upon you all. Distinguished delegates, ladies and gentlemen, first of all, I would like to congratulate Mr Hao Ping on his election as the President of our 37th session of our General Conference. I am confident that his able leadership will facilitate our deliberation into a fruitful one. I would like also to extend my sincere appreciation to Madam Director-General, Madam Chair of the Executive Board, Madam President of the 36th session of the General Conference and fellow distinguished delegates for our shared extra efforts in making our Organization a success despite persisting financial difficulties.

37.2 I shall begin my statement by re-emphasizing that Indonesia fully supports UNESCO in achieving its mission, which is to contribute to the building of peace by constructing it in people's minds. In order to construct that peace mind, allow me to reiterate what the Indonesian Minister of Education and Culture mentioned in the Leaders' Forum a few days ago: "Without global partnership, it is impossible to build peace and harmony. Without peace and harmony, it is impossible to create sustainable development. Without sustainable development, it is impossible to transform economies



for more jobs and inclusive growth. Without them, poverty eradication is only a dream. And, by persistence of poverty, there will always be threat to peace”.

37.3 There is a vicious circle that needs to be broken here, and UNESCO definitely can and should play a central role in deconstructing the circle. In this effort, I would like to refer to the United Nations Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda, which proposes five big, transformative shifts: leave no one behind; put sustainable development at the core; transform economies for jobs and inclusive growth; build peace and effective, open and accountable institutions for all; and forge a new global partnership.

37.4 From this perspective, I would like to underline that we have, on the one hand, the High-Level Panel’s proposed shifts, which are all about equitable and inclusive development and, on the other hand, we have UNESCO’s fundamental objective which is building peace in people’s minds. Peace and development are indeed two sides of the same coin. UNESCO, therefore, shall contribute in insuring the coin as our valuable currency to guarantee our common peace and prosperity. To this end, first and foremost, UNESCO shall continue to bring its cultural competence to the forefront of its effort. I am talking here about UNESCO’s effort to establish a common and shared platform for cooperation, namely the culture of peace, the culture that is embedded with a spirit of non-violence, respect, tolerance and dialogue in resolving challenges of difference and scarcity. This foundation shall be continuously strengthened in order to be able to sustain the building of cooperative development constructed and laid down over it. Indonesia has always supported initiatives for intercultural and interfaith dialogues. Recently, Indonesia held interfaith dialogues bilaterally with Italy and Serbia, following regional interfaith dialogues co-hosted with Australia and, very soon in Bali, Indonesia will host the World Culture Forum from 24-27 November, right after this General Conference.

37.5 Furthermore, UNESCO’s competency in education has proved to be the most effective way of inscribing and growing a culture of peace among mankind. Culture of peace must be then embedded in education, encouraging students to grasp and make use of the universal values of respect, tolerance and dialogue. We need continuously and creatively to build curriculum and learning processes in order to equip students with competencies not only in knowledge and skills, but also in attitudes of peace, harmony and humanity. Such a curriculum shall go beyond compulsory primary education, reaching to lifelong learning and those with geographical, economic or social barriers. Indonesia, once again, has benefited from the education-for-all programme, whereby its overall assessments of early childhood education, compulsory primary and secondary education, gender equality and equity as well as literacy education have shown significant progress.

37.6 Strengthening this cooperative development into sustainable ones, UNESCO could always contribute through its already established and well-known competence in the fields of natural science, social science and humanity, as well as communication and information. In this vein, for instance, Indonesia stands ready to contribute to UNESCO’s Medium-Term Strategy, which raises the issue of unequal distribution of information and communication among those fields. Indonesia has nearly completed the establishment of a national broadband network, connecting Indonesian cities through a fibre-optic backbone network. In conclusion, I reiterate that Indonesia has always supported UNESCO in building peace in people’s minds as much as it possibly could. I thank you. *Was-salāmu ‘alaikum* (And peace be upon you).

38. **The President:**

Thank you very much, Ambassador. The next speaker is His Excellency Mr Antonito de Araújo, Ambassador and Alternate Permanent Delegate of Timor-Leste to UNESCO.

39.1 **Mr Araújo** (Timor-Leste):

*(Address delivered in Portuguese; English text provided by the delegation):*

Excellencies, Madam President, Madam Director-General of UNESCO, distinguished heads of delegation, ladies and gentlemen, on behalf of the Government of Timor-Leste, led by the Prime Minister Xanana Gusmão, I am honoured to address and greet all the distinguished participants at the 37th session of the UNESCO General Conference. Timor-Leste is a young and dynamic nation located in south-east Asia, and has recently celebrated the 11th anniversary of the restoration of its independence. We are at the beginning of a new chapter in our history, where after having guaranteed peace and stability we assume, exclusively, the wheel of our destiny. Timor-Leste now enjoys peace, stability and growing economy that gradually has been translated in an overall improvement of the wellbeing of its people.

39.2 Our National Strategic Development Plan states that the greatest wealth of our nation lies in the strength of its people, which is why education is a key priority of the governmental action. As a result of the work developed in the last ten years, we are proud to acknowledge the significant improvements in the number of children enrolled in primary education, which is now over 94%. Nonetheless, we are facing the same challenges as the other numerous fellow developing countries, namely as regards the quality of education. We want to reduce the discrepancies between schools, between districts and between rural and urban areas. We are committed to transversally invest in education at all levels and in all social sectors, including paying specific attention to the most vulnerable and socially marginalized, so that no child is forgotten. We are granting special attention to technical and vocational education because we want to give our young students solid and relevant alternatives by offering an education system that is integrated with and linked to the business sector and labour market.

39.3 Today, more than a decade after independence, the quality of teachers in Timor-Leste continues to be a major priority of the education system. Only through training quality teachers and through a radical improvement in the quality of education, is it possible to change educational practices, putting the traditional system away for a new learning-oriented, dynamic, innovative and participatory standard, which stimulates critical thinking, creativity and logical reasoning. Students must be the primary builders of their learning and the teacher must be the provider and enabler of fruitful, safe and constructive learning environments. With optimism and motivation we are able to face our challenges.

39.4 We are grateful for the support that the international community has granted to us since the very beginning. We have embraced the education for all framework and we are committed to achieving the Millennium Development Goals. In August 2012, Timor-Leste was honoured by the visit of H.E. the United Nations Secretary-General, Ban Ki-moon, accompanied by H.E. the Special Envoy for Education, Gordon Brown and H.E. the Director-General of UNESCO, Irina Bokova. During this visit, the Global Education First Initiative was first publicly announced.

39.5 It is our desire to continue to maintain strong ties with both the United Nations, UNESCO and other agencies, and partners, based on the principles of the New Deal, which are the requirements that the group G7+ advocates, in order to ensure that the relations of cooperation are established in an innovative, dynamic and efficient manner. In terms of our regional integration, we established friendly relations with neighbouring countries in south-east Asia and the Pacific, particularly Australia and Indonesia, our nearest neighbours, with whom we have close cooperation. In view of our geographical location, we also want to be part of Association of South-East Asian Nations (ASEAN) and together contribute to regional growth, social progress and cultural development, in a spirit of partnership. Additionally, we have strong historical and affectionate ties with the group of countries that, as we do, belongs to the Community of Portuguese-Speaking Countries (CPLP) and we will have the honour of chairing this organization in the biennium 2014-2016.

39.6 Timor-Leste follows with great interest the post-2015 agenda. We consider that the development agenda, which will follow the Millennium Development Goals from 2015, should be focused on the fulfilment of human rights while restating education as a fundamental right as well as the basis for achieving all other human rights and the global goals for development. In our view, the educational practice should be seen from a broad and humanist perspective, as a channel for the attainment of other rights, such as peace, culture, decent work, the right of expression and information and active citizenship. We uphold the principle that education is mainly a responsibility of the national States, but also requires a wider social effort that takes place not only in school, but also within the families and communities.

39.7 In general, all countries of the world are focused on achieving quality of education. When we talk about quality of education, we mean much more than just reading, writing or memorizing facts. We refer to the ability to understand the world, the ability to engage in lifelong learning for knowledge and for change. Nowadays, it is required that, together with technical and scientific knowledge, students have high level of behavioural skills, particularly entrepreneurship, analytical reasoning and critical thinking.

39.8 I would like to take this opportunity to express our sincere gratitude to Her Excellency the Director-General of UNESCO, Ms Irina Bokova, for her support to the National Commission of Timor-Leste for UNESCO in its efforts in the field of education, science and culture. We highlight in particular the support given to the Ministry of Education's mother tongue-based multilingual education programme. The local languages translate the linguistic richness that exists in our country, being an integral part of our cultural heritage. Our national languages serve a dual purpose of, on one hand, enhancing and preserving our culture, and on the other hand, helping the transition to quality education using the two official languages of the country. I believe that the education system has to capitalize on and enhance that richness, those virtues and unique characteristics of our nation, precisely by embracing our linguistic diversity, empower it and put it at the service of education and knowledge.

39.9 Concerning culture, also counting on the support of UNESCO, we are committed to the preservation of our rich legacy and cultural heritage. Culture in our nation is an essential tool to reinforce our national unity and cohesion, and it is important that it is safeguarded and celebrated. We will, therefore, continue to require support from UNESCO so that our people can attain their aims as regards culture and education. Before closing, I would like to take this opportunity to thank you and reiterate the commitment of Timor-Leste to cooperate with UNESCO in its several initiatives towards the promotion and maintenance of peace, which is the primary objective of this Organization. Thank you.

40. **The President:**

*Muito obrigada.* The next speaker is Mr Rachad Farah, Ambassador and Alternate Permanent Delegate of Djibouti to UNESCO.

41.1 **M. Farah (Djibouti) :**

Madame la Présidente de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Monsieur le Directeur général adjoint, Mesdames et Messieurs les sous-directeurs généraux, Excellences, Mesdames et Messieurs les chefs de délégation.

*(L'orateur poursuit en anglais)*

41.2 I would like in the name of Djibouti to express our gratitude to all the countries that have supported our candidacy with courage and determination. It was a great privilege for me to carry the message of the South and to provide the South with an audible voice up high. Indeed the time has come for the South to take its rightful place in world governance, nothing more, nothing less, especially when the decisions concern the future of millions of women and men, of children, girls and boys, who are left behind to their bleak fate, to live in precarious conditions, in poverty, facing burdens and hurdles that they cannot overcome.

41.3 World peace, a balanced world, a reconciled humanity, all of these objectives cannot be met without more equity, without more justice. But these objectives also, and above all, cannot be met without greater awareness of ethics laying the foundation for how we see, think and act. The new information technologies are changing, dear brothers and sisters, our behaviour, our way of living, even our way of imagining the future. UNESCO must come back to its fundamentals because its objectives are ever more pertinent 70 years later. Many of the recent tragic events, such as what happened in Nairobi, remind us that savage acts of terrorism still threaten each and every one of us. That which is

happening in the Mediterranean Sea, the “Mare Nostrum”, continues with no end in sight, a cemetery for thousands of more Africans.

41.4 Excellencies, remember how in the wake of the Second World War, a Marshall Plan was formed. Why could we not do the same to breathe life back into a “new human pact” for the twenty-first century, a pact that could offer hope to the millions of women and men often left behind, with no other solution than to cross over how many dangerous seas and mountains in search of a better life? The same stories to repeat and to repeat.

*(The speaker continues in French)*

41.5 Chers amis, le nombre d'enfants qui meurent tous les jours de faim correspond au crash de Boeings de 300 places remplis toutes les 15 minutes. Il est inacceptable que tant d'enfants meurent de faim, de soif, de ces privations extrêmes ! Des générations entières sont perdues par manque d'éducation, faute de ressources humaines et financières, ou du fait des guerres civiles ! Qu'attendons-nous pour cesser de prononcer des déclarations sans lendemain, de prendre des mesures de façade sans contenu ni essence ? Devons-nous, à l'instar de Paul Valéry, dire que nous sommes entrés dans le « monde fini », que le « vivre ensemble », chers amis, est un vain mot ? Le « vivre ensemble » est tendresse. Le « vivre ensemble » est amour et compassion. Il est temps que cette Maison de la tolérance mette un terme aux calculs politiques pour se remettre au travail ; travail pour lequel elle fut conçue ; travail pour lequel elle fut bâtie, grâce aux sacrifices de nos mères et de nos pères fondateurs qui ont dit : « Plus jamais ! » au racisme, « Plus jamais ! » aux exterminations, « Plus jamais ! » à la guerre.

*(L'orateur poursuit en anglais)*

41.6 My fight was your fight, the fight of those aching to save UNESCO. More than ever, I have, like you, a great love which comes from my heart for UNESCO. During my campaign I was overwhelmed by all of these encounters, meetings, exchanges, discussions and debates of ideas, by all these friends who were by my side. So, today, let us give the world an even more beautiful image of UNESCO. A UNESCO that knows how to face its challenges, a UNESCO that dares, a UNESCO that knows how to overcome its hardships and knows how to move forward. We shall continue to be present, active and vigilant. We have sown the seed. This constitutes a major step, and we will all work together to harvest the fruits of our labour. Thank you. *Merci.*

42. **The President:**

*Merci, Monsieur l'Ambassadeur.* Our next speaker is His Excellency Mr Atoki Iлека, Ambassador and Permanent Delegate of the Democratic Republic of the Congo to UNESCO.

43.1 **M. Iлека** (République démocratique du Congo) :

Madame la Présidente, permettez-moi, avant toute chose, de joindre ma voix à celle de tous les orateurs qui m'ont précédé pour vous adresser mes chaleureuses félicitations pour votre brillante élection. Je voudrais saisir cette occasion pour rendre hommage à Madame la Directrice générale et à l'ensemble des membres du Secrétariat pour la qualité de l'action de notre Organisation en faveur de mon pays. Votre visite, Madame, au début de votre mandat, nous a rassurés quant à l'engagement de l'UNESCO et de l'Organisation des Nations Unies aux côtés du peuple congolais, en quête de paix, de liberté et de développement. Les appuis sectoriels dont la République démocratique du Congo a bénéficié au cours de ce biennium témoignent aussi de cet engagement de l'Organisation.

43.2 La République démocratique du Congo salue la convergence de tous les programmes de l'UNESCO vers un objectif à la hauteur des défis de notre monde actuel, à savoir la paix et le développement durable. Nous soutenons la vision holistique et les modalités opérationnelles de mise en œuvre contenues dans les documents 37 C/4 et 37 C/5.

43.3 Si tous les domaines de compétence de notre Organisation concourent à notre objectif ultime, je voudrais néanmoins insister sur le rôle de l'éducation et de la culture. C'est par l'éducation, en effet, que les enfants, les jeunes, les femmes et les hommes acquièrent des compétences qui leur permettent de s'intégrer dans la société et de se soustraire à l'ignorance, à la pauvreté et au sectarisme. Aussi mon pays s'attèle-t-il à la construction d'un système éducatif inclusif et de qualité devant contribuer à la reconstruction et au développement, à la promotion de la paix et d'une citoyenneté démocratique active, selon la vision énoncée par Son Excellence M. Joseph Kabila Kabange, Président de la République, que je cite : « ...l'éducation et la formation de notre jeunesse doivent, de manière constante et soutenue, polariser nos efforts communs. Car ce sont elles qui donneront à notre pays les moyens d'action les plus sûrs pour son développement et sa participation active au progrès de l'humanité. L'offre de l'éducation, tant en quantité qu'en qualité, doit correspondre à la demande sociale de notre pays et s'adapter aux évolutions scientifiques et technologiques en cours dans le reste du monde. Bien plus, elle doit être équitablement répartie entre les sexes, les couches sociales, entre centres urbains et milieux ruraux... ». Fin de citation. Une stratégie de développement de l'enseignement primaire, secondaire et professionnel, assortie d'un plan intérimaire de l'éducation pour 2012-2014, est en cours d'exécution, et un plan global du secteur est en cours d'élaboration.

43.4 Mon pays reconnaît l'importance de la culture dans le développement en tant que socle de la spécificité identitaire des peuples et interface pour l'ouverture à l'Autre. La mise à jour de la politique nationale et les initiatives en faveur du recensement, de la sauvegarde et de la promotion de notre patrimoine naturel, matériel et immatériel et de son appropriation par la population sont des axes d'action du Gouvernement. Un équilibre dans les échanges, une paix durable et des progrès sociaux, économiques et scientifiques sont indispensables à la compréhension entre les peuples. Ainsi, la République démocratique du Congo soutient et félicite l'UNESCO, qui se préoccupe des rapports entre les différents groupes humains dans la recherche de la paix et le partage d'expériences, de bonnes pratiques et de compétences. C'est le lieu pour moi de transmettre à l'ensemble des États membres l'aspiration profonde du peuple congolais à la paix et son ouverture aux idéaux de l'UNESCO. Aussi la République démocratique du Congo encourage-t-

elle notre Organisation à s'inscrire résolument dans sa vision tendant à ériger les défenses de la paix dans l'esprit des hommes et des femmes.

43.5 Madame la Présidente, la 37<sup>e</sup> session de notre Conférence générale s'ouvre dans un contexte international caractérisé par des violences persistantes dans le monde. La tâche de l'UNESCO en est plus que jamais ardue. Elle est aussi d'autant plus noble et exaltante. Pour la République démocratique du Congo, cette session ne ressemble pas aux précédentes. Elle est celle de la consolidation de l'état de droit. Elle est aussi celle de son retour sur la scène internationale comme acteur et partenaire crédible. Aujourd'hui plus qu'hier, mon pays est en effet conscient des méfaits de la guerre et de la mauvaise gouvernance. Il l'est aussi des perspectives positives qu'ouvrent des institutions stables, des autorités légitimes et la cohabitation pacifique des peuples.

43.6 Dans ses efforts pour rétablir la normalité dans la région des Grands Lacs, le Chef de l'État a toujours privilégié les options politiques et diplomatiques. Qu'il me soit permis, ici, de saluer les efforts de la communauté internationale pour accompagner la mise en œuvre de l'Accord-cadre d'Addis-Abeba destiné à résorber la crise dans cette partie meurtrie de notre continent, victime d'une guerre autant inutile qu'insensée. Sur le plan interne, le Président de la République a initié des concertations nationales dont l'objectif principal était d'apaiser les divergences et de favoriser l'émergence d'une cohésion nationale. Ces concertations ont permis aux Congolais de formuler des recommandations importantes en vue d'une gestion consensuelle de la chose publique. Nous sommes d'avis qu'ensemble, nous pouvons donner des jours meilleurs à l'humanité à la condition que, jour après jour, nous nous efforcions de contribuer à la réalisation des idéaux de notre Organisation. Je souhaite plein succès aux travaux de la 37<sup>e</sup> session ordinaire de la Conférence générale de l'UNESCO. Je vous remercie, Madame la Présidente.

44. **The President:**

*Merci, Monsieur l'Ambassadeur.* The next speaker is Her Excellency Ms Vanessa Matignon, Ambassador, Permanent Delegate of Haiti to UNESCO.

45.1 **Mme Matignon (Haïti) :**

Madame la Présidente de la Conférence générale, Madame la Directrice générale, Madame la Présidente du Conseil exécutif, Excellences, M. Pierre Vanneur, Ministre de l'éducation d'Haïti, vous prie de l'excuser car il n'a pas pu faire le déplacement. C'est en son nom que je m'exprime devant vous. La délégation haïtienne présente ses compliments au Président de la Conférence générale pour sa désignation à la direction des travaux de la 37<sup>e</sup> session. Je lui formule mes vœux de succès. Je voudrais également féliciter la Présidente du Conseil exécutif pour le travail remarquable qu'elle a accompli au cours des deux dernières années. J'exprime en outre la gratitude du Gouvernement haïtien à l'endroit de Mme Bokova pour son engagement en faveur de la cause haïtienne. Ses deux visites en moins de trois ans en Haïti en témoignent. Je tiens à la remercier et à lui souhaiter mes vœux de succès dans sa mission à la tête de notre Organisation.

45.2 La délégation haïtienne ne peut que renouveler son engagement aux côtés de l'UNESCO et réaffirmer qu'elle partage les valeurs prônées dans l'Acte constitutif de l'Organisation pour édifier un monde de paix, par l'élimination de la pauvreté, par le développement durable, le dialogue interculturel, l'éducation, les sciences, la culture, la communication et l'information. Cet engagement envers l'UNESCO s'est manifesté par le renforcement de la Commission nationale et la dotation de ressources appropriées en vue de la mise en œuvre de projets et programmes importants pour le pays. La mobilisation de nos jeunes, à travers le Réseau du système des écoles associées de l'UNESCO (réSEAU), autour, notamment, de la préservation du patrimoine, de la reforestation, des problèmes relatifs à l'eau, des énergies renouvelables, de l'éducation aux changements climatiques, est de nature à les préparer à être des agents du développement durable. Cette mobilisation a valu au réseau national haïtien le trophée des Navigateurs pour la paix et la coordination internationale. L'UNESCO a le privilège d'avoir le plus grand réseau d'écoles du monde, vieux de 60 ans. Il lui appartient donc de trouver les moyens d'appuyer les jeunes dans la préparation de leur devenir, le combat pour la préservation de la planète, tout en renforçant la coordination internationale du Réseau. Accordons-lui beaucoup plus d'attention et de ressources. La prise en charge de l'avenir peut partir de là.

45.3 La détermination du Gouvernement haïtien, la volonté et le dynamisme du Président de la République, S. E. M. Michel Joseph Martelly, ont permis d'enregistrer des progrès considérables en matière d'éducation au niveau national. Ainsi, le pays est passé d'un taux net de scolarisation de 76 % en 2003 à un taux de 88 % en 2012 grâce, principalement, au programme phare de l'État haïtien : le Programme de scolarisation universelle, gratuite et obligatoire (PSUGO). Il s'agit d'atteindre la scolarisation universelle d'ici 2015, dans la perspective des Objectifs du Millénaire pour le développement. En dépit de ressources limitées et de difficultés réelles sur le terrain, le Gouvernement maintient le cap et espère gagner le pari de la scolarisation universelle avec l'appui de nos différents partenaires. Parallèlement, de gros efforts sont entrepris pour améliorer la qualité de l'éducation. Ainsi, la formation des maîtres, la réforme des curricula, le renforcement des écoles fondamentales d'application et centres d'appui pédagogique, l'amélioration des infrastructures scolaires en vue d'un meilleur cadre physique facilitant l'apprentissage, la mise à disposition de matériels pédagogiques adéquats, la mise sur pied de commissions d'appui pédagogique figurent parmi les initiatives devant permettre d'atteindre cet objectif.

45.4 Le Gouvernement a également entrepris de grands efforts dans le domaine de la culture, et en particulier du patrimoine. Grâce à l'UNESCO, une forte mobilisation est engagée pour la sauvegarde d'une grande partie de notre patrimoine enfouie sous les décombres du séisme du 12 janvier 2010. Par ailleurs, participant aux efforts mondiaux de conservation, de protection et de préservation de la biodiversité, le Gouvernement haïtien s'efforce de créer dans notre pays un réseau de réserves de biosphère. Ainsi, nous avons pu créer la réserve de biosphère La Selle, en 2012, qui devra être un modèle en matière de conservation de la biodiversité, de développement économique et de support logistique pour le bien-être de nos populations. Nous nous employons actuellement à créer une deuxième réserve, ainsi

qu'une réserve transfrontalière. C'est l'occasion pour moi d'adresser les remerciements de la République d'Haïti à l'UNESCO, mais aussi au Gouvernement espagnol, à travers l'Organisme autonome des parcs nationaux (OAPN) et l'Agence espagnole de coopération internationale pour le développement (AECID), ainsi qu'à la dynamique équipe du Secrétariat du MAB, pour leurs soutiens désintéressés.

45.5 La délégation haïtienne plaide en faveur du renforcement de la structure du Programme sur l'Homme et la biosphère (MAB), qui constitue un appui important à la conservation de la biodiversité et un appui indispensable dans la lutte contre les effets des changements climatiques.

45.6 Le moment est venu, en raison de la diminution des ressources et de la multiplication des conflits, de rassembler nos idées, nos énergies et nos savoirs afin de contribuer à la paix mondiale et d'assurer la pérennité de l'UNESCO. Je ne saurais terminer cette intervention sans faire part des vives inquiétudes de mon pays suite à la décision prise récemment par la Cour constitutionnelle de la République dominicaine qui a pour conséquence de rendre apatrides, à compter de 1929, plus de 200 000 hommes et femmes d'ascendance haïtienne nés sur le sol dominicain. Cette décision met incontestablement à mal les idéaux que nous faisons nôtres au sein de l'Organisation. En dépit des difficultés, nous devons être conscients que notre Organisation est une structure indispensable à la poursuite de nos idéaux de paix, de tolérance, de respect de l'autre, de dialogue, de protection de l'environnement. Et c'est justement par cette voie que nous pourrions notamment faire émerger les attitudes propices à l'épanouissement tant individuel que collectif et, enfin, instituer les pratiques salutaires nécessaires au développement humain. Merci de votre attention.

*(Mr Hao resumes the Chair)*

46. **The President:**

Thank you, Your Excellency. The next speaker is His Excellency Mr Alexandre da Conceição Zandamela, Ambassador, Permanent Delegate of the Republic of Mozambique to UNESCO.

47.1 **Mr Zandamela (Mozambique):**

*(Address delivered in Portuguese; English text provided by the delegation):*

Mr President of the 37th session of UNESCO General Conference, Madam Director-General of UNESCO, Madam Chair of UNESCO's Executive Board, distinguished delegates, ladies and gentlemen, first of all, I would like most sincerely to join my voice to those of all previous speakers, in congratulating you Mr President upon your election as President of the 37th session of the UNESCO General Conference. We commend the choice of the theme of this Conference "UNESCO mobilizing for and contributing to the post-2015 agenda through education, the sciences, culture and communication and information", because we believe it constitutes a clear recognition that the struggle to overcome the global challenges is still part of the agenda of our own countries as well as UNESCO's.

47.2 Mr President, we recognize the role and mission of UNESCO of building and promoting peace and sustainable development. We praise the initiative of keeping Africa and gender equality as global priorities of our Organization. We welcome satisfactorily the report of activities for the biennium 2010-2011 submitted by UNESCO's Director-General, which presents the achievements and challenges of the Medium-Term Strategy for 2008-2013.

47.3 Mr. President, the education sector continues to make substantial advances towards achieving the education for all goals. In fact, the net schooling rate, for school-age children for primary education reached 72% in 2012, against 70% in 2011. The illiteracy rate was reduced to 43.9% in 2010 against 48% registered in 2008, in accordance with the UNESCO Institute for Statistics. There have been also substantial advances in terms of gender parity in primary and secondary education, although there are still regional differences. The quality of education continues to be one of the main priorities and challenges for the Government of Mozambique. Therefore, during the last two years, the educational sector was engaged in production and pre-testing of tools in order to introduce the national school performance assessment system for students, precisely in terms of reading, writing, arithmetic and life skills.

47.4 At the level of literacy, we would like to highlight the strong support that UNESCO has been providing to Mozambique in recent years for capacity-building development, a fact which is being translated in terms of training of literacy teaching staff and provision of books, textbooks and other pedagogical materials. Next month, December, Mozambique is going to start a pilot project on early childhood. This initiative will cover 25,000 preschool-age children in 2014. With this intervention, it is intended in the medium term to expand the access of educational opportunities for preschool-age children. This strategy will obviously guarantee the enrolment of children at an appropriate age.

47.5 Mr President, in our country, cooperation with UNESCO continues to give more priority to the preservation and conservation programme of Mozambique Island, proclaimed as a world heritage site in 1991, as well as the dissemination of ritual traditional dances, such as Nyau and Timbila, established as masterpieces of the oral and intangible heritage of humanity in 2005. In this context, the Government of Mozambique approved in 2010 a plan on conservation and management of Mozambique Island. Within the framework of the preservation and conservation of masterpieces of the oral and intangible heritage of humanity, major advances were made particularly with regards to the dissemination of these cultural expressions across the country. Proposals for submission of candidatures to UNESCO, of other Mozambican artistic and cultural expressions, particularly of dances, namely Mapiko, Tufo and Xigubo to the list of masterpieces of the oral and intangible heritage of humanity are being prepared. Similarly, in the field of tangible heritage, new candidatures are being prepared for submission to UNESCO, particularly Quirimbas Archipelago, Ibo Island, with cultural features, after the updating of the Tentative List of Mozambique in 2008, with the support of the African World Heritage Fund (AWHF).

47.6 Mr President, in the field of science and technology, we recognize the support provided by UNESCO in the area of exploration and management of water resources. We would like to highlight the importance of training of Mozambican experts and researchers in the water-science sector. Another activity of great impact on which we working in collaboration with UNESCO is the establishment of a global observatory on science, technology and innovation policy instruments (GO-SPIN). This initiative is being implemented by the Division of Science Policy and Capacity Building of UNESCO and is aimed at strengthening the national system for collection of statistical data and generation of acceptable and pertinent information on science, technology and innovation. We appreciate the initiative by UNESCO which allowed us to organize in June 2013 in Maputo the Third International Workshop on Monitoring and Assessment Tools of Science Technology and Innovation Policies for Portuguese-speaking Countries in Africa (PALOPs).

47.7 Mr President, we would like to take this particular moment to stress that we reckon with UNESCO participation in the development of the communication and information sector, where we assign particular attention to radio, television, press communication platforms, which have been contributing increasingly for a favourable environment for the freedom of press as well for the strengthening of economic growth and stability. We are convinced that cooperation with UNESCO in this field will be further strengthened and will obviously produce significant results, in terms of promoting citizenship values and improvement on the provision of communication services.

47.8 Mr President, the population of Mozambique is of 23.049.621 inhabitants; 45% of the total population is under 15 years and 33% is aged between 15 and 35 years. The Government of Mozambique assigns priority to all programmes of governance and the participation of youth in social and economic development of the country. Most recently the National Assembly approved the national youth policy which is an important tool for addressing all youth-related issues, with particular emphasis on education and professional training of youth towards promoting creativity, entrepreneurship and innovation. On the other hand, the Mozambican Government recognizes sport as one of the foundations of citizenship development. The physical and sport activities are important tools which contribute largely to the strengthening of national unity, discovery and development of new talents for sport of high competition, assistance for individual development, acquisition of positive values and life skills. Under these efforts, the Government of Mozambique approved the strategy for implementing the national sport policy 2013-2020, with a view to implementing effectively the policy and promoting sport as a factor of integration and cohesion of society, through its massification at all levels, as well as strengthening sport associations and promoting the sports industry. I am happy to say that at the institutional level UNESCO has been providing assistance to the Government of Mozambique mainly under the framework of anti-doping education (International Convention against Doping in Sport), and as a result, a national anti-doping organization will be soon established. To conclude, allow me, Mr President, to wish you and to all participants at this Conference, every success and fruitful deliberations. Thank you for your kind attention.

48. **The President:**

Thank you, Your Excellency. The next speaker is His Excellency Monseigneur Francesco Follo, Permanent Observer of the Holy See to UNESCO.

49.1 **Mr Follo (Holy See):**

Your Excellency Hao Ping, allow me on behalf of the Holy Father, Francis, to say *nín hão*, and to Irina Bovoka, *pozdravlénia*, which means “congratulations”. It is not only my opinion but it is on behalf of, I repeat, the Holy See. Now I switch into French because the diplomatic language of the Holy See is still French.

*(The speaker continues in French)*

49.2 Les réalités qui nous intéressent – éducation, vie de la ville, paix, etc. – ne peuvent porter de fruits que si nos préoccupations sont proprement spirituelles. Dire cela, c’est croire que tout ce qui touche nos existences s’inscrit dans le mouvement plus profond et plus large d’une vie en quête de sens et en tension vers son épanouissement et son accomplissement. Lorsque nous parlons de nos conditions de vie, nous finissons toujours, et c’est fort bien, par nous intéresser au mouvement profond qui fonde notre expérience, c’est-à-dire à notre vie spirituelle – une vie spirituelle qui n’est pas un privilège ou le choix de certains, mais une expérience offerte à tous. Le spirituel, après tout, a sa dimension sociale. Comment le bien commun serait-il honoré et promu, dans le cadre technique de nos cultures, si celles-ci se privaient de l’irremplaçable concours des traditions religieuses ? Les religions ont une fonction commune et irremplaçable pour le bien commun terrestre.

49.3 Dans le sillon du magistère du Pape mais aussi à l’écoute des philosophes comme Habermas, nous pouvons en outre tenir compte du rôle public que le christianisme (mais aussi toutes les religions) peut jouer pour la promotion de l’être humain et pour le bien commun de toute l’humanité, dans le plein respect et la promotion de la liberté religieuse et civile de tous et de chacun, sans confondre en aucune façon l’Église catholique, comme toutes les religions, et la communauté politique. Sous l’inspiration d’un rationalisme respectueux du spirituel et ouvert au mystère qui considère la raison comme sa meilleure alliée, le Saint-Siège exprime le vœu que de plus en plus ici, à l’UNESCO, on puisse s’interroger de manière féconde sur les conditions de la construction de l’espace démocratique, sur le rôle positif des traditions religieuses dans cette construction et sur la contribution spécifique que ces traditions apportent pour tisser le projet humain et politique du « vivre ensemble » en démocratie. Ce faisant, nous continuerons de donner à la personne humaine toute la place qui lui revient et l’UNESCO sera fidèle à sa vocation au service de l’humanité. Merci de votre écoute.

50. **The President:**

Thank you, Your Excellency. The next speaker is His Excellency Dr Abdulaziz Othman Altwajiri, Director-General of the Islamic Educational, Scientific and Cultural Organization (ISESCO).

بسم الله الرحمن الرحيم. السيد رئيس المؤتمر، السيدة رئيسة المجلس التنفيذي، السادة والسيدات أعضاء المؤتمر، السلام عليكم ورحم الله وبركاته. إن صناعة السلام تتطلب حشد العقول المفكرة والقرايح المبدعة والكفاءات القادرة التي تتجسد في هذا المؤتمر. ولما كانت صناعة السلام قد تعثرت، وربما تعطلت، بسبب تداخل عناصر كثيرة، لعل أكثرها تأثيراً هو تصارع القوى العظمى على المصالح والنفوذ، وسعي طرف منها إلى تعطيل مجلس الأمن حتى لا يقوم بالدور المنوط به بتسوية الأزمات الخطيرة التي تهدد الأمن والسلم الدوليين. فإن مهمة اليونسكو يتعاطم شأنها، وحاجة العالم إلى رسالتها تزداد إلحاحاً. إن السلام العالمي يتعرض اليوم لمخاطر كبيرة، من أهمها عدم إنصاف الشعب الفلسطيني بإقامة دولته المستقلة، والوضع المأساوي والصراعات الدينية والطائفية في مناطق عديدة من العالم، وتنامي الإرهاب وكراهية الآخر، وعدم احترام الخصوصيات الثقافية للأمم والشعوب. إن العديد من المؤسسات التعليمية والعالم الأثرية الإنسانية تتعرض اليوم للدمار والخراب في ظل هذه المآسي والصراعات. وفي ظل عجز دولي يجد من قدرة اليونسكو على القيام بدورها في حماية تلك المؤسسات لانسداد الآفاق أمامها، مما يؤدي إلى ضياع هذه الثروات الإنسانية وحرمان الملايين من البشر من الحق في التعليم والحياة الكريمة اللذين هما من الحقوق الأساسية للإنسان. إن قوة السلام العالمي هي في قوة اليونسكو، وقدرتها على أداء رسالتها، وإن ضعف اليونسكو أمام الضغوط التي تعاني منها، يتسبب في اختلال التوازن في محيط العلاقات الدولية. ولذلك علينا جميعاً أن ندعم اليونسكو للتغلب على المعوقات التي تعاني منها، حتى تستطيع أن تؤدي رسالتها الحضارية التنويرية الإنسانية وتساهم في صناعة السلام. وفي هذا الإطار، فإن على دول القوى العظمى التي كان لها الدور الأكبر المؤثر في تأسيس اليونسكو أن تراعي المصلحة الإنسانية العليا، وأن تستجيب لنداء الضمير العالمي للتحرك الفوري والإيجابي نحو إيجاد تسوية عادلة وعاجلة لكل القضايا التي تؤرق الضمير العالمي وتساهم في الإخلال بالأمن والسلم الدوليين.

٥١,٢ وإنا في الإيسيسكو فخورون بعلاقات التعاون المثمرة مع اليونسكو وحرصون على تنميتها وتوسيع مجالاتها. وفي هذا الإطار يسرني أن أتوجه بالشكر والتقدير إلى السيدة إيرينا بوكوفا، المديرية العامة لليونسكو، وإلى زملائها في الإدارة العامة على التعاون المثمر الذي يحقق أهدافنا جميعاً في نشر العلم والمعرفة والتقريب بين وجهات النظر ونشر قيم السلام والحوار والاحترام المتبادل بين الشعوب. أشكركم على حسن إصغائكم. والسلام عليكم ورحمة الله وبركاته.

(51.1) **M. Altwajri** (Organisation islamique pour l'éducation, les sciences et la culture -ISESCO) (traduit de l'arabe) :

Au nom de Dieu, le Clément, le Miséricordieux. Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Mesdames et Messieurs les représentants des États membres de la Conférence générale, que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous. L'instauration de la paix nécessite la mobilisation des grands esprits, des facultés créatives et des compétences de haut niveau que regroupe cette assemblée. Le processus d'instauration de la paix a été entravé, voire bloqué, par la convergence de nombreux facteurs, dont les plus importants sont sans doute les luttes d'intérêts et de pouvoir que se livrent les grandes puissances et les tentatives menées par certaines d'entre elles pour empêcher le Conseil de sécurité de jouer le rôle qui lui a été dévolu, à savoir la résolution des graves crises qui menacent la paix et la sécurité dans le monde. Le rôle de l'UNESCO revêt une importance croissante et sa mission s'impose de plus en plus comme une nécessité, car de nombreux dangers menacent aujourd'hui la paix dans le monde. Parmi les plus graves figurent l'incapacité à garantir le droit du peuple palestinien de se doter d'un État indépendant, la situation déplorable qu'ont fait naître les conflits religieux et sectaires dans plusieurs régions du monde, la montée du terrorisme et du rejet de l'autre, ainsi que le non-respect des spécificités culturelles des peuples et des nations. Dans ce contexte de tragédies et de conflits, nombre d'institutions éducatives et de monuments historiques sont aujourd'hui détruits et vandalisés. L'impuissance de la communauté internationale limite la capacité de l'UNESCO à s'acquitter de son rôle et à assurer la protection de ces institutions. Cela fait perdre à l'humanité les richesses dont elle jouit et prive des millions de gens de leurs droits fondamentaux d'accéder à l'éducation et de vivre dans la dignité. S'il est vrai que l'édification d'une paix solide à l'échelle mondiale tient de la force de l'UNESCO et de sa capacité à accomplir sa mission, il est vrai aussi que la faiblesse de l'UNESCO face aux pressions auxquelles elle est soumise risque de compromettre l'équilibre des relations internationales. Il nous incombe donc à tous de soutenir l'UNESCO pour qu'elle surmonte les obstacles qui se dressent devant elle et qu'elle puisse remplir sa noble mission humaine de promotion du savoir et contribuer à l'instauration de la paix. À cet égard, les grandes puissances qui ont joué le rôle le plus important dans la création de l'UNESCO doivent tenir compte de l'intérêt supérieur des hommes et répondre à la conscience collective de notre humanité qui appelle à ce qu'on agisse sans délai pour trouver une issue juste et immédiate à l'ensemble des problèmes qui se posent aujourd'hui et mettent en péril la sécurité et la paix dans le monde.

(51.2) À l'ISESCO, nous sommes fiers de la coopération fructueuse que nous entretenons avec l'UNESCO, et nous tenons à la renforcer et à en élargir les domaines. Je souhaiterais à ce titre exprimer mes remerciements et ma reconnaissance à Mme Irina Bokova, Directrice générale de l'UNESCO, ainsi qu'à ses collègues au sein de la Direction générale, pour avoir rendu possible cette coopération qui nous permet de réaliser nos objectifs communs, à savoir la promotion du savoir et de la connaissance, le rapprochement des points de vue et la diffusion des valeurs de paix, de dialogue et de respect mutuel entre les peuples. Je vous remercie de votre attention, et que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous.

52. **The President:**

Thank you, Your Excellency. The next speaker is His Excellency Mr Ghalib Thabet Abdullah, Director-General of the Arab Bureau of Education for the Gulf States (ABEGS).

بسم الله الرحمن الرحيم. السيد رئيس المؤتمر، السيدة رئيسة المجلس التنفيذي، السادة والسيدات أعضاء المؤتمر، السلام عليكم ورحم الله وبركاته. إن صناعة السلام تتطلب حشد العقول المفكرة والقرايح المبدعة والكفاءات القادرة التي تتجسد في هذا المؤتمر. ولما كانت صناعة السلام قد تعثرت، وربما تعطلت، بسبب تداخل عناصر كثيرة، لعل أكثرها تأثيراً هو تصارع القوى العظمى على المصالح والنفوذ، وسعي طرف منها إلى تعطيل مجلس الأمن حتى لا يقوم بالدور المنوط به بتسوية الأزمات الخطيرة التي تهدد الأمن والسلم الدوليين. فإن مهمة اليونسكو يتعاطم شأنها، وحاجة العالم إلى رسالتها تزداد إلحاحاً. إن السلام العالمي يتعرض اليوم لمخاطر كبيرة، من أهمها عدم إنصاف الشعب الفلسطيني بإقامة دولته المستقلة، والوضع المأساوي والصراعات الدينية والطائفية في مناطق عديدة من العالم، وتنامي الإرهاب وكراهية الآخر، وعدم احترام الخصوصيات الثقافية للأمم والشعوب. إن العديد من المؤسسات التعليمية والعالم الأثرية الإنسانية تتعرض

اليوم للدمار والخراب في ظل هذه المآسي والصراعات. وفي ظل عجز دولي يجد من قدرة اليونسكو على القيام بدورها في حماية تلك المؤسسات لانسداد الآفاق أمامها، مما يؤدي إلى ضياع هذه الثروات الإنسانية وحرمان الملايين من البشر من الحق في التعليم والحياة الكريمة اللذين هما من الحقوق الأساسية للإنسان. إن قوة السلام العالمي هي في قوة اليونسكو، وقدرتها على أداء رسالتها، وإن ضعف اليونسكو أمام الضغوط التي تعاني منها، يتسبب في اختلال التوازن في محيط العلاقات الدولية. ولذلك علينا جميعاً أن ندعم اليونسكو للتغلب على المعوقات التي تعاني منها، حتى تستطيع أن تؤدي رسالتها الحضارية التنويرية الإنسانية وتساهم في صناعة السلام. وفي هذا الإطار، فإن على دول القوى العظمى التي كان لها الدور الأكبر المؤثر في تأسيس اليونسكو أن تراعي المصلحة الإنسانية العليا، وأن تستجيب لنداء الضمير العالمي للتحرك الفوري والإيجابي نحو إيجاد تسوية عادلة وعاجلة لكل القضايا التي تؤرق الضمير العالمي وتساهم في الإخلال بالأمن والسلم الدوليين.

٥١,٢ وإننا في الإيسيسكو فخورون بعلاقات التعاون المثمرة مع اليونسكو وحرصون على تمتيتها وتوسيع مجالاتها. وفي هذا الإطار يسرني أن أتوجه بالشكر والتقدير إلى السيدة إيرينا بوكوفا، المديرية العامة لليونسكو، وإلى زملائها في الإدارة العامة على التعاون المثمر الذي يحقق أهدافنا جميعاً في نشر العلم والمعرفة والتقريب بين وجهات النظر ونشر قيم السلام والحوار والاحترام المتبادل بين الشعوب. أشكركم على حسن إصغائكم. والسلام عليكم ورحمة الله وبركاته.

(53.1) **M. Abdullah** (Bureau arabe de l'éducation pour les États du Golfe - ABEGS) (*traduit de l'arabe*) :

Au nom de Dieu, le Clément, le Miséricordieux. Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Excellences, Mesdames et Messieurs, que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous. Permettez-moi tout d'abord de vous saluer, de vous dire mon estime pour les efforts que vous déployez et de vous souhaiter plein succès dans votre mission, vous qui œuvrez sans relâche afin de promouvoir la culture, la paix et le savoir partout dans le monde, en faveur des générations actuelles et futures. C'est aussi un grand plaisir pour moi de vous transmettre les salutations des intellectuels et spécialistes de l'éducation des États du Golfe, qui se réjouissent du rôle de premier plan que vous assumez pour assurer le bien de l'humanité et contribuer à un avenir meilleur et plus prospère, dans lequel chacun pourra vivre dans la dignité.

(53.2) Mesdames et Messieurs, nous, membres du Bureau arabe de l'éducation pour les États du Golfe, sommes convaincus qu'il est possible de construire un monde uni, où l'on œuvre tous en faveur de l'éducation et de l'enseignement, un monde bâti sur les fondements de la culture, du savoir, de la cordialité et du respect mutuel. C'est à cet égard que nous soutenons en tous points l'Initiative pour l'éducation avant tout, lancée par M. Ban Ki-moon, Secrétaire général de l'ONU. L'UNESCO a joué un rôle de premier plan dans l'élaboration de cette initiative historique qui s'inscrit dans le cadre du programme de développement pour l'après-2015 et offre de nombreuses solutions aux nouveaux défis qui se posent à tous les pays du monde en matière de développement. Le Bureau arabe de l'éducation pour les États du Golfe continuera d'être un partenaire à part entière dans le domaine de l'éducation et poursuivra sa coopération avec les ministères de l'éducation et de l'enseignement des États membres qui n'épargnent aucun effort et mettent tout en œuvre pour réaliser les objectifs fixés et combler les différentes attentes.

(53.3) Outre le travail assidu visant à développer l'éducation sous ses différents aspects, le Bureau accorde une plus grande attention à l'amélioration et à la diversification des ressources et des méthodes d'enseignement et de formation. À cet effet, il a élaboré une stratégie globale pour renforcer la coordination, la coopération et la complémentarité entre ses États membres, ainsi que pour développer les politiques de l'éducation au vu des progrès rapides accomplis en matière de développement et de renforcement des connaissances. Fermelement convaincus que seule une éducation de qualité peut garantir la qualité de vie des populations, nous avons fait de la nécessité d'établir des partenariats professionnels avec les organisations internationales et régionales concernées l'un des principaux piliers de cette stratégie. Il va sans dire que notre partenariat avec cette prestigieuse organisation qu'est l'UNESCO revêt pour nous une importance toute particulière. Alors que l'échéance de 2015 pour la réalisation des objectifs de l'éducation pour tous (EPT) se rapproche, les membres du Bureau arabe de l'éducation pour les États du Golfe se réjouissent d'avoir tenu leurs engagements et réalisé de grandes avancées en matière d'éducation, grâce au soutien de dirigeants politiques convaincus que l'éducation doit être élevée au rang de priorité dans tout effort visant à développer les sociétés et forger les compétences.

(53.4) Je ne saurais terminer mon allocution sans vous transmettre les salutations des États membres du Bureau arabe de l'éducation pour les États du Golfe, ainsi que leurs vœux de succès et de réussite. Permettez-moi aussi d'exprimer mes félicitations cordiales à Mme Irina Bokova, Directrice générale de l'Organisation, qui a su gagner la confiance du Conseil exécutif et qui gagnera aussi, nous en sommes certains, celle de la Conférence générale. Je la salue pour le rôle de premier plan dont elle s'acquitte afin de restructurer l'Organisation et d'élargir ses perspectives d'avenir. J'espère enfin que cette conférence sera couronnée de succès et que nous mènerons à bien tous nos efforts. Que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous.

#### 54. **The President:**

Thank you, Your Excellency. The next speaker is His Excellency Mr Slimane Chikh, Ambassador and representative of the Organization of Islamic Cooperation in Geneva (OIC).

#### 55.1 **M. Chikh** (Organisation de la coopération islamique – OCI) :

Madame la Directrice générale, Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Excellences, Mesdames et Messieurs, j'ai l'honneur de délivrer le message de Son Excellence M. Ekmeleddin Ihsanoglu, Secrétaire général de l'OCI, qui s'excuse de ne pouvoir être présent à cette importante manifestation du fait d'engagements antérieurs. Il me charge de le représenter et c'est à ce titre qu'il me plaît, en tout premier lieu, Monsieur le Président, d'associer ma voix à celle des orateurs qui m'ont précédé pour vous féliciter, à mon tour, pour votre élection. Mes félicitations s'adressent également à Mme Irina Bokova, qui a été désignée par le Conseil exécutif au poste de Directeur général.

55.2 Monsieur le Président, le premier des droits de l'homme, le droit à la vie dans la dignité, ne peut se concevoir sans le droit de tous – garçons et filles – à l'éducation. À ce titre, l'OCI tient à réaffirmer son attachement au droit fondamental à l'éducation et s'engage, dans le cadre de son Programme d'action décennal (2005-2015), à œuvrer en faveur de la promotion de « sociétés du savoir ». La réalisation effective du droit à une éducation de qualité nécessite une multiplication des synergies nationales, régionales et internationales. L'UNESCO est le lieu privilégié d'une telle



coopération que l'OCI, directement ou par l'intermédiaire de l'Organisation islamique pour l'éducation, les sciences et la culture (ISESCO), a à cœur de développer.

55.3 Cette coopération se manifeste, en premier lieu, dans l'urgence liée aux graves atteintes et aux destructions infligées au riche patrimoine historique, parfois millénaire, de plusieurs États membres de l'OCI victimes de conflits ; c'est notamment le cas en Syrie, au Mali, en Iraq et en Palestine. Je souhaite réitérer ici la profonde inquiétude de l'OCI au sujet des fouilles illégales dans et autour de la Vieille Ville de Jérusalem et ses remparts. L'OCI exprime, à cet égard, son soutien total à la décision du Conseil exécutif concernant l'envoi de la mission de suivi réactif UNESCO sur le site de la Vieille Ville de Jérusalem.

55.4 Cette coopération se manifeste, en second lieu, dans la durée, pour accompagner les réformes des systèmes éducatifs proposées par l'OCI à ses États membres et ce, afin de permettre d'améliorer la qualité du contenu des programmes et d'accéder, comme le stipule la Charte de l'OCI, « à l'excellence intellectuelle ». Un tel objectif s'est notamment traduit par la création, en 2010, de l'Organisation pour la science, la technologie et l'innovation (OSTI), destinée à promouvoir l'utilisation optimale du potentiel scientifique et technique des États membres.

55.5 Excellences, Mesdames et Messieurs, dans un monde de plus en plus globalisé et culturellement diversifié, la promotion du dialogue interculturel et interreligieux, nécessaire à la tolérance entre les peuples et à la compréhension mutuelle sur la base d'une empathie réciproque, est devenue un défi majeur. L'OCI a réalisé un travail de longue haleine afin de faire de la tolérance une priorité internationale et de combattre à la fois l'extrémisme religieux et l'islamophobie. Sur ces deux fronts, l'OCI s'est efforcée de clarifier sa position vis-à-vis du terrorisme, en rappelant ses textes de référence (la Charte de l'OCI et le Programme d'action décennal) et en précisant que ces phénomènes infligeaient aux musulmans une double peine : celle d'en être les principales victimes et celle de souffrir d'un amalgame entre islam et terrorisme. Cet effort de clarification s'est également manifesté par l'engagement résolu de l'OCI dans le processus de dialogue des religions et des civilisations. Les efforts déployés par l'OCI au sein du Conseil des droits de l'homme de l'ONU ont abouti à l'adoption, par consensus, de la Résolution 16/18 destinée à lutter, notamment, contre l'intolérance et les stéréotypes négatifs sur la base d'une religion ou d'une conviction. Ce texte a également donné naissance au Processus d'Istanbul (lancé en juillet 2011 à Istanbul).

55.6 Mais c'est vers la préparation des esprits et des mentalités qu'il convient d'orienter les efforts, en commençant par les programmes des systèmes éducatifs. Le Programme d'action décennal de l'OCI insiste justement sur l'importance, pour les États membres, de développer des cursus scolaires et des programmes équilibrés destinés à promouvoir les valeurs de tolérance, de droits de l'homme, d'ouverture, d'entente entre les religions et les civilisations, de rejet des fanatismes et de l'extrémisme. Tout se joue finalement à l'école, chargée d'éduquer et de former les citoyens de demain, d'en faire des êtres animés d'un esprit de tolérance et aptes au dialogue inclusif et ce, en vue de servir la culture de la paix qui inspire les relations de l'homme à l'homme et de l'homme à la nature. Je vous remercie.

56. **The President:**

Thank you, Your Excellency. The next speaker is His Excellency Mr Patrick Gallaud, Chairperson of the NGO-UNESCO Liaison Committee.

57.1 **M. Gallaud** (Comité de liaison ONG-UNESCO) :

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Excellences, Mesdames, Messieurs, chers amis, c'est un honneur pour moi de m'exprimer devant la Conférence générale au nom de la communauté des ONG, que je préside depuis janvier 2013.

57.2 Il y a deux ans, ici même, de nouvelles Directives concernant le partenariat de l'UNESCO avec les organisations non gouvernementales étaient adoptées, puis mises en œuvre dès décembre 2012, lors de la Conférence internationale des ONG. Jour après jour, c'est le nouveau visage d'une coopération renforcée entre les ONG et l'UNESCO qui se dessine. Ainsi, conformément aux directives, la composition du nouveau Comité de liaison, élu en décembre 2012, est beaucoup plus représentative de la diversité culturelle du monde. Sur quatre forums que nous organisons en étroite coopération avec plusieurs secteurs de l'UNESCO, trois sont décentralisés en Asie, en Afrique et en Europe orientale. La préparation des journées internationales que nous célébrons sur les thèmes de la pauvreté, des droits de l'homme, de la culture de la paix, de l'alphabétisation, des migrants associe de plus en plus des organisations non gouvernementales régionales et locales.

57.3 Au moment où la Conférence générale est sur le point d'adopter son Programme et budget pour 2014-2017 et sa Stratégie à moyen terme pour 2014-2021, qu'il me soit ici permis de rappeler que les 397 ONG en partenariat officiel avec l'UNESCO souhaitent continuer de jouer un rôle actif dans la mise en œuvre du Programme de l'Organisation. Chacun des neuf objectifs stratégiques traduits en action à travers les cinq grands programmes de l'Organisation fait écho à des programmes et actions conduits par les ONG aux niveaux international, régional et local. Chacun des thèmes de nos forums ou des journées internationales s'inscrit délibérément dans cette programmation stratégique : la qualité de l'éducation, le rôle des femmes dans la lutte contre la pauvreté, l'accès pour tous à l'eau potable, la place des jeunes dans la protection du patrimoine matériel et immatériel. Ce travail collectif des ONG s'inscrit aussi très clairement dans la perspective du programme de développement pour l'après-2015. C'est pourquoi, au lendemain du 1<sup>er</sup> Forum que nous avons organisé le 23 septembre, intitulé « Quels objectifs d'éducation pour les citoyens du monde de demain : la qualité suffit-elle ? », les 260 participants ont adopté des priorités d'action pour 2014-2015, de même qu'un plan stratégique en vue du programme pour l'après-2015.

57.4 Excellences, Mesdames, Messieurs, ce partenariat ONG-UNESCO ne pourra être fructueux qu'en synergie avec les États. J'ai eu l'occasion, à plusieurs reprises cette année, au sein tant du Comité sur les partenaires non gouvernementaux que du Conseil exécutif, de plaider en faveur de cette nouvelle alliance entre ONG, UNESCO et États

membres. C'est, en effet, tous ensemble que nous parviendrons à apporter des réponses au désordre de la planète. La Directrice générale affirmait, lors de l'ouverture de cette session, qu'il fallait « plus d'UNESCO ». En tant que porte-parole de la communauté des ONG en partenariat officiel avec l'UNESCO, qu'il me soit ici permis d'ajouter qu'il faut « plus d'ONG », « plus de société civile », « plus de militants », « plus d'engagement » et, en définitive, « plus de partenariat ». Je vous remercie de votre attention.

58. **The President:**

Thank you, Your Excellency. The next speaker is Her Excellency Ms Eva Egron-Polak, Secretary-General of the International Association of Universities (IAU).

59.1 **Ms Egron-Polak** (International Association of Universities - IAU):

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Excellencies, Ambassadors, distinguished delegates of international organizations, distinguished ladies and gentlemen, good afternoon. On behalf of the International Association of Universities, I am pleased here to present the IAU statement to the 37th session of the UNESCO General Conference, not as Eva Egron-Polak, but as Hilligje van't Land, Director, Membership and Programme Development of the Association, with best regards from the Secretary-General and from the President, Abdul Razak Dzulkifli from Malaysia who could not be here today.

59.2 The International Association of Universities has been a UNESCO partner organization since its creation in 1950, and its Secretariat is based at UNESCO Headquarters in Paris. IAU's mission is to build an inclusive worldwide higher education community, and the Association offers a global forum for leaders and scholars of higher education. Today IAU counts more than 600 higher education institutions and more than two-dozen associations of universities in 120 countries, from Afghanistan to Zimbabwe, among its members. IAU leadership and staff offer unique international expertise on higher education reforms, trends and developments and a global platform for discussion, exchange and action on issues of importance to the higher education sector, in line with its social and economic responsibility to promote equitable and sustainable development through knowledge creation and innovation.

59.3 IAU is pleased to collaborate closely with UNESCO across all sectors, including culture, natural and social sciences and communication and information, but of course, most particularly in education. The Association has consistently promoted the same universal and enduring values and principles as UNESCO, while celebrating the diversity of higher education institutions worldwide. IAU applauds UNESCO for including, in documents 37 C/4 and 37 C/5, provision for support to Member States in three specific areas of higher education in the coming years, namely internationalization of higher education, technology education and policy advice. IAU offers expertise in all three of these areas and carries out research that may be of use to UNESCO and to the Member States.

59.4 At the same time, IAU regrets UNESCO's reduction in emphasis and available resources to address issues of higher education, particularly as these are central, complex and evolving very rapidly. A stronger focus on higher education and research is necessary if we regard education as a continuum, as IAU does, in which subsectors are interconnected and must work together. Reforms at one end of the continuum have an impact throughout the system and, for this reason, IAU advocates a holistic approach to education.

59.5 A second reason for a strong focus on higher education as well as on other levels of education is due to the role that higher education and research play in promoting sustainable development, in contributing to the aims of education for all, to promoting intercultural dialogue, protection of cultural heritage and other UNESCO priorities – in short the global challenges facing humanity. For these reasons IAU urges UNESCO to strengthen its emphasis on higher education. We live in times when not a single nation in the world can afford to do without quality higher education. Universities remain central in the process of knowledge creation, dissemination and application worldwide. They, through the IAU, can offer the expertise and provide assistance to UNESCO and its Member States for the development of effective education and knowledge systems required to meet today's needs and to help to create a more equitable, just and sustainable future. With this objective in mind, the Association hopes to continue being a strong partner of UNESCO in the period 2014-2017 and well beyond. Thank you for your attention.

60. **The President:**

Thank you, Your Excellency. The next speaker is Mr George Christophides, President of the World Federation of UNESCO Clubs, Centres and Associations (WFUCA).

61.1 **Mr Christophides** (World Federation of UNESCO Clubs, Centres and Associations - WFUCA):

Thank you, Mr President of the General Conference – and congratulations on your election. Madam Director-General of UNESCO, Madam Chair of the Executive Board of UNESCO, Ministers and Ambassadors, Presidents of National Commissions, distinguished delegates, friends and colleagues of the UNESCO Clubs movement, ladies and gentlemen, UNESCO's programme for a new humanism appears today to be more urgent and necessary than ever since the ongoing global crisis goes beyond economy to a crisis of ethics.

61.2 Present necessities and priorities lead inevitably to self-awareness of our personal capacities and our more active role in the global dialogue for better communication, more productive cooperation and global partnership. People working together can be more efficient and productive in strengthening further peace and sustainable development. UNESCO is the international organization of the United Nations which can accomplish this vision to meet successfully the existing crisis.

61.3 WFUCA, as an official partner of UNESCO, has been working since 1981 for the accomplishment of the programmes and objectives of UNESCO as well as its own programmes. One of our programmes is "global ethics", a programme which was adopted in August 2011 in Viet Nam during the eighth World Congress and the 31st anniversary of the establishment of WFUCA, and since then it has been developed through international cooperation, meetings and

conferences in Mexico, Italy, Romania, Belarus, Nepal, China, Kazakhstan, Greece and Cyprus. Future activities have been scheduled for the same purpose in Lebanon, the Russian Federation and the United States of America.

61.4 Our message is for all human beings regardless of their diversities, towards a better new world where all should be equal partners with equal rights, options and responsibilities, qualified probably through education, science, and culture and respectful of the diversity of human nature and environment. WFUCA's main aim is to identify the major global priorities for mutual respect as well as peaceful and productive co-existence. Under this vision, global ethics can be the UNESCO compass to reshape our world which is changing uncontrolledly and rapidly with unpredictable consequences for human life and the environment.

61.5 One innovative aspect of the programme is the Passport for Global Ethics, which is presented to all delegations and to the Presidium and includes the two declarations of WFUCA on global ethics — the Florence Declaration for the Proclamation of the International Day for Global Ethics and the Astana Declaration on Global Ethics. The Passport for Global Ethics will be also delivered to the United Nations Headquarters in New York next March during the 34th ordinary session of the Executive Board of WFUCA. We thank the National Commissions for UNESCO for their kind appreciation and warmly express thanks for their support. We also express our support for UNESCO and for Ms Irina Bovoka, whom we congratulate on her re-election. We also thank universities, academicians, the private sector and the thousands of UNESCO Clubs, Centres and Associations throughout the world to whom we extend our warm appreciation. Thank you very much.

62. **The President:**

Thank you, Your Excellency. Our next speaker is Mr Mathieu Denis, Senior Science Officer at the International Social Science Council (ISSC).

63.1 **Mr Denis** (International Social Science Council - ISSC):

Mr President of the General Conference, Excellencies, ladies and gentlemen, on behalf of Alberto Martinelli, President of the International Social Science Council, and the Council's many members from all corners of the world, we thank you for this opportunity to address the UNESCO General Conference.

63.2 Ladies and gentlemen, we live in a world of complexity at a time of converging global problems. Environmental change, poverty, inequality in its countless forms, corruption and social discontent – these complex issues are all intricately linked; they cannot be disentangled or addressed in isolation. Undoubtedly the biggest challenge that we now face is to secure the transition of societies to global sustainability. This requires us to combine respect for the earth's resources with the need for human security and global social equity, and, as more people realize that meeting this challenge requires new ways of conceiving the role of science to contribute solutions, demand for social science knowledge is increasing.

63.3 The International Social Science Council, working strategically with our colleagues in UNESCO's Social and Human Sciences Sector, is taking bold and decisive steps to respond to these demands. Our mission is to advance the global presence, authority and capacities of the social, behavioural and economic sciences; we use flagship activities to strengthen them to help to solve global problems. In the last year, the ISSC prepared the second edition of its World Social Science Report on the theme "Changing Global Environments". The report has been co-published with UNESCO and the OECD, and we are proud to announce that it will be launched during this General Conference on 15 November, at 12 noon. You are all warmly invited. Just a few weeks ago, in mid-October, we held the second World Social Science Forum, in Montreal, Canada, on the question of "social transformations and the digital age", with 800 participants from 60 countries. We thank UNESCO for its patronage of the event.

63.4 In the next three years, the ISSC will continue to focus on social transformations and sustainability, establishing, in January 2014, a new global social science research funding programme. The ISSC will also throw the spotlight on how issues of poverty and inequality intertwine with the social dynamics of global environmental change. The 2015 World Social Science Forum in Durban, South Africa, will be on "Changing Global Relations for a Just World". The World Social Science Report in 2016 will tackle the questions of poverty and inequality. The ISSC is looking forward to a fruitful and productive collaboration with UNESCO and the national delegations for these and other initiatives. Thank you very much.

64. **The President:**

Thank you, Your Excellency. The next speaker is Mr Christian Feichtinger, Executive Director of the International Astronautical Federation (IAF).

65.1 **Mr Feichtinger** (International Astronautical Federation - IAF):

Mr President, distinguished delegates, distinguished observers, on behalf of the International Astronautical Federation I am pleased to have the opportunity to address this distinguished audience. The IAF is a worldwide federation of institutions active in outer space. Created in 1951 to establish a dialogue between scientists around the world and to lay the foundation for international cooperation, the IAF continues to connect space people today. It is well known as the organizer of the premier annual global space conference, the International Astronautical Congress (IAC), and other global conferences. The IAC is the largest global space gathering and, this September, in Beijing, attracted over 3,700 participants. IAC 2014 will be held in Toronto, on the theme "Our World Needs Space". It will feature the world-class plenary and technical sessions, agency presence and industry participation, for which IAC is renowned.

65.2 Our activities, however, go far beyond organizing conferences. Following our theme "A space-faring world cooperating for the benefit of humanity", the IAF advances knowledge, development and application of space assets. It maintains a significant worldwide network of experts, addressing all aspects of space. Our membership comprises 271 organizations from 63 countries, with an increasing number of recent members from Africa, Asia and Latin America. It

includes space agencies worldwide, leading industrial companies, research institutes and professional societies, as well as universities and museums.

65.3 As part of its series of global conferences inaugurated in 2010 with the Global Lunar Exploration Conference in Beijing, China, the IAF, together with UNESCO, will hold the Global Space Applications Conference (GLAC) at UNESCO Headquarters, Paris, on 2-4 June 2014. The Conference will provide an excellent opportunity to review cutting-edge satellite-based applications from a holistic perspective. The Conference will bring together the global satellite-based services stakeholder community, including senior representatives of the major space agencies, industry, governments, academia and NGOs. These groups will present results, exchange ideas, debate roadmaps and discuss the future opportunities provided by satellite applications. The Conference will also include a dedicated session for the representatives of Member States to UNESCO.

65.4 The objective of the IAF and UNESCO is to illustrate the extraordinary contribution of satellite applications and services to society over the last 40 years, and the developments to come. Whether in the field of telecommunication and broadcasting, positioning and navigation, meteorological observations, remote sensing of the Earth's surface, or a combination of these, satellite applications make vital contributions to the sustainable development of humanity. The user community of these services is both large and diversified. The sessions at GLAC 2014 will therefore focus on various topics and will include an introductory lecture followed by poster presentations, concluding with a panel discussion. The call for papers will close on 24 November. On behalf of the International Astronautical Federation, I would like cordially to invite you to be part of this Conference in Paris next year. Thank you very much for your attention.

#### 66. The President:

Thank you, Your Excellency. The next speaker is Mr Abdulkarim Khalil, Director-General of the World Islamic Call Society (WICS).

٦٧،١ السيد خليل (جمعية الدعوة الإسلامية العالمية)

بسم الله، الحمد لله، والصلاة والسلام على رسول الله. سعادة السيد رئيس المؤتمر العام، سعادة السيدة رئيسة المجلس التنفيذي، سعادة السيدة المديرية العامة لمنظمة اليونسكو، السادة رؤساء وأعضاء الوفود المشاركة في المؤتمر العام، السلام عليكم ورحمة الله وبركاته. يسعدني أن أحييكم أطيب تحية بمناسبة انعقاد الدورة السابعة والثلاثين للمؤتمر العام لليونسكو. كما يطيب لي أن أنتهز هذه المناسبة لأهنئ السيدة إيرينا بوكوفا لانتخابها للمرة الثانية مديرة عامة لمنظمة اليونسكو، داعياً لها بالتوفيق في تحقيق مزيد من النجاحات وفي دفع اليونسكو نحو آفاق أرحب في خدمة المعرفة والثقافة الإنسانية، ونحو استجابة أعمق وأوسع لطموحات شعوب العالم في تحقيق السلام العالمي والتقابل الإنساني.

٦٧،٢ أيتها السيدات أيها السادة، ترتبط جمعية الدعوة الإسلامية العالمية بعلاقات تشاور متينة مع اليونسكو تتمثل في تعاون مشترك في إنجاز أعمال ثقافية وعلمية وتربوية، أذكر منها على سبيل المثال لا الحصر، موسوعة طريق الإنسانية، التي مولت الجمعية الجزء الرابع منها "طريق حضارات آسيا الوسطى" تمويلاً جزئياً، وموسوعة "المظاهر المختلفة للثقافة الإسلامية"، وهذا العمل سيخرج قريباً، بإنشاء الله تعالى، في سبع مجلدات وهو عمل تموله الجمعية تمويلاً كاملاً. وكذلك المؤتمر العالمي للحوار بين الأديان والمعرض الدولي للجوال للتكنولوجيا الإسلامية، ومشروع نحو الألفية في أفريقيا، ومشروع الانتفاع بمياه الأمطار في أوغندا، والدراسات الجيوفيزيائية للمياه الجوفية في الحوض البازلتية في جيبوتي؛ هذه فقط بعض الأمثلة من التعاون مع المنظمة.

٦٧،٣ لقد تعززت الثقة بين الجمعية واليونسكو عبر عقود من التعاون مما شجع الجمعية على وضع وديعة مالية لدى اليونسكو لدعم الأنشطة المشتركة. وتطمح الجمعية، بوصفها مؤسسة إسلامية دعوية، إلى المشاركة في إنشاء عالم أفضل يتصالح الناس فيه مع خالقهم ويعتمدون التعارف والحوار سبيلاً إلى التعايش، وينظرون إلى تنوع الأجناس واختلاف اللغات والثقافات والأديان، كمجال للتدافع السلمي والتنافس الشريف، وليس سبباً للتطرف والغلو والاعتداء على الآخر وظلم الضعفاء وإشغال قبيل النزاعات والحروب، وذلك تمثلاً بما جاء في القرآن الكريم: بسم الله الرحمن الرحيم، "يا أيها الناس إنا خلقناكم من ذكر وأنثى وجعلناكم شعوباً وقبائل لتعارفوا إن أكرمكم عند الله أتقاكم إن الله عليم وخبير" صدق الله العظيم.

٦٧،٤ لقد حُرِّجت كلية الدعوة الإسلامية التابعة للجمعية حوالي سبعة آلاف طالب وطالبة ينتمون إلى تسعين جنسية. وبالإضافة إلى شهادتهم في العلوم الإسلامية، فإن طلبة الكلية ينخرطون في تخصصات فنية مهنية تساعدهم في إيجاد فرص عمل يرتفون منها بعد التخرج إلى جانب عملهم الدعوي. وقد رجح هؤلاء الطلبة والطالبات إلى بلادهم وهم يشاركون الآن في مسيرة تنمية مجتمعاتهم والحمد لله. وختاماً، أود أن أؤكد سعادة جمعية الدعوة الإسلامية العالمية للتعاون في كل ما من شأنه أن يحقق لعالمنا الاستقرار والسعادة. أشكركم على الاستماع والسلام عليكم ورحمة الله وبركاته.

(67.1) **M. Khalil** (Association mondiale pour l'appel islamique - WICS) (traduit de l'arabe) :

Au nom de Dieu, louange à Dieu, et que la bénédiction et la paix soient sur le Messager de Dieu. Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale de l'UNESCO, Mesdames et Messieurs les chefs et membres des délégations participant à la Conférence générale, que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous. J'ai le plaisir de vous adresser mes salutations les plus cordiales en cette 37<sup>e</sup> session de la Conférence générale. Je souhaiterais à cette occasion présenter mes félicitations à Mme Irina Bokova pour sa réélection à la tête de l'Organisation et lui souhaiter davantage de succès dans sa mission et dans les efforts qu'elle déploie pour que l'UNESCO ouvre de plus grandes perspectives dans les domaines du savoir et de la culture, et réponde au mieux aux attentes des peuples aspirant à un monde de paix et d'échange.

(67.2) Mesdames et Messieurs, l'Association mondiale pour l'appel islamique entretient des relations de consultation étroites avec l'UNESCO, dont témoigne notre coopération pour la mise en œuvre d'activités culturelles, scientifiques et éducatives. Je citerai ici, à titre d'exemple, la collection « Histoire de l'humanité », dont l'Association a partiellement financé le Volume IV intitulé « Histoire des civilisations de l'Asie centrale », et la collection « Les différents aspects de la culture islamique », entièrement financée par l'Association et dont le sixième et dernier volume paraîtra prochainement, si Dieu le veut. À cela s'ajoutent le colloque international sur le dialogue entre les religions, l'exposition itinérante internationale sur les

techniques issues de la civilisation islamique, le projet d'alphabétisation en Afrique, le projet pour le captage des eaux de pluie en Ouganda, les études géophysiques relatives à l'aquifère basaltique de Djibouti, et bien d'autres exemples.

(67.3) Cette coopération, qui dure depuis plusieurs décennies, a permis de renforcer la relation de confiance entre l'Association mondiale pour l'appel islamique et l'UNESCO et a encouragé l'Association à apporter une contribution financière à l'Organisation afin de soutenir des activités communes. En tant qu'institution d'appel islamique, l'Association aspire à participer aux efforts visant à construire un monde meilleur où l'on rende gloire à Dieu et où l'on fasse de l'échange et du dialogue les fondements de la coexistence. Un monde où l'on considère la diversité des peuples, des langues, des cultures et des religions comme une richesse ouvrant la voie à une compétition pacifique et à une concurrence loyale, et jamais comme une raison de se livrer au fanatisme et aux excès, de porter préjudice à l'autre, d'opprimer les faibles et de déclencher guerres et conflits. C'est ce que nous enseigne cet écrit du Saint Coran : Au nom de Dieu, le Clément, le Miséricordieux: « Ô hommes ! Nous vous avons créés d'un mâle et d'une femelle, et Nous avons fait de vous des nations et des tribus, pour que vous vous entre-connaissiez. Le plus noble d'entre vous, auprès de Dieu, est le plus pieux. Dieu est certes Omniscient et Grand Connaissieur ». Dieu, le Très-Grand, a dit vrai.

(67.4) Le Collège de l'appel islamique, créé par l'Association, a jusqu'à présent formé près de 7 000 étudiants représentant 90 nationalités. Outre leurs études en sciences islamiques, nos étudiants se spécialisent dans des domaines professionnels et techniques et obtiennent des diplômes qui leur permettent de trouver un emploi et de gagner leur vie, tout en continuant leur mission d'appel à l'Islam. Les étudiants que nous avons formés ont regagné leurs pays et participent, grâce à Dieu, au développement de leurs sociétés et communautés. Pour conclure, je réaffirme que l'Association mondiale pour l'appel islamique est toujours heureuse de participer à toute action de nature à apporter stabilité et bonheur aux peuples du monde. Je vous remercie de votre attention, et que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous.

#### 68. **The President:**

Thank you, Your Excellency. The next speaker is Ms Odette Goncet, Vice President of the Association francophone d'amitié de la liaison (AFAL).

#### 69.1 **Mme Goncet** (Association francophone d'amitié et de liaison – AFAL) :

Monsieur le Président de la Conférence générale, Madame la Directrice générale, Excellences, Mesdames et Messieurs les représentants, c'est un honneur et une joie pour moi de m'exprimer ici au nom de l'Association francophone d'amitié et de liaison, qui regroupe plus de 130 ONG ayant en commun l'usage de la langue française soit comme langue maternelle, soit comme seconde langue, soit comme langue de communication et de culture. Ces associations ont leur siège sur les cinq continents et témoignent de la diversité des locuteurs utilisant la langue française dans les échanges internationaux, diversité culturelle et dialogue des cultures étant deux des objectifs essentiels que s'est assignée l'UNESCO dès sa fondation. Il convient de rappeler quelques constats qui permettent de mieux appréhender la difficulté d'atteindre l'objectif prioritaire des Nations Unies : la paix dans le monde. Certes, la diversité culturelle est inaliénable ; elle constitue la vie même des peuples et leur richesse. Kaléidoscope matériel et immatériel, elle témoigne des progrès de la créativité humaine et donne des couleurs à notre univers.

69.2 L'AFAL entend défendre la diversité et tient à rappeler que l'ancien Président de la République française, M. Jacques Chirac, a soutenu ici, au Siège même de l'UNESCO, la Convention sur la diversité culturelle. À la fois source et témoignage des progrès humains, la diversité a son revers : elle est souvent à l'origine de graves conflits, voire de grandes guerres, lorsqu'elle se crispe sur des valeurs locales, idéologiques, métaphysiques, qu'elle croit « universalisables » et seules véridiques. Les communautarismes qui se disent détenteurs de la vérité ne veulent pas la diversité mais au contraire l'uniformité et sont prêts à l'imposer par la violence et la persécution. Refuser les dictatures de la pensée unique exige échange, communication, compréhension mutuelle. C'est la mission à laquelle se consacre l'UNESCO depuis sa création. La Conférence générale en est le symbole.

69.3 Mais comment communiquer en l'absence de langue commune ? Les langues artificielles comme le volapük ou l'espéranto n'ont pas réussi. La diversité langagière, si elle est une richesse, constitue aussi un obstacle au dialogue entre les peuples et les nations. Il est donc indispensable de développer l'apprentissage des grandes langues de communication instituées comme telles par les aléas de l'histoire. Rappelons que l'Organisation des Nations Unies, dès sa fondation a voté en faveur de l'utilisation de deux langues à égalité : l'anglais et le français. Le français, grâce à la voix d'Haïti. Je voudrais ici célébrer l'homme qui a aboli l'esclavage en Haïti dès 1793 : Léger-Félicité Sonthonax, né dans un village près du mien. Puis, d'autres langues se sont ajoutées, bien entendu : l'arabe, l'espagnol, le russe, le chinois. Cette reconnaissance des grandes langues du monde exige interprétation et traduction, c'est-à-dire des hommes, des femmes, du matériel, ce qui a un coût considérable, mais ce n'est point trop payer pour parvenir à la compréhension mutuelle et à la paix. L'AFAL contribue largement à entretenir le dialogue avec les peuples d'Afrique, d'Asie, d'Océanie, des Amériques. Elle ne prétend pas instaurer une hégémonie de la langue française comme grande langue de communication internationale mais, osons le dire, devant l'expansion de l'utilisation de la langue anglaise, qui n'est plus la langue d'Oxford ou de Cambridge, mais ce que mon maître, René Étiemble, appelait le « babélien » ou le « sabir atlantique », il est bon que d'autres langues – le français, entre autres – veillent à la clarté et à la rigueur du langage, en matière juridique en particulier, mais aussi dans le libellé des traités et des accords commerciaux et culturels. Héritiers du droit romain, écrit, les juristes francophones sont indispensables dans les relations internationales. Il arrive à la langue anglaise ce qui est arrivé au latin, qui a eu des enfants adultérins, lesquels ont enfanté les langues romanes. Les différents anglais parlés dans le monde sont trop souvent approximatifs et flous. Soixante-dix-sept pays, majoritairement d'Afrique, sont membres de l'Organisation internationale de la Francophonie. L'Afrique, vaste continent riche d'une population jeune, mais aussi de ressources naturelles et de savoir-faire, est une des priorités de l'UNESCO. Il est vrai qu'avec l'extraordinaire diversité langagière de ses nations, l'Afrique a besoin de langues de communication. Le français est l'une d'elles. S'il est indispensable d'alphabétiser dans les langues maternelles – j'ai moi-même eu l'occasion, il y a une vingtaine d'années, d'alphabétiser des Africaines –, il faut ensuite passer à l'apprentissage des langues de grande communication.

69.4 La population du monde a plus que doublé en 40 ans. Les sciences, en particulier la médecine, sont à l'origine de ce bond. Éducation sanitaire, soins de santé primaires, nutrition sont autant de domaines où la langue française excelle. Nos amis africains le savent. Il est très réducteur de croire que la langue française n'est pas adaptée aux sciences, aux techniques, à l'économie, à l'informatique. Lorsque la francophonie, inventée par Senghor, Diiori, Sihanouk, Bourguiba, a été officialisée et structurée, les quatre chefs d'État ont pensé que la langue et la culture secondes qu'ils avaient acquises par une colonisation qu'ils n'avaient pas choisie pouvaient être une richesse commune.

69.5 Je vais abrégé mon intervention car je crois avoir dépassé mon temps de parole. Je voudrais dire qu'en particulier nous nous intéressons beaucoup à l'éducation des femmes en Afrique et que nous militons en faveur de l'égalité entre les hommes et les femmes.

**70. The President:**

Thank you, Your Excellency. The next speaker is Ms Annett Richter, UNESCO Liaison Representative of the Academic Council on the United Nations System (ACUNS).

**71.1 Ms Richter (Academic Council on the United Nations System - ACUNS):**

Mr President and Vice-Presidents of the General Conference, Madam Director-General of UNESCO, Excellencies, ladies and gentlemen, the Academic Council on the United Nations System (ACUNS) is honoured and privileged to address the 37th session of the General Conference. Allow us first of all to congratulate the new President of the General Conference, Mr Hao Ping, on his election to preside over the proceedings and deliberations of this conference. We also would like to congratulate Ms Irina Bokova on Member States' renewed confidence in her to hold the position of the Director-General of UNESCO.

71.2 Excellencies, ladies and gentlemen, ACUNS has been working in close partnership with the United Nations for a long time. Accredited in 1986 to the United Nations Economic and Social Council and to the Department of Public Information, we are now very pleased to come back to UNESCO and are looking forward to substantive cooperation and meaningful partnership. We operate at the global, regional and national levels. Our members come from 55 individual countries and include leading senior and junior scholars, United Nations and other international organization practitioners, NGOs, government officials and interested individuals.

71.3 A special effort is made to ensure that advanced university research finds its way into the programmes of the United Nations system. ACUNS regularly partners United Nations bodies in New York, Vienna, Geneva and elsewhere to support educational and other research initiatives, and current United Nations officials at all levels participate in many of our activities. I would like to take the opportunity to thank Ms Angela Melo, Director in the Sector for Social and Human Sciences, who gave an excellent address at our annual meeting at Lund University, Sweden, in June 2013. Her contribution was highly appreciated and we are looking forward to welcoming UNESCO again at our next annual meeting in June 2014 in Istanbul.

71.4 Mr President and Vice-Presidents of the General Conference, Madam Director-General, Excellencies, ladies and gentlemen, there is no political leadership without intellectual leadership, and there is no effective intellectual leadership without intellectual solidarity. Global intellectual solidarity and commitment are the driving forces for visionary thinking and global leadership. This is enshrined in the preamble to UNESCO's Constitution, which states that "peace must be founded ... upon the intellectual and moral solidarity of mankind". ACUNS shares the idea of intellectual solidarity. Its mandate is to stimulate, support and disseminate research and analysis on the United Nations system, multilateralism, and international organizations. ACUNS also promotes the teaching of these topics, as well as dialogue and mutual understanding among and between the academic and United Nations practitioner communities. Knowledge building and knowledge sharing are among our key activities.

71.5 Excellencies, ladies and gentlemen, the new UNESCO Medium-Term Strategy introduces nine strategic objectives, which are incorporated in the five major programmes of the Organization's Programme and Budget (37 C/5). Extensive consultations among our membership have demonstrated that ACUNS' members are interested in cooperating and in exchanging and sharing knowledge and expertise with UNESCO's sectors and divisions. In this regard, we submit to the Secretariat a document on available research, expertise and capacity in UNESCO's fields of competence, which we hope will provide a good basis for substantive cooperation between our two institutions, and that is what we really want to do. Thank you very much.

**72. The President:**

Thank you. The next speaker, the last speaker for this morning, is Ms Fatma Nadège Khorchani, representative of the World Association of Girl Guides and Girl Scouts (WAGGGS).

**73.1 Mme Khorchani (Association mondiale des guides et des éclaireuses – AMGE) :**

Monsieur le Président, Madame la Directrice générale, Madame la Présidente du Conseil exécutif, Mesdames et Messieurs, lors de la cérémonie d'ouverture de la Conférence générale, Mme Katalin Bogyay, Présidente sortante de la Conférence générale, et Mme Irina Bokova, Directrice générale de l'UNESCO, ont, l'une et l'autre, parlé de la situation difficile, voire dramatique, des filles et des jeunes femmes dans bien des parties du monde. Sachez, Mesdames et Messieurs, que c'est la mission première de l'Association mondiale des guides et des éclaireuses (le scoutisme féminin mondial) de venir au secours de ces filles et de ces jeunes femmes. Grâce à la campagne « Stop the Violence », guides et éclaireuses ont mené des actions visant à mettre fin à la violence contre les filles à travers le monde.

73.2 En 2012, les Nations Unies ont déclaré le 11 octobre Journée internationale de la fille. Pour célébrer cette journée, l'Association mondiale des guides et des éclaireuses a invité toutes les personnes dans le monde à contribuer à créer « Le monde que nous voulons pour les filles ». Travail sur les droits de l'homme au Rwanda, marches en faveur de l'autonomisation des filles au Zimbabwe, lancement d'un nouveau programme de plaidoyer pour les filles en Australie,

discussions sur l'élimination de la violence entre les jeunes femmes à Madagascar et bien d'autres événements ont eu lieu dans de nombreux pays.

73.3 Oui, avec ses 10 millions de membres dans 145 pays, l'Association mondiale des guides et des éclaireuses (AMGE) est le plus grand mouvement bénévole reconnu par les Nations Unies dédié aux jeunes filles et aux jeunes femmes du monde et ce, depuis plus de 100 ans. Elle leur offre des programmes d'éducation non formelle de qualité sur le *leadership* et la citoyenneté, des formations dynamiques, souples et fondées sur des valeurs, les compétences de la vie, les possibilités internationales. Oui, le mouvement a plus de 100 ans mais il vit et évolue avec son temps et veille à utiliser les nouvelles technologies. La plate-forme d'apprentissage en ligne GLOW de l'AMGE offre à tous les membres de l'Association la possibilité de participer à des activités de formation à distance. Elle a été lancée le 28 octobre 2013, jour même de l'ouverture du 8<sup>e</sup> Forum des jeunes de l'UNESCO, suivant ainsi les recommandations du 7<sup>e</sup> Forum des jeunes de l'UNESCO de 2011, intitulé : « Comment les jeunes conduisent le changement ». L'AMGE, vous l'aurez compris, est une très grosse organisation, la plus importante ONG féminine de jeunesse du monde pour les Nations Unies. La mise en œuvre de ces recommandations, qui ont touché 10 millions de filles dans le monde, a demandé deux ans. Elle est très prometteuse. Je vous remercie de votre attention.

74. **The President:**

Thank you, your Excellency. We have thus finished our work for today. The plenary will reconvene on Monday at 10 o'clock sharp, when we will hear the remaining national statements and welcome the President of Chad. I wish you a pleasant weekend. *This meeting is now adjourned.*

*The meeting rose at 1.55 p.m.*  
*La séance est levée à 13 h 55*  
*Se levanta la sesión a las 13.55*  
*Заседание закрывается в 13.55*  
*رفعت الجلسة في الساعة ١,٥٥ بعد الظهر*  
*会议于 13 时 55 分结束*

# Tenth plenary meeting

Monday 11 November 2013 at 10.20 a.m.

President: **Mr Hao** (China)  
later: **Ms Imran Khan** (Pakistan)  
later: **Mr Hao** (China)

# Dixième séance plénière

Lundi 11 novembre 2013 à 10 h 20

Président : **M. Hao** (Chine)  
puis : **Mme Imran Khan** (Pakistan)  
puis : **M. Hao** (Chine)

# Décima sesión plenaria

Lunes 11 de noviembre de 2013 a las 10.20

Presidente: **Sr. Hao** (China)  
después: **Sra. Imran Khan** (Pakistán)  
después: **Sr. Hao** (China)

# Десятое пленарное заседание

понеделник 11 ноября 2013 г. в 10.20

Председатель: **г-н Хао** (Китай)  
затем: **г-жа Имран Хан** (Пакистан)  
затем: **г-н Хао** (Китай)

# الجلسة العامة العاشرة

يوم الاثنين 11 تشرين الثاني/نوفمبر 2013، الساعة 10,20 صباحاً

الرئيس: السيد هاو (الصين)  
ثم: السيدة عمران خان (باكستان)  
ثم: السيد هاو (الصين)

# 第十次全体会议

2013年11月11日星期一 10时20分

主席：郝平先生（中国）  
随后：Imran Khan女士（巴基斯坦）  
随后：郝平先生（中国）



**Condolences to the people and the Government of the Philippines following Typhoon Haiyan**  
**Condoléances au peuple et au Gouvernement des Philippines suite au typhon Haiyan**  
**Condolencias al pueblo y al Gobierno de Filipinas tras el tifón Haiyan**  
**Выражение соболезнования народу и правительству Филиппин по случаю тайфуна Хайян**  
**تعزية شعب الفلبين وحكومتها إثر إعصار هايان**  
**向遭受台风“海燕”重创的菲律宾人民和政府表示同情**

1. **中国：**

女士们，先生们，大家早上好。在今天的全会开始之前，首先我谨代表联合国教科文组织向遭受台风“海燕”重创的菲律宾等国家和地区表示慰问，向近万名遇难者和他们的家属表示哀悼。教科文组织愿意在其职能范围内尽一切努力，帮助和支持菲律宾等国家和地区的救灾和善后工作。现在，请大家全体起立，默哀一分钟。默哀毕，请坐下。

(1) **The President (translation from the Chinese):**

Ladies and gentlemen, good morning. Before we start the plenary meeting today, on behalf of UNESCO I would like to extend my condolences to the Philippines and the other countries and regions affected by Typhoon Haiyan and to express my condolences to nearly 10,000 victims and their families. UNESCO is ready to undertake all efforts in its fields of competence to help and support the Philippines and the other countries and regions in the relief and post-disaster work. Now I would like to invite you to stand to observe one minute of silence. Thank you. Please take your seats.

*The Assembly observed one minute's silence in tribute to the victims of Typhoon Haiyan in the Philippines.*

**General policy debate (continued)**

**Débat de politique générale (suite)**

**Debate de política general (continuación)**

**Обсуждение вопросов общей политики (продолжение)**

**مناقشة السياسة العامة (تابع)**

**总政策辩论 (续)**

2. **The President:**

Ladies and gentlemen, I declare open the tenth plenary meeting of the General Conference. The first part of this morning's meeting will be dedicated to the national statements, and towards the end, we will welcome His Excellency, the President of Chad. Since we have a long list of eminent speakers, I suggest we proceed with the national statements immediately. I wish to remind respected delegates that each statement will be limited to six minutes, with the exception of statements by representatives of non-governmental and intergovernmental organizations, who will have three minutes to address the General Conference. I now have the honour to call on our first speaker for this morning, His Excellency, Mr Edward Nalbandian, Minister of Foreign Affairs of the Republic of Armenia.

3.1 **M. Nalbandian (Arménie) :**

Monsieur le Président, Madame la Directrice générale, Mesdames et Messieurs, je voudrais tout d'abord m'associer aux orateurs précédents pour féliciter M. Hao Ping pour son élection à la présidence de la 37<sup>e</sup> session de la Conférence générale de l'UNESCO et adresser nos remerciements au Président sortant, Mme Katalin Bogay.

3.2 L'année dernière, l'Arménie a célébré le 20<sup>e</sup> anniversaire de son adhésion à l'UNESCO. Depuis lors, elle ne cesse de s'engager davantage dans les activités et programmes de l'Organisation, promouvant ainsi ses principes et ses valeurs.

*(The speaker continues in English)*

3.3 Mr President, the past year was memorable for Armenia as Yerevan became the twelfth World Book Capital. Throughout the year Yerevan was a meeting place for several well-known writers, journalists, publishers, librarians and book lovers from all over the world. This significant event coincided with another major celebration – the 500th anniversary of Armenian book printing. Armenians were among the first people in the world to make use of Gutenberg's invention and starting from 1512 founded Armenian printing houses around the world. The first Armenian book was printed in Venice in 1512, and the first Armenian printed magazine in Madras in 1794. The year-long events presenting Armenia's rich cultural heritage to the world were truly "crowned" by the inscription of the over 1,000-year-old Armenian epic "David of Sassoun" on the Representative List of the Intangible Cultural Heritage of Humanity. The celebrations of the 300th anniversary of the great Armenian poet and musician Sayat-Nova were included in the UNESCO list of anniversaries for 2012-2013. Sayat-Nova made a considerable contribution not only to the Armenian people, but also to the cultural heritage of our region. The inscription of Aram Khachaturian's compositions on the Memory of the World Register this June was a wonderful tribute to the composer's legacy on the occasion of the 110th anniversary of his birth in 2013.

3.4 Mr President, we highly appreciate UNESCO's role in promoting intercultural dialogue, understanding and tolerance in the world. Since last May, Armenia has assumed the chairmanship of the Committee of Ministers of the Council of Europe, making the fight against xenophobia, hate speech and intolerance its key priorities. In an era when the protection and promotion of human rights is considered to be the underpinning concept of a civilized world, intolerance towards the values of civilization belonging to others and the intentional, consistent or repeated damage or destruction of cultural or religious heritage, must be condemned with the same resolve and determination as violence against people. The destruction by Azerbaijanis in Nakhichevan of thousands of delicately-carved cross stones created

by the Armenian masters, dating from the ninth to the sixteenth centuries, is a vivid manifestation of such crimes. Several thousands of these giant medieval sculptures were bulldozed under the Azerbaijani Government's watchful eye and the area was turned into a military ground in a government-sanctioned operation. The International Council on Monuments and Sites (ICOMOS) 16th General Assembly resolution regretfully stated with regard to this vandalism: "This heritage that once enjoyed its worthy place among the treasures of the world's heritage can no longer be transmitted today to future generations". Our numerous calls for sending international fact-finding missions to Nakhichevan, as well as attempts by a number of international organizations and countries, have been either ignored or rejected by the Azerbaijani side.

3.5 Mr President, the Universal Declaration of Human Rights and the UNESCO Convention against Discrimination in Education state that "education shall promote understanding, tolerance and friendship among all nations, racial or religious groups". Taking into consideration UNESCO's unique role in the sphere of education, we call upon the Organization to create within its educational programmes an overview mechanism that will examine and evaluate the textbooks of Member States, especially those dealing with history and social sciences, with special emphasis on the elimination of racism and xenophobia. Armenian heritage, culture and history, after lasting continuously for more than 30 centuries, are nowadays being distorted and altered in Azerbaijan. In this country the rewriting of its history is continued through the misappropriation or annihilation of the traces of other cultures on its territory, or more frequently by privatizing the cultural heritage of the neighbouring nations. A country that appeared on the political world map less than 100 years ago has territorial and cultural claims over a country and a people whose several millennia of history is documented in records which date back to ancient times.

3.6 Mr President, only through coordinated efforts can the international community pursue the ideals of peace and humanity through education, science and sustainable development, intercultural and interreligious dialogue. Armenia is strongly committed to the ideals and goals of UNESCO and will continue expanding its involvement in UNESCO initiatives and programmes. Thank you.

#### 4. The President:

Thank you Your Excellency. Our next speaker is His Excellency, Mr Riad Malki, Minister of Foreign Affairs of Palestine.

٥,١ السيد المالكي (فلسطين):

سعادة السيد هاو بنغ رئيس المؤتمر، سعادة السيدة إيرينا بوكوفا المديرية العامة، سعادة السيدة أليساندرا كمنز رئيسة المجلس التنفيذي، أصحاب المعالي والسعادة، السيدات والسادة، أبتدئ بتقدم التعزية الخالصة إلى الشعب الفلبيني والحكومة الفلبينية على المساة الطبيعية التي حلت بجمنا مؤخرًا، وأعرب لهما عن كل التضامن والمواساة من فلسطين. وأود أن أتقدم بالشكر إلى السيدة كاتالين أوبياي رئيسة الدورة السادسة والثلاثين للمؤتمر العام. كما أقدم التهنية إلى السيد هاو بنغ على انتخابه لرئاسة الدورة السابعة والثلاثين للمؤتمر متوقعاً له النجاح في مهمته النبيلة. في نفس الوقت اسمحوا لي أن أعبر للسيدة إيرينا بوكوفا عن خالص تقديرتنا للدور المرموق الذي تضطلع به في قيادتها لليونسكو وأنقل إليها تهنية خالصة بمناسبة تسميتها مديرة عامة لولاية ثانية. وأذكر بهذا الخصوص برؤيتها الثاقبة لدور اليونسكو في تحفيز الوعي الجماعي بالقيم الإنسانية، والحقوق المدنية وكرامة الإنسان؛ وفي ترسيخ اليقين بأن مصير البشرية يخص كل أفرادها وليس الأقوياء منهم فقط.

٥,٢ سيدي الرئيس، الحضور الكريم، إنه لشرف عظيم أن أفق اليوم أمامكم ووفد بلادي، وفد دولة فلسطين، يجلس في مكانه الطبيعي بين الأمم، وذلك بعد قبول دولة فلسطين عضواً كامل العضوية في هذه المنظمة النبيلة. ويطيب لي في هذه المناسبة أن أنقل إليكم تحيات السيد الرئيس محمود عباس والقيادة الفلسطينية والشعب الفلسطيني وأن أجدد أمامكم تقديرتنا العالی لمنظمة الأمم المتحدة للتربية والعلم والثقافة والتزامنا بأهدافها السامية التي تتجسد فيها طموحات البشرية في الوصول إلى عالم يسوده السلام والتعاون بين جميع البشر. وخاصة أن الشعب الفلسطيني عانى وما زال يعاني من الاحتلال الإسرائيلي منذ أكثر من ٤٦ عاماً قام فيها هذا الاحتلال بانتهاك حقوق شعبنا وحرمانه من حقه في تقرير المصير وغيرها من الحقوق الثقافية والاجتماعية والاقتصادية.

٥,٣ ويقوم الاحتلال الإسرائيلي ببناء المستوطنات غير الشرعية على أرض دولة فلسطين المحتلة ويمنح المستوطنين الحماية في ممارساتهم وانتهاكاتهم المخالفة للقانون الدولي والمتمثلة في تدمير ونهب الممتلكات وتقطيع الأشجار، وخاصة أشجار الزيتون الفلسطيني التي يعود عمرها إلى ثلاثة آلاف عام، وسرقة الآثار ونهب الممتلكات الثقافية وتزوير التاريخ والحقائق التاريخية للمنطقة عن طريق استمرار الحفريات غير القانونية في مدينة القدس القديمة وفي أماكن أخرى من الأرض الفلسطينية المحتلة، بما فيها القدس الشرقية. على الرغم من ذلك فإن شعبنا الفلسطيني هو شعب محب للحياة وسيبقى يدافع عن مبادئ الحرية والعدل والجمال. وكما قال الشاعر الفلسطيني الكبير محمود درويش: "نحن نحب الحياة إذا ما استطعنا إليها سبيلاً... ونسرق من دودة القز خيطاً لنبني سماءً لنا ونسبح هذا الرحيلا... ونفتح باب الحديقة كي يخرج الياسمين إلى الطرقات نهاراً جميلاً... نحب الحياة إذا ما استطعنا إليها سبيلاً".

٥,٤ السيد الرئيس، إننا نتمن دور اليونسكو وأهدافها البناءة ونحن متمسكون بالأهداف السامية لمنظمتنا العتيدة ونعتبرها جزءاً من أهدافنا الوطنية. كما أود أن أشير إلى الدور الذي تضطلع به اليونسكو في الحفاظ على التراث الفلسطيني والثقافة الفلسطينية عن طريق اعتمادها مجموعة قرارات في دورات المجلس التنفيذي لليونسكو، وأشكر جميع الدول التي تصوّت لصالح هذه القرارات. ونريد أن نعمل وإياكم من أجل تنفيذ هذه القرارات على أرض الواقع، ولا سيما فيما يخص مدينة القدس المحتلة وتهديد تراث وتاريخ المدينة وغيرها من حماية الأماكن التراثية والثقافية والمؤسسات التعليمية الفلسطينية، إضافة إلى تهديد المناهج الدراسي الفلسطيني ومحاولات إجبار طلبة القدس على دراسة المناهج الإسرائيلية في مخالفة واضحة لقواعد القانون الدولي فيما يخص واجبات دولة الاحتلال. ونطالب بإرسال لجنة خبراء من اليونسكو للاطلاع على ما يجري من تخريب إسرائيلي متعمد على أرض الواقع في الأرض الفلسطينية المحتلة ومتابعة هذه الوقائع.

٥,٥ السيدات والسادة، ندرك جميعاً أنه لا تنمية مستدامة في عالم لا يوفر مشاركة الجميع في إنتاج الحضارة وفي استثمار خيراتها وفي الإسهام في تعميمها. كما أن التحولات التي يشهدها العالم تستوجب تركيز الجهود وتكاتفها من أجل ابتكار الحلول العملية على وجه الخصوص لإدماج البشر، كلهم، في

الحضارة الجديدة وتمكينهم من الاستثمار في بناء مستقبل يبدأ من اليوم. وبهذا الخصوص أعلن أمامكم أن دولة فلسطين تدعم بحزم جهود اليونسكو واستراتيجيتها وأولوياتها، ونعبر عن قناعتنا بضرورة تقاسم العلم والثروات والنظر إلى الفئات المستضعفة وإدماجها في مجالات التعليم والاتصال والثقافة والعلوم، بالإضافة إلى تمكين النساء وحق المساواة بين الجنسين وحرية الصحافة والرأي لأنه لا تنمية مع الاستبعاد ولا تنمية مستدامة مع التهميش، والأهم أنه لا تنمية تحت الاحتلال.

٥,٦ لقد أولت اليونسكو دائماً عناية خاصة للمعالم الأثرية والحضارية لمدينة القدس وأصدرت مجموعة كبيرة من القرارات بخصوص صون تراثها الثقافي والحفاظ عليه. فهذه المدينة هي تراث إنساني يخص الفلسطينيين كما يخص البشرية كلها وليس أتباع الديانات التوحيدية الثلاث فقط. لكن هذه المدينة المقدسة، كما بين الخبراء الدوليون، تواجه أخطاراً تهددها وتحقق بتراتها وبطابعها الحضاري المتميز وتوازنها كمدينة وموقع مسجل على قائمتي "التراث العالمي المعرض للخطر". كما وتقوم إسرائيل، السلطة القائمة بالاحتلال، ومستوطنوها باقتحامات متكررة للمسجد الأقصى المبارك ومحاولات تقسيم الحرم الشريف بحجة الصلاة، وهو ما قد يقود إلى نزاع ديني لا تُحمد عقباه. انطلاقاً من كل ذلك، فأنتم تدركون أن ترشح فلسطين لعضوية لجنة التراث العالمي يشكل دلالة إضافية على أنها تطمح إلى تأدية دورها وتلبية مهمتها الطبيعية بين الأمم، كما أنها ترى في ذلك الدور دعماً لعملية السلام وتوثيقاً للتعاون بين الأمم والدول جميعاً. إن استراتيجيتنا من أجل إرساء السلام هي استراتيجية ثابتة نابعة من عميق إيماننا بأنها لمصلحة جميع الأطراف في المنطقة. وفي هذا اليوم، ١١ تشرين الثاني/نوفمبر، ذكرى استشهاد الرئيس الفلسطيني ياسر عرفات، حامل جائزة نوبل للسلام، إننا نستذكر واجباتنا وواجبات الدول في دعم السلام ودعم ركائزه عن طريق تحقيق السلام في المنطقة، وأساس هذا السلام هو إنهاء الاحتلال الإسرائيلي وتجسيد قيام دولة فلسطين المستقلة وعاصمتها القدس الشرقية. أحييكم وأشكركم، والسلام عليكم.

(5.1) **Mr Malki (Palestine) (translation from Arabic):**

Mr Hao Ping, President of the General Conference, Ms Irina Bokova, Director-General, Ms Alissandra Cummins, Chair of the Executive Board, Excellencies, ladies and gentlemen, I would like to begin by offering my sincere condolences to the people and Government of the Philippines for the natural disaster which has recently befallen them and to express solidarity and commiseration from Palestine. I would like to extend gratitude to Ms Katalin Bogyay, President of the 36th session of the General Conference. Furthermore, I offer congratulations to Mr Hao Ping on his election as President of the 37th session and wish him every success in his noble task. At the same time, permit me to express to Ms Bokova our sincere appreciation for her distinguished leadership of UNESCO and I extend sincere congratulations on her nomination for Director-General for a second term. In this regard, I would like to draw attention to her clear-sighted vision for the role of UNESCO in stimulating collective awareness of human values, civil rights, human dignity and consolidating the certainty that the fate of humanity is a matter for everyone, not only the powerful.

(5.2) Mr President, distinguished gathering, it is a great honour to stand here before you with my country's delegation – the delegation of Palestine – sitting in its natural place among the nations, following Palestine's admission as a full member of this august organization. On this occasion, it is a pleasure for me to convey to you the greetings of President Mahmoud Abbas and of the Palestinian leadership and people, and to reaffirm before you our great appreciation of UNESCO and our commitment to its lofty goals, which embody humanity's aspirations to a world in which peace and cooperation between all humanity prevail. This is particularly so as the Palestinian people has been suffering under Israeli occupation for 46 years, during which the rights of our people have been violated and they have been denied the right of self-determination, in addition to other cultural, social and economic rights.

(5.3) The Israeli occupation builds illegal settlements on Palestinian land and accords protection to settlers, who engage in practices and abuses that are a violation of international law, including the destruction and looting of property, the uprooting of trees – even 3,000-year old Palestinian olive trees – the theft of antiquities, the looting of cultural artefacts and the falsification of history and the region's historical reality by continuing its illegal excavations in the Old City of Jerusalem and elsewhere on occupied Palestinian land, including East Jerusalem. Nevertheless, the Palestinian people are a people who love life and will continue to defend the principles of liberty, justice and beauty. As the great Palestinian poet, Mahmoud Darwish, said: *We steal a thread from the silkworm and fence in this departure; we open the garden door to let the jasmine out upon the roads as a beautiful day; we love life, if only we can find a way to it.*

(5.4) Mr President, we value the role and constructive goals of UNESCO and are committed to the lofty goals of our venerable Organization, which we consider part of our national goals. Furthermore, I would like to note UNESCO's role in preserving Palestinian culture and Palestinian heritage by the adoption of a series of decisions by the Executive Board and I thank all States that voted for those decisions. We want to work with you to implement these resolutions on the ground, especially with regard to the occupied Old City of Jerusalem, given the threat to the city's heritage and history, and to protect other heritage sites, cultural landscapes and Palestinian educational institutions. Additionally, the Palestinian school curriculum is under threat from attempts to compel students in Jerusalem to study the Israeli curriculum, in clear violation of the rules of international law concerning the obligations of the occupying power. We call for a UNESCO expert committee to be sent to look into deliberate Israeli destruction on the ground in occupied Palestinian territory and follow up these incidents.

(5.5) Ladies and gentlemen, we are all aware that there can be no sustainable development in a world that does not provide for the involvement of everyone in producing civilization, reaping its fruits and helping to extend them to all. Furthermore, the changes which the world is experiencing require focus and concentration of effort in order to create practical solutions to include people – all people – in the new civilization and empower them to invest in building a future starting from today. As such, I announce in front of you today that the State of Palestine will resolutely support UNESCO's efforts and strategic priorities. We give voice to our conviction of the need to share knowledge and resources and look at how to include vulnerable groups in education, communications, culture and science, in addition to the empowerment of women and the rights of gender equality, freedom of the press and freedom of opinion. There can be no development while there is exclusion and no sustainable development while there is marginalization. But, most importantly, there can be no development under occupation.

(5.6) UNESCO has always accorded particular attention to Jerusalem's archaeological and civilizational features and the Organization has adopted a series of resolutions to safeguard and conserve the city's cultural heritage. Jerusalem is the heritage of Palestinians and of all humankind, not just followers of the three monotheistic religions. However, as international experts have stated, this holy city is facing threats to its heritage, distinctive character and balance as a city and as a site inscribed on the World Heritage List and List of World Heritage in Danger. Israel, the occupying power, and its settlers make

repeated intrusions into al-Aqsa Mosque and attempt to divide the Temple Mount on the pretext of prayer. This may well result in a religious conflict with disastrous results. As such, you will realize that its nomination to membership of the World Heritage Committee represents a further indication that Palestine aspires to carry out its natural role and duties among the nations. Furthermore, it sees in that a way of advancing the peace process and strengthening cooperation between all nations and States. Our strategy for establishing peace is an unshakeable one, stemming from our deep belief that peace is in the interests of all parties in the region. On this day – 11 November – the anniversary of the death of Yasser Arafat, Palestinian President and Nobel Peace Prize laureate, we recall our duty and that of other States to support peace and bolster its foundations by bringing about peace in the region. And the basis of this peace lies in ending Israeli occupation and giving concrete form to the establishment of an independent Palestinian State with East Jerusalem as its capital. I salute and thank you. Peace upon you.

## 6. **The President:**

Thank you Your Excellency. Our next speaker is His Excellency, Mr Manuel Obregón, Minister of Culture and Youth of Costa Rica.

### 7.1 **Sr. Obregón (Costa Rica):**

Señor Presidente de la Conferencia General de la UNESCO, Presidenta del Consejo Ejecutivo de la UNESCO y Directora General de la UNESCO, señoras y señores: quisiera hablarles esta mañana de los avances de los derechos humanos culturales en Costa Rica.

7.2 Desde el año 2010 trabajamos los cuatro ejes del Plan Nacional de Cultura en Costa Rica (democracia cultural, identidad, juventud y cooperación internacional), y en 2011 iniciamos la construcción de la Cuenta Satélite de Cultura de Costa Rica, con la cooperación internacional de Colombia y España, consolidando recientemente la primera de Centroamérica y la quinta de América Latina.

7.3 Los resultados iniciales son muy alentadores: en el año 2012, y con solamente tres sectores medidos, la cultura aportó a la economía de Costa Rica un valor agregado de 627 millones de dólares, lo que representa un 1,4% del PIB del país. Para contextualizar estos números, diremos que en el año 2012 los tres sectores culturales juntos duplicaron el aporte de cultivos tradicionales, como el banano o el café, en nuestro país. Además, se registraron más de 20.000 personas ocupadas en cultura, sin contar los empleos temporales ni informales, por lo que sabemos que el total es aún mucho mayor.

7.4 Sus resultados nos permiten avanzar hacia el objetivo, que compartimos con la UNESCO, de ampliar el concepto de cultura, trascendiendo el de bellas artes y entretenimiento, para que se asuma como un actor importante en la agenda del desarrollo nacional.

7.5 El Ministerio de Cultura y Juventud, sobre la base de metodologías de participación ciudadana, ha presentado para su validación a la opinión pública los textos preliminares a la Política Nacional de Derechos Culturales y la Ley General de Derechos Culturales. Durante el proceso de ampliación de la consulta, se evidenció que la mayor parte de las demandas recibidas tiene que ver con la necesidad ciudadana de hacer valer sus derechos en alguno de los ámbitos de la cultura.

7.6 En la actualidad, no existe en Costa Rica una legislación para proteger los derechos culturales, a pesar de que se han ratificado diversas convenciones internacionales. La Ley y la Política vendrán a articular la legislación y las iniciativas operativas dispersas que existen en el país en torno a la protección y defensa de los derechos culturales. La mayoría de los problemas diagnosticados revela una serie de falencias en la protección o en la generación de mecanismos que garanticen el cumplimiento de estos derechos. Algunas de ellas son: la desigualdad en las condiciones de acceso, inclusión, participación y reconocimiento de la diversidad cultural; la ausencia de estímulos para el desarrollo de iniciativas culturales y artísticas sostenibles; la falta de visión y de una cogestión integral sobre el patrimonio cultural, material e inmaterial; y, por último, la institucionalidad del sector de la cultura, dispersa y desactualizada. Y es para enfrentar todos estos problemas que acabo de mencionar que se propone una política pública y una legislación cultural, como un conjunto de acciones pertinentes que conduzcan al cambio social que la ciudadanía demanda.

7.7 La cultura es una característica esencial de la humanidad, un concepto universal y un bien público mundial, generador de derechos y obligaciones que atañen a toda una comunidad humana. Pero no toda expresión cultural es, por ese solo hecho, algo que el Estado deba promover y proteger: jamás auspiciaremos aquellas que violen los derechos humanos.

7.8 Se reconocen derechos humanos culturales y se establece la responsabilidad del Estado de garantizarlos, y de las personas y comunidades de defenderlos y exigirlos. El Artículo 27 de la Declaración Universal de Derechos Humanos dice: "Toda persona tiene derecho a tomar parte libremente en la vida cultural de la comunidad, a gozar de las artes y a participar en el progreso científico y en los beneficios que de él resulten". En la Convención sobre la Protección y Promoción de la Diversidad de las Expresiones Culturales de la UNESCO se afirma que "[s]ólo se podrá proteger y promover la diversidad cultural si se garantizan los derechos humanos y las libertades fundamentales como la libertad de expresión, información y comunicación, así como la posibilidad de que las personas escojan sus expresiones culturales".

7.9 La promoción de los derechos culturales debe plantearse desde el Estado en un enfoque normativo, por cuanto la cultura es portadora de identidades, valores y significados. El Gobierno de Costa Rica está comprometido a consolidar la Política Nacional de Derechos Culturales para que fortalezca la confianza de su ciudadanía, eleve la legitimidad de sus representantes y promueva la armonía y el desarrollo de la nación. Nuestra orientación es el producto de un proceso de consulta ciudadana realizado de manera rigurosa. No imponemos nada: prestamos oídos a lo que nuestro país nos pide. Muchas gracias.

(7.1) **Mr Obregon (Costa Rica)** (*translation from the Spanish*):

Mr. President of the General Conference of UNESCO, Madam Chair of the Executive Board of UNESCO, Madam Director-General of UNESCO, ladies and gentlemen: I should like to speak to you this morning about the advances in cultural human rights in Costa Rica.

(7.2) Since 2010, we have been working on the four main thrusts of the national culture plan in Costa Rica (cultural democracy, identity, youth and international cooperation), and in 2011 we began constructing the Costa Rican Culture Satellite Account, with international cooperation from Colombia and Spain, recently establishing the first culture satellite account in Central America and the fifth in Latin America.

(7.3) The initial results are very encouraging: in 2012, with only three sectors measured, the contribution of the culture sector to the Costa Rican economy represented an aggregate value of \$627 million, which is equivalent to 1.4% of the country's GDP. To put these figures into perspective, in 2012 the combined contribution of the three cultural sectors equalled that of traditional crops in our country such as bananas and coffee. Furthermore, more than 20,000 persons were employed in the culture sector, without taking into account temporary or informal jobs, which makes the total much higher.

(7.4) These results are making it possible to move towards the goal, which we share with UNESCO, of broadening the concept of culture beyond that of art and entertainment so that it can play a key role in the national development agenda.

(7.5) The Ministry of Culture and Youth, using methodologies that involve citizen participation, has submitted for approval by the public the draft texts of the national cultural rights policy and the general law on cultural rights. As the consultation broadened, it became clear that the majority of the requests received concerned citizens' need for recognition of their rights in the cultural sphere.

(7.6) At present, Costa Rica has no legislation for the protection of cultural rights, despite its ratification of various international conventions. Legislators and policymakers have just gathered together the country's scattered laws and operational initiatives with regard to the protection and defence of cultural rights. Most of the problems diagnosed concern flaws in the systems of protection or in the generation of mechanisms to ensure enforcement of those rights. Those flaws include: unequal conditions of access, inclusion, participation and recognition of cultural diversity; lack of incentives for the development of sustainable cultural and artistic endeavours; absence of vision and of comprehensive joint management of the tangible and intangible cultural heritage; and, lastly, the dispersed and outdated structure of the culture sector. It is, therefore, to meet all those challenges that, as I have just mentioned, public policy and legislation relating to culture has been proposed in the form of a set of relevant initiatives designed to bring about the social change called for by public opinion.

(7.7) Culture is a basic aspect of humanity, a universal concept and a global public good; it gives rise to rights and obligations for humanity as a whole. However, not every cultural expression is, by virtue of that fact alone, one that the State must promote and protect: we would never endorse cultural expressions that violate human rights.

(7.8) Cultural human rights have been recognized and the responsibility of the State to guarantee them, and of individuals and communities to defend and demand them, has been established. As set forth in Article 27 of the Universal Declaration of Human Rights: "Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits." According to the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions, "Cultural diversity can be protected and promoted only if human rights and fundamental freedoms, such as freedom of expression, information and communication, as well as the ability of individuals to choose cultural expressions, are guaranteed."

(7.9) The promotion of cultural rights should be undertaken by States within a normative framework since culture carries within it identities, values and meaning. The Government of Costa Rica is committed to reinforcing its national cultural rights policy in order to bolster the confidence of its citizens, strengthen the legitimacy of its representatives and promote national harmony and development. Our strategy is built on a rigorous process of public consultation. We do not impose anything; we listen to what our country is asking us. Thank you.

## 8. **The President:**

Thank you Your Excellency. Our next speaker is His Excellency, Mr Nam-soo Seo, Minister of Education of the Republic of Korea. Please, Your Excellency.

### 9.1 **Mr Seo (Republic of Korea):**

Honourable President, Director-General Ms Bokova and distinguished delegates, I am honoured to be here representing the Republic of Korea. Let me first begin by thanking UNESCO for its efforts over the past 60 years in building peace in the minds of men and women. Let me also commend the work of the Director-General Ms Bokova for her remarkable leadership amid all the difficulties facing UNESCO today.

9.2 Distinguished delegates, the growth of a nation depends on its peoples' abilities and attitudes fostered by education. The Republic of Korea has undergone rapid economic development driven by education. Today, the Republic of Korea is recognized worldwide for the key role education plays in the country. However, this would not have been possible without the help of the international community. We still remember the school textbook factory, which UNESCO built for us during the Korean War. I too studied with these textbooks.

9.3 The Republic of Korea is a model country that has changed from a recipient to a donor. Korea plans to give back what it once received. In this regard, the Republic of Korea is carrying out Official Development Assistance (ODA) in many fields, including education, health, and industry. One example is the UNESCO "Better Education for Africa's Rise" (BEAR) project that assists African nations in fostering talented youngsters through vocational education. We will gradually increase our ODA budget and actively share our experience with developing countries.

9.4 Ladies and gentlemen, EFA, the global commitment to provide basic education for all, has expanded access to education for even the poorest. Based on the progress made so far, the post-2015 education agenda should move towards the goals of ensuring quality education and lifelong learning for all. The United Nations Secretary-General Ban Ki-moon's Global Education First Initiative provides significant impetus to promote the importance of education. Without education, societies cannot develop, nor can societies maintain sustainable prosperity and ensure human dignity. The

Republic of Korea is honoured to host the 2015 World Education Forum in Incheon. The Forum will set the new post-2015 paradigm for global education. We hope that this conference will become a milestone in upholding the universal right to education. The Korean Government is committed to making the 2015 World Education Forum a global education festival.

9.5 Distinguished participants, cultural universality brings the world together, and cultural diversity is a core value for harmony. The Republic of Korea supports UNESCO's efforts to seek culture-based development. We are making our best efforts to foster creative industries in order to share them with the world. We will also contribute to enhancing the importance of culture through a global agenda. We highly appreciate the World Heritage Convention which contributes to sustainable development. We are committed to creating a culture of peace to conserve world heritage.

9.6 Distinguished delegates, let me now move on to science. As the Republic of Korea is surrounded by oceans, we are looking into the values of oceans to ensure their sustainable development. Hence, we are supporting a range of marine projects led by UNESCO. We also strongly believe that UNESCO's Intergovernmental Oceanographic Commission (IOC) will play a significant role in key issues such as climate change. Furthermore, as the host of the 7th World Water Forum, the Republic of Korea has been participating in the International Hydrological Programme (IHP). This shows the increasing leadership undertaken by the Republic of Korea in water-related issues. In May 2015, when the World Education Forum opens, we will continue our journey toward education for the happiness of future generations. I am looking forward to seeing all of you in Incheon, Republic of Korea. Thank you very much.

#### 10. **The President:**

Thank you Your Excellency. Our next speaker is Her Excellency, Ms Makabelo Mosothoane, Minister of Education and Training of Lesotho.

#### 11.1 **Ms Mosothoane (Lesotho):**

Mr President of the General Conference, Chair of the Executive Board, Director-General of UNESCO, honourable Ministers, distinguished delegates, ladies and gentlemen, it is with great honour and privilege that I seize this opportunity to reiterate what the previous speakers have already expressed and to congratulate you, Mr President, on your assumption of office as the leader of the 37th session of the General Conference. I am confident that you will steer us to a successful outcome and we offer our full support. Furthermore, my delegation wishes to congratulate Ms Irina Bokova for her nomination for a second term. We acknowledge her visionary leadership and determination to move UNESCO forward and address the challenges which it faces.

11.2 Mr President, allow me to acknowledge and appreciate UNESCO's focus on Africa through its Priority Africa initiative. African countries are reaping the benefits manifested in UNESCO's five fields of competence. We urge UNESCO to ensure that, despite scarcity of resources and institutional restructuring, Priority Africa should continue to receive the necessary funding for its major programmes. Mr President, education for all (EFA) is fundamental if we are to achieve social, political and economic development. We wish to encourage individual countries and collective efforts towards promoting EFA despite the numerous current challenges. Commitment to achieve this goal remains a priority of the Government of Lesotho, where primary education is not only free but compulsory as well.

11.3 Mr President, early childhood care development (ECCD) has proved to be vital for laying a sound foundation for education. In Lesotho the construction of ECCD, centred in the rural areas, is being achieved through a joint project with the Republic of Korea under the banner of UNESCO. We thank them profoundly. Mr President, Lesotho supports the 2014-2021 Operational Strategy on Youth. It is our aim to mould young people intellectually and morally so that they are ready to take their place in the world of work. We believe that technical and vocational education and training is the answer to creating wealth and promoting the general well-being of societies. The coalition government is in the process of reinvigorating the technical and vocational training system and invites support from the UNESCO family in institutional capacity building.

11.4 Mr President, the ongoing project of promoting the use of ICTs in education is instrumental in improving the quality of teaching and learning in teacher-training institutions. The provision of tablets to both lecturers and student teachers increases interactive learning, thus breaking the barriers of distance and time, especially during teaching practice and in the initial years of serving as qualified teachers. Most importantly it provides a good basis for action research which contributes to the informed reform of education policy.

11.5 Mr President, on gender mainstreaming, Lesotho, as one of the two African countries selected under the UNESCO-Varkey GEMS Foundation project, has benefited a great deal through promoting equitable access, completion and better performance of boys and girls in primary and secondary schools. This, we hope, will be extended to the national level. It is with pride that we announce that we have achieved gender parity at the primary education level.

11.6 Mr President, preservation and management of cultural heritage remains our priority. We are grateful to all the support that was extended to us by Member States to inscribe Sehlabathebe National Park as part of the Maloti-Drakensburg Park transboundary world heritage site. This could not have been achieved without the collaboration of our only neighbour, South Africa. To them, we say thank you. We call on UNESCO's continued support in fulfilling the requirements of the World Heritage Convention.

11.7 Mr President, knowledge and information are key to sustainable development. Freedom of expression, information and media must be promoted in our countries, and protection of journalists at national and international levels must be more vigorous. Investment in the competency of journalists is fundamental for Lesotho as in other countries. Mr President, we welcome the field reform that resulted in the establishment of five regional offices in Africa. We hope that the offices will widen and deepen the impact of UNESCO in our countries. In addition, we urge that these offices be adequately resourced technically and financially. In light of the 22% budget cut for the coming period and the competing

important programmes, we support the call of our African colleagues who spoke before us, for African countries where possible to make financial contributions to projects.

11.8 Mr President, peer review is necessary for the education for all programme in order to set out relevant and appropriate strategies beyond 2015. Lesotho is committed to participating fully at the national, subregional and continental levels so as to contribute to a successful assessment. Mr President, before I conclude, we have been following the process of filling the vacant position of Director-General. The process was characterized by professionalism, transparency and dynamism which rendered it fair and credible. I therefore wish to congratulate the three candidates who participated in the process. Mr President, let us remain positive and work together for the realization of the strategic objectives outlined in the Medium-Term Strategy for 2014-2021 I thank you.

12. **The President:**

Thank you Your Excellency. Our next speaker is Her Excellency, Ms Naana Jane Opoku-Agyemang, Minister of Education of Ghana.

13.1 **Ms Opoku-Agyemang (Ghana):**

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General of UNESCO, distinguished delegates, ladies and gentlemen, I feel honoured to address the 37th session of the General Conference and bring you all greetings from His Excellency President John Dramani Mahama and the good people of Ghana. My delegation joins others in applauding you, Madam Director-General, for your display of excellent stewardship in the face of great challenges and on the renewal of your mandate to lead this important Organization. We also congratulate you, Mr Hao Ping, on the occasion of your election to the high office of President of this General Conference. We pledge our support to you both.

13.2 Mr President, my delegation notes with satisfaction the progress made by the Education Sector in delivering on all 13 expected results of the previous Programme and Budget (36 C/5) despite a very challenging financial situation. Ghana's strategy for education is built on the assumption that everyone must have access to quality education, which is a true pathway to social and economic justice and lasting peace. Education in Ghana is based on notions of quality, equity, access and equality, with special attention paid to people of different abilities, to girls and women and the marginalized. National intervention measures include provision of the capitation grant, school meals, uniforms, exercise books and the reduced cost of education. Many innovative approaches to delivery, including the introduction of the Complementary Basic Education Programme and National Literacy Acceleration Programme, have aided children out of school, those in hard-to-reach or underserved areas, as well as other marginalized groups, to access education. As a result, net enrolment rates in primary schools have significantly improved, with gender parity reaching targeted limits at both pre-school, that is 1.03, and primary levels, 0.99.

13.3 Mr President, distinguished colleagues, expansion of education at all levels continues in my country, with a sharp focus on quality delivery, more efficient management systems, better value for investment and usable learning outcomes in both social and economic terms. The Government plans to build 200 additional secondary schools, 10 new colleges of education, and a new national university within the next four years. The private sector has played a very critical role in education delivery at all levels and is very much encouraged to continue its partnership with central government. Ghana recognizes that science, technology and innovation (STI) lead to job creation, especially for our youth, economic stimulation, mitigation of sustainable development challenges, and satisfaction of basic needs. Our response is to increase the number of learners, especially girls and women, and raise the quality of mathematics and science education, through workshops for teachers and a review of the curricula and existing methodologies. We would appreciate UNESCO's support in this direction. The aim is to strengthen the foundations of development generally and in particular through engineering and vocational technical education.

13.4 Mr. President, following our most recent elections in 2012, UNESCO, through its Strategy on African Youth, collaborated with us in promoting the civic engagement and political participation of Ghana's youth in our democratic processes. The positive result was the commitment of the leadership of the Ghanaian youth to sustaining peace and participating without incident in the 2012 elections. Ghana remains grateful for this.

13.5 Distinguished audience, Ghana supports the call for the centrality of culture in the post-2015 development agenda. This is the right focus for true development. Ghana has just successfully hosted the conference on the pedagogical use of the *General History of Africa* in African higher education institutions, which is a project of UNESCO and the African Union. We had some 83 participants comprising experts, academics, researchers, university administrators, NGOs, and others who together, reflected on the transmutation of the eight volumes into curricular materials for delivery at various levels of education. We acknowledge the support of UNESCO Headquarters, our cluster office, and the National Commission in Ghana for the success of the conference. We urge continued support by everyone for this important project. My delegation urges particular attention to the gap in access to and uses of ICT in developing countries, and suggests its employment in curriculum delivery, knowledge creation and sharing and its movement away from knowledge consumption. We note with gratification UNESCO's continued commitment to Africa and gender equality and, as well, to the Organization's envisaged training for young people. We are also pleased to note the application of ecological and earth sciences and in this area Ghana has just hosted an international conference and requests support. In closing, I wish to thank you all for your kind attention.

14. **The President:**

Thank you Your Excellency. Our next speaker is His Excellency, Mr Enver Surty, Deputy Minister of Education of South Africa.

15.1 **Mr Surty (South Africa):**

Mr President, Mr Hao Ping, the Chair of the Executive Board, Ms Alissandra Cummins, Director-General, Ms Irinia Bokova, honourable colleagues and delegates, we reach out to the people of the Philippines and share in their pain and suffering. We are heartened by the solidarity of the international community and know that South Africa, too, shall make its contribution. Our prayers and our thoughts therefore go to the people of the Philippines.

15.2 Mr President, as we gather here in Paris, it is fitting that we consider ways of strengthening UNESCO's ability to respond to the pressing educational, scientific and cultural challenges which Africa and our fellow developing States face in achieving the Millennium Development Goals and ensuring their successful transmission into the post-2015 development agenda. In order for UNESCO to respond to these needs, it has to play a decisive leadership role on key issues of international concern and the Organization needs to be steered in a manner that will make it more effective. Unfortunately the Organization has been severely hamstrung by its financial situation. We thank UNESCO for maintaining Africa as a global priority despite these trying times. My delegation calls on UNESCO to continue to place the development of Africa high on its agenda and to remain dedicated to establishing a culture of peace, social cohesion and inclusion on the continent of Africa. Several African countries are experiencing sustained economic growth. This must be complemented by the support of programmes for the development of science, technology and engineering, especially for women, as well as the celebration and promotion of Africa's history, its heritage and its culture.

15.3 Mr President, the South African Government attaches great importance to education and since the advent of democracy in our country, successive administrations have prioritized education. We consider education to be a key driver of development, which is why the South African Government has identified it as an apex priority. This is reflected in the budgetary priority given to education in our country. We are mindful of the fact that despite these strides which have been made globally to improve access to primary education, there is still an urgent need to turn our attention to the implications of expanded access and to address the quality of education. Equity along with quality also aimed at lifelong learning must become critical elements of the agenda as we proceed beyond 2015. In addition, values and attitudes informed by social justice, equality, tolerance, non-racialism, non-sexism and a commitment to peace, must inform the content of all curricula.

15.4 At the global level, as part of the UNESCO community, we are especially concerned about those children of primary school age who are not in school, the many young people who leave school without a level of literacy or numeracy which is adequate for productive and active participation in economic activities and in the activities of societies, the persistent gender gap and the plight of people living with disabilities. We pledge our support to efforts such as education for all and the Global Education First Initiative that are directed at addressing these gaps. We are convinced that galvanising the synergies between Millennium Development Goal 2, education for all and the Global Education First Initiative will strengthen the movement for achieving quality education for all beyond 2015. We recognize that great strides have been made towards the achievement of MDG 2 on universal primary education. However, much more needs to be done in this regard and we support various efforts that are under way to accelerate the achievement of the MDGs before 2015.

15.5 South Africa believes that the post-2015 development agenda must build on the existing development agenda, and that education, including education for sustainable development, must be one of its most prominent features. We look forward to the intergovernmental process that will finalize the post-2015 development agenda so that the quest for a better world for all our people can become a reality. We all have a collective responsibility to both current and future generations. We are also encouraged, Mr President, by the positive discussions which were held by the BRICS countries, hosted by South Africa, in relation to the UNESCO-BRICS collaboration. In conclusion, Mr President, may I congratulate you on your appointment and welcome the recommendation that the Director-General be re-elected. We assure you both of our unconditional support. I thank you for your very kind attention.

*Ms Imran Khan (Pakistan) takes the Chair*

16. **The President:**

Thank you very much Your Excellency Mr Enver Surty. Now I invite His Excellency, Mr Abdelatif Baba Ahmed, Minister of National Education of Algeria, for his address.

١٧،١ السيد بايا أحمد (الجزائر):

السيد رئيس المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المديرية العامة لمنظمة اليونسكو، أصحاب السعادة، السيدات والسادة الحضور، باسم الوفد الجزائري، أود أن أقدم إليكم أحر تهنيتنا لرئاستكم الدورة السابعة والثلاثين للمؤتمر العام وأؤكد لكم كامل تعاوننا. وأنتهز فرصة هذا الاجتماع لتوجيه الشكر إلى الرئيسة السابقة للمؤتمر، كما أجدد تحياتي وتهنئتي لإعادة انتخاب السيدة إيرينا بوكوفا مديرة عامة لليونسكو، وهو انتخاب سيصدق عليه المؤتمر العام خلال هذه الدورة. أيضاً، اسمحوا لي أن أعبر أن تعازينا لعائلات ضحايا الإعصار الذي أصاب الفلبين، مؤكداً تضامن الحكومة الجزائرية مع شعب وسلطات الفلبين إثر هذه المحنة الأليمة.

١٧،٢ يُعد هذا اللقاء فرصة لتجديد التزامنا للعمل معاً لمساندة المنظمة في التصدي للتحديات التي تواجهها ودعم جهود إعادة هيكلتها، قصد الاستجابة لحاجات وأولويات الدول الأعضاء، لا سيما في هذه الفترة التي تشهد تباطؤاً اقتصادياً حاداً. يعتبر تثنيم الدور الريادي لليونسكو في ميدان التربية والثقافة والعلوم مساهمة معتبرة في مكافحة الجهل واللاتسامح والتطرف التي تعرقل السلم والحرية والتفاهم فيما بين الشعوب. إن الجزائر، بصفتها قطب استقرار وتعاون في منطقتها وأبعد من ذلك، وبناء على التجربة التي اكتسبتها في إطار مشاركتها الفعالة في الهيئتين الرئاسيتين للمنظمة، تعبر عن استعدادها لمواصلة جهودها البناءة من أجل تدعيم القدرات الوطنية والبعث الجهوي لمشاريع وبرامج اليونسكو.



١٧,٣ في الوقت الذي يحتفل فيه الاتحاد الأفريقي هذه السنة بالذكرى الخمسين لتأسيسه، تأخذ الأهداف المستقبلية للمنظمة كل معناها لبلدان قارتنا، نظراً إلى تحديات الإرهاب، وخاصة الارتباطات القائمة مع شبكات تجارة المخدرات والجريمة المنظمة. في هذا الإطار، يظل تعزيز التربية والثقافة والعلوم، أكثر من أي وقت مضى، حصناً ضد التطرف الغريب عن قيمنا الثقافية والدينية. وعليه، تعتبر أوجه التقدم التي حققتها اليونسكو في انتشار برامجها الخاصة بالتربية والثقافة والعلوم، عنصر ارتياح وتعبيراً عن الثقة في العمل الذي باشرته أمانة المنظمة.

١٧,٤ إن تحقيق الجزائر الأهداف الإنمائية للألفية قبل عام ٢٠١٥، قد سمح لها في إطار المشاورات بشأن خطة التنمية لما بعد عام ٢٠١٥، إضفاء توازن في برامج التنمية الاقتصادية والاجتماعية من خلال تكفل أحسن بالبعد التربوي والثقافي والعلمي. إن تدعيم القدرات الوطنية في ميادين اختصاص المنظمة يُعد أولوية، خاصة فيما يتعلق بالتربية التي تعتبر أداة محاربة الجهل والإقصاء، مما أدى إلى بذل جهود نحو الأمية لدى الكبار، خاصة النساء، وهي جهود تحظى باعتراف اليونسكو.

١٧,٥ ومن جهة أخرى، إن تطبيق السياسة الطوعية للحكومة الجزائرية خلال الانتخابات التشريعية لأيار/مايو ٢٠١٢، التي كترت ٣٠٪ من المقاعد للنساء في المجالس المنتخبة، سجل تقدماً ملحوظاً للتمثيل النسوي في البرلمان بغرفتيه والمجالس الولائية والمحلية. وفي هذا الصدد، ستستضيف الجزائر مؤتمراً دولياً يتناول هذا الموضوع في كانون الأول/ديسمبر ٢٠١٣، بالتعاون مع برنامج الأمم المتحدة الإنمائي.

١٧,٦ إن التعاون المثمر والمتعدد الأشكال لبلدنا مع اليونسكو متواصل، بخصوص برنامج الإصلاح الموجه إلى تحسين مستوى الأساتذة والتعليم، والذي ستتولى المنظمة تقييمه. إن الجزائر تشارك كذلك في برنامج العلوم للمنظمة، لا سيما برنامج إدارة التحولات الاجتماعية (موست)، واللجنة الدولية الحكومية لعلوم المحيطات، وبرنامج ابن سينا من جهة؛ وتساهم بفعالية في البرنامج الدولي لتنمية الاتصال من جهة أخرى. وقد صدقت الجزائر على كل الاتفاقيات الدولية المتعلقة بصون وتعزيز التراث الثقافي المادي وغير المادي، وهي على وشك تسليم وثائق التصديق. وأنتهز هذه الفرصة لأعلن عن مباشرة مسار التصديق على اتفاقية عام ١٩٥٤ بشأن حماية الممتلكات الثقافية في حالة نزاع مسلح.

١٧,٧ وعلى المستوى الإقليمي، شارك بلدنا بصفة فعالة في شهر كانون الثاني/يناير ٢٠١٣ بالجزائر، في تنصيب "رابطة الأئمة والعلماء ودعاة الساحل" من أجل تعزيز طابع التسامح للإسلام ومكافحة الخطابات والإيديولوجيات المتطرفة، خاصة تجاه الشباب. وقد باشر بلدنا في إنجاز متحف أفريقيا في الجزائر بمساهمة خبراء اليونسكو. وستساهم هذه المؤسسة الثقافية في دعم مشروع إنشاء مركز إقليمي من "الفئة ٢" لصون التراث الثقافي غير المادي في أفريقيا، تمت الموافقة على إنشائه في الدورة الثانية والتسعين بعد المائة للمجلس التنفيذي. وأغتنم هذه الفرصة لأناشد المؤتمر العام الموافقة على هذا المشروع الذي يفتح آفاقاً جديدة للتعاون بين البلدان الأفريقية واليونسكو. وفي هذا السياق، أود إحاطتكم علماً ببيتنا تسجيل "الإمزاد"، الآلة الموسيقية التي تعتبر تراثاً مشتركاً لدول الساحل، خاصة الجزائر ومالي والنيجر، في قائمة التراث الثقافي غير المادي.

١٧,٨ وفي الختام، أتمنى كل النجاح لأشغال هذا المؤتمر الذي يعتبر خطوة هامة في مجهودات تكيف المنظمة للحفاظ على جوهر مهامها. وإذ نجدد ثقتنا في اليونسكو وفي العمل الذي باشرته المديرية العامة، أغتنم هذه الفرصة لالتماس أصوات الدول الأعضاء لصالح ترشح الجزائر للمجلس التنفيذي لمنظمة اليونسكو. وأشكركم.

(17.1) **Mr Baba Ahmed (Algeria) (translation from the Arabic):**

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General of UNESCO, Excellencies, ladies and gentlemen, on behalf of the delegation of Algeria, I should like to offer you warm congratulations on your presidency of the 37th session of the General Conference, and to assure you of our full cooperation. I take the opportunity of this meeting to convey thanks to the previous President of the General Conference, and I renew my greetings and congratulations to Ms Irina Bokova on her nomination for re-election as Director-General of UNESCO, which is to be approved by the General Conference at this session. Allow me also express our condolences to the families of the victims of the typhoon that struck the Philippines, and the solidarity of the Algerian Government with the people and authorities of the Philippines in the wake of that painful ordeal.

(17.2) This gathering provides an opportunity to renew our commitment to work together to support the Organization in meeting the challenges facing it and to support the efforts to restructure it, with a view to responding to the needs and priorities of the Member States, especially in this period of sharp economic downturn. Enriching the leading role of UNESCO in the fields of education, culture and science makes a significant contribution to the fight against ignorance, intolerance and extremism, which hamper peace, freedom and mutual understanding among peoples. Algeria, as a pole of stability and cooperation in its region, and indeed, on the basis of the experience it has gathered through its effective contribution to the two governing bodies of the Organization, expresses its willingness to pursue its constructive efforts to support national capacity building and the regional aspect of UNESCO's projects and programmes.

(17.3) As the African Union (AU) is celebrating, this year, the 50th anniversary of its foundation, the future objectives of the Organization take on their full meaning for the countries of our continent, in view of the challenges of terrorism, and especially the links of terrorism with drugs trafficking and organized crime. The kinds of progress achieved by the Organization in disseminating its education, culture and science programmes are therefore a source of satisfaction and an expression of confidence in the work performed by the Secretariat of the Organization.

(17.4) Algeria's achievement of the Millennium Development Goals (MDGs) before 2015 has enabled it, within the framework of the consultations on the post-2015 development agenda, to strike a balance in its economic and social development programmes by ensuring better acknowledgement of the educational, cultural and scientific dimensions. National capacity building in the fields of competence of the Organization is a priority, especially with regard to education, which is considered a means for combating ignorance and exclusion. This has led to efforts being exerted to eradicate illiteracy among adults, especially women, and these efforts have received recognition from UNESCO.

(17.5) Furthermore, the application by the Algerian Government of a voluntary policy during legislative elections in May 2012 of ensuring that 30% of seats were reserved for women in the assemblies being elected led to significant advances being made in women's representation in both houses of parliament and in the provincial and local assemblies. In this connection,

Algeria is hosting an international conference on this topic in December 2013, in cooperation with the United Nations Development Programme (UNDP).

(17.6) Fruitful and many-sided cooperation between our country and UNESCO has been ongoing regarding the reform programme aimed at enhancing the quality of teachers and education, which is to be assessed by the Organization. Algeria also participates in the Organization's science programme, especially the Management of Social Transformations (MOST) Programme, the Intergovernmental Oceanographic Commission (IOC), and the Avicenna programme on the one hand, and it contributes effectively to the International Programme for the Development of Communication (IPDC) on the other hand. Algeria has ratified all the international conventions relating to the preservation and strengthening of the tangible and intangible cultural heritage, and it is on the point of submitting its instruments of ratification. I take this opportunity to announce that we are also in the process of ratifying the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict.

(17.7) At the regional level, our country participated effectively in January 2013 in establishing the League of Imams and Muslim Scholars and Preachers of the Sahel with a view to strengthening the tolerant nature of Islam and combating extremist discourse and ideologies, especially with respect to young people. Our country has also established an Africa Museum in Algeria with the help of UNESCO experts. This cultural institution will help to support a project for the establishment of a regional category 2 centre for safeguarding the intangible cultural heritage in Africa, the principle of which was agreed at the 192nd session of the Executive Board. I take this opportunity to appeal to the General Conference to approve this project, which will open up new horizons for cooperation between African countries and UNESCO. In this connection, I should like to inform you that we intend to inscribe the *imzad*, a musical instrument which is the joint heritage of the Sahel countries, especially Algeria, Mali and Niger, on the Representative List of the Intangible Cultural Heritage of Humanity.

(17.8) In conclusion, I wish this General Conference every success in its work, which will constitute an important step in adapting the Organization to preserving the essence of its missions. As we renew our confidence in UNESCO and the work undertaken by its Director-General, I take this opportunity to appeal to the Member States to vote in favour of Algeria's candidacy for a seat on the Executive Board. Thank you.

#### 18. **The President:**

Thank you very much Your Excellency Abdelatif Baba Ahmed. Now I would request Her Excellency, Ms Monica Babuc, Minister of Culture of the Republic of Moldova, to please come to the stage and give her address.

#### 19.1 **Mme Babuc** (République de Moldova) :

Monsieur le Président de la Conférence générale, Mesdames et Messieurs les ministres, Mesdames et Messieurs les ambassadeurs, Excellences, estimables invités, j'ai l'immense plaisir de vous saluer aujourd'hui, à l'occasion de la 37<sup>e</sup> session de la Conférence générale de l'UNESCO qui revêt une importance majeure pour les États participants.

19.2 La culture de la paix et le renforcement d'une société durable à travers la promotion de la collaboration entre les pays membres dans les domaines de la science, de l'éducation et de la communication ne sont pas uniquement une ambition naturelle mais sont une solution à long terme, car face à l'actualité mondiale, le rôle de l'UNESCO est extrêmement important et mérite toute l'attention voulue. La République de Moldova exprime sa détermination à renforcer l'esprit de coopération, de dialogue et de compréhension entre nations, ainsi que sa volonté de préserver et promouvoir la richesse et la diversité de notre patrimoine culturel commun en tant que trésor mondial.

19.3 Les réformes ambitieuses du Gouvernement moldave ainsi que sa politique étrangère sont orientées vers la réalisation de l'objectif stratégique de notre pays – l'intégration européenne. Le Gouvernement de la République de Moldova a finalisé les négociations de l'Accord d'association avec l'Union européenne, que nous espérons parapher lors du Sommet du Partenariat oriental qui aura lieu à Vilnius. Les valeurs et la spécificité du patrimoine culturel de la République de Moldova bénéficient d'une large reconnaissance internationale. Des éléments comme le redressement de la stabilité politique, l'avancement sur la voie de l'intégration européenne et le lancement d'importants projets de développement ont créé des conditions favorables pour la promotion de la culture, de l'éducation et de la science en tant que facteurs essentiels de développement durable et de promotion de la créativité à travers les actions mises en place.

19.4 Les contraintes liées aux ressources disponibles et la reconnaissance insuffisante du potentiel de la culture comme facteur de développement ont cependant placé la culture en bas de la liste des priorités politiques. La culture demeure malheureusement une question résiduelle, tant au niveau national que régional, alors que son importance n'est plus à démontrer. Compte tenu de la rapidité de l'évolution de l'existence humaine aux niveaux global et local, la culture est une ressource indispensable pour la compréhension et la gestion du changement. Il s'agit d'une réalité que l'on peut constater en Europe du Sud-Est, marquée par des processus profonds touchant le politique, l'économique et le social. Aussi la République de Moldova réaffirme-t-elle sa détermination à placer la culture parmi ses priorités et à intensifier la coopération bilatérale et multilatérale, ainsi que sa volonté de renforcer la dimension transnationale et transfrontalière en vue de créer un outil de dialogue et de développement plus efficace. La coopération intrarégionale, le transfert des savoirs et le partage de bonnes pratiques resteront, eux aussi, des priorités.

19.5 Honorable assistance, les industries créatives sont essentielles pour le développement de l'économie de la connaissance. L'intérêt accru pour les nouvelles industries et les technologies des opérateurs culturels montre le rôle que celles-ci peuvent jouer dans l'économie nationale. Tout en soulignant l'importance des actions menées par l'UNESCO, la République de Moldova considère qu'il convient de prêter une attention prioritaire au renforcement du cadre directeur général, juridique et institutionnel de l'Organisation afin de promouvoir le patrimoine culturel et la créativité, la préservation et le développement des expressions culturelles, la sauvegarde du patrimoine culturel immatériel, le soutien aux industries culturelles et la créativité dynamique.

19.6 Honorable assistance, la République de Moldova soutiendra les engagements de l'UNESCO en faveur de la promotion de l'éducation en tant que source de développement durable et encouragera son rôle clé dans la Décennie

des Nations Unies pour l'éducation au service du développement durable, en conformité avec les Objectifs du Millénaire pour le développement. J'aimerais souligner notre préoccupation concernant l'éducation artistique qui, à nos yeux, ne jouit pas d'une attention suffisante de la part de l'UNESCO. Compte tenu de la contribution importante que l'éducation artistique peut apporter dans tous les secteurs de la société, l'UNESCO devrait l'identifier comme une activité transversale de programmes connexes tels que l'Éducation pour tous et l'Éducation au développement durable. Nous reconnaissons le rôle que joue l'UNESCO dans la transmission du savoir-faire scientifique pour le développement durable de la société. Nous espérons que les liens entre la science, les processus innovants, les politiques économiques et entrepreneuriales et les politiques environnementales seront au cœur de l'activité de l'UNESCO.

19.7 Mesdames et Messieurs, permettez-moi d'exprimer le soutien sans réserve de mon pays aux réformes récemment entreprises par l'UNESCO. Nous sommes convaincus que la vocation universelle développée ces dernières années par l'UNESCO sera renforcée et qu'on réussira ensemble à mettre en place de beaux projets. Merci.

20. **The President:**

Thank you very much Your Excellency, Ms Monica Babuc. Now I would request Her Excellency, Dr Olivia Muchena, Minister of Higher Education and Tertiary Education, Sciences and Technology Development of Zimbabwe, to please come to the stage.

21.1 **Ms Muchena (Zimbabwe):**

President of the General Conference, Chair of the Executive Board, Director-General, Your Excellencies, and delegates. Mr President, my delegation congratulates you on your Presidency, while recognizing the sterling work of your predecessor, Ms Katalin Bogyay. To Ms Irina Bokova, we extend our congratulations on her nomination for re-election as the Director-General of UNESCO. Mr President and Madam Director-General, you can count on Zimbabwe's support during your tenure of office.

21.2 Mr President, the outcome document *The Future We Want* stresses that eradicating poverty is still the greatest global challenge as it is an indispensable requirement for sustainable development. UNESCO should use its unique multi-dimensional mandate and comparative advantage to position itself strategically in the post-2015 development agenda. The outcome document identifies education as fundamentally important to achieving sustainable development in attaining the internationally agreed development goals. However, UNESCO is not identified as the lead agency in education. The Organization should put forward a strong case for quality and relevant education for sustainable development under UNESCO's leadership. This implies going beyond the current education for all goals by being more holistic in both approach and strategy. Zimbabwe has made significant strides in education, with literacy rates at 92%, access to primary education at 98% and access to secondary education at 70%, and on gender equity at primary school level. What is required now is a transformation of the structure, quality and content of the education system from early childhood education to university level so as to meet the evolving national development needs and aspirations.

21.3 Through its economic policy vehicle called the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (Zim Asset), Zimbabwe aims to increase access and attention to technical and vocational education and training to develop entrepreneurial skills. One of the objectives is empowering women, young people, rural and urban communities for employment in the formal and informal sectors. Pursuant to the Shanghai Consensus on TVET, Zimbabwe is ready to work with UNESCO and other partners to achieve this objective.

21.4 Mr President, again in the outcome document for the post-2015 development agenda no mention is made of UNESCO's role in the natural, physical and human sciences or in science, technology and innovation. And yet the Operational Strategy on Priority Africa identifies lack of technological capacities, among other factors, as contributing to poverty in Africa. Zimbabwe appreciates what UNESCO is doing through the engineering initiative. This initiative, among other things, seeks to address the decreasing interest in engineering among youth, and the under-representation of women, a trend we have also observed in Zimbabwe. The thrust of the engineering initiative will embrace Africa's capacity to utilize its abundant natural and human resources, reduce unemployment and promote sustainable development. We look forward to the implementation of the initiative in Africa in 2014.

21.5 In her August 2013 report to the United Nations, the Director-General demonstrated that culture can and should be a vector for equitable and sustainable development. Zimbabwe is ready to partner with UNESCO in cultural initiatives that create employment, generate income, as well as promote values of peace and pride in the ownership of cultural heritage as in the *General History of Africa* project. We applaud the Director-General's ability to do so much with so few resources. While we do understand the financial crisis of the Organization, measures taken to address that financial situation should not compromise the efficiency of the Organization and equitable geographical representation of staff. Mr President, Zimbabwe is honoured to host in Harare the UNESCO Multisectoral Regional Office in Southern Africa to which the Government will render its support. We look forward to hosting the Director-General when the office is officially opened soon. We thank you.

22. **The President:**

Thank you very much Your Excellency, Dr Olivia Muchena. Now I would request His Excellency, Mr Mingbo Dukpa, Minister of Education of Bhutan, to please come to the stage and give his address.

23.1 **Mr Dukpa (Bhutan):**

Mr President, Madam Director-General, Madam Chair of the Executive Board, Your Excellencies, distinguished delegates, I bring warm greetings from His Majesty the King and the people of Bhutan. It is indeed a great honour for me to address this august body as part of the general policy debate. On behalf of my delegation, I congratulate you Mr President on your election to this high office. I have full confidence that under your leadership we will be able to effectively respond to any challenges that UNESCO may be faced with. I wish to assure you of my delegation's full

support and cooperation in whatever endeavours you may wish to embark on. My delegation would also like to express our sincere appreciation to the outgoing President Ms Katalin Bogyay, who, I have been told, guided the work of the 36th session in an exemplary manner.

23.2 UNESCO's vision and ideology of a peaceful and prosperous world and Bhutan's own development philosophy of Gross National Happiness (GNH) are in alignment towards striving to build a happier world for ourselves and for future generations. UNESCO's areas of competence in the fields of education, science and culture, as indeed its focus on sustainable development, is being reoriented in schools in Bhutan. In pursuit of such an end, Bhutan has structured its development programmes on nine domains that constitute a paradigm for holistic and sustainable development, such as the holistic development of the child that encompasses all the dimensions of the child's intellectual, social and cultural spheres. Bhutan's school system endeavours to cultivate an curriculum informed by education for sustainable development (ESD). This renewed outlook and vitality aspires to realize both the uniqueness of our national philosophy of GNH as well as the need for education to look both inward and outward.

23.3 My delegation welcomes UNESCO reforms that are increasing UNESCO's focus and positioning it closer to the field, as the strengthening of its field presence will greatly benefit small nations like Bhutan. The reformed field network, which will strengthen cooperation with other United Nations agencies, will go beyond a delivering approach, and strengthen the cooperation among regional and subregional organizations, as well as with our National Commissions.

23.4 Mr President, my delegation wish to reaffirm Bhutan's unwavering support of UNESCO's principal focus on education for all, and is pleased to state that Bhutan is very much on track with many of the Millennium Development Goals (MDGs). We have accelerated our efforts towards the six EFA goals for 2015. Believing that preparing today's child is more important than preparing the future for the child, my Government has accelerated and expanded early childhood care and education as a national priority. To ensure that all children have access to schools by 2015, special attention has been directed to reaching the unreached. Primary education facilities have been expanded so that no school-going child has to walk more than an hour to attend his or her classes. Full boarding facilities are provided to the isolated and nomadic communities. Education at the basic level, from pre-primary (PP) to class 10, is completely free. Bhutan has achieved a gross enrolment ratio of 118% and a net enrolment ratio of 96% in primary education. Bhutan is ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes. I am happy to report that for serving the learning and training needs of the rural community through non-formal and continuing education programmes, particularly those of women and girls, through provision of basic literacy and functional skills, Bhutan was awarded an honourable mention in the context of the UNESCO-Confucius Prize for Literacy in 2009, and was the proud recipient of the Prize in 2012. Bhutan's adult literacy rate is currently placed at 60%. A comprehensive strategy for incorporating gender mainstreaming into plans of action is ensured in our 11th Five Year Plan, running from 2013 to 2018. Bhutan remains fully committed to realizing its full provisions and other international and regional gender goals and targets, enshrined in the MDGs and South Asian Association for Regional Cooperation (SAARC) development goals.

23.5 Having myself devoted almost all my life to teaching and educating teachers, I personally believe that no quality of education system can exceed the quality of its teachers. My Government's main focus on the improvement of teacher competence is very much in line with UNESCO's policy of improving the quality of education through enhancing teachers' professional development. My ministry has developed a teachers' human resources policy that will hopefully ensure an improvement in the overall quality of education by improving teacher remuneration and expanding training opportunities. A teacher awards system has been instituted to recognize the hard work of our teachers and to retain them in the profession. My Government is pleased with UNESCO's strategy and initiative to help its Member States to further raise the status of the teaching profession, as this has also become one of my country's major challenges. Mr President, allow me to conclude by stating that Bhutan, which joined UNESCO in 1982, is proud of its association with an Organization with profound visions. Bhutan attaches great importance to UNESCO's noble ideals, vision and purpose. We therefore, reaffirm our commitment to support UNESCO and its noble objectives. Thank you for your kind attention.  
*Tashi delek.*

24. **The President:**

Now I would request Her Excellency, Ms Miriam Patricia Rubio, National Secretary of Science and Technology of Guatemala, to please come to the stage.

25.1 **Sra. Rubio** (Guatemala):

Señora Directora General, señores ministros, secretarios de Estado y jefes de delegación, honorables embajadores delegados permanentes, señoras y señores, amigos todos de Guatemala: reciban un afectuoso y cordial saludo del país de la eterna primavera.

25.2 En nombre de la delegación de Guatemala, deseo felicitar al Dr. Ping HAO por su elección a la Presidencia de esta Conferencia General, y a la Sra. Alissandra Cummins por el extraordinario trabajo que realiza como Presidenta del Consejo Ejecutivo. Excelentísima señora Directora General, Irina Bokova, el Gobierno del Presidente Otto Pérez Molina y de la señora Vicepresidenta Roxanna Baldetti se congratula por su reelección al frente de esta casa de diálogo y consenso, y aprovecho para reiterarle la invitación para que visite Guatemala en el año 2014.

25.3 La cultura da forma a nuestra visión del mundo, da lugar a los cambios de actitud necesarios para garantizar la paz y el desarrollo sostenible. Guatemala cuenta con una rica cultura autóctona, producto de su herencia maya, la cual estamos orgullosos de preservar, impulsar y fomentar. Implementamos políticas públicas que responden a los Acuerdos de Paz y al Plan Nacional de Desarrollo Cultural a Largo Plazo. Su acción está orientada al fortalecimiento de la cultura de paz y de la identidad guatemalteca y a la consolidación de un Estado multicultural y multilingüe. Hoy por hoy contamos con programas de alfabetización en 20 idiomas nacionales.

25.4 La protección jurídica del patrimonio cultural es uno de los ejes de importancia nacional para prevenir y combatir el tráfico ilícito de bienes culturales. La normativa jurídica internacional es a todas luces insuficiente, y demandamos un mayor compromiso del mundo desarrollado para revisar la normativa existente, con vistas a lograr verdaderos avances en la lucha contra el tráfico del patrimonio histórico de las naciones del mundo. Es un compromiso que bajo ninguna circunstancia debemos postergar.

25.5 Hemos tomado la decisión de promover el sitio arqueológico Takalik Abaj como patrimonio cultural de la humanidad, muestra singular de la convivencia pacífica de culturas, pues en el mismo se albergaron en su momento las civilizaciones maya y olmeca, lo cual nos demuestra que es posible mantener la unidad en la diversidad.

25.6 Guatemala ratifica su compromiso con la educación. Deseo resaltar los esfuerzos por una reforma educativa que incluya, entre otras cosas, la profesionalización de los docentes y la mejora en la cobertura y calidad de la enseñanza, para lo cual esperamos contar con el respaldo pleno de la UNESCO.

25.7 Los esfuerzos para reducir la tasa de analfabetismo han dado sus primeros frutos. En febrero de 2013, la UNESCO declaró en Guatemala a varios municipios libres de analfabetismo gracias a la implementación de programas como "Yo, sí puedo", basado en un método cubano, el Programa Nacional de Lectura y "Leamos Juntos en Familia".

25.8 Se ha consolidado el Sistema Nacional de Indicadores Educativos, que permiten tener un panorama de la realidad nacional, enfocando esfuerzos en las áreas de mayor necesidad. En este sentido caber destacar la presentación del "Atlas mundial de la igualdad de género en la educación" por parte de la UNESCO, con ocasión del Día Internacional de la Educación No Sexista, marco en el que se realizó un debate sobre los indicadores de educación y género en Guatemala.

25.9 Deseo llamar la atención sobre la nueva amenaza que representa el crimen organizado como un actor de opresión en contra de la libertad de expresión. El Gobierno de Guatemala ratifica su compromiso en favor de la libre emisión del pensamiento e impulsa medidas que promuevan la independencia y seguridad de los periodistas a nivel nacional, regional y global.

25.10 Guatemala cuenta con una vasta riqueza en recursos naturales, muestra de lo cual es la Reserva de Biosfera Trifinio-Fraternidad en los territorios que ocupan El Salvador, Guatemala y Honduras, en donde hay una gran riqueza en biodiversidad y ecosistemas y que goza de una ubicación estratégica. Agradecemos el respaldo de Alemania y la UNESCO en programas de cooperación en dicha región.

25.11 No puedo dejar de referirme a la importancia de mejorar los mecanismos de coordinación de políticas en materia de agua, bajo el principio de responsabilidad compartida entre todos aquellos Estados que se benefician de los recursos hídricos. En Guatemala estamos seguros de que es posible trabajar con la UNESCO en la promoción de políticas que respeten la soberanía de los Estados y promuevan a la vez la coordinación de acciones concretas para la preservación de los recursos hídricos que incluyan a todos aquellos que se benefician de ellos.

25.12 En el campo de la ciencia y la tecnología, contamos con un modelo que integra y promueve la interacción del sector público, los círculos académicos y el sector productivo en el marco del Sistema Nacional de Ciencia y Tecnología. A través de este Sistema, se ha desarrollado una serie de actividades encaminadas a la formación, capacitación y actualización del recurso nacional, tanto a nivel técnico como superior, mediante la promoción de oportunidades de estudio y creación de programas académicos.

25.13 Se fomenta la investigación y el desarrollo, por medio de convocatorias específicas para atender la demanda de sectores nacionales estratégicos. En 2013, por primera vez, se estableció una convocatoria específica para atender el Pacto por la Seguridad, Justicia y Paz, a través de la ciencia, tecnología e innovación. Además, se estructuró un programa para el incremento de la calidad de las investigaciones, con el fin de que generen impacto social y económico, rediseñando los criterios para evaluación de proyectos, con base en el enfoque de gestión por resultados. A través del programa Telecentros, se da continuidad a la reducción de la brecha digital en nuestro país y a la generación de nuevos sistemas de comunicación para la accesibilidad de la población del interior.

25.14 Consideramos que el contexto actual es el idóneo para la creación de una Cátedra UNESCO de ciencia y tecnología para Guatemala, por lo que esperamos contar con la UNESCO en el acompañamiento y apoyo necesarios a fin de concretar acciones para que la Cátedra funcione en 2014.

25.15 Estamos impulsando el establecimiento de políticas en bioética y la investigación en biotecnología, y contamos con el apoyo de la UNESCO para la estructuración de un programa nacional de biotecnología y un subprograma de formación de recursos humanos en biotecnología 2012-2022, así como una cátedra de verano MOST para el próximo año.

25.16 Reiteramos a la UNESCO nuestro llamado para que nos acompañe en el desarrollo de actividades orientadas a la educación para la paz, destinadas principalmente a jóvenes en situación de riesgo, ante el inminente peligro de la violencia juvenil y el fenómeno social de las "maras". Con el apoyo y compromiso del señor Presidente Otto Pérez Molina y de nuestra Vicepresidenta Roxana Baldetti, hemos podido avanzar con firmeza y sostenibilidad hacia una Guatemala que disfrute plenamente de los beneficios de la paz.

25.17 Con políticas de Estado en educación, cultura, ciencia, tecnología e innovación para la competitividad, equidad de género, salud, inclusión social, estamos seguros de lograr, como dice nuestro libro sagrado maya Popol Vuh, "que nadie se quede atrás..... en el país de la eterna primavera". Muchas gracias.

(25.1) **Ms Rubio** (Guatemala) (*translation from the Spanish*):

Madam Director-General, ministers, secretaries of State and heads of delegations, distinguished ambassadors and permanent delegates, ladies and gentlemen, friends of Guatemala: the country of eternal spring brings you cordial greetings.

(25.2) On behalf of the delegation of Guatemala, I should like to congratulate Mr Hao Ping on his election as President of the current General Conference, and Ms Alissandra Cummins for her extraordinary work as Chair of the Executive Board. Madam Director-General, Irina Bokova, the Government of President Otto Pérez Melina and of Madam Vice President, Roxanna Baldetti, welcomes your nomination for re-election as the head of this house of dialogue and consensus, and I should like to take this opportunity to renew the invitation to you to visit Guatemala in 2014.

(25.3) Culture shapes our vision of the world, gives rise to the changes in attitude necessary to ensure peace and sustainable development. Guatemala has a rich indigenous culture, a product of its Mayan heritage, which we are proud to preserve, foster and promote. We are implementing public policies in accordance with the Peace Accords and the national plan for long-term cultural development. The policies are designed to strengthen the culture of peace and the Guatemalan identity and to consolidate a multicultural and multilingual State. We now have literacy programmes in 20 national languages.

(25.4) Legal protection of the cultural heritage is an approach of national importance for preventing and combating trafficking in cultural goods. International legal regulations are clearly inadequate, and we urge the developed world to make a greater commitment to revising current regulations, in order to make genuine progress in the combat against trafficking in the historic heritage of countries worldwide. We must not, under any circumstances, postpone making this commitment.

(25.5) We have decided to promote the archaeological site Takalik Abaj as a cultural heritage of humanity, a unique demonstration of the peaceful cohabitation of cultures, since this site was once home to Maya and Olmec civilizations, demonstrating that it is possible to maintain unity in diversity.

(25.6) Guatemala is renewing its commitment to education. I would like to focus on education reform efforts which include the professionalization of teachers and improvements in education coverage and quality, for which we hope to receive full support from UNESCO.

(25.7) Efforts to reduce the illiteracy rate have produced their first fruit. In February 2013, UNESCO declared several communities in Guatemala free of illiteracy owing to the implementation of programmes like "Yo, si puedo", based on a Cuban method, the Programa Nacional de Lectura and "Leamos Juntos en Familia".

(25.8) The national system of education indicators has been strengthened, thereby providing an overview of national conditions and enabling efforts to be focused on areas where the need is greatest. Noteworthy in that connection was the presentation by UNESCO of the *World Atlas of Gender Equality in Education* on the occasion of the International Day for Non-Sexist Education, during which a debate was held on education and gender indicators in Guatemala.

(25.9) I should like to draw attention to the new threat to freedom of expression represented by organized crime. The Government of Guatemala renews its commitment to the free expression of thought and is taking measures to promote the independence and safety of journalists regionally, nationally and internationally.

(25.10) Guatemala has a vast reserve of natural resources, for example, in the Trifinio-Fraternidad Biosphere Reserve on the territories of El Salvador, Guatemala and Honduras, in which there is a great wealth of biodiversity and ecosystems and which has a strategic location. We are grateful to Germany and UNESCO for their support through cooperation programmes in that region.

(25.11) I cannot fail to mention the importance of improving policy coordination mechanisms in the field of water, on the basis of the principle of shared responsibility among all States that benefit from water resources. In Guatemala, we are certain that it is possible to work with UNESCO on the promotion of policies that respect the sovereignty of States and foster at the same time the coordination of specific initiatives to preserve water resources that involve all the beneficiaries.

(25.12) In the field of science and technology, Guatemala is working with a model that integrates and fosters interaction of the public sector, academic circles and the productive sector, within the framework of the national science and technology system. Under this system, we have implemented activities for education, training and updating the knowledge of national resources, both at the technical and higher levels, through the promotion of study opportunities and the creation of academic programmes.

(25.13) Research and development have been stimulated through special meetings designed to meet the needs of strategic national sectors. In 2013, for the first time, a special meeting on the pact for security, justice and peace through science, technology and innovation was held. In addition, a programme was set up to improve the quality of research and guarantee its social and economic impact by redesigning project evaluation criteria on the basis of results-based management techniques. Under the Telecentros programme, the digital divide in our country continues to shrink and new communication systems continue to be built to ensure the access of communities in remote areas.

(25.14) We believe that the current context is ideal for the establishment of a UNESCO Chair in science and technology for Guatemala. We therefore hope that UNESCO will provide the necessary support for the specific measures needed to launch the Chair in 2014.

(25.15) We are encouraging biotechnology research and the drafting of bioethics policies, and we are counting on UNESCO's support for the establishment of a national biotechnology programme and a subprogramme for human resources training in biotechnology 2012-2022, as well as a MOST summer school Chair for the following year.

(25.16) We should like once again to urge UNESCO to support us in the development of peace education activities aimed mainly at youth in situations of risk, in light of the imminent threat of juvenile violence and the social phenomenon of the gangs known as "maras". With the support and commitment of President Otto Pérez Molina and our Vice President Roxana Baldetti, we have been able to move with determination and sustained action towards a Guatemala that enjoys fully the benefits of peace.

(25.17) With government policies on education, culture, science, technology and innovation for a competitive edge, gender equality, health and social inclusion, we are certain to ensure, as our sacred Mayan book *Popol Vuh* says, "that no one is left behind ... in the country of the eternal spring". Thank you.

26. **The President:**

Thank you Ms Rubio. Now I will request His Excellency, Mr Ghulam Farooq Wardak, Minister of National Education of Afghanistan, to please come to the stage.

27.1 **Mr Wardak (Afghanistan):**

Mr President, Madam Director-General, Excellencies, distinguished delegates, ladies and gentlemen, *as-salāmu 'alaikum wa-rahmatu llāhi wa-barakātuh* (Peace and the mercy of God be upon you). First of all, I would like to congratulate Mr Hao Ping on his election as the President of this session of the General Conference and also I wish to express my heartfelt thanks to Ms Katarina Bogyay, his predecessor, for her contribution to the 36th session of the General Conference. I am honoured to represent Afghanistan in such a distinguished gathering, where everyone is driven by the sole purpose of serving humanity and its future. Taking this opportunity, I thank the Director-General, Ms Irina Bokova, and her team, for arranging the policy debate within the framework of the General Conference.

27.2 Excellencies, I am delighted to state that the development of education in my country is the most successful legacy of the international community's partnership and collaboration with the people of Afghanistan over the last 12 years. We have been able to transform the disabled, defunct and neglected education system of 2001 which was providing poor quality education to less than 1 million students, none of whom were girls, into the progressive, responsive and inclusive education system of today that serves 10.5 million Afghan children and youth, 41% of which are girls. In the past decade, we have made visible strides in culture, information and communication, and as more Afghans are educated and trained, the prospects for development in science and sports are already becoming evident. Today, in our population of 33 million, there are 20 million mobile phone users; 95% of the population has access to some form of mass media, and about two million people have access to Internet services. Moreover, a vibrant media sector including more than 65 television stations, 174 radio broadcasters and 1,000 newspapers is expanding all over the country, where 12 years ago there was only one television station, only one newspaper and only one radio station.

27.3 Our recent achievements in sports, such as winning the South Asian Football Federation Championship and our qualification for the cricket world cup are sources of pride and energy for a country that emerged from war just 12 years ago. On behalf of the people of Afghanistan, I would like to acknowledge with gratitude the fact that without the support of our friends in the international community, we would not have been able to bring about this unprecedented transformation in such a short time.

27.4 Distinguished colleagues, our experiences in Afghanistan highlight the fact that security is possible through development and that challenges can be converted into opportunities, if the right strategies and approaches are chosen, a few of which I would like to share with this august forum. First, at the grassroots level we have placed community mobilization and community empowerment at the heart of our strategic focus to protect schools, encourage parents to learn and send their children to schools, monitor their progress, and provide alternative pathways to education. Second, the integration of informal education: in order to meet the divergent needs of our people, we have been enhancing cohesion across our formal education system and various informal pathways such as community-based and mosque-based education, which is considered in Afghanistan and many other Muslim countries as the richest form of pre-school education, and pre-school accelerated learning programmes. Third, financial commitment to education. At a governmental level, again because of our advocacy for EFA goals, in the past seven years we have doubled the amount allocated to education in our national budget, from \$260 million in 2007 to \$580 million in 2013. We are committed to continuing our efforts to further steadily increase the national budget allocation for education. Fourth, Afghanistan global partnerships. In order to reach every Afghan child, especially those who are vulnerable and marginalized, and achieve the education for all and Millennium Development Goals, in addition to our regular programmes, we have had the privilege of regional and international partnerships such as the Global Partnership for Education (GPE), the United Kingdom's Global Girl's Education Challenge Fund, the United Nations Secretary-General's Global Education First Initiative, USAID's "Room to Learn" programme and Qatar's "Educate a Child" initiative. These partnerships will collectively enable us to provide education to all those who do not have access to it today.

27.5 Honourable colleagues, as you are aware, progress towards universal schooling remains challenging in poor and conflict-affected areas, including Afghanistan. The quality of learning for children and youth who attend school does not match the expectations for a stable future. The global financial slow-down, aid reductions and national resource constraints limit our possibilities to address these issues, unless we stimulate change on the following five fronts: these are important, my colleagues, as education is unfortunately ranked a very low priority by some of the key donors offering international development support. Firstly, as members of the international community, we need to maintain investment in education as a high priority at least for the next decade. Second, we need to advocate for raising education as a pressing priority at the global level. We should highlight the need for promoting UNESCO's profile as a global leader in education, science and culture within the United Nations family at the corresponding level of the importance of education. Third, more specifically, UNESCO's country offices can and should play a better role in lobbying respective governments to increase national budget allocations for education. Fourth, it is very important in order to improve equity in areas affected by high disparities that donors should make girls' education a precondition for funding to NGOs and private foundations. Fifth, moving forward, unity of purpose, collaboration and genuine partnership between governments, agencies, public and private institutions are much-needed sources of strength and hope for millions of out-of-school children and their families.

27.6 Excellencies, Afghanistan is coming out of a lingering war and humanitarian disaster and needs continued support to stand on its own two feet. We are still in need of assistance to develop the type of human resources that are essential for our economic growth, through exploiting our untapped underground natural resources and minerals. By doing so, we are confident that we shall not remain a burden on the international community any more, but will shift our role from an aid-receiving country to an aid-providing nation. I conclude, ladies and gentlemen, by renewing our

commitment to the principles and values of UNESCO and assure you of our dedication to the Millennium Development Goals (MDGs) and the post-2015 agenda. We will continue to strongly support UNESCO's objectives and we will take an active part in achieving its noble mission. I thank you very much.

**28. The President:**

Thank you Mr Wardak. Now I would request His Excellency, Mr Giuseppe Maria Morganti, Minister of Education of San Marino to please come and address this assembly.

**29.1 M. Morganti (Saint-Marin) :**

Permettez-moi tout d'abord, au nom de Saint-Marin, d'adresser à la population philippine un message de solidarité en ce moment de grande difficulté. Monsieur le Président, Madame la Directrice générale, Mesdames et Messieurs les délégués, devant cette assemblée, il est émouvant de penser que l'Acte constitutif de l'UNESCO a été inspiré par la plus grande philosophie du monde, conférant à cette Organisation un rôle fondamental dans la poursuite de parcours de paix et de dialogue entre les États, fondés sur la mémoire et la culture, c'est-à-dire sur des valeurs toujours partagées par l'humanité.

29.2 Nous sommes conscients des défis auxquels l'UNESCO doit faire face à moyen et à long termes dans la gestion de la complexité croissante, de l'évolution rapide et des profondes incertitudes du monde, qui exigent de la société qu'elle reconsidère ses propres paradigmes culturels. Alors que les individus sont de plus en plus diversifiés, que la multiculturalité existe dans la réalité avant d'être reflétée dans les projets, que les expériences dans le réseau électronique amplifient la variété des attentes individuelles et des nouvelles formes de microculture, l'éducation et la concrétisation des connexions culturelles et matérielles de notre planète deviennent incontournables. En effet, le dialogue entre les cultures est non seulement une exigence éthique d'aujourd'hui, mais la condition préalable de toute évolution future de l'humanité. Afin d'élaborer cette perspective culturelle d'une façon efficace, il est urgent de développer une double conscience collective : la conscience de la multiplicité irréductible des identités individuelles et, en même temps, la conscience de l'évolution unitaire de l'espèce humaine.

29.3 Pour évoluer concrètement vers une société plus durable et partagée, il faut donner de nouvelles compétences de base à tous les citoyens, investir dans les ressources humaines, dans leur autonomisation, dans la création de résiliences et dans l'innovation didactique et, surtout, il faut favoriser au maximum l'accès à l'éducation et à la formation pour tous. L'objectif est de faire advenir une citoyenneté active et critique, capable de dialoguer et d'intégrer de façon dialectique la diversité et l'universalité, la continuité et le changement, les contextes local et global. Notre désir est de créer chez les femmes et les hommes un sentiment d'appartenance à leur propre territoire ainsi qu'au monde entier, et d'établir des liens originaux et prévisibles entre le local et le global, de connecter de manière concentrique les différentes patries.

29.4 En ce sens, nous sommes très reconnaissants à la Directrice générale de son rôle dans le développement d'un nouvel humanisme et l'élaboration d'une réforme de l'UNESCO qui donne déjà des résultats importants. Les politiques encouragées par l'UNESCO vont dans le sens du désir de créer des identités collectives pour les nations, dont les cultures pourront apprendre les unes des autres. La communication mutuelle et la compréhension interculturelle sont même rappelées dans la Stratégie à moyen terme, dont certains objectifs sont au cœur d'une importante réforme culturelle entreprise par notre pays, que j'ai l'honneur de représenter aujourd'hui : notamment, la promotion de la créativité et de la diversité des manifestations culturelles et la mise en place de conditions qui permettent aux citoyens de tous les pays d'être des citoyens du monde créatifs et responsables. Pour ces raisons, Saint-Marin continuera d'apporter son soutien aux programmes prioritaires de l'UNESCO tout en suivant les orientations de l'Organisation et en s'engageant à contribuer à leur mise en œuvre. Merci de votre attention.

**30. The President:**

Thank you very much Mr Morganti. Now I would request His Excellency, Mr Jesús Engonga Ndong, Minister of Education and Sciences of Equatorial Guinea, to please come to the stage.

**31.1 Sr. Ndong (Guinea Ecuatorial):**

Excelentísimo Sr. Presidente de la Conferencia, excelentísima Sra. Presidenta del Consejo Ejecutivo, excelentísima Sra. Directora General de la UNESCO, estimados colegas ministros de educación y del mundo de la ciencia y la cultura, excelentísimos señores embajadores, delegados permanentes, señoras y señores: ante todo queremos expresar nuestra solidaridad al pueblo y Gobierno filipino por este brutal siniestro de la naturaleza.

31.2 Señor Presidente: es para nosotros un gran honor participar en esta 37ª reunión de la Conferencia General de la UNESCO, en representación del Gobierno de Guinea Ecuatorial, en cuyo nombre agradecemos sinceramente a los organizadores que han tenido la deferencia de invitarnos. En efecto, la Conferencia General, este órgano supremo de la UNESCO, es donde los Estados Miembros decidimos sobre diferentes lineamientos, programas y proyectos a nivel multilateral y multisectorial.

31.3 La cooperación entre la República de Guinea Ecuatorial y la UNESCO se remonta en la década de los 70, pocos años después de nuestra independencia nacional. Con ella, la UNESCO contribuyó grande y positivamente a la formación de profesores de enseñanza media en el Centro de Desarrollo de la Educación en Bata, segunda capital del país. El modesto orador que les dirige la palabra es un egresado de dicho Centro. Esa cooperación se llevó también a cabo en los distintos centros medios del país, con el envío de un nutrido cuadro de profesores de la UNESCO bien cualificados.

31.4 Con el apoyo de la UNESCO, desde el año 1995, el Gobierno de Guinea Ecuatorial viene vertebrando un sistema de educación superior en el país, surgiendo así la Universidad Nacional de Guinea Ecuatorial (UNGE). Esta institución cuenta actualmente con más de 6.000 alumnos, repartidos en escuelas universitarias y numerosas facultades.



En este mismo campo de la educación superior, el Gobierno prosigue sus esfuerzos con la creación actualmente de una universidad con proyección subregional: la Universidad Americana de África Central, cuya construcción física ya se ha concluido y en relación con la cual estamos negociando actualmente los servicios de gestión y de asistencia técnica con universidades americanas y de otras partes del mundo. Asimismo, con el apoyo de la UNESCO y para irradiar información y cultura en todo el país, hemos instalado emisoras de radio en las zonas rurales.

31.5 Estimados conferenciantes, señoras y señores: Guinea Ecuatorial cree en la educación como agente de cambio, como exponente de desarrollo, por eso estamos emprendiendo significativas acciones en el campo de la renovación curricular. Estamos procurando el cambio del paradigma de educación tradicional, centrada en el conocimiento de realidades externas al país, para incorporar también elementos de nuestra sensibilidad cultural e histórica.

31.6 En ese marco de cooperación fructífera, y en su afán de brindar a nuestra Organización su apoyo en la investigación científica, el Gobierno de Guinea Ecuatorial financió el Premio Internacional UNESCO-Guinea Ecuatorial de investigación en ciencias de la vida, y el Vicepresidente Primero de la República, en representación del Excelentísimo Sr. Obiang Nguema Mbangogo, asistió personalmente a la ceremonia de entrega de su primera edición en esta Sede, en julio del año pasado. Por tanto, nuestra más sincera gratitud al Consejo Ejecutivo y, cómo no, a la Sra. Directora General de la UNESCO.

31.7 Estimados conferenciantes, señoras y señores: estos cambios positivos que se registran en el ámbito educativo son el reflejo de lo que sucede en el contexto general del país. El Gobierno de Guinea Ecuatorial, en efecto, está empeñado en el desarrollo político e institucional de la nación sobre la base del respeto, el reconocimiento y la aplicación de las libertades fundamentales de las personas. No existe en el país, hoy por hoy, discriminación alguna por razones de religión, ideología política, raza, etnia o de ningún concepto discriminatorio, como comportamiento institucional.

31.8 El vigente programa del Gobierno de Guinea Ecuatorial, de cara al año 2020, tiene como finalidad hacer del país una nación emergente. Este es un proceso de industrialización, de transformaciones sociales y de formación de recursos humanos multifacéticos evidentes, en el que queremos contar de nuevo con el apoyo de la UNESCO. Por eso, y además de los proyectos en curso, a través de la Oficina regional que se acaba de instalar en Yaundé, proyectamos ampliar nuestra cooperación multisectorial con la UNESCO, tanto a nivel bilateral como multilateral.

31.9 Antes de finalizar mi breve intervención, queremos felicitar en primer lugar al Dr. Hao PING por su elección a la Presidencia del órgano supremo de esta institución, y de manera entrañable a la Presidenta de la Conferencia General saliente, doña Katalin Bogayay, a la Presidenta del Consejo Ejecutivo, doña Alissandra Cummins, y a la Directora General de la UNESCO, Irina Bokova (esta última por su reelección a la dirección de esta magna institución), tres mujeres que han sabido conducir nuestra Organización en los cuatro últimos años a nivel de innovaciones, estructuración y programación, a pesar de las grandes dificultades existentes. Es, en este orden de ideas, que animamos a la Directora General de la UNESCO no solo a mantener la "Prioridad África", tan necesaria para nuestro continente, sino a hacerla realmente efectiva y operativa.

31.10 Somos conscientes de las dificultades financieras por las que atraviesa la UNESCO, pero también pensamos que proyectos como la Historia General de África y su utilización pedagógica, la coalición mundial para un mundo alfabetizado, la autoevaluación de la Educación para Todos (EPT) por los mismos africanos merecen una especial atención para todas las partes implicadas. Recomendamos, por otra parte, que la reforma del dispositivo fuera de la Sede, es decir, la de las nuevas oficinas regionales, cuente con recursos humanos verdaderamente cualificados.

31.11 Por nuestra parte, queremos asegurarles que seremos fieles intérpretes, ante nuestro Gobierno, de las dificultades que atraviesa la UNESCO y de las resoluciones que se vayan a adoptar en esta magna asamblea, así como del apoyo que necesita de sus Estados Miembros. Muchas gracias.

(31.1) **Mr Ndong** (Equatorial Guinea) (*translation from the Spanish*):

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General of UNESCO, ministers of education and the world of science and culture, ambassadors, permanent delegates, ladies and gentlemen: I should like to express before all of you our solidarity with the people and Government of the Philippines following this terrible natural disaster.

(31.2) Mr President: it is a great honour for us to participate in this 37th session of the General Conference of UNESCO, as a representative of the Government of the Republic of Equatorial Guinea, in whose name, we sincerely thank the organizers for inviting us. Indeed, the General Conference is the supreme body of UNESCO; it is where the Member States take decisions on various policies, programmes and projects at the multilateral and multisectoral level.

(31.3) Cooperation between the Republic of Equatorial Guinea and UNESCO goes back to the 1970s, some years after we gained national independence. As part of that cooperation, UNESCO made a major and valuable contribution to the training of secondary school teachers in the Educational Development Centre in Bata, the second capital of the country. I, myself, graduated from the Centre. Those cooperative efforts were also implemented in the country's various secondary education centres, with a view to building a sizeable group of well-qualified UNESCO teachers.

(31.4) With the support of UNESCO, the Government of Equatorial Guinea has since 1995 been building a system of higher education in the country, including the National University of Equatorial Guinea. This institution now has more than 6,000 students, divided among its many faculties and departments. The Government is also continuing its efforts in the field of higher education with the establishment of a subregional university: the American University of Central Africa, the physical infrastructure of which has already been completed and for which we are currently negotiating management and technical assistance services with American universities in other parts of the world. In addition, with the support of UNESCO and in order to disseminate information and culture throughout the country, we have installed radio stations in rural zones.

(31.5) Ladies and gentlemen: Equatorial Guinea believes in education as an agent of change, as a force for development, and we are therefore taking important measures in the field of curriculum reform. We are working to change the traditional education paradigm based on knowledge of realities outside of the country and to incorporate as well elements of our cultural and historical sensibility.

(31.6) In this framework of fruitful cooperation, and in its desire to provide our Organization with support for scientific research, the Government of Equatorial Guinea funded the UNESCO-Equatorial Guinea International Prize for Research in the Life Sciences, and the First Vice President of the Republic, on behalf of His Excellency Mr Obiang Nguema Mbangsogo, personally attended the first award ceremony, held at Headquarters in July of last year. We therefore wish to express our most sincere thanks to the Executive Board and to Madam Director-General of UNESCO.

(31.7) Ladies and gentlemen: these positive changes in the field of education reflect what is happening in general in the country. The Government of Equatorial Guinea is in fact engaged in the political and institutional development of the nation on the basis of respect for, recognition and application of the fundamental freedoms of the individual. Today, in our country, there is no discrimination on the basis of religion, ideology, politics, race or ethnic group, and there is no institutional discrimination.

(31.8) The aim of the current programme of the Government of Equatorial Guinea, in effect until 2020, is to transform the country into an emerging nation. This involves a process of industrialization, social transformations and training of multifaceted human resources, for which we hope once again to count on UNESCO's support. Therefore, and in addition to the projects underway, through the Regional Office that has just opened in Yaounde, we plan to broaden our multisectoral cooperation with UNESCO, at the bilateral and multilateral level.

(31.9) Before ending my brief statement, I should like to congratulate, firstly, Mr Hao Ping on his election as President of the supreme body of this institution, and, with warmth, the outgoing President of the General Conference, Ms Katalin Bogay, the Chair of the Executive Board, Ms Alissandra Cummins, and the Director-General of UNESCO, Irina Bokova (on her nomination for re-election as head of this great institution), three women who have guided our Organization during the past four years through innovation, restructuring and programming, in spite of the great existing difficulties. In that connection, we urge the Director-General of UNESCO not only to maintain Priority Africa, so vital to our continent, but also to make it truly effective and operational.

(31.10) We are aware of the financial difficulties that UNESCO faces; however, we also believe that projects like the *General History of Africa* and its pedagogic use, the global coalition for a literate world, and the self-assessment of education for all (EFA) by the Africans themselves deserve special attention from all the parties concerned. We recommend furthermore that the reform of the field office system, that is, the reform of the new regional offices, should include genuinely qualified human resources.

(31.11) We should like to assure you that we will communicate faithfully to our Government the difficulties that UNESCO is experiencing and the resolutions that are adopted by this grand assembly, as well as the support that it needs from its Member States. Thank you.

## 32. **The President:**

Thank you Excellency. Our next speaker is Her Excellency, Ms Baklai Joyleen Temengil, Minister of Community and Cultural Affairs of Palau.

### 33.1 **Ms Temengil (Palau):**

*Alii* from the Republic of Palau, Mr President of the 37th session of the General Conference, Ms Irina Bokova, Director-General of UNESCO, Members of the Executive Board, distinguished delegates, ladies and gentlemen, it gives me great pleasure to address the General Conference this morning. Congratulations and greetings from the Republic of Palau. Along with Saint Kitts and Nevis, Palau is happy to co-sponsor the draft resolution submitted by New Zealand. This resolution is a preventive mechanism that will help small island developing States (SIDS) such as Palau to achieve their strategic development goals and targets.

33.2 Palau is on track with its action plan in accordance with the Pacific World Heritage Action Plan (2010-2015). In 2012, Palau's nomination, the Rock Islands Southern Lagoon, was inscribed on the World Heritage List which covers sites of both natural and cultural significance. This historical event was possible through collaborative efforts and partnership between the national and State governments to fulfil the management plan requirements with the support of UNESCO and Member States. Efforts are now under way to undertake consultations and steps toward creating management plans for the transboundary Yapese Stone Money Transboundary Sites of Palau and Yap, in the Federated States of Micronesia. Review of the previous nominations and compilation of data to complete the nomination of the transboundary site for the World Heritage List are ongoing.

33.3 In 2011, Palau ratified UNESCO's Convention for the Safeguarding of the Intangible Cultural Heritage, known as the 2003 ICH Convention. Since then, Palau has completed its cultural mapping report which assesses and summarizes Palau's cultural sector and its various dimensions. Consultation meetings and workshops with cultural stakeholders are now being planned to pave the way toward creating and adopting Palau's ICH national policy. Last month, the Palau Ministry of Education received UNESCO funding to promote ICH in Palau's education system, so as to support the sustainability of ICH and its transmission to the next generation. Through UNESCO's Participation Programme, Palau has received assistance in both culture preservation, education, and environmental assessment.

33.4 I would like to highlight the local efforts that our Government is making in preserving and ensuring the protection of our environment. The Micronesia Challenge is a regional environmental initiative to conserve 30% of our reefs and 20% of our land in their natural state. We have established the world's first shark sanctuary to help preserve the health of our oceans in keeping with our tradition of conservation, known as *bul*. We have a protected areas network, known as PAN, an environmental programme to protect our fragile environment from exploitation, funded by collecting green fees from the departure fees paid by Palau's visitors.

33.5 Finally, I call on this assembly to reflect on a particular statement made by UNESCO in its 2011 publication, *From Green Economies to Green Societies*: which was that “the complex and multifaceted challenges and risks of today and the future call for a response which addresses the social, economic and environmental issues facing the world today in an integrated and comprehensive manner, with new indicators to guide us.” Many UNESCO Member States, especially the SIDS, including Palau, continue to face mounting challenges in protecting their surrounding oceans and sea-based resources. This is a desperate battle with more than just an economic foundation. His Excellency, President Tommy E. Remengesau of Palau is fond of saying, “our environment is our economy and our economy is our environment.” Whichever way we look at the continuing struggle of SIDS, we must recognize that there is a serious role to be played by UNESCO. UNESCO must offer all possible support to the critical battle faced by SIDS in protecting their oceans. UNESCO can and should assist in the sharing of knowledge and extend its support to enable SIDS’ to develop their own scientific research regarding sustainable ocean management. Expeditious sharing of knowledge and research and the development of local knowledge instil ethical principles at national, regional and international levels which inform behaviours, policy actions and governance decisions that are desperately needed in order for this particular development agenda to succeed.

33.6 In Palau’s case, our President’s recent proclamation to close off our Exclusive Economic Zone (EEZ) toward the creation of a comprehensive marine sanctuary is being driven by a marine sanctuary group that is tasked to gather the relevant scientific evidence to inform a final decision. It has been argued that important organizations like UNESCO with an interest in this specific development issue should be fully engaged. We welcome any support and assistance from UNESCO and other interested UNESCO Member States. In closing, I would like to direct your attention to the most vulnerable groups: youth, women and children. I would like to draw UNESCO’s attention to our priorities, which are investment to benefit youth, women and children, better health policies to fight the non-communicable diseases affecting small island nations, to advocate for access to better living conditions and to provide educational awareness to encourage participation in national development and implementation processes. Again, thank you for your attention and on behalf of the President of the Republic of Palau, our Government and our people, please accept our most humble gratitude to UNESCO for its leadership and commitment to SIDS. Thank you.

34. **The President:**

Thank you Your Excellency Ms Temengil. Our next speaker is His Excellency, Mr Magele Mauiliu Magele, Minister of Education, Sports and Culture of Samoa.

35.1 **Mr Magele (Samoa):**

Mr President, Madam Director-General, Honourable Ministers, Ambassadors, distinguished delegates, ladies and gentlemen, *talofa lava* and greetings from the independent State of Samoa. Our country is a small island in the Pacific with a population of 180,000. Samoa is currently classified as a less developed country but will graduate to middle-level income status in 2014. We have a vibrant and strong culture and a flourishing economy despite recent setbacks such as the loss of life and devastation caused by Cyclone Evan in late 2012.

35.2 As a small country, Samoa faces many challenges in achieving an improved quality of life for every citizen, yet we are making progress. Today I am proud to announce that Samoa has ratified the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and I carry with me the instrument of ratification to deposit here at UNESCO Headquarters. Samoa is known for its cultural strength and vitality, arising from a traditional, community-based governance system. This system contributes towards the stability of the nation of Samoa, which celebrated its 50th anniversary of independence in 2012. As such, I would like to thank the Director-General of UNESCO for her kind words commemorating Samoa’s independence.

35.3 Samoa has been confirmed as the host of the Third International Conference on Small Island Developing States to be held in our capital Apia in 2014. This attests to our commitment to achieving sustainable development, to working with our partner SIDS in the Pacific and elsewhere, and to a post-2015 development agenda that reflects the needs and aspirations of these small island States. Other examples of Samoa’s progress in achieving its key commitments to education, science, culture and communication and information are the abolition of school fees and introduction of flexibility measures to ensure every Samoan child can receive a full education from year one to year 11; a commitment to the integration of technical and vocational education and training (TVET); commencement of the inventorying of our heritage and development of a representative list of our intangible cultural heritage; capacity building of science, technology and mathematics teachers from across the country; and establishment of our National Youth Council.

35.4 Some of the remaining challenges that we urgently need to respond to and request the assistance of UNESCO in addressing are: a shortage of science, technology and mathematics teachers; quality of teachers due to limited opportunities for professional development during their careers; acquiring the necessary resources and expertise to ensure the preservation of our cultural sites, artefacts and heritage; ensuring our language stays strong and is not eroded by external influences; integrating our culture and values within the school curriculum; and tackling non-communicable diseases through sports and education that promote healthy eating and active lifestyles from a young age. I would like to note and thank the efforts of the Director-General in ensuring a smooth transition regarding the post of Director of the field office in Apia and the priority placed on confirming the new Director who assumed his duties this week. Furthermore, I would like to thank UNESCO for the support which it has provided Samoa over many years. We look forward to continue to work with you, including welcoming UNESCO and all the delegates to our country to participate in the SIDS Conference in 2014. *Faafetai, merci* and God bless.

*The President resumes the Chair*

**36. The President:**

Thank you Your Excellency. Our next speaker is His Excellency Mr Marcel Loudégué, Minister of National Education of Central African Republic.

**37.1 M. Loudégué (République centrafricaine) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale de l'UNESCO, Mesdames et Messieurs les ministres et chefs de délégation, honorables délégués, Mesdames et Messieurs. Monsieur le Président, c'est pour moi un réel plaisir et un grand honneur d'associer ma voix à celles des orateurs qui m'ont précédé pour vous présenter, au nom du Gouvernement de la République centrafricaine et de la délégation qui m'accompagne, mes vifs compliments pour votre brillante élection à la présidence de nos travaux. Ma délégation vous assure de son soutien pour que la présente session de la Conférence générale soit couronnée de succès.

37.2 Monsieur le Président, honorables délégués, cette nouvelle session ordinaire, qui s'ajoute aux 36 précédentes qui nous ont réunis dans le passé, témoigne de la continuité de notre Organisation, capable de transcender les mutations rapides et profondes que le monde n'a cessé de connaître. Elle coïncide avec la fin du présent mandat, et je saisis l'occasion pour saluer, au nom du Gouvernement de la République centrafricaine, les remarquables qualités de la Directrice générale, Mme Irina Bokova. Qualités qui lui ont permis, pendant les quatre années écoulées, de diriger l'Organisation avec efficacité et fermeté, de mener des actions qui ont contribué à en consolider les fondements et à lui permettre de s'acquitter au mieux de la mission pour laquelle elle a été créée, à savoir favoriser la coopération intellectuelle et morale pour édifier la paix dans l'esprit des hommes.

37.3 Monsieur le Président, honorables délégués, la paix est une aspiration légitime de notre monde. Pour avoir connu presque trois décennies de déchirements internes, la République centrafricaine en appelle à la conscience de chacun de nous pour que désormais la violence politique soit rangée définitivement au musée de l'histoire. L'amère expérience que nous avons vécue enseigne à tous que la gestion politique consensuelle est la seule voie qui mène vers le progrès et le développement. C'est pourquoi mon pays, grâce à la solidarité des organisations sous-régionales, telles que la CEEAC et la CEMAC, déploie des efforts pour rétablir la paix sur l'ensemble du territoire national car les régions des provinces de la République centrafricaine connaissent encore une vague d'insécurité résultant des actions d'hostilité des bandes armées qui terrorisent et violentent la population civile, occasionnant des vagues de réfugiés et de personnes déplacées. C'est ici le lieu pour moi d'exprimer, au nom du Gouvernement de la République centrafricaine, toute ma gratitude à l'endroit de ces organisations ainsi que de l'ensemble de la communauté internationale pour leur solidarité à travers les efforts qu'elles déploient en faveur de mon pays pour le rétablissement définitif de la paix.

37.4 Monsieur le Président, l'UNESCO et ses États membres doivent plus que jamais œuvrer davantage pour assumer la lourde responsabilité morale et éthique qui est celle de transmettre aux générations futures une planète en paix avec son passé, son présent et son avenir. Cela exige une vision clairvoyante et le partage d'une culture de paix, de tolérance et de dialogue qui est le sens premier de l'engagement des fondateurs de l'UNESCO. Les bases d'un tel objectif doivent être jetées à partir de l'école. La République centrafricaine demeure convaincue que l'éducation reste et restera toujours la priorité de l'UNESCO et qu'elle inspire l'ensemble de son action. Notre Plan national d'action pour l'Éducation pour tous, renforcé par la Stratégie nationale du Secteur de l'éducation (2008-2020), vise l'amélioration de la qualité de la formation en réponse aux besoins de la croissance économique et sociale. L'enseignement fondamental constitue une priorité car l'objectif principal est d'offrir un enseignement de base de qualité à chaque enfant centrafricain. Aussi, la stratégie adoptée est-elle centrée sur le partenariat, où l'implication de tous est encouragée. Un accent particulier est mis aujourd'hui, après de dures épreuves dues aux crises militaro-politiques que le pays a connues, avec leurs corollaires de destructions des édifices scolaires, sur la reconstruction et la rénovation des infrastructures scolaires.

37.5 Monsieur le Président, parmi les mesures prises par la République centrafricaine aux fins de redynamiser son système éducatif, l'enseignement supérieur et universitaire est pris en compte avec l'introduction aujourd'hui effective du système Licence, Master, Doctorat (LMD) dans les différentes filières de l'Université de Bangui, qui demeure un outil indispensable d'appropriation de savoirs, savoir-faire et savoir-être par des cadres de haut niveau formés à la maîtrise des paramètres de développement du pays. C'est pourquoi nous pensons que le moment est venu d'appuyer les efforts du Gouvernement centrafricain en renforçant les capacités de cette institution publique unique et en contribuant à la création d'une nouvelle institution.

37.6 Par ailleurs, la République centrafricaine entend poursuivre et renforcer son partenariat avec l'UNESCO pour promouvoir des activités culturelles et artistiques menées aux niveaux national, sous-régional et continental.

37.7 Dans le domaine de la communication, un accent particulier est mis sur la valorisation de la presse tant publique que privée. La République centrafricaine rend un vibrant hommage à l'Organisation à cet égard et espère continuer à bénéficier de son précieux concours dans ce domaine.

37.8 Monsieur le Président, le dernier défi que l'Organisation est appelée à relever et dont ma délégation voudrait faire état dans ce bref exposé est celui de la lutte contre la pauvreté dans les pays du Sud par l'éradication de l'analphabétisme et de l'illettrisme. De l'alphabétisation dépend en effet le développement de l'aptitude des populations à participer à la réalisation des objectifs contenus dans les autres défis. C'est fort de ces convictions que mon pays a envisagé une politique d'alphabétisation en se dotant d'un plan national destiné à améliorer les conditions de vie de la population en réduisant l'analphabétisme et la pauvreté.

37.9 Monsieur le Président, je voudrais pour terminer réaffirmer la foi de la République centrafricaine dans la coopération internationale et les idéaux de l'UNESCO, gages d'un avenir meilleur, épris de paix, de tolérance et d'amitié. Je vous remercie de votre aimable attention.

38. **The President:**

Thank you Your Excellency. Our next speaker is Mr Imangali Tasmagambetov, Chairman of the National Commission of Kazakhstan for UNESCO.

39.1 **Г-н Тасмагамбетов (Казахстан):**

Уважаемый г-н Председатель, уважаемая г-жа Генеральный директор, дамы и господа, прежде всего, позвольте поздравить Председателя Азиатско-Тихоокеанской группы г-на Хао Пинга с избранием на пост Председателя 37-й сессии генеральной конференции ЮНЕСКО и пожелать ему плодотворной деятельности и успеха на этом ответственном посту. Вместе с тем хочу также выразить слова благодарности Председателю 36-й сессии генеральной конференции г-же Каталине Бодяи за ее эффективную деятельность в течение срока ее полномочий.

39.2 Уважаемые дамы и господа, кардинальные реформы, происходящие в Организации, придают особое значение текущей сессии Генеральной конференции. Сегодня ЮНЕСКО переживает переломный момент своего развития, когда основополагающие цели деятельности Организации, направленные на построение и укрепление мира в умах людей в свете текущей мировой нестабильности, как нельзя актуальны. Уверен, что все государства – члены Организации поддерживают идею объединения усилий для достижения мира, стабильности и развития. Для многонационального Казахстана, который придерживается политики мира и толерантности, особую важность имеет поддержка и популяризация деятельности ЮНЕСКО по продвижению межкультурного диалога и понимания культурного разнообразия и толерантности, как основных факторов успешного развития и процветания.

39.3 Являясь членом Исполнительного совета, Казахстан, наряду с другими странами, вела активную деятельность по подготовке основных программных документов ЮНЕСКО. В этой связи хочу выразить слова искренней благодарности Генеральному директору Ирине Боковой за ее личный вклад в дело развития Организации.

39.4 Уважаемые коллеги, для Казахстана сотрудничество с ЮНЕСКО всегда являлось одним из приоритетных направлений внешней политики. Уже больше 20 лет ЮНЕСКО оказывает существенную поддержку Казахстану в деле реформирования национальных систем образования, науки и культуры. В соответствии с решением 67-й сессии Генеральной Ассамблеи ООН период с 2013 по 2022 г был объявлен Международным десятилетием сближения культур. В этой связи хочу призвать государства – члены ЮНЕСКО принять активное участие в реализации проектов и мероприятий. 23 августа этого года при участии Генерального директора ЮНЕСКО Ирины Боковой в Астане состоялся Международный форум, посвященный официальному началу Международного десятилетия сближения культур, в котором приняли участие руководители международных организаций, видные общественные и политические деятели со всего мира. Результаты данного Форума в очередной раз подтвердили актуальность усилий мирового сообщества по продвижению культуры мира и идеи нового гуманизма в современном обществе, особенно в умах молодых людей.

39.5 Кроме того, 14-16 октября этого года в Алма-Аты состоялся Международный форум по Великому шелковому пути, который объединил экспертов из 20 стран мира. В рамках мероприятия также состоялось официальное открытие и презентация онлайн-платформы ЮНЕСКО.

39.6 Г-н Председатель, от имени Казахстана хотел бы выразить поддержку представленным на рассмотрение Генеральной конференции проектам среднесрочной стратегии и программы и бюджета Организации на предстоящий период. На наш взгляд в результате упорной и кропотливой работы Исполнительный совет смог прийти к компромиссу, представив на ваше рассмотрение эти комплексные документы, которые позволят ЮНЕСКО достичь нового уровня эффективности.

39.7 Хотел бы также присоединиться к своим коллегам, которые неоднократно подчеркивали важность определения конкретных приоритетов в целях повышения эффективности деятельности Организации в областях ее компетенции. Особую актуальность это приобретает в свете разработки повестки дня на период после 2015 г. Будучи авторитетным органом международного сотрудничества, ЮНЕСКО должна идти в ногу с новыми веяниями международной политики и глобальных преобразований, в связи с чем с удовлетворением отмечаю, что данный аспект нашел широкое отражение в новой Среднесрочной стратегии Организации.

39.8 Уважаемые г-жа Генеральный директор, дамы и господа, в завершение своего выступления хочу подчеркнуть, что правительство Казахстана и Национальная комиссия заинтересованы в дальнейшем всестороннем укреплении и расширении сотрудничества с ЮНЕСКО и ее государствами-членами в интересах мира и процветания. Благодарю за внимание.

(39.1) **Mr Tasmagambetov (Kazakhstan) (translation from the Russian):**

Distinguished President, distinguished Madam Director-General, ladies and gentlemen, first of all allow me to congratulate the Chair of the Asia and the Pacific Group, Mr Hao Ping, for his election as President of the 37th session of the General Conference of UNESCO, and wish him fruitful work and success in this responsible post. I also wish to express gratitude to the President of the 36th session, Ms Katalin Bogyay, for her effective work while she was in that position.

(39.2) Ladies and gentlemen, the major reforms which are taking place in the Organization give particular significance to this session of the General Conference. UNESCO is now going through a crucial time in its development, when the original goals of its activities, aimed at building and strengthening peace in people's minds at a time of worldwide instability, are more relevant than ever before. I am sure that all Member States of the Organization support the idea of working together to achieve peace, stability and development. For plurinational Kazakhstan, which adheres to a policy of peace and tolerance, it is a matter of great importance to support and disseminate the work of UNESCO in the advancement of intercultural dialogue and understanding of cultural diversity and tolerance as fundamental factors in successful development and prosperity.

(39.3) As a member of the Executive Board, Kazakhstan, together with other countries, has been actively involved in preparing UNESCO's basic programme documents. In this connection, I wish to express my sincere gratitude to Director-General Irina Bokova for her personal contribution to the Organization's development.

(39.4) Dear colleagues, cooperation with UNESCO has always been a priority area of foreign policy for Kazakhstan. For over 20 years UNESCO has provided vital support to Kazakhstan in the reform of its national systems of education, science and culture. By a resolution adopted by the General Assembly of the United Nations at its 67th session, the period from 2013 to 2022 was declared the International Decade for the Rapprochement of Cultures and I wish to call upon the Member States of UNESCO to take an active part in the realization of projects and measures in this connection. On 23 August this year, with the participation of the Director-General of UNESCO, Irina Bokova, an international forum was held in Astana to mark the official beginning of the International Decade for the Rapprochement of Cultures. Participants included leaders of international organizations and prominent social and political figures from around the world. The outcome of that forum in turn underlined the importance of the international community's efforts to promote a culture of peace and the ideas of new humanism in modern society, particularly in the minds of young people.

(39.5) The International Forum on the Great Silk Road was held in Almaty on 14-16 October of this year, bringing together experts from 20 countries. In the framework of the event, the official opening and presentation of the UNESCO online platform also took place.

(39.6) Mr President, in the name of Kazakhstan, I would like to express my support for the draft medium-term strategy, programme and budget of UNESCO for the coming period, submitted for consideration by the General Conference. We believe that, thanks to the persistent and painstaking efforts of the Executive Board, a compromise was reached and these complex documents, which enable UNESCO to achieve a new level of effectiveness, are submitted for your consideration.

(39.7) I also wish to add my voice to those of my colleagues who have repeatedly emphasized the importance of setting concrete priorities for improving the effectiveness of UNESCO's activities in its fields of competence. This is particularly important regarding the drafting of the agenda for the post-2015 period. As an authoritative organ of international cooperation, UNESCO must keep pace with new trends in international politics and global transformation. In this connection I am pleased to observe that this aspect has been taken into due consideration in the Organization's new medium-term strategy.

(39.8) Distinguished Director-General, ladies and gentlemen, I wish to conclude my statement by emphasizing that the Government of Kazakhstan and the National Commission are committed to further all-round strengthening and expansion of cooperation with UNESCO and its Member States in the interest of peace and prosperity. Thank you for your attention.

#### 40. **The President:**

Thank you Your Excellency. Our next speaker is His Excellency Mr Karganbek Samakov, Member of Parliament of Kyrgyzstan.

##### 41.1 **Г-н Самаков (Кыргызстан):**

Уважаемый Председатель Генеральной конференции, уважаемые дамы и господа, от имени Кыргызской Республики рад приветствовать участников 37-й сессии Генеральной конференции ЮНЕСКО.

41.2 Происходящие в мире перемены и возрастающее многообразие современного мира требуют усиления Организации для того, чтобы она продолжила выполнять центральную роль по обеспечению устойчивого развития современного общества посредством активного и инновационного сотрудничества в рамках мандата Организации на основе реального участия всех государств – членов ЮНЕСКО. Цель может быть достигнута также посредством реформирования ЮНЕСКО, которое должно осуществляться в соответствии с целями и принципами Устава Организации. В этой связи, мы выражаем благодарность Генеральному директору г-же Ирине Боковой за ее целеустремленность в деле проведения как программных, так и структурных реформ Организации, несмотря на финансовые затруднения.

41.3 Уважаемые дамы и господа, общеизвестно, что в деле построения основ прочного мира и устойчивого развития важное место занимают вопросы образования. В мире, где продолжают конфликты, особое значение по-прежнему имеют вопросы развития образования в целях мира и консолидации общества. Понимая необходимость поиска решения проблем, связанных с конфликтами в системе образования, Кыргызская Республика в 2012 году провела Международный форум «Учимся жить вместе», результатом которого стало создание Регионального ресурсного центра по образованию в целях мира. Основной миссией Центра является содействие консолидации общества для сохранения мира в регионе в условиях многообразия через образование.

41.4 Кыргызская Республика уделяет большое внимание развитию качественного образования детей младшего возраста, в частности, созданию и развитию детских садов на летних выпасах. Детские сады на летних выпасах является одной из гибких и эффективных форм обучения и социализации детей, хорошо зарекомендовавшей себя в горных районах. Кыргызская Республика поддерживает иницированную Республикой Казахстан резолюцию о создании онлайн-платформы по Шелковому пути, которая будет играть важную роль в сохранении и пропаганде знаний о Шелковом пути, накопленных за многие годы ЮНЕСКО и ее государствами-членами. Мы приветствуем инициативу Генерального директора по созданию Центра социальных преобразований и межкультурного диалога. Надеемся, что Центр, аккумулируя многолетний опыт ЮНЕСКО в данной области, внесет свой вклад в дело построения открытого, доступного и равноправного общества.

41.5 Уважаемые дамы и господа, сегодня самым главным стратегическим ресурсом для «зеленого» устойчивого роста Кыргызстана является вода. Ее роль значительно повышается в связи с одним из главных вызовов устойчивому развитию – глобальным изменением климата, которое уже оказывает негативное влияние на наш регион. И, в первую очередь, на состояние водных ресурсов. По предварительным прогнозам специалистов, если не предпринять срочных мер, к 2100 году на территории страны практически не останется ледников и снежников, талые воды которых являются основным источником питания рек Центрально-Азиатского региона. В этой связи, призываем все страны продолжить диалог, начатый в год Международного года сотрудничества в области

водных ресурсов, между многочисленными заинтересованными сторонами по вопросам сотрудничества в сфере водных ресурсов как основы устойчивого развития.

41.6 Уважаемые дамы и господа, многообразие самобытных культур – вот что делает наш мир разнообразным! Поддерживаем и отмечаем важность мероприятий, которые проводит ЮНЕСКО в целях сохранения культурного наследия. В современном мире культурные ресурсы выступают важным фактором социального и экономического развития общества и вносят неоценимый вклад в устойчивое развитие многих стран. Вместе с тем, хотелось подчеркнуть ответственность ЮНЕСКО в отношении принятых нормативных документов в области культуры. Нас беспокоит возрастающая политизация при принятии решений, касающихся Списков ЮНЕСКО, которые были созданы в рамках Конвенций в области культуры.

41.7 В заключение своего выступления хотел бы особо подчеркнуть необходимость твердо и решительно двигаться вперед путем сплочения усилий всех государств-членов для преодоления угроз и вызовов во имя построения реально справедливого мира. Кыргызстан выражает свою полную готовность к такому конструктивному и эффективному международному сотрудничеству в рамках ЮНЕСКО. Хочу закончить свое выступления словами нашего великого эпического героя Манаса:

Жараткандан бүткөнбүз Төгөрөктүн төрт бурчун  
Төрт айланга кутконбуз  
Оомал-текмөлүү заманда  
Ынтымак менен түткөнбүз

Позвольте мне также сказать это по-русски:

Все мы созданы Творцом,  
Мы познали четыре части света,  
В годы сомнений и перемен  
Мы выжили, благодаря дружбе.

Благодарю за внимание.

(41.1) **Mr Samakov** (Kyrgyzstan) (*translation from the Russian*):

Distinguished President of the General Conference, distinguished ladies and gentlemen, on behalf of the Kyrgyz Republic I am pleased to greet the participants in the 37th session of the General Conference of UNESCO.

(41.2) The changes taking place in the modern world and its growing diversity require the strengthening of the Organization so that it can continue to play a central role in ensuring sustainable development of modern society through active and innovative cooperation in the area of its mandate on the basis of real participation by all Member States of UNESCO. The goal may also be achieved through reform of the Organization, which must take place in accordance with the goals and principles of its Constitution. In this regard, we are grateful to Director-General Irina Bokova for her purposeful work in implementing reforms of the Organization in respect of its programmes and structure, regardless of financial difficulties.

(41.3) Ladies and gentlemen, it is well known that educational issues play a major part in the work of laying the foundations of lasting peace and sustainable development. In a world where conflicts are taking place, issues relating to the development of education in the interest of peace and social consolidation are still very important. In 2012, aware of the need to seek solutions to conflict-related problems in the education system, the Kyrgyz Republic held an international forum entitled "Learning to Live Together", whose outcome was the founding of the regional resource centre on education for peace. The centre's basic mission is to contribute to social consolidation for the preservation of peace in the region based on diversity through education.

(41.4) The Kyrgyz Republic devotes much attention to the development of quality education for young children through the establishment and development of kindergartens in summer pastures. These are among the flexible and effective means of educating and socializing children highly recommended in mountainous areas. The Kyrgyz Republic supports the resolution on the creation of the online platform initiated by the Republic of Kazakhstan, which will play an important part in preserving and disseminating the knowledge of the Great Silk Road accumulated over many years by UNESCO and its Member States. We welcome the Director-General's initiative to establish the centre for social transformation and intercultural dialogue. We hope that, accumulating UNESCO's long experience in that area, the centre will contribute to the task of building an open, accessible and equal society.

(41.5) Ladies and gentlemen, water is now the most important strategic resource for "green" sustainable growth in Kyrgyzstan. Its role is growing significantly in relation to one of the major challenges to sustainable development, global climate change, which is already having a negative impact in our region, especially on the situation of water resources. According to experts' preliminary forecasting, if urgent measures are not taken, by 2100 there will be practically no glaciers or snowfields in the country's territory. Their meltwater is the essential source of water feeding rivers in the Central Asian region. We therefore call on all countries to continue the dialogue begun among the numerous stakeholders, during the International Year of Water Cooperation, on the subject of cooperation in the area of water resources as the basis of sustainable development.

(41.6) Ladies and gentlemen, the diversity of original cultures is what gives our world its diversity. We support and emphasize the importance of UNESCO's measures to preserve cultural heritage. In today's world, cultural resources are an important factor in the social and economic development of society and contribute immeasurably to sustainable development in many countries. At the same time, we wish to emphasize the responsibility of UNESCO in connection with the standard-setting instruments adopted in the area of culture. We are concerned at the increasingly politicized approach to the adoption of decisions in relation to the lists established in the context of UNESCO conventions relating to culture.

(41.7) In concluding my statement, I wish to place particular emphasis on the need for the combined efforts of all Member States firmly and determinedly to move forward to overcome threats and challenges to the building of a truly equitable world. My Government expresses its full readiness for constructive, effective international cooperation in the context of UNESCO. I wish to conclude my statement with the words of our great epic hero Manas:

Жараткандан бүткөнбүз Төгөрөктүн төрт бурчун  
Төрт айланта кутконбуз  
Оомал-төкмөлүү заманда  
Ынтымак менен түткөнбүз

Allow me also to say this in Russian:

Все мы созданы Творцом,  
Мы познали четыре части света,  
В годы сомнений и перемен  
Мы выжили, благодаря дружбе.

We were all made by the Creator  
We have learnt the four parts of the world  
During the uncertainty and the changes  
We survived thanks to friendship.

Thank you for your attention.

**Visit by His Excellency Mr Idriss Deby Itno, President of Chad**  
**Visite de Son Excellence M. Idriss Deby Itno, Président du Tchad**  
**Visita del Excmo. Sr Idriss Deby Itno, Presidente del Chad**  
**Визит Его Превосходительства г-на Идрисса Деби Итно, Президента Чада**

زيارة فخامة رئيس تشاد، السيد إدريس ديبي إتنو

乍得总统伊德里斯·代比·伊特诺先生阁下来访

*His Excellency Mr Idriss Deby Itno, President of Chad, enters Room I and is escorted to his place*

**42. The President:**

Your Excellency, Mr President Idriss Deby Itno, Madam Chair of the Executive Board, Madam Director-General, Excellencies, ladies and gentlemen, it is an honour to welcome to UNESCO His Excellency, Mr Idriss Deby Itno. Before becoming President of Chad, Mr Deby Itno had a stellar career as a military commander. He studied at the officers' school in N'Djamena, as well as at the École Militaire in Paris, across the street from this building. Upon returning to Chad, he was appointed commander-in-chief of the army, and the chief military advisor to the Presidency. He assumed the office of the President of Chad 23 years ago. Mr Idriss Deby Itno plays a decisive role in the United Nations efforts to bring stability and prosperity to the Sahel region. This was underlined by the Secretary-General Ban Ki-moon, during his recent visit to Chad. We wish him the best of success in this regard. We are pleased to welcome you to UNESCO, Your Excellency. You have the floor.

**43.1 M. Idriss Deby Itno (Président du Tchad) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale de l'UNESCO, Mesdames et Messieurs les chefs de délégation, Mesdames et Messieurs les ambassadeurs représentant des organisations internationales, distingués invités, Mesdames et Messieurs, je voudrais tout d'abord présenter mes vives et chaleureuses félicitations à M. Hao Ping, Président de la Conférence générale, pour sa brillante élection à la tête de la 37<sup>e</sup> session, et l'assurer du soutien du Tchad durant tout son mandat. Mes félicitations s'adressent également à la Présidente sortante de la Conférence générale, Mme Katalin Bogyay, à la Présidente du Conseil exécutif, Mme Alissandra Cummins, et à la Directrice générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture, Mme Irina Bokova, pour la qualité du travail accompli tout au long de l'exercice biennal qui s'achève. Avant de poursuivre mon propos, permettez-moi d'exprimer, au nom du peuple tchadien, du gouvernement et en mon nom propre ma sincère compassion pour le peuple des îles philippines qui vient de subir le dramatique passage d'un typhon qui a causé des milliers de morts.

43.2 Monsieur le Président, depuis le 19 décembre 1960, date de l'adhésion de notre pays à cette prestigieuse Organisation, c'est la première fois que le Tchad participe à une Conférence générale à un si haut niveau. Notre présence à ces assises témoigne de l'intérêt que porte notre pays à l'UNESCO et à ses nobles objectifs. Monsieur le Président, le Tchad entend participer pleinement aux activités de notre organisation commune, ce qui motive sa candidature au Conseil exécutif et à certains organes consultatifs de l'UNESCO. C'est également dans cet esprit qu'il a apporté sa modeste contribution au Fonds d'urgence multidonateurs, à hauteur d'un million de dollars.

43.3 Mesdames, Messieurs, nous sommes conscients que l'échéance fixée par l'Assemblée générale des Nations Unies en 2000 pour l'atteinte des Objectifs du Millénaire pour le développement (OMD) et de l'Éducation pour tous (EPT) à l'horizon 2015 arrive bientôt à son terme. Si des progrès importants ont été enregistrés dans certains pays, ce n'est pas le cas dans d'autres qui, malheureusement, ne seront pas en mesure d'atteindre certains objectifs relevant des domaines de compétence de l'UNESCO en raison d'un déficit de financement.

43.4 En ce qui concerne le Tchad, nous avons prescrit, dans les actions du gouvernement, le caractère prioritaire de l'éducation et avons souscrit à tous les engagements internationaux en la matière. Il s'agit notamment d'atteindre, à l'horizon 2015, les Objectifs du Millénaire pour le développement (OMD) et ceux de l'Éducation pour tous (EPT). Des moyens humains, matériels et financiers importants ont été mobilisés au profit du système éducatif. C'est ainsi que de nombreuses réalisations allant dans le sens de la généralisation de l'éducation de qualité ont été opérées dans les domaines des infrastructures à tous les niveaux d'enseignement, des équipements et moyens logistiques, de la formation des enseignants, de la réforme des programmes, de la dotation en manuels scolaires et autres matériels



didactiques. Le système éducatif a enregistré une expansion rapide ces dernières années. Ainsi, les effectifs scolaires ont plus que triplé et un accent particulier a été mis sur la scolarisation des filles. Cependant, ces progrès quantitatifs appréciables sont contrariés par la qualité de l'éducation dont les indicateurs de rendement ne cessent de se dégrader. Face à cette contreperformance, le gouvernement a engagé la réforme de l'éducation dans le cadre de la Renaissance de l'école tchadienne, sur la base de la loi portant orientation du système éducatif et des recommandations pertinentes du Forum national de réflexion sur le système éducatif. Cette réforme, engagée selon une vision holistique de l'éducation, couvre tous les secteurs, du préscolaire au supérieur.

43.5 Mesdames et Messieurs, l'Agenda post-2015 devra prendre en compte les acquis des Objectifs du Millénaire pour le développement, leurs forces et faiblesses ainsi que leur extension à de nouveaux secteurs tels que la science, la technologie, la recherche, la culture, la communication, l'information, bref, le développement durable dans un monde plus juste et plus prospère, exempt de pauvreté et de violence.

43.6 Aux défis de développement, s'ajoutent des défis sécuritaires. En sa qualité d'organisation chargée d'inculquer la culture de la paix dans l'esprit des hommes, l'UNESCO devra inscrire en bonne place dans son Agenda post-2015 les éléments indispensables à l'instauration d'un monde de stabilité, de développement, de démocratie et de compréhension mutuelle entre les peuples. Pour sa part, le Tchad est très attentif à toutes les situations de crise en Afrique et dans le monde et participe, aux côtés de la communauté internationale dans le cadre des Nations Unies, au maintien de la paix dans plusieurs pays.

43.7 Par ailleurs, mon pays porte un intérêt particulier à la préservation du patrimoine mondial. C'est pourquoi, nous avons fermement condamné la destruction par les djihadistes du Musée de Tombouctou qui constitue le monument par excellence des richesses culturelles et historiques du Mali et un fleuron du patrimoine de toute l'humanité. Aussi, le Tchad a-t-il déjà fait inscrire le lac Ounianga sur la Liste du patrimoine mondial de l'UNESCO et deux autres dossiers sont en préparation : il s'agit du Guelta d'Archeï et du Parc national de Zakouma. Notre pays a en effet eu l'honneur d'accueillir du 30 mars au 2 avril 2012, à Ndjamena, la Directrice générale de l'UNESCO. Durant son séjour au Tchad, Mme Irina Bokova a visité le lac Tchad pour marquer tout l'intérêt qu'elle accorde à cet écosystème menacé de disparition et dont le projet de sauvetage a fait l'objet, ces dernières années, de nombreuses rencontres internationales de haut niveau. Qu'elle en soit remerciée. Actuellement, plusieurs dizaines de millions de personnes dépendent directement ou indirectement du lac Tchad.

43.8 Monsieur le Président, la présence du Tchad à la 37<sup>e</sup> session de la Conférence générale de notre Organisation est consécutive à la découverte de Toumaï, « espoir de vie », le plus lointain ancêtre de l'homme, le 19 juillet 2001, dans le Djourab, à 800 km au nord de Ndjamena. La découverte de cet hominidé âgé de sept millions d'années fait du Tchad le « berceau de l'humanité ». C'est avec un grand plaisir que nous offrons à l'UNESCO une réplique du crâne de Toumaï en tant que bien commun et ancêtre de l'humanité.

43.9 Je vous convie donc humblement, petits-fils de Toumaï, à assister tout à l'heure à la cérémonie de remise de cet hominidé. Merci.

44. **The President:**

Thank you Your Excellency. Ladies and gentlemen, please remain seated while the President of Chad and his entourage leave the room.

*His Excellency Mr Idriss Deby Itno, President of Chad, is escorted from the room*

**General policy debate** (*continued*)

**Débat de politique générale** (*suite*)

**Debate de política general** (*continuación*)

**Обсуждение вопросов общей политики** (*продолжение*)

مناقشة السياسة العامة (تابع)

总政策辩论 (续)

45. **The President:**

Thank you ladies and gentlemen. We now give the floor to our last speaker, His Excellency Mr Luis Lillo, Ambassador and Director of Multilateral Politics at the Ministry of Foreign Affairs of Chile.

46.1 **Sr. Lillo** (Chile):

Sr. Presidente de la Conferencia General, Sra. Presidenta del Consejo Ejecutivo, Sra. Directora General, señoras jefes de delegación, señores embajadores, señores delegados, señoras y señores: en primer término quiero expresar los sentimientos de pesar, de condolencia y de solidaridad del Gobierno del pueblo de Chile al Gobierno y al pueblo de Filipinas por la tragedia que ha azotado a ese país en días recientes.

46.2 Señor Presidente: permítame felicitarlo por su elección para dirigir los trabajos de esta Conferencia General. Estamos seguros de que con su experiencia y sabia conducción podremos concluir de forma exitosa las tareas de este período de sesiones, y le ofrecemos la más amplia cooperación de la delegación de Chile.

46.3 También queremos felicitar a la Directora General, Irina Bokova, por el respaldo recibido del Consejo Ejecutivo para seguir conduciendo nuestra Organización por los próximos cuatro años. Le deseamos mucho éxito y le ofrecemos toda nuestra cooperación en esta difícil tarea.

46.4 La 37ª reunión de la Conferencia General será sin duda una de las más importantes de los últimos años por el enorme desafío que significa enfrentar la grave crisis financiera por la que atraviesa la Organización, evaluar su impacto y sacar lecciones de los logros y también de los errores cometidos. El manejo de la crisis ha demandado esfuerzos extraordinarios de parte de la Secretaría y de su personal, que agradecemos y felicitamos. La magnitud de la crisis ha alcanzado también a los órganos rectores de esta Organización, lo que hace necesario avanzar en el ámbito de la gobernanza y de la mejora de los métodos de trabajo de dichos órganos para fortalecer su eficiencia y eficacia.

46.5 Por primera vez aprobaremos una Estrategia a Plazo Medio por un periodo de ocho años que orientará los trabajos de la UNESCO. Tal vez sea un periodo extenso para la Estrategia a Plazo Medio, pero es esencial dotar a la UNESCO de una carta de navegación con un horizonte temporal adecuado para planificar y desarrollar programas de buena forma. Igualmente se deberá adoptar un presupuesto, esta vez por cuatro años, que debiera dar sustento operacional a la Estrategia a Plazo Medio. Si bien apoyamos un techo presupuestario de 653 millones de dólares, nos parece pertinente y realista que se hayan definido prioridades programáticas conscientes de que probablemente la disponibilidad de recursos para el próximo bienio será de solo 507 millones de dólares.

46.6 La prolongación indefinida de la crisis afectará gravemente a la capacidad de acción de la UNESCO, lo que obliga a avanzar cuanto antes y en profundidad en el proceso de reforma. La subsistencia y buena marcha de la UNESCO está directamente relacionada con su capacidad de adaptación, tanto la situación financiera como a los nuevos desafíos que plantea un mundo que cambia a una velocidad vertiginosa. Es necesario identificar claramente las áreas en que la UNESCO posee ventajas comparativas respecto de los organismos hermanos del sistema de las Naciones Unidas y de otras instituciones internacionales, determinar qué hacemos mejor que los otros y cómo reforzar y potenciar esas áreas. También se requiere claridad sobre las áreas en que duplicamos labores, aquellas en las que no somos eficientes y en las que no tenemos un impacto claro, y adoptar las medidas, a veces dolorosas, que sean necesarias.

46.7 Esta reforma deberá apuntar a establecer un equilibrio más razonable entre los recursos destinados a programas y los destinados a gastos de personal. También a revertir el desequilibrio en la asignación de funcionarios, pues una gran mayoría está basado en París en comparación con un exiguo número desplegado en otras sedes. El dispositivo fuera de la Sede debe ser la cara visible de la Organización, y por eso es necesario que la UNESCO asegure que sus oficinas regionales cuenten con adecuados recursos financieros y humanos para la eficiente ejecución de los programas.

46.8 La UNESCO debe recuperar su condición de gran referente internacional en educación, ciencias y cultura, y para ello debe generar una oferta atractiva para todos sus Estados Miembros que tenga como objetivo primordial a los países menos desarrollados, pero también ofreciendo programas a todos sus miembros. En este sentido, hacemos un llamamiento a la UNESCO para que profundice sus esfuerzos encaminados a trabajar y cooperar con economías de renta media, como es el caso de un creciente número de países en América Latina. Pero, sobre todo, la UNESCO debe retomar el liderazgo que le corresponde, desempeñar un rol primordial en los esfuerzos internacionales orientados al cumplimiento universal de uno de los más importantes Objetivos de Desarrollo del Milenio, la Educación para Todos, y a tener un papel señero en el proceso que debe seguir la agenda para el desarrollo después de 2015.

46.9 El compromiso de Chile con los trabajos de la UNESCO es profundo y activo. Somos parte del Consejo Ejecutivo y de la Comisión Oceanográfica Intergubernamental, e integramos el Consejo del Programa sobre el Hombre y la Biosfera, habiendo registrado un total de diez reservas en nuestro territorio. Estamos presentes como miembros del Programa Hidrológico Internacional, único programa intergubernamental de las Naciones Unidas dedicado a la investigación del agua, los recursos hídricos y la educación.

46.10 Somos parte desde 1980 en la Convención para la Protección del Patrimonio Mundial Cultural y Natural y contamos con cinco sitios inscritos en la Lista del Patrimonio Mundial, y no puedo dejar de mencionar la candidatura de Qhapaq Ñan, sistema vial andino, que ha reunido a la Argentina, Bolivia, Colombia, el Ecuador, el Perú y Chile en una de las presentaciones seriadas más ambiciosas de la historia de la Organización y para la cual hemos contado con el constante apoyo del Comité del Patrimonio Mundial. También somos parte en otras convenciones, como la Convención para la Salvaguardia del Patrimonio Cultural Inmaterial, y hemos presentado el expediente por prioridades para la inscripción de los bailes chinos como una exposición tradicional sincrética al norte de nuestro país. Además, somos parte en la Convención sobre la Protección y Promoción de la Diversidad de las Expresiones Culturales y en la Convención para la Protección de los Bienes Culturales en caso de Conflicto Armado, y hemos inscrito en el Registro "Memoria del Mundo" los archivos de derechos humanos de Chile, las colecciones de poesía popular impresa "Lira popular" y el Fondo Documental de los Jesuitas de América.

46.11 Respecto de nuestras políticas públicas, el Gobierno de Chile, con el valioso apoyo de la sociedad civil y de la comunidad internacional, se empeñó fuertemente en la reconstrucción del país tras el devastador terremoto que asoló buena parte de nuestro territorio en febrero de 2010, con especial énfasis en las escuelas damnificadas y el patrimonio cultural.

46.12 El Gobierno ha puesto en el centro sus prioridades de desarrollo de la educación, la cultura y la ciencia, áreas fundamentales para la realización plena de las personas, desde una óptica inclusiva que brinde mayor igualdad de oportunidades y mayor movilidad social. Mejorar la cobertura, el acceso, la calidad y el financiamiento a la educación es hoy en día una meta transversal y el centro del debate político en Chile, que ha significado proyectos e iniciativas en múltiples áreas para todos los niveles, desde educación preescolar hasta superior. Sistemas de acreditación universitaria autónomos, agencia de calidad de la educación y superintendencia de la educación son algunos de los avances para mejorar nuestros estándares. Para finalizar, señor Presidente, el momento nos ofrece una oportunidad para redefinir el papel de la UNESCO, tanto internamente como frente a otros organismos internacionales, y pensamos

que es esta la ocasión para que todos los Estados Miembros asumamos decididamente la obligación de preservar la misión fundamental de la Organización a través del desafío que demanda el pleno cumplimiento de los Objetivos de Desarrollo del Milenio y del lanzamiento del proceso que le sigue, la agenda para el desarrollo después de 2015, proceso del que la UNESCO no puede estar ausente. Muchas gracias, señor Presidente.

(46.1) **Mr Lillo** (Chile) (*translation from the Spanish*):

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, heads of delegations, ambassadors, delegates, ladies and gentlemen: first, I should like to express the feelings of sorrow, the condolences and the solidarity of the Government of Chile with the people of the Philippines for the tragedy that has recently devastated that country.

(46.2) Mr. President: allow me to congratulate you on your election as head of this General Conference. We are convinced that with your experience and wise guidance, we will successfully complete the tasks of this session, and the delegation of Chile assures you of its broadest cooperation.

(46.3) We should also like to congratulate the Director-General, Irina Bokova, on being chosen by the Executive Board to continue leading our Organization for the next four years. We wish her great success and offer her our full cooperation in this difficult task.

(46.4) The 37th session of the General Conference will undoubtedly be one of the most important in recent years in view of the enormous challenge of dealing with the Organization's serious financial crisis, evaluating its impact and drawing conclusions from the achievements as well as the errors. Managing the crisis has required extraordinary efforts on the part of the Secretariat and its staff, which we thank and congratulate. The crisis is so broad that it has even reached the governing bodies of this Organization; hence the importance of making progress in the sphere of governance and improvement of the working methods of those bodies in order to strengthen their effectiveness and efficiency.

(46.5) For the first time, we are adopting a Medium-Term Strategy for a period of eight years that will guide UNESCO's work. It is perhaps a long period for the Medium-Term Strategy but it is vital to provide UNESCO with a navigation chart including an adequate time frame for planning and developing sound programmes. A budget should also be adopted, this time for four years, that will provide operational support for the Medium-Term Strategy. While we support a budget ceiling of \$653 million, it appears to us pertinent and realistic to define the programme priorities with the awareness that the resources available for the next biennium will probably be only \$507 million.

(46.6) The indefinite continuation of the crisis will affect seriously UNESCO's capacity to act, which impels us to move forward, as soon as possible and comprehensively, with the reform process. The survival and success of UNESCO is related directly to its capacity to adapt both to the financial situation and to the new challenges of a world changing at a dizzying speed. We must identify clearly the areas in which UNESCO possesses a comparative advantage with respect to the sister organizations of the United Nations system and other international institutions, determine what we do better than the others and how to strengthen and add value to those areas. In addition, clarity is needed with regard to areas in which we overlap, those in which we are not efficient and those in which we do not have a clear impact, and we must take the steps, sometimes painful, that are necessary.

(46.7) The reform process must strive to establish a more reasonable balance between programme resources and staff costs. It must also reverse the imbalance in post assignments since a large majority of staff is based in Paris in comparison with a small number assigned to other offices. The field network must be the visible face of the Organization, which means that UNESCO must ensure that its regional offices have adequate human and financial resources for efficient programme execution.

(46.8) UNESCO must reclaim its role as the major international reference in education, science and culture. To do so, it must develop an offer attractive to all its Member States, one which makes the least developed countries a basic priority while also providing programmes for all its members. In this connection, we urge UNESCO to step up its efforts to work and cooperate with middle-income economies, as is the case for a growing number of countries in Latin America. But, above all, UNESCO must regain the leadership status that it deserves, play a key role in international efforts aimed at universal achievement of one of the most important Millennium Development Goals, education for all, and have a significant role in the process following the adoption of the post-2015 development agenda.

(46.9) The commitment of Chile to the work of UNESCO is profound and active. We are a member of the Executive Board and the Intergovernmental Oceanographic Commission and we are part of the International Coordinating Council of the Programme on Man and the Biosphere, with a total of ten reserves on our territory. We are a member of the International Hydrological Programme, the only United Nations intergovernmental programme dedicated to water research, water resources and education.

(46.10) Since 1980 Chile has been a party to the Convention for the Protection of the World Cultural and Natural Heritage and it has five sites inscribed on the World Heritage List. I cannot fail to mention the candidacy of Qhapac Ñan, Andean Road System, which has brought together Argentina, the Plurinational State of Bolivia, Colombia, Ecuador, Peru and Chile in one of the most ambitious serial presentations in the history of the Organization, and for which we have had constant support from the World Heritage Committee. We are also party to other conventions, such as the Convention for the Safeguarding of the Intangible Cultural Heritage, and we have submitted the priority dossier for the inscription of the *Bailes Chinos* as a traditional syncretic performance in the north of our country. In addition, Chile is party to the Convention on the Protection and Promotion of the Diversity of Cultural Expressions and the Convention for the Protection of Cultural Property in the Event of Armed Conflict, and it has inscribed in the Memory of the World Register the human rights archives of Chile; the collections of printed Chilean popular poetry: Lira popular; and the Jesuits of America collection.

(46.11) In respect of our public policy, the Government of Chile, with the valuable support of civil society and the international community, was actively involved in the reconstruction of the country after the devastating earthquake that destroyed a large part of our territory in February 2010, with a special focus on damaged schools and the cultural heritage.

(46.12) The Government has placed at the centre of its priorities the development of education, culture and science, fields that are essential to the full realization of the individual, based on an inclusive approach that provides greater equality of opportunity and greater social mobility. Improving coverage, access, quality and funding in the field of education is today a transversal objective and the centre of the policy debate in Chile, which has given rise to projects and initiatives in many areas

for all levels, from preschool to higher education. Independent systems of university accreditation, a department of education quality assurance and an education authority are some of the advances made in improving our standards. Lastly, Mr President, we have today an opportunity to redefine the role of UNESCO, both internally and in relation to other international organizations, and we believe that it is time for all Member States to make a determined effort to fulfil their obligation to preserve the basic mission of the Organization through the challenge of full achievement of the Millennium Development Goals and the launching of the post-2015 development agenda process, from which UNESCO cannot afford to be absent. Thank you, Mr President.

47. **The President:**

Thank you ladies and gentlemen. This concludes our work for this morning. The plenary will reconvene at 3 p.m., when we will hear the remaining national statements and the Director-General's reply to the General Policy Debate. The General Conference will also hear a report from the Chairperson of the Education Commission on item 6.5 – Proposals for revision of statutes of education-related category 1 institutes. I wish you a pleasant lunch. *This meeting is now adjourned.*

*The meeting rose at 1.00 p.m.*  
*La séance est levée à 13 h 00*  
*Se levanta la sesión a las 13.00*  
*Заседание закрывается в 13.00*  
*رفعت الجلسة في الساعة ١,٠٠ بعد الظهر*  
*会议于 13 时结束*



# Eleventh plenary meeting

Monday 11 November 2013 at 3.15 p.m.  
President: **Mr Hao** (China)

# Onzième séance plénière

Lundi 11 novembre 2013 à 15 h 15  
Président : **M. Hao** (Chine)

# Undécima sesión plenaria

Lunes 11 de noviembre de 2013 a las 15.15  
Presidente: **Sr. Hao** (China)

# Одиннадцатое пленарное заседание

понедельник 11 ноября 2013 г. в 15.15  
Председатель: г-н **Хао** (Китай)

# الجلسة العامة الحادية عشرة

الاثنين ١١ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ٣,١٥ بعد الظهر  
الرئيس: السيد **هاو** (الصين)

# 第十一次全体会议

2013年11月11日星期一 15时15分  
主席：郝平先生（中国）

**General policy debate** (*continued*)  
**Débat de politique générale** (*suite*)  
**Debate de política general** (*continuación*)  
**Обсуждение вопросов общей политики** (*продолжение*)  
مناقشة السياسة العامة (تابع)  
总政策辩论 (续)

1. **The President:**

Ladies and gentlemen, good afternoon. I declare open the eleventh plenary meeting of the 37th session of the General Conference. This afternoon, we will listen to the remaining national statements before hearing brief reports by the Chairpersons of the Education Commission and of the Credentials Committee. We will then hear the Director-General's reply to the general policy debate. I propose to proceed directly with the national statements. I wish to remind the distinguished ambassadors that they will have six minutes to address the General Conference while the statements of non-governmental and intergovernmental organizations will be limited to three minutes. I now have the honour to call our first speaker for this afternoon, His Excellency, Mr David Arore, Minister of Higher Education, Science, Research and Technology of Papua New Guinea.

2.1 **Mr Arore** (Papua New Guinea):

Thank you, Mr President. Mr President, Madam Director-General, distinguished guests, ladies and gentlemen, I bring you greetings from the Government and the seven million people of Papua New Guinea. It is indeed an honour and a privilege for me as State Minister responsible for higher education, research, science and technology to deliver the ministerial statement on the occasion of the session of the 37th UNESCO General Conference.

2.2 Mr President, on behalf of the Government and people of Papua New Guinea and, if I may, the 16 Pacific island UNESCO Member States, I join the other distinguished delegates in congratulating you on your election to the high office. And we assure you of our individual support in pursuing UNESCO's mandates in Papua New Guinea and the Pacific region. At the same time, we congratulate the Director-General on her reappointment for another term.

2.3 Mr President, the natural environment of Papua New Guinea and the small Pacific island developing States are not immune to the harms related to the effects of climate change. These effects are felt by many island communities to the point where they have to abandon their islands and homes and relocate to new places. People's identities are lost. Lives become miserable and at times, helpless. The communities face many difficulties as a result of rising sea levels, floods, landslides, droughts and strong winds. In this connection, we request that UNESCO's generosity be extended to the affected communities by way of provision of early warning systems to the people on the frontline of natural disasters.

2.4 Mr President, in literacy, while we are very mindful of the many development challenges facing the country and the region, literacy rates in Papua New Guinea continue to be at a very low level when compared with the other Pacific island States, including Australia and New Zealand. To help us to alleviate this problem, we request that the education for all (EFA) programme of UNESCO be extended and increased, as improved literacy programmes and quality of education provide accessibility to acquiring increased lifespan, overcoming poverty and improving lifestyles. Further, given the difficulties that we continuously face as small island developing States, we require interventions through strategically addressed UNESCO's programmes and activities with UNESCO volunteer experts; National Commission staff exchange programmes; and strengthened capacity with increased participation programmes.

2.5 Mr President, the Government of Papua New Guinea has for the very first time given free education since the beginning of this year and has put in place a compulsory free education policy, to take effect as of the beginning of next year. This policy will put emphasis on the quality of education, teacher-training programmes, infrastructure and curriculum development and will require one-third of the country's total budget. In relation to this, we kindly request UNESCO's assistance in this initiative by providing support in the education for all (EFA) programme.

2.6 Still in education, Mr President, we allude to the global concern regarding the continued lack of conclusion of cultural studies in educational curricula by countries everywhere around the world. This is important to our part of the world in ensuring that our culture is passed on from one generation to the next in the formal education system. At the same time, it provides creativity among children from a very early age. We know there are ongoing discussions on this in some circles of UNESCO as it relates to the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. In this connection, Mr President, we would like to register our support for this programme.

2.8 On the intangible cultural heritage, for many of our small island developing States in the Pacific, nationhood and identity are very much focused on the intangible cultural heritage (ICH). Papua New Guinea ratified the Convention for the Safeguarding of the Intangible Cultural Heritage in 2007 and is now in the implementation stages of its obligations to the Convention. However, with more than 850 cultural groupings, meaning thousands of ICH elements, it is a mammoth task. In this connection, we kindly request UNESCO's favourable consideration in funding assistance in the ICH programme. Further, many Pacific island States have yet to ratify and become States Parties to the Convention. It is clear that many of these States lack the capacity and resources required which are requested for the implementation of the Convention. In this regard, we request that UNESCO continue its capacity-building programmes in the region.

2.9 Gender equality, is one of the basic principles of humanity in a vibrant democracy like Papua New Guinea. Recently, however, there has been an increase in the abuse against women, particularly those related to sorcery-accusation killings.

2.10 Earlier this year, Mr President, we were advised of the Director-General's visit to our humble country, news which we received with great excitement. However, if this visit cannot take place, we hope that we will be given the honour to host her in the not so distant future. Mr President, to conclude, we renew our resolve to give our fullest commitment and support to all of UNESCO's programmes and pledge to continue to actively participate in the coming biennia and beyond. Thank you.

### 3. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Jean Chabi Orou, Ambassador and Permanent Delegate of Benin to UNESCO.

#### 4.1 **M. Orou (Bénin) :**

Excellence, Monsieur le Président de la Conférence générale, Excellence, Madame la Présidente du Conseil exécutif, Excellence, Madame la Directrice générale de l'UNESCO, Excellences, Mesdames et Messieurs les chefs de délégation, distingués participants à la Conférence générale, le peuple du Bénin exprime sa compassion au peuple des Philippines face à la dure épreuve qu'il traverse. Au nom de la délégation du Bénin, je voudrais, à la suite de mes prédécesseurs, féliciter M. Hao Ping pour sa brillante élection à la tête de la 37<sup>e</sup> session de la Conférence générale, ainsi que son prédécesseur, Mme Katalin Bogyay, pour le travail qu'elle a accompli. Nos félicitations vont également à Mme Irina Bokova, choisie par le Conseil exécutif pour un second mandat à la tête de notre Institution commune. Au seuil de mon intervention, je voudrais dire à tous les participants à la 37<sup>e</sup> session de la Conférence générale la satisfaction du Gouvernement et du peuple béninois quant aux réalisations de notre Organisation pour semer, dans les esprits et les cœurs, le germe de la tolérance et de la paix, en vue de bâtir un monde sans turbulences et sans guerre, dans la diversité des cultures et des opinions.

4.2 Mesdames et Messieurs, chers participants, conscient et convaincu de la place primordiale de la paix comme attribut du genre humain, le Bénin s'applique, à travers son gouvernement, à préserver l'esprit de concorde et de cohésion nationale, gage d'un développement durable et équitable. L'UNESCO, malgré les sérieuses difficultés qu'elle traverse, garde la tête haute et froide et affirme toujours sa ferme volonté de continuer à faire de l'Afrique et de l'égalité des genres ses priorités. Le Bénin s'en félicite et saisit l'occasion des présentes assises pour saluer et encourager notre Organisation. Mesdames et Messieurs, pour faire émerger l'Afrique, il faut ouvrir des chantiers et conduire de grands travaux dans les domaines de la démocratie et de la bonne gouvernance, de l'éducation, de l'alphabétisation des adultes, de la jeunesse, de l'égalité des genres, de la sauvegarde et de la promotion du patrimoine culturel et artistique, de la recherche scientifique, technique et technologique en vue de mettre à jour les savoirs endogènes.

4.3 Ainsi, dans le domaine de l'éducation, le Bénin a ouvert un vaste chantier de construction de plus de 6 000 salles de classe en vue d'offrir de meilleures conditions de travail aux enseignants et aux apprenants. De même, plus de 23 000 enseignants du primaire et du secondaire ont été recrutés et formés afin de doter chaque école d'enseignants qualifiés, afin de tendre de façon sensible vers les normes EQF (école de qualité fondamentale). Mon pays soutient l'Initiative mondiale pour l'éducation avant tout du Secrétaire général de l'ONU et se félicite d'avoir été choisi comme pays champion.

4.4 En outre, le Bénin salue les efforts de l'UNESCO en vue de la rédaction de *l'Histoire générale de l'Afrique* et exhorte les pays africains à en introduire l'enseignement dans leur système éducatif. Par ailleurs, le Bénin, sous la direction éclairée de Son Excellence M. Boni Yayi, Président de la République, s'honore de la volonté des Africains de procéder enfin à l'évaluation de l'Éducation pour tous (EPT) par eux-mêmes. Conscient du fait que l'Éducation pour tous devra obligatoirement passer par la qualité des formateurs, notre pays a ouvert, depuis une quarantaine d'années, une école à caractère régional qui accueille et forme le personnel d'encadrement.

4.5 Face à l'ampleur que prend le chômage des jeunes, le gouvernement de mon pays a décidé de mettre la jeunesse au cœur de son budget 2014, en y inscrivant un montant de plus de 64 milliards de francs CFA destinés à la formation des jeunes à l'entrepreneuriat. De même, le Bénin a créé un département de la reconversion et de l'insertion des jeunes afin d'initier ces derniers à l'auto-emploi. D'ailleurs, mon pays salue la tradition d'organisation d'un Forum des jeunes au cours des travaux de la Conférence générale.

4.6 Mesdames et Messieurs, chers participants, le Bénin reconnaît le rôle croissant de la culture à la fois comme facilitateur et moteur du développement durable. C'est pourquoi, pour mieux organiser un secteur culturel fortement marqué par l'informel, un statut d'artiste a été promulgué et le pays s'attèle à l'édification, dès 2014, de la Maison de l'artiste et du Grand théâtre national.

4.7 De plus, l'inventaire général du patrimoine vient d'être lancé et le Bénin espère pouvoir compter sur l'assistance de l'UNESCO dans la réalisation des différentes phases de ce processus. Au cours de l'année qui s'achève, le Bénin a bénéficié d'un cours régional sur la gestion des risques dans les musées africains, organisé par l'École du patrimoine africain et financé par le Ministère norvégien des affaires étrangères au moyen du Fonds africain du patrimoine mondial.

4.8 Enfin, pour régler le problème de la faiblesse en nombre et en qualité des ressources humaines, un master en gestion du patrimoine culturel a été lancé par le Gouvernement de la République du Bénin et est soutenu par l'Université Senghor d'Alexandrie.

4.9 Mesdames et Messieurs, chers participants, il est souhaitable que la présence manifeste de l'UNESCO dans nos pays soit davantage renforcée, avec l'avènement sur le terrain des bureaux régionaux multisectoriels hors Siège tels que celui d'Abuja (Nigéria), dont relève le Bénin. Lesdits bureaux sauront représenter dignement, j'en suis persuadé, notre Secrétariat. C'est sur ces mots, distingués participants à cette 37<sup>e</sup> session de la Conférence générale de l'UNESCO, que je voudrais souhaiter plein succès à nos travaux. Je vous remercie.



## 5. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Pavel Latushka, Ambassador and Permanent Delegate of Belarus to UNESCO. Please.

### 6.1 **Г-н Латушка (Беларусь):**

Уважаемый г-н Председатель, уважаемая г-жа Генеральный директор, дамы и господа. Прежде чем начать выступление, я хотел бы выразить глубокие соболезнования всему филиппинскому народу. Мы опечалены и потрясены многочисленными человеческими жертвами и хотим донести слова сочувствия и поддержки семьям погибших и пострадавших от тайфуна. Позвольте мне, господин Председатель, поздравить вас с избранием на этот ответственный пост и пожелать вам успешной работы в эти предстоящие два года, которые будут очень важными как для нашей Организации, так и для всей семьи ООН, которая формирует новую повестку дня на период после 2015 г.

6.2 Уважаемая г-жа Генеральный директор, как вы очень точно сказали, открывая 37-ю сессию Генеральной конференции, роль ЮНЕСКО – содействовать освобождению огромного потенциала разума, творчества и диалога во имя мира и устойчивого развития. Эта роль налагает на нашу Организацию особую ответственность за содержание будущей повестки дня международного сообщества на период после 2015 г. Беларусь приветствует те меры, которые уже были приняты ЮНЕСКО для включения вопросов образования и культуры в глобальную повестку дня в области развития. По нашему мнению, будущие цели устойчивого развития должны учитывать и другие сферы компетенции ЮНЕСКО. Свое достойное место среди новых целей в области развития должны найти наука, технология, инновации, а также коммуникация и информация. Без учета этих элементов международное сообщество не сможет продвигаться по пути устойчивого развития.

6.3 Мы сознаем, что в различных государствах темпы достижения Целей развития тысячелетия неодинаковы. Есть неопровержимые успехи, есть и закономерные трудности. Естественно желание сосредоточить усилия там, где потребности в ускорении достижения Целей развития тысячелетия ощущаются наиболее остро. При этом Беларусь убеждена, что сотрудничество и взаимодействие всех регионов и всех стран является важнейшим условием решения многих задач.

6.4 ЮНЕСКО, одна из функций которой состоит в том, чтобы выступать катализатором международного сотрудничества, может показать позитивный пример формирования нового эффективного партнерства в различных областях. Одним из таких партнерств может стать партнерство с участием стран со средним уровнем дохода. Данная группа государств может и должна сыграть роль моста между развивающимся и развитым миром с точки зрения обмена опытом и наилучшими практиками в сфере развития.

6.5 Отличительными чертами ЮНЕСКО всегда являлись учет национальных интересов государств-членов и нацеленность на осуществление программ на местном уровне. Беларусь рассчитывает на то, что в будущем Организация, как и прежде, будет прислушиваться к потребностям государств-членов. Надеемся, что инициированная Генеральным директором реформа представительств ЮНЕСКО на местах укрепит взаимосвязь ЮНЕСКО со всеми ее партнерами и позволит эффективно задействовать ограниченные ресурсы Организации для выполнения стоящих перед ней задач.

6.6 В 2014 г. Беларусь будет отмечать 60-летие своего членства в ЮНЕСКО. Опираясь на поддержку ЮНЕСКО, Беларусь продвигается вперед в своем развитии. Мы обеспечили досрочное достижение ряда Целей развития тысячелетия. По индексу человеческого развития наша страна в настоящее время занимает 50-е место в мире, приблизившись к группе стран с очень высоким уровнем человеческого развития. На этапе становления молодого белорусского государства вместе с ЮНЕСКО мы пришли к осознанию того, что сохранение нашего культурного наследия - как материального, так и нематериального - имеет ключевое значение для формирования национального самосознания и гармоничного развития общества. В последние десятилетия в Беларуси были предприняты значительные организационные усилия, выделяются существенные материальные ресурсы на восстановление памятников истории и культуры. В качестве ярких примеров можно привести восстановление объектов всемирного наследия ЮНЕСКО - Мирского замка в 2009 г. и Несвижского дворца в 2012 г. Эта работа проводится в рамках специальной государственной программы.

6.7 Сотрудничество в области наук всегда было одним из наших приоритетов в работе ЮНЕСКО. Беларусь благодарна Организации за чернобыльскую программу, которая в первое десятилетие после этой разрушительной катастрофы помогла молодому государству справиться с ее последствиями. Важное значение Беларусь придает работе в рамках программы «Человек и биосфера». Биосферные резерваты позволяют на местном уровне укоренять в сознании людей важность устойчивых подходов к использованию природных ресурсов. Благодаря программам ЮНЕСКО, много было сделано, для того чтобы поставить современные информационные технологии на службу человеку в таких отраслях нашей жизни, как образование и распространение знаний, развитие инклюзивного образования, сохранение и совместное использование наследия, открытый доступ к информации и знаниям. Мы видим результаты нашего членства в Организации, но мы видим и перспективы, которые открываются для нашего дальнейшего сотрудничества. Сегодня ЮНЕСКО нужна своим государствам-членам и всему международному сообществу не меньше, если не больше, чем в годы ее создания.

6.8 Г-жа Генеральный директор, мы не сомневаемся, что, несмотря на трудности, которые переживает сейчас ЮНЕСКО, она выстоит и станет истинным интеллектуальным и моральным лидером мирового сообщества. Благодарю за внимание.

(6.1) **M. Latushka (Belarus) (traduit du russe) :**

Monsieur le Président, Madame la Directrice générale, Mesdames, Messieurs. Avant de commencer mon intervention, je souhaiterais exprimer mes plus sincères condoléances à tout le peuple philippin. Nous sommes peints et

bouleversés par les nombreuses victimes humaines et souhaitons apporter des paroles de sympathie et de soutien aux familles endeuillées et touchées par le typhon. Permettez-moi, Monsieur le Président, de vous féliciter pour votre élection à ce poste de responsabilité et de vous souhaiter le succès dans vos fonctions au cours des deux prochaines années, années très importantes tant pour notre Organisation que pour l'ensemble de la famille des Nations Unies qui travaille à élaborer un nouveau programme pour l'après-2015.

(6.2) Madame la Directrice générale, comme vous l'avez fort bien souligné en ouvrant la 37<sup>e</sup> session de la Conférence générale, le rôle de l'UNESCO est de contribuer à libérer l'énorme potentiel de la raison, de la créativité et du dialogue au service de la paix et du développement durable. Ce rôle fait peser sur notre Organisation une responsabilité particulière eu égard au contenu du futur ordre du jour de la communauté internationale pour l'après-2015. Le Bélarus se félicite des mesures qui ont déjà été prises par l'UNESCO pour inclure les questions d'éducation et de culture dans le programme mondial de développement. À notre sens, les objectifs futurs du développement durable doivent également englober d'autres domaines de compétence de l'UNESCO. La science, la technologie, l'innovation ainsi que la communication et l'information doivent trouver la place qu'elles méritent parmi les nouveaux objectifs de développement. Sans prise en compte de ces domaines, la communauté internationale ne pourra pas avancer sur la voie du développement durable.

(6.3) Nous sommes conscients que tous les États ne progressent pas au même rythme dans la réalisation des Objectifs du Millénaire pour le développement. Il existe des succès indéniables, comme il existe des difficultés légitimes. Il est naturel de vouloir concentrer les efforts là où les exigences d'une accélération de la réalisation des objectifs de développement sont les plus criants. Cependant, le Bélarus affirme avec certitude que la coopération et la concertation entre toutes les régions et tous les pays est la condition première à la résolution de nombreux défis.

(6.4) L'UNESCO, dont l'une des fonctions consiste à catalyser la coopération internationale, peut montrer un exemple positif de formation d'un nouveau partenariat efficace dans divers domaines. Il pourrait s'agir, par exemple, d'un partenariat avec la participation de pays à revenu intermédiaire. Ce groupe d'États peut et doit servir de passerelle entre le monde en développement et le monde développé du point de vue de l'échange d'expériences et des bonnes pratiques en matière de développement.

(6.5) La prise en compte des intérêts nationaux des États membres et l'accent mis sur l'exécution des programmes au niveau local ont toujours été des particularités de l'UNESCO. Le Bélarus pense que l'Organisation tiendra compte des besoins des États membres à l'avenir comme elle l'a fait par le passé. Nous espérons que le lancement par la Directrice générale de la réforme du dispositif hors Siège de l'UNESCO renforcera les échanges de l'Organisation avec tous ses partenaires et permettra de gérer efficacement ses ressources limitées pour l'accomplissement de ses fonctions.

(6.6) En 2014, le Bélarus célébrera les soixante ans de son adhésion à l'UNESCO. Avec l'appui de l'UNESCO, le pays avance sur la voie du développement. Nous avons atteint plusieurs OMD avant l'échéance fixée. Selon l'indice de développement humain, le Bélarus occupe actuellement la 50<sup>e</sup> place dans le classement mondial, s'approchant du groupe des pays à très haut niveau de développement humain. Lors de la mise en place du jeune État biélorusse avec l'UNESCO nous avons pris conscience que la conservation de notre patrimoine culturel – matériel et immatériel – est d'une importance majeure pour la constitution d'une identité nationale et pour un développement harmonieux de la société. Au cours des dernières décennies, le Bélarus a déployé de grands efforts d'organisation et a alloué des ressources matérielles significatives à la restauration de monuments historiques et culturels. La remise en état des sites du patrimoine mondial de l'UNESCO – ensemble du château de Mir en 2009 et le château de Nesvij en 2012 – en sont de parfaits exemples. Ce travail s'effectue dans le cadre d'un programme public spécial.

(6.7) La coopération dans le domaine scientifique a toujours été l'une de nos priorités dans l'action de l'UNESCO. Le Bélarus est reconnaissant à l'Organisation pour le programme de Tchernobyl, qui dans les dix ans qui ont suivi cette terrible catastrophe a aidé le jeune État à en gérer les conséquences. Le Bélarus accorde une grande importance aux actions menées dans le cadre du Programme sur l'Homme et la biosphère. Les réserves de biosphère permettent au niveau local de faire prendre conscience aux gens du rôle primordial des approches durables de l'utilisation des ressources naturelles. Grâce aux programmes de l'UNESCO, beaucoup a été accompli pour mettre les nouvelles technologies de l'information au service de l'homme dans des domaines tels que l'éducation et la diffusion du savoir, le développement de l'éducation inclusive, la sauvegarde et le partage du patrimoine et l'accès libre à l'information et au savoir. Nous constatons les résultats de notre adhésion à l'Organisation, comme nous voyons les perspectives de notre future coopération. Aujourd'hui, l'UNESCO est autant sinon plus nécessaire à ses États membres et à l'ensemble de la communauté internationale qu'elle ne l'était lors de sa création.

(6.8) Madame la Directrice générale, nous ne doutons pas qu'en dépit des difficultés qu'elle connaît aujourd'hui, l'UNESCO conservera son rang de véritable chef de file intellectuel et moral de la communauté internationale. Je vous remercie de votre attention.

## 7. The President:

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Peceli Vuniwaqa Vocea, Ambassador and Permanent Delegate of Fiji to UNESCO.

### 8.1 Mr Vocea (Fiji):

President of the 37th session of the General Conference, Director-General for UNESCO, and distinguished delegates, *bula vinaka* and warm greetings from the friendly islands of Fiji. Mr President, let me, on behalf of our delegation, extend our warm congratulations to you for being elected President of the 37th session of the General Conference. Our warm congratulations are also extended to Ms Bokova for the vision, commitment and strong leadership that she has demonstrated in her capacity as the Director-General of UNESCO since 2009, despite the many challenges faced by the Organization.

8.2 Mr President, Fiji's estimated population in 2012 was around 860,000, of which 4% were of pre-school age, 14.5% were of primary school age between 6 and 13 years and 9.2% were of secondary-school age between 14 and 18 years. Altogether, there are 740 primary schools, 190 secondary schools, and 870 early childhood education centres in Fiji. The number of these schools and centres will increase, especially in rural areas, to improve accessibility of education after secondary school level. Mr President, Fiji is on target to achieve all six education for all (EFA) goals by 2015. In Fiji's 2014 budget, which was delivered last Friday, the Government announced that education up to and

including year 13 would be fee-free. This announcement achieves Fiji's goal for primary and secondary education: that no child will be left behind from 2014 onwards. Having said that, an effective, collaborative coordination mechanism is still required from stakeholders to improve the quality of data for primary and secondary education in order to enhance decision-making and policy formulation at the national level.

8.3 Mr President, the Fijian Government continues to implement reforms in our education system to improve and strengthen the platform so that no child is left behind. This includes, among many, the abolition of free external examinations, one laptop per child, the mainstreaming of all technical and vocational education and training courses for years 11 to 12, promoting quality education through in-service training programmes for teachers, the introduction of children with disabilities into mainstream classes and the strengthening of cultural diversity programmes and cultural industries through a national culture and education strategy.

8.4 Mr President, on culture, Fiji was happy to have its historical port town Levuka inscribed as a UNESCO world heritage site in June 2013. This is the first for Fiji. A strategy named "Levuka – the way forward" has been formulated to boost the town's future development. We are also happy to inform the General Conference that early this year, we convened a national consultation workshop on UNESCO's 2005 Convention based on the theme "Cultural diversity: impetus for a dynamic and sustainable development". The workshop culminated with participants endorsing the need for Fiji to ratify the Convention. Furthermore, Mr President, the Fiji Memory of the World Committee, established in 2008, is affiliated to other national regional and international Memory of the World committees. The Committee administers a national register, which is kept in the national archives of Fiji and acts as the custodian of the many historical records including the Records of Indian Indentured Labourers, the Deed of Cession and the Pacific Island Labourers from the Solomon Islands.

8.5 Mr President, the restoration, preservation and protection of the indigenous Fijian population is a critical component of the Government's policy and thus the establishment of the "Institution of Indigenous Fijian Language and Culture". To strengthen their work, the institute conducts research in both archives and in the field. Under the "National Inventory for Traditional Knowledge and expression of Culture" project, the institute is mandated to undertake the cultural mapping programme in all of 14 provinces. Cultural mapping basically documents and preserves the traditional culture, customs, kinship ties, dances, art and craft, legends, and origins of families, villages and provinces. Today eight out of 14 provinces have already completed the cultural mapping project. About 61% of villages have completed the cultural mapping. These processes are expected to be totally completed by all villages by 2018.

8.6 Mr President, in youth and sports, the Government continues to support a wide range of programmes and activities for the empowerment and capacity-building of young people. To improve on their status in Fiji, a situational analysis research report on youth was compiled in 2011. Two key conclusions from the research are the need for more targeted education and representation of youth. There is an active National Youth Council in Fiji, youth training centres are being established and a series of skills development programmes are being implemented.

8.7 Having stated the above small achievements, Fiji's challenges are centred on its islandness, and ruralness, a large unemployed youth population, natural disasters, and impact of climate change, to name but a few. In conclusion, Mr President, Fiji would like to call on UNESCO to raise the visibility of its programmes in Fiji by targeted assistance that will help in addressing some of these challenges. It is not only about further improving education but also about contextualizing education in Fiji. Finally, Fiji affirms its support of the United Nations Secretary-General's Global Education First Initiative and UNESCO's post-2015 agenda. We look forward to the international conference on small island developing States (SIDS) in September next year and believe that leaders will deliberate in open and frank discussions that will culminate in resolutions that will be effective in addressing challenges faced by SIDS. Thank you very much.

#### 9. **The President:**

Thank you, Your Excellency. Our next speaker is Her Excellency, Ms Zorica Tomic, Ambassador and Permanent Delegate of Serbia to UNESCO. Please.

#### 10.1 **Mme Tomić (Serbie) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Excellences, Mesdames et Messieurs, permettez-moi tout d'abord de vous féliciter, Monsieur le Président de la Conférence générale, pour votre élection. La Serbie salue la nouvelle nomination de Mme Bokova à la tête de l'UNESCO par le Conseil exécutif. Nous apprécions le courage de Mme Bokova et sa détermination à dépasser la crise financière et à réformer l'Organisation.

10.2 Nous commémorons aujourd'hui l'armistice – jour où la paix a mis fin à la Première Guerre mondiale, premier grand supplice du siècle dernier –, signé ici, en France. Une des plus grandes victimes de la grande guerre, la Serbie, qui a été terriblement dévastée et a perdu le plus grand pourcentage de sa population, est profondément attachée au maintien de la paix et à la noble idée de réconciliation. Pour cette raison, Monsieur le Président, nous considérons que l'éducation, ce droit de l'homme fondamental, la base de la paix et du développement durable, doit rester l'une des priorités de l'UNESCO. Dans le cadre de l'Éducation pour tous, la Serbie entend continuer de contribuer à ce que tous les objectifs du programme soient atteints avant 2015 et participera activement aux discussions relatives à l'éducation au-delà de cette date. Dans ce contexte, je voudrais rappeler que la Serbie finance le programme de bourses pour les étudiants de pays sous-développés et en voie de développement intitulé « Le monde en Serbie », dont bénéficient actuellement 225 étudiants, dont un tiers de femmes, issus de 52 pays. De ce fait, elle contribue aux priorités globales de l'UNESCO.

10.3 La Serbie s'emploie également à ce que la culture soit intégrée dans la vision du développement au-delà de 2015. Elle continue d'œuvrer pour que, malgré la crise financière, la mise en œuvre des activités de l'UNESCO dans le domaine de la culture soient maintenues.

10.4 Monsieur le Président, la Convention du patrimoine mondial, à laquelle la Serbie est partie, doit rester le cadre de protection de notre patrimoine. Il est de mon devoir d'appeler votre attention sur le fait que, dans notre province du Sud – Kosovo-et-Métochie –, cette convention n'est pas respectée, malgré les efforts déployés par l'UNESCO et les pays qui, à travers elle, contribuent financièrement à la sauvegarde du patrimoine mondial. Récemment, à Prizren, l'un des centres historiques de spiritualité serbe, où il ne reste à présent que quelques Serbes, la porte de l'église Saint-Sauveur a été volée. Cette porte avait été mise en place grâce aux dons de la France et de l'Allemagne. D'ailleurs, l'intégrité des lieux sacrés serbes, dont l'importance est reconnue par le monde entier, est compromise par des constructions illégales dans leur proximité immédiate que les autorités locales tolèrent. En outre, la Serbie fera face avec détermination à toute tentative de falsification de l'Histoire et à la renomination des toponymes et des coutumes dont nous sommes quotidiennement les témoins. Nous invitons tous les pays qui œuvrent au sein de l'UNESCO et d'autres organisations internationales à s'opposer fermement à ces tendances périlleuses. Nous comptons sur l'UNESCO pour garder sa neutralité en ce qui concerne le statut de notre province de Kosovo-et-Métochie, dans le plein respect de la Résolution 1244 du Conseil de sécurité de l'ONU.

10.5 Monsieur le Président, la présence de l'UNESCO est très visible en Serbie. À cet égard, je tiens à souligner comme particulièrement réussis, entre autres, la promotion du patrimoine culturel mondial et le programme de bourses destinées aux jeunes femmes scientifiques. La Serbie a intensifié ses efforts visant à renforcer la coopération dans notre région. Dans ce cadre, nous avons récemment accueilli la première conférence pour la promotion des sciences en Europe du Sud-Est, sous le patronage de l'UNESCO. La Serbie est vouée à la coopération culturelle entre les États, particulièrement à travers les candidatures multinationales. Citons, par exemple, les « pierres tombales médiévales », qui concernent quatre pays de la région (Bosnie-Herzégovine, Croatie, Monténégro et Serbie). La Serbie rejoindra également la candidature multinationale du limes sur le Danube en vue de son inscription sur la Liste du patrimoine mondial, ce qui élargira considérablement le territoire protégé autour du Danube, symbole de l'Europe centrale et du Sud-Est. Avec l'aide de l'UNESCO, la Serbie a organisé, sur le site du patrimoine mondial de Gamzigrad-Romuliana, le 2<sup>e</sup> Forum de la jeunesse du sud-est européen sur le patrimoine mondial. Nous profitons de cette occasion pour remercier le Centre du patrimoine mondial et tous les pays membres pour leur soutien dans l'organisation de cet événement.

10.6 De plus, dans l'esprit de la coopération régionale, la Serbie a soumis la candidature de la réserve de biosphère transfrontalière Mura-Drava Danube, dite « l'Amazone de l'Europe ». En rattachant la nature de l'Autriche, de la Slovénie, de la Croatie, de la Hongrie et de la Serbie, nous serons les seuls au monde à avoir une réserve de biosphère reliant cinq pays.

10.7 Le Centre sur l'eau pour le développement durable et l'adaptation au changement climatique (catégorie 2), situé à Belgrade, a récemment organisé la Conférence sur les nouveaux polluants aquatiques dont les conclusions, nous l'espérons, trouveront leur place dans l'ordre du jour du Programme hydrologique international de l'UNESCO.

10.8 Monsieur le Président, la Serbie est candidate pour les élections de 2015 au Conseil exécutif de l'UNESCO, et je profite de cette occasion pour mettre en relief l'intérêt que revêt pour nous cette candidature. Pour conclure, j'aimerais réaffirmer l'attachement profond de la Serbie à toutes les valeurs de l'UNESCO et vous assurer de son engagement continu afin de réaliser la noble mission de cette Organisation : construire la paix dans l'esprit des hommes. Merci.

#### 11. **The President:**

Thank you, Your Excellency. Our next speaker is His Excellency, Mr Fassil Ghebresslassie, Ambassador and Permanent Delegate of Eritrea to UNESCO. Please.

#### 12.1 **Mr Ghebresslassie (Eritrea):**

Excellencies, Honourable President of the General Conference, Honourable Chair of the Executive Board, Honourable Director-General of UNESCO, distinguished representatives, first, on behalf of the Government of Eritrea, I would like to extend our condolences to the people and the Government of the Philippines on the tragic events there.

12.2 Ladies and gentlemen, this year marks the twentieth anniversary of the State of Eritrea joining UNESCO as a Member State. We greatly value our membership and we continue to dedicate ourselves to contributing to the noble ideals and values of this Organization. Allow me to take this opportunity to commend Ms Irina Bokova for her strong leadership and guidance at a time when our world is undergoing tremendous changes, which call for renewed commitment. On behalf of the Government of Eritrea and myself, I would like to congratulate UNESCO for the ongoing reform programme, which will help to tackle the new pressures and challenges facing the world, such as climate change, human trafficking and conflicts.

12.3 Eritrea believes that investment in education is a key to laying the foundations for sustainable development. I would like to assure you all that my country continues to be committed to the implementation of the Millennium Development Goals (MDGs) as well as education for all (EFA) goals. During the last two decades of independence, we have especially focused on compulsory free basic education, literacy, equity and gender issues. We are glad to note that we have been conducting the end-of-decade assessment (2000-2010) and with only two years remaining for the world to assess the EFA goals, we have been exerting all efforts possible to focus on hard-to-reach communities and to create access and promote quality education for out-of-school children. Furthermore, we are carrying out programmes in areas such as literacy, technical and vocational education and training (TVET), higher education, science education and

information and communication technology (ICT). In education, efforts are being made to align these with both EFA and MDGs.

12.4 The 2010 national education policy underlines the Government's commitment to reaching the unreached and the goal of creating a literate society that can promote and facilitate good quality education to all children at all levels. It calls for the provision of free and compulsory basic education, the use of the mother language as a medium of instruction at elementary level and the expansion of secondary and tertiary education opportunities as the most essential components of the education system. It also provides alternative routes for those who may not benefit from formal provisions.

12.5 I am glad to share with you that we are in the process of finalizing the implementation of the project entitled "Enhancing Equitable Access to Quality Basic Education for Social Justice", which is a global partnership for education (GPE) funded programme and it will contribute to increasing equitable access to basic education, particularly in disadvantaged areas.

12.6 We strongly support UNESCO's initiative to organize a high-level international round table meeting on literacy in 2012, which the delegation of Eritrea had the opportunity to attend. Since literacy is considered as one of the highest priorities in Eritrea, it has been adopted as part and parcel of the EFA movement and we would like to assure you that we strongly affirm the need to scale up literacy efforts.

12.7 The 2012 EFA Global Monitoring Report has stressed that one of UNESCO's top priorities has been skill development for the world of work, since there is a need to enhance youth learning and skill development, which are considered as key to productivity and economic growth throughout the world. Likewise, I would like to bring to your attention the importance that we have accorded to TVET in Eritrea and, as a result, we have established technical schools specializing in various trades.

12.8 Mr President, ladies and gentlemen, as signatory to the 1972 World Heritage Convention and the 2003 Convention on the Safeguarding of the Intangible Cultural Heritage, Eritrea calls upon UNESCO to continue its support in the conservation and preservation of our historical, cultural and natural heritage and to create forums to enable us to exchange experiences and learn from best practices regarding intangible cultural heritage.

12.9 We are grateful to UNESCO and the African World Heritage Fund (AWHF) for their technical assistance and for providing training opportunities on the preparation of nomination dossiers, especially for the historical city of Asmara and the Qohaito Cultural Landscape, which are already on the tentative list. I would like to share with you the good news that the Asmara world heritage nomination efforts are being speeded up with the preparation of the dossier and fulfilment of the requirements necessary for the process. The city of Asmara and its historical centre, which has the highest concentration of modernist architecture in Africa, hosted a meeting with support from UNESCO in March 2004 under the title of "Global Strategy for a Representative, Balanced and Credible World Heritage List".

12.10 In conclusion, as you are all aware, the tasks ahead of us are extremely challenging and, if we are to bring profound changes, we need to demonstrate more solidarity among the Member States of UNESCO. Thank you.

### 13. The President:

Thank you, Your Excellency. Our next speaker is Mr Abdullah Hamad Muhareb, Director-General of the Arab League Educational, Cultural and Scientific Organization (ALECSO).

١٤,١ السيد محارب (المنظمة العربية للتربية والثقافة والعلوم - ألكسو):

بسم الله الرحمن الرحيم، الحمد لله والصلاة والسلام على رسول الله وبعد، السيد رئيس المؤتمر العام، السيدة المديرية العامة لليونسكو، أصحاب المعالي والسعادة، السيدات والسادة، السلام عليكم ورحمة الله وبركاته. أود في بداية كلمتي أن أهنئكم، سيادة الرئيس، على انتخابكم رئيساً لهذه الدورة، التي أتمنى لكم فيها خالص التوفيق والنجاح. كما يشرفني أن أتوجه بخالص التهنية إلى السيدة إيرينا بوكوفا للثقة التي منحها إياها المجلس التنفيذي لولاية ثانية على رأس اليونسكو. كما أشكرها جزيل الشكر على تشريفها إياي بالدعوة للمشاركة في هذا المحفل الجامع الهام. وأعبر في هذه المناسبة عن أسفي الشديد لما حدث في الفلبين وأقدم خالص العزاء للحكومة والشعب الفلبيني.

١٤,٢ أيها السادة، إن هنا الأول هو التربية والتعليم. ولن أتحدث هنا عما قامت به الألكسو من إنجازات في قطاع التربية والتعليم، ولكن اسمحوا لي أن أحدثكم عن أزمة التعليم في عالمنا العربي، إذ أصبحت الحاجة ملحة إلى تغيير نظرتنا السكونية عن دور التعليم تغييراً جذرياً والنظرة إليه باعتباره مساراً إجبارياً لتقدم الدول ورفاهيتها، وهو من الأمور الجلية التي لا مشاحة فيها. مع الأسف الشديد، منظمة الألكسو أنشئت منذ أربعين عاماً وفي مقدمة أهدافها القضاء على الأمية، ولقد ازدادت الأمية في الوطن العربي وأصبحت تمثل أكثر من ٢١٪ بثلاثة وستين مليوناً، وهذا لأسباب كثيرة من الصعب شرحها الآن.

١٤,٣ أما في مجال البحث العلمي فقد تبنت الألكسو مبادرات عدة تهدف إلى ضبط المرجعيات الأخلاقية لبعض الحقول العلمية التطبيقية، كما أنها تسعى إلى توطيد الوعي بأهمية العلوم البحتة والرياضيات، لما لها من أهمية بالغة وأثر كبير على تطور بقية العلوم. وفيما يتعلق بالثقافة، فقد أدركت إدارة الألكسو الجديدة ما للدبلوماسية الثقافية من دور مميز في تقريب الشعوب، بل في حماية الأمن القومي والدولي، لا سيما بعد أن فشلت في كثير من الأحيان الحلول السياسية والعسكرية. كما أدركت الإدارة الجديدة أن ثمة خلطاً في النظر إلى قضايا الثقافة في العالم العربي، فأثرت أن تفرد لمنظور الثقافة المعني بالثقافة المادي وغير المادي إدارة كاملة تهتم بشؤون التراث العربي والإسلامي.

١٤,٤ كذلك فإن الألكسو تضع نصب عينها ما يعاناه الشعب الفلسطيني من نهب وتخريب ممنهج وانتهاك لتراثه الحضاري وثرواته الثقافية. وتدعو إلى تنفيذ قرارات لجنة التراث العالمي التابعة لمنظمة اليونسكو، وعلى رأسها التصدي لكل محاولات طمس الهوية الفلسطينية.

١٤,٥ إن اليونسكو وباقي المنظمات الدولية تتجاهل في ترف ناعس تلك الثورة الفكرية القائمة على مزج التكنولوجيا بالرؤى الثقافية فتخطت الحدود وحطمت الحواجز وأصبحت التعددية والتنوع سنناً كونية لا مندوحة عنها. لذلك وفي هذا السياق، أدعو سعادة المديرية العامة، السيدة إيرينا بوكوفا، إلى دعم استخدام اللغة العربية في مختلف أنشطة اليونسكو دعماً لقيم التعددية التي ننادي بها، والألكسو على أتم الاستعداد لتلقم الدعم اللازم لذلك. وأخيراً لا يسعني إلا أن أثنى لمؤتمركم الكريم أن يحقق كل ما يصبو إليه وما فيه خير للبشر أجمعين. والسلام عليكم ورحمة الله وبركاته.

(14.1) **M. Muhareb** (Organisation arabe pour l'éducation, la culture et les sciences (ALECSO)) (*traduit de l'arabe*) :

Au nom de Dieu, le Clément, le Miséricordieux. Louange à Dieu, et que la bénédiction et la paix soient sur le Messenger de Dieu. Monsieur le Président de la Conférence générale, Madame la Directrice générale de l'UNESCO, Excellences, Mesdames et Messieurs, que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous. J'aimerais commencer par vous féliciter, Monsieur le Président, pour votre élection à la présidence de cette session. Je vous souhaite plein succès et réussite dans la mission qui vous a été confiée. J'ai par ailleurs l'honneur de présenter mes vives félicitations à Mme Irina Bokova pour la confiance placée en elle par le Conseil exécutif pour diriger l'UNESCO dans le cadre d'un second mandat. Je souhaiterais également la remercier vivement de l'honneur qu'elle m'a fait en m'invitant à prendre part à cette prestigieuse assemblée. Je tiens aussi, à cette occasion, à exprimer ma profonde tristesse face au malheur qui a frappé les Philippines et à présenter mes condoléances les plus sincères au Gouvernement et au peuple philippins.

(14.2) L'éducation et l'enseignement sont notre première priorité. Plutôt que d'évoquer les résultats obtenus par l'ALECSO dans ces domaines, permettez-moi d'aborder devant vous la crise de l'éducation qui sévit dans les pays arabes. Il est urgent pour nous de nous débarrasser de la vision figée que nous avons du rôle de l'éducation et de percevoir l'enseignement comme une étape indispensable vers le progrès et le bien-être. Il s'agit là d'un fait dont on ne peut nier l'évidence. Créée il y a quarante ans, l'ALECSO s'est fixé comme objectif premier d'éradiquer l'analphabétisme. Il est cependant fort regrettable de constater que le taux d'analphabétisme a augmenté dans les pays arabes. Ce problème touche aujourd'hui 63 millions de personnes, soit plus de 21 % de la population, et ce, en raison de plusieurs facteurs qu'il serait difficile d'expliquer brièvement.

(14.3) En ce qui concerne la recherche scientifique, l'ALECSO a adopté plusieurs initiatives pour contrôler les aspects éthiques de certaines activités relevant des sciences appliquées et s'efforce de sensibiliser davantage à l'importance des sciences pures, telles que les mathématiques, qui contribuent sensiblement à l'évolution des autres sciences. Pour ce qui est de la culture, la nouvelle direction de l'ALECSO est consciente du rôle particulier que joue la diplomatie culturelle dans le rapprochement des peuples et la préservation de la sécurité nationale et internationale, d'autant plus que les solutions politiques et militaires adoptées jusqu'ici se sont bien souvent révélées inefficaces. Elle constate également l'amalgame fait entre les différentes questions culturelles abordées dans les pays arabes et a de ce fait choisi de consacrer aux aspects culturels du patrimoine matériel et immatériel un département entièrement dédié au patrimoine arabe et islamique.

(14.4) Par ailleurs, face aux actes de pillage et de vandalisme systématiques et autres agissements dirigés contre le patrimoine et les richesses culturelles du peuple palestinien, l'ALECSO appelle à la mise en œuvre des décisions prises par le Comité du patrimoine mondial de l'UNESCO, notamment celles qui ont pour but d'empêcher toutes les tentatives visant à déposséder le peuple palestinien de son identité.

(14.5) L'UNESCO et les autres organisations internationales n'accordent pas l'importance qu'elle mérite à la révolution intellectuelle née du rapprochement entre la technologie et les perspectives culturelles. Pourtant, cette révolution, qui a dépassé toutes les frontières, a permis de lever les barrières et a fait du pluralisme et de la diversité des valeurs universelles indispensables à l'humanité. À cet égard, je souhaiterais inviter Mme Irina Bokova, en sa qualité de Directrice générale, à soutenir l'utilisation de la langue arabe dans les différentes activités de l'UNESCO afin de promouvoir les valeurs de pluralisme que nous défendons, et j'affirme que l'ALECSO se tient prête à apporter l'appui nécessaire dans ce cadre. Je ne saurais conclure sans souhaiter à cette prestigieuse conférence plein succès dans la réalisation de ses objectifs, pour le bien de l'humanité tout entière. Que la paix ainsi que la miséricorde et la bénédiction de Dieu soient sur vous.

## 15. **The President:**

Thank you, Your Excellency. Our next speaker is Mr Fred van Leeuwen, Secretary General of Education International (EI).

### 16.1 **Mr van Leeuwen** (Education International):

Mr President, Madam Chair of the Executive Board, Madam Director-General, ladies and gentlemen, Education International is here today calling for a renewed commitment to universal free quality education. The right to education must be guaranteed for all people by the State and throughout life. In that regard, a holistic and lifelong learning approach to all levels of education from early childhood to university must be promoted, and that is why 400 education unions in 171 countries, bringing together some 30 million educators members of Education International, have joined in a one-year campaign to defend and promote quality education for all.

16.2 Our campaign puts particular emphasis on three critical levers for improving the quality of education, namely quality teachers, quality tools for teaching and learning - including information and communication technologies (ICT) - and quality environments. We will focus on girls' education and on the right of every student to be taught by qualified and well-supported teachers. In this respect, allow me to express our concern about some de-professionalization trends, such as the recruitment of unqualified teachers, the casualization of the teaching profession and the use of standardized testing in the name of accountability. These trends undermine the status of teachers and teaching. We call for social dialogue. We call for the involvement of teachers and their unions in education policy development to be ensured in policy and in practice.

16.3 Mr President, ladies and gentlemen, tuition fees and the indirect cost of education still form the main barrier to equitable access to quality education. Private schools, whether low-fee or commercially driven, are not the answer. We cannot accept that poor people have to choose between feeding their children, giving them medication or sending them to school. Education is a basic right. It is a public good. It must be free and should be publicly financed, preferably sourced primarily from domestic resources and revenues. World organizations, international financial institutions and national governments should not be coerced or lured into gambling with our future. We count on UNESCO and all

Member States to renew your commitment to quality education through an ambitious post-2015 development and education strategy. Thank you very much.

**17. The President:**

Thank you, Your Excellency. Our next speaker is Her Excellency, Ms Jacqueline Rougé, International Honorary President of Religions for Peace. Please.

**18.1 Mme Rougé (Religions pour la paix) :**

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, chers amis, l'organisation que je représente ici, *Religions pour la paix*, suit de près les travaux de l'UNESCO. Elle s'y associe dans plusieurs domaines importants. Elle s'efforce de faire en sorte que l'éducation à la paix ait sa juste place dans la vie des communautés de croyants, comme aussi dans les programmes de l'enseignement public.

18.2 Le dialogue interreligieux pratiqué au sein de *Religions pour la paix* est indissociable du dialogue interculturel, puisque la religion est une composante incontestable de la culture. Les situations actuelles de violence dans lesquelles la religion est impliquée pourraient sembler démentir qu'il puisse exister une convergence entre les activités d'une organisation pluri-religieuse et les objectifs de l'UNESCO. C'est un fait que les différences religieuses peuvent aggraver les oppositions résultant de facteurs ethniques, politiques ou économiques mais c'est un fait aussi que les plus hautes autorités religieuses sont unanimes à condamner les actes de violence commis au nom de la religion. Les responsables et les simples fidèles de toutes les grandes traditions religieuses rassemblés par *Religions pour la paix* ne renoncent pas à leurs convictions respectives. Ils y trouvent, au contraire, des valeurs humaines partagées, sources d'une volonté commune de travailler ensemble à les faire prévaloir. Ils poussent à la transformation des conflits en amenant les adversaires sinon à se réconcilier, du moins à déposer les armes et à traiter leurs différences par la négociation. Ils s'efforcent de créer partout les conditions du « vivre ensemble ». La fécondité de cette conception de l'action commune des religions pour la paix a été démontrée en bien des endroits du monde, notamment dans les pays d'Afrique marqués par la diversité culturelle et le pluralisme religieux. C'est l'occasion pour moi de dire notre satisfaction du partenariat noué avec l'UNESCO pour un projet visant à mettre en réseau des femmes de confessions différentes dans un groupe d'États de l'Afrique de l'Est. Les principes que je viens de rappeler seront réaffirmés solennellement dans quelques jours à Vienne par la 9<sup>e</sup> Assemblée mondiale des religions pour la paix. L'accent y sera mis, en particulier, sur le rôle des jeunes, un thème que la présente Conférence générale de l'UNESCO met opportunément en valeur.

18.3 Le nom porté par *Religions pour la paix* exprime à la fois une certitude et une volonté. Les communautés rassemblées en son sein croient à la paix ; elles peuvent, surtout en agissant ensemble, aider à la construire dans toutes ses dimensions. Je vous remercie de m'avoir donné la possibilité de le dire, par votre intermédiaire, aux États représentés ici, à l'organisation internationale et à la société civile en général. Je vous remercie.

**19. The President:**

Thank you, Your Excellency. Our next speaker is Her Excellency, Ms Maha el-Khali Chalabi, Secretary-General of the International Association to Save Tyr.

**20.1 Mme Chalabi (Association internationale pour la sauvegarde de Tyr) :**

Monsieur le Président, Madame la Directrice générale, Madame la Présidente du Conseil exécutif, chers délégués, Mesdames, Messieurs, c'est avec un réel plaisir que je me trouve en votre présence dans ce lieu prestigieux de culture et d'humanisme.

20.2 À cet égard, il m'est agréable de rappeler que c'est ici même que l'Association internationale pour la sauvegarde de Tyr (AIST) a été officialisée le 5 mai 1980. Organisation internationale non gouvernementale, notre association a établi des relations officielles très réussies avec l'UNESCO depuis 1980 (sous un statut de consultation) ; elle compte aujourd'hui plus de 300 éminentes personnalités et regroupe 13 comités nationaux répartis sur les quatre continents et plus de 50 mairies de villes du pourtour méditerranéen qui ont adhéré à la Ligue des cités cananéennes, phéniciennes et puniques que nous avons établie dernièrement.

20.3 Tout au long des terribles années de guerre que le Liban a traversées, nous nous sommes attachés à sensibiliser l'opinion publique à la richesse historique de Tyr et à la nécessité de sa sauvegarde. Le travail entrepris a permis une mobilisation internationale en faveur de cette cité millénaire inscrite sur la Liste du patrimoine mondial depuis 1984 et qui bénéficie, depuis 1998, d'une campagne de l'UNESCO. Grâce à notre réseau de solidarité, nous prenons une part active à la mise en œuvre du programme de l'UNESCO. Cependant, pour remplir pleinement notre mission et intensifier notre rôle de soutien à la campagne et à la sauvegarde de Tyr, il est indispensable que nous ayons avec l'UNESCO « un échange approprié d'informations et de documentation sur les questions d'intérêt commun », comme le stipule le paragraphe VI des nouvelles « Directives concernant le partenariat de l'UNESCO avec les organisations non gouvernementales » (adoptées par la Conférence générale à sa 36<sup>e</sup> session, en 2011). Depuis 1986, notre Association alerte les responsables de l'UNESCO, les autorités libanaises et les organismes internationaux concernés sur les dangers qui menacent régulièrement le patrimoine de Tyr du fait de certains projets adoptés par le Gouvernement libanais – par exemple, une autoroute qui traverse le périmètre archéologique de la ville et, récemment, une construction moderne au sein même d'un port antique phénicien.

20.4 En tant qu'ONG de surveillance, il est essentiel que nous ayons un droit d'accès à l'information pour dénoncer ces dangers et contribuer à les éliminer. Malheureusement, nous ne sommes pas tenus informés de l'évolution de ces projets en cours de réalisation et n'avons aucun moyen de suivi. Nous devons sans cesse réclamer des bribes d'information auprès des services concernés de l'UNESCO, sans obtenir les documents auxquels nous estimons avoir droit, tels que les rapports de mission. Nous sommes bien conscients que la réglementation au sein de l'UNESCO oblige

les ONG à s'adresser aux autorités gouvernementales, via les délégations permanentes, pour obtenir ces documents – ce qui est regrettable puisque, en tant que société civile dénonçant les projets d'aménagement entrepris par le gouvernement, il est difficile d'obtenir que ces mêmes autorités communiquent les documents et les rapports de mission en leur possession. Il nous est donc très difficile d'apporter une contribution efficace au programme de sauvegarde et de réhabilitation, n'ayant pas accès aux conclusions des experts ni aux informations permettant de connaître les orientations choisies en temps voulu, avant qu'elles soient diffusées publiquement – nous mettant ainsi devant le fait accompli. Messieurs les délégués, Mesdames et Messieurs, il nous incombe à tous de sauvegarder notre patrimoine commun, ce qui implique la diffusion continue de l'information. C'est le rôle de l'UNESCO, nous l'espérons, de veiller à transmettre aux ONG les conclusions et recommandations des différentes missions déléguées sur les sites. L'accès à l'information est la base d'une participation effective. Une plus grande transparence permettra de surveiller l'évolution des actions de prévention et les éventuels conflits d'intérêt. L'UNESCO attribue un rôle plus vaste aux ONG mais elle doit leur communiquer l'information relative aux problèmes qui les concernent directement. Permettez-moi d'ajouter une phrase pour appeler l'UNESCO à engager une réflexion sur l'accès sans condition – pour les ONG indépendantes – aux documents ayant un lien avec leurs activités. Je vous remercie de votre écoute.

**21. The President:**

Thank you, thank you. Ladies and gentlemen, this statement concludes the general policy debate segment of the 37th session of the General Conference. I understand that several delegations have requested a right of reply. These statements will be delivered from your seats and will be limited to two minutes.

**Statements in exercise of the right of reply**

**Déclarations dans l'exercice du droit de réponse**

**Declaraciones en el ejercicio del derecho de respuesta**

**Заявления в порядке осуществления права на ответ**

بيانات في إطار ممارسة حق الرد

行使答辩权的发言

**22. The President:**

I first give the floor to the representative of Azerbaijan. Your Excellency, you have the floor.

**23.1 Mr Karimov (Azerbaijan):**

Thank you, Mr President, for giving us the floor. First of all, I would like to express our deepest condolences to the Government and people of the Philippines. And, Mr President, I would like to use my right of reply to the statement of the Minister of Foreign Affairs of Armenia, made this morning, which was mostly and surprisingly devoted to my country instead of focusing on his country's priorities within UNESCO.

23.2 Ladies and gentlemen, our honourable House is built on the values of peace, tolerance, dialogue and understanding. The founding fathers of this Organization laid these principles at the very core of its mandate. And it is regretful to hear from the podium of this House this morning the statement of the Minister of Foreign Affairs, who is chief negotiator for the peaceful settlement of the Armenian-Azerbaijani conflict and supposed to be constructive and peace-oriented. But what we have seen is further evidence that we're still far from the understanding of peace and dialogue. The speech of the Minister was full of accusations, instigations of animosity and inter-ethnic segregation, most unfortunately. But let me go to the facts - and the facts are indisputable.

23.3 It is strange to hear from the Minister words about respect of cultural diversity when his own country expelled 200,000 Azerbaijanis from their historical home and the country became a unique, mono-ethnic and mono-religious country. It is also strange to hear about Armenia's endeavours to fight racism and xenophobia while the former President of Armenia, replying to the question about the roots of Armenian-Azerbaijani conflict, said that the roots of the conflict lay in the ethnic incompatibility of Armenians and Azerbaijanis. I repeat: the ethnic incompatibility of Armenians and Azerbaijanis. These are the words of the nation's leader, who is supposed to lead his country towards peaceful co-existence with his neighbours in the twenty-first century, when the civilized world overcomes racial prejudice. The statement was harshly criticized by many international organizations, including the Secretary-General of the Council of Europe. It is also strange to hear from the Minister words about the respect of cultural values and heritage, when his own country occupies the territory of another State, has carried out ethnic cleansing and has destroyed all cultural and religious heritage.

23.4 Mr President, in conclusion, my country is still optimistic that common sense will prevail over political interest and Armenia will stop its territorial claims to other neighbouring countries and will think about the future in the regional context and in this globalizing world. Thank you very much.

**24. The President:**

Thank you, Your Excellency. I now give the floor to the representative of Armenia. Two minutes. Minister, you have the floor. Please.

**25.1 Mr Kazhoyan (Armenia):**

Thank you, Mr President. I apologize for taking the floor; it was not my intention. However, I am compelled to take the floor to reply to the comments made just now by the representative of Azerbaijan.

25.2 Let me first state that we are not here to speak about political issues of Nagorno-Karabakh, about occupation, aggression or the political status of Nagorno-Karabakh. The comments just made were based on more lies that do not



correspond to the realities on the ground. I guess it is easy to make statements where nobody is verifying what you say and what is true and what is a lie.

25.3 In the five Armenian regions of Nakhchivan, there were 284 churches and monasteries at the time of the collapse of the Soviet Union. Reports from random visitors to several of those architectural monuments have shown that they have been hugely or completely destroyed. It took only 10 years for the Azeri authorities to destroy centuries-old heritage.

25.4 The Government of Azerbaijan has repeatedly barred on-site investigation of the condition of Armenian monuments in the region by outside groups. The United States Ambassador was refused access to the Jugha site, here the thousands of cross-stones were destroyed. Scottish explorer Steven Sim, who wanted to visit the Jugha site, was advised to leave the place as soon as possible, unless he wanted trouble.

25.5 Iranian Armenian architects photographed evidence that Azeris were using bulldozers to destroy the last vestiges of Armenian culture in the territory across the Araks River. The video footage of the destruction was shot from across the border and was made public through social networks as well as provided to the UNESCO leadership. The Jugha cemetery situated on the territory of 1,600 square metres is located on the west side of Jugha in Nakhchivan. Any simple comparison of two photos taken from the same spot within a time lapse of 10-20 years reveals all the horrendous destruction of anything Armenian in the territory of Azerbaijan. And believe me, Mr President, there were very many Armenian monuments. I repeat, Armenian, not Caucasian-Albanian, not Azerbaijani, but Armenian. All are gone now as a result of carefully planned government policies. In a press conference, Steven Sim said, "I raise my voice of protest and want everybody to listen to me. If such monuments are being destroyed, then it is an evil deed directed against all of mankind. The khachkars of Jughas are cultural values of international importance. Once, the problem was raised at UNESCO, however, Azerbaijan did not receive its representatives, which shows that they are hiding the facts". And there are photographs and there is video. Very important facts. It will be possible to prove the truth through them. Thank you, Mr President.

26. **The President:**  
Thank you, your Excellency.

#### **Report by the Chairperson of the ED Commission**

#### **Item 6.5: Proposals for revision of statutes of education-related category 1 institutes**

#### **Rapport du Président de la Commission ED**

#### **Point 6.5 : Propositions pour la révision des statuts des instituts de catégorie 1 relatifs à l'éducation**

#### **Informe del Presidente de la Comisión ED**

#### **Punto 6.5: Propuestas de modificación de los estatutos de los institutos de categoría 1 relacionados con la educación**

#### **Доклад Председателя Комиссии по образованию**

#### **Пункт 6.5: Предложения относительно пересмотра устава институтов категории 1**

تقرير رئيس لجنة التربية

البند ٦,٥: الاقتراحات الخاصة بتنقيح النظم الأساسية لمعاهد التربية من الفئة

教育委员会主席的报告

项目 6.5: 关于修订第 1 类教育机构章程的建议

27. **The President:**

Before the Director-General delivers her reply, I propose that we hear the report by the Chairperson of the Education Commission on item 6.5 "Proposals for revision of statutes of education-related category 1 institutes". Mr Chairperson of the Commission, you have the floor.

٢٨,١ السيد القلاي (ليبيا) (رئيس لجنة التربية):

بسم الله الرحمن الرحيم. السيد رئيس المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المديرية العامة، ممثلي الدول المحترمين، السيدات والسادة. بصفتي رئيس لجنة التربية، يشرفني أن أقدم إليكم تقريراً عن عمل اللجنة فيما يخص البند ٦,٥ المتعلق بالاقتراحات الخاصة بتنفيذ النظم الأساسية لمعاهد التربية من الفئة ١. لقد تمت مناقشة هذا البند في إطار المناقشة الخامسة في صباح يوم السبت ٩ تشرين الثاني/نوفمبر ٢٠١٣، وذلك بعد العروض التي قدمها رؤساء معاهد الفئة ١ السبعة المعنية. وعرض ممثل المديرية العامة السيد تشيان تانغ، مساعد المديرية العامة للتربية، عند تقديم المناقشة المتعلقة بالبند ٦,٥، معلومات أساسية عن الاقتراحات الخاصة بتنقيح النظم الأساسية لمعاهد التربية من الفئة ١. وهي اقتراحات أقرتها الهيئات الرئاسية للمعاهد المعنية. وأوصى المجلس التنفيذي لليونسكو بعرضها على المؤتمر العام في دورته السابعة والثلاثين للموافقة عليها بصورة نهائية.

٢٨,٢ وتناول ممثلو ٢٧ بلداً الكلمة بشأن هذا البند، وحظيت اقتراحات التنقيح بتأييد واسع بوجه عام وأشير إلى أنه توجد رغبة قوية في بذل المزيد من الجهود من أجل الموازنة بين أعمال المعاهد وأنشطة البرنامج الرئيسي الأول، ولا سيما من أجل السعي إلى تعزيز التنسيق لضمان التكامل وتجنب الازدواجية في الجهود. وأعربت بعض الدول الأعضاء عن قلقها في أن اقتراحات التنقيح قد لا تتيح للمعاهد المعنية الحفاظ على استقلاليتها الوظيفية التي تعتبر ضرورية. وفيما يخص هذه المسألة، شدد ممثل ومساعد المديرية العامة، السيد تشيان تانغ، على أنه عند ضمان الاستقلالية الوظيفية للمعاهد، سيكون من الضروري وضع آليات لتحقيق التوازن بين الاستقلالية الوظيفية والمساءلة الذي توجد حاجة ماسة إليه. وفيما يتعلق تحديداً بمسألة الحفاظ على دور أعضاء المجلس في تعيين مديري المعاهد، شدد مساعد المديرية العامة للتربية على أن المديرية العامة تتمتع وحدها بصلاحيات تعيين موظفي اليونسكو. ولكن كما جرى في الماضي، سيستشار أعضاء المجلس، وسيبقى رئيس المجلس ضمن أعضاء فريق التوظيف، مما يكفل مشاركتهم التامة في هذه العملية.

٢٨,٣ وتمثلت إحدى الشواغل الأخرى، التي أثارها دولة عضو، في قرار خفض عدد لغات العمل المستخدمة في مكتب التربية الدولي من خمس لغات إلى لغتين. وأوضح ممثل المديرية العامة ومساعد المديرية العامة للتربية أن استخدام خمس لغات يمثل عبئاً مالياً كبيراً وأن مجلس إدارة مكتب التربية الدولي قد وافق على هذا القرار.

٢٨,٤ أما آخر وأهم مسألة من المسائل التي أثارها قلق عدد من الدول الأعضاء، وبخاصة مجموعة أمريكا اللاتينية والكاريبي، فتعلقت باقتراح تخفيض عدد أعضاء مجلس إدارة المعاهد. وفيما يتعلق تحديداً بحالة معهد اليونسكو الدولي للتعليم العالي في أمريكا اللاتينية والكاريبي، أعربت عدة دول تمثل مجموعة أمريكا اللاتينية والكاريبي عن قلقها إزاء خفض عدد أعضاء مجلس إدارة المعهد من ثلاثة عشر عضواً إلى سبعة أعضاء، محتكمة في ذلك ضمان تمثيل جغرافي ملائم للمنطقة والمنطقة الفرعية التابعة لها. ومن ثم اقترحت أن يخفف هذا العدد من ثلاثة عشر عضواً إلى تسعة أعضاء، عوضاً عن خفضه من ثلاثة عشر عضواً إلى سبعة أعضاء، كما هو مقترح في الوثيقة ٥٢/م٣٧. وإذا أحيط مساعد المديرية العامة للتربية بهذا القلق، اقترح إرجاء البت في هذه المسألة وعدم ذكر معهد اليونسكو الدولي للتعليم العالي في أمريكا اللاتينية والكاريبي في القرار الخاص بمشروع القرار بشأن البند ٦,٥ المتعلق بمعاهد الفئة ١ السبعة. ونتيجة لهذا الاقتراح الذي وافقت عليه مجموعة أمريكا اللاتينية والكاريبي، اقترح المستشار القانوني تعديل مشروع القرار بحيث يذكر إرجاء البت في مسألة معهد اليونسكو الدولي للتعليم العالي في أمريكا اللاتينية والكاريبي وإرجاء دعوة المديرية العامة إلى أن تطلب من المجلس التنفيذي في دورته الرابعة والتسعين بعد المائة استعراض القضايا التي أثيرت في الوثيقة ٥٢/م٣٧ بشأن معهد اليونسكو الدولي للتعليم العالي في أمريكا اللاتينية والكاريبي، وتفويض المجلس سلطة اتخاذ ما يراه ملائماً من قرارات في هذا الشأن خلال دورته المذكورة.

٢٨,٥ وفيما يخص مجلس مكتب التربية الدولي لليونسكو، يسرني أن أبلغكم بأن اللجنة توصي بخفض عدد أعضاء مجلس مكتب التربية الدولي من ثمانية وعشرين إلى اثني عشر عضواً. وإذا حظيت هذه التوصية بموافقة المؤتمر العام، فستنظم على هذا الأساس الانتخابات المزمع إجراؤها يوم الخميس المقبل. ويسرني أن أقدم إليكم تقريراً كاملاً عن أعمال لجنة التربية في الجلسة العامة التي سيعقدها المؤتمر العام في ١٩ تشرين الثاني/نوفمبر الجاري. سيداتي وسادتي، أشكركم على حسن استماعكم.

(28.1) **M. El-Qallali (Libye) (Président de la Commission ED) (traduit de l'arabe) :**

Au nom de Dieu, le Clément, le Miséricordieux. Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, honorables représentants des États membres, Mesdames et Messieurs, en ma qualité de Président de la Commission ED (Éducation), j'ai l'honneur de vous présenter un rapport sur les activités de la Commission concernant le point 6.5 de l'ordre du jour se rapportant aux propositions de révision des statuts des instituts de catégorie 1 relatifs à l'éducation. Ce point a été abordé lors du cinquième débat qui s'est tenu le samedi 9 novembre 2013, après les présentations faites par les présidents des conseils d'administration des sept instituts concernés. Le représentant de la Directrice générale et Sous-Directeur général pour l'éducation, M. Qian Tang, a présenté le point 6.5 en exposant des informations générales sur les propositions de révision des statuts. Ces propositions ont été validées par les conseils d'administration des instituts en question et le Conseil exécutif de l'UNESCO a recommandé qu'elles soient soumises à la Conférence générale à sa 37<sup>e</sup> session pour approbation finale.

(28.2) Les représentants de 27 États membres ont ensuite pris la parole au sujet de ce point. Les propositions ont recueilli un large soutien et il a été fait part d'une volonté ferme de déployer davantage d'efforts pour aligner les activités des instituts sur celles du grand programme I, afin, notamment, de renforcer la coordination pour garantir la complémentarité des mesures et éviter les doubles emplois. Certains États membres se sont dits préoccupés par le fait que les propositions de révision risquaient de compromettre l'autonomie fonctionnelle des instituts, considérée comme essentielle. À ce sujet, M. Tang a indiqué que pour garantir l'autonomie fonctionnelle des instituts, il était indispensable de mettre en place des mécanismes permettant d'assurer l'équilibre absolument nécessaire entre autonomie fonctionnelle et obligation redditionnelle. S'agissant plus précisément de la préservation du rôle des membres du Conseil dans la désignation des directeurs des instituts, le Sous-Directeur général pour l'éducation a souligné que la nomination des membres du personnel de l'UNESCO était la prérogative du Directeur général. Il a toutefois précisé que les membres du Conseil continueraient d'être consultés et que le Président du Conseil resterait membre du panel chargé des nominations, comme cela était le cas dans le passé, et ce, pour leur permettre de participer pleinement à ce processus.

(28.3) Une autre préoccupation soulevée par le représentant d'un État membre portait sur la décision de réduire le nombre des langues de travail du Bureau international d'éducation de l'UNESCO de cinq à deux. M. Tang a indiqué à cet égard que l'utilisation de cinq langues de travail impliquait une charge financière importante et que le Conseil d'administration du Bureau avait déjà approuvé cette décision.

(28.4) La dernière question abordée figurait en tête des préoccupations soulevées par plusieurs États membres, notamment ceux du Groupe de l'Amérique latine et des Caraïbes (GRULAC). Elle portait sur la proposition prévoyant la réduction du nombre des membres des conseils d'administration des instituts. S'agissant en particulier de l'Institut international de l'UNESCO pour l'enseignement supérieur en Amérique latine et dans les Caraïbes, plusieurs États représentant le GRULAC ont fait part de leur préoccupation quant à la réduction du nombre des membres du Conseil d'administration de l'Institut, de treize à sept membres, et ont souligné la nécessité d'assurer une représentation géographique équitable de la région et de la sous-région en question. Les États concernés ont ensuite proposé de réduire le nombre des membres du Conseil d'administration de treize à neuf, plutôt que de treize à sept, comme proposé dans le document 37 C/52. Le Sous-Directeur général pour l'éducation a pris note de ces préoccupations et a proposé que la décision relative à cette question soit prise ultérieurement et que le nom de l'Institut international de l'UNESCO pour l'enseignement supérieur en Amérique latine et dans les Caraïbes soit omis du projet de résolution concernant le point 6.5 sur les sept instituts de catégorie 1 relatifs à l'éducation. Suite à cette proposition, approuvée par le Groupe de l'Amérique latine et des Caraïbes, la Conseillère juridique a proposé que le projet de résolution soit modifié afin qu'il en ressorte que la décision relative à l'Institut international serait prise ultérieurement, que la Directrice générale ne serait plus appelée pour le moment à demander au Conseil exécutif d'examiner, à sa 194<sup>e</sup> session, les questions soulevées dans le document 37 C/52 concernant l'Institut, et que le Conseil prendrait, à sa 194<sup>e</sup> session, les décisions qu'il jugerait nécessaires à ce propos.

(28.5) En ce qui concerne le Conseil d'administration du Bureau international d'éducation de l'UNESCO, j'ai le plaisir de vous annoncer que la Commission recommande la réduction du nombre des membres du Conseil de vingt-huit à douze. Si la Conférence générale décide d'approuver cette recommandation, des élections seront organisées jeudi prochain à cet effet.

J'aurai de même le plaisir de vous présenter un rapport complet sur les activités de la Commission ED (Éducation) lors de la séance plénière de la Conférence générale qui se tiendra le 19 novembre. Je vous remercie de votre attention.

29. **The President:**

Thank you very much, Mr El-Qallali. Dear colleagues, are there any objections to the recommendations made by the Chairperson of the Education Commission? I see no objections. *It is so decided.*

**Second report by the Chairperson of the Credentials Committee**  
**Deuxième rapport de la Présidente du Comité de vérification des pouvoirs**  
**Segundo informe de la Presidenta del Comité de Verificación de Poderes**  
**Второй доклад Председателя Комитета по проверке полномочий**  
التقرير الثاني لرئيس لجنة فحص وثائق الاعتماد  
全权证书委员会主席的第二次报告

30. **The President:**

Ladies and gentlemen, we will now examine the second report by the Chairperson of the Credentials Committee, which shall be presented by Ms Youssouf of Cameroon. You have the floor, Madam.

31. **Mme Youssouf** (Cameroun) (Présidente du Comité de vérification des pouvoirs) :

Merci beaucoup, Monsieur le Président, de me donner la parole. Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Excellences, Mesdames et Messieurs les chefs de délégation, Excellences, Mesdames et Messieurs les Ambassadeurs, Mesdames et Messieurs, depuis mon premier rapport soumis en séance plénière le 8 novembre 2013, le Comité a reçu les pouvoirs en bonne et due forme de la délégation de l'État membre suivant : Malte. Le Comité a également reçu les pouvoirs provisoires des délégations des États membres suivants : Guinée-Bissau et Swaziland. Le Comité a également reçu les pouvoirs en bonne et due forme de la délégation de l'État membre suivant, qui avait auparavant présenté des pouvoirs provisoires : Pérou. Conformément à l'autorisation qui m'a été donnée par le Comité de vérification des pouvoirs, je propose que la Conférence générale accepte ces pouvoirs. Les délégations des États membres dont les noms suivent n'ont pas encore présenté de pouvoirs : Antigua-et-Barbuda, Dominique, Îles Marshall, Maldives, Nioué, Papouasie-Nouvelle-Guinée, Sao Tomé-et-Principe, Sierra Leone. Les délégations de Membres associés dont les noms suivent n'ont pas encore présenté de pouvoirs : Îles Caïmanes, Macao (Chine), Tokélaou. La délégation de l'observateur dont le nom suit n'a pas encore présenté de pouvoirs : Liechtenstein. Je vous remercie, Monsieur le Président, de votre bienveillante attention.

32. **The President:**

Thank you, Madam Chairperson. May I consider that the General Conference wishes to take note of the second report of the Chairperson of the Credentials Committee? *It is so decided.* I now give the floor to the Secretary of the General Conference. You have the floor, Sir.

33. **The Secretary:**

Thank you, President. Mr President, last Saturday, you read aloud in this room the list of Member States that will not have voting rights at the present session of the General Conference. Following the report by the Chairperson of the Credentials Committee, we are pleased to announce that Swaziland and Malta will have voting rights now. Thank you.

34. **The President:**

Thank you, Mr Secretary. Ladies and gentlemen, we all listened carefully to the Leaders' Forum discussion last Wednesday and we have heard 180 national statements during the past couple of days. The Director-General and her staff have been listening carefully to Member States' experiences, recommendations and visions for UNESCO.

**Reply by the Director-General to the general policy debate**  
**Réponse de la Directrice générale**  
**Respuesta de la Directora General**  
**Ответ Генерального директора на обсуждение общей политики**  
رد المديرية العامة بشأن مناقشة السياسة العامة  
总干事就总政策辩论的答辩

35. **The President:**

It is my pleasure to give the floor to the Director-General who will now deliver her reply on the general policy debate. Please.

36.1 **The Director-General:**

Thank you very much, Mr President, Madam Chair of the Executive Board, ladies and gentlemen, first of all, on behalf of UNESCO, I wish to offer condolences to the people and the Government of the Philippines for the tragic loss of life as a result of the recent devastating typhoon. This highlights once again the vulnerability all societies face today and the solidarity required to tackle rising challenges from natural disasters. In fact, solidarity has been the red thread of this general policy debate. We have heard from South Sudan, the world's youngest State. We have heard from Anguilla, the newest member of the UNESCO family and from other small island developing States, which are on the frontlines of climate change. We have heard from countries struggling with conflicts and their consequences. We have heard the determination of all governments to build lasting peace and sustainable development guided by solidarity.

36.2 The distinguished Vice Minister of Mexico, Mr Juan Manuel Gomez Robledo, cited the poet and Nobel Prize laureate Octavio Paz: “wisdom lies neither in fixity, nor in change, but in the dialectic between the two”. These words, I believe, kept to the spirit of our debate. Outside this hall, the world is changing. Societies are transforming. People have never been more connected or interdependent. This is opening new opportunities for exchange and growth. It is also raising new challenges, from social exclusion, from the impact of rising diversity, from deepening inequalities, and in some cases, poverty. The planet faces severe pressures at a time when traditional development is reaching its limits. I think the message emerging from Member States is quite clear. Far from resisting change, we must embrace it together to shape it in positive directions. UNESCO’s role is to support States in this task, to craft a better future for all, drawing on what the president of Costa Rica, Laura Chinchilla, called an enormous act of faith in humanity. As the President further said, we cannot stop change, but we can shape it according to the values we share.

36.3 On this same basis, we can create what the Prime Minister of Lithuania, Mr Algirdas Butkevicius, called a better, smarter, more innovative, creative future together. The future starts here and now. This message echoed in all interventions. And it must start with young women and men. The world has never been so young. And we have heard the great potential that this represents. The aspirations of young people for rights, for skills, have never been so high. But so are expectations. This echoed powerfully through the eighth UNESCO Youth Forum. The President of Tunisia, Mr Moncef Marzouki, made a passionate appeal for more relevant education, for stronger civil education, saying, and I quote, “we cannot talk about sustainable development if we do not talk about education”. And this view was shared by all. Education holds the key to a social cohesion, to sustainable development. It holds the key to peace and eradicating poverty.

36.4 Expectations are also high for justice. This is another core message. As the President of Ecuador, Mr Rafael Correa, stated, “peace is above all presence, the presence of justice, the presence of development”. Justice, I believe, ladies and gentlemen, is not just a lofty ideal. It must be lived every day, woven into the fabric of societies. The world is threatened by injustice and exclusion, as never before. This takes many faces: violence, poverty and discrimination, but its core remains an unacceptable violation of human rights that weakens societies, that tills the grounds for violence. The debate has strengthened my commitment to bolster UNESCO’s support to States in managing social transformations at times of rising diversity and, sometimes, poverty. This is a powerful endorsement of UNESCO’s work for a culture of peace – through dialogue, through education for global citizenship, through scientific cooperation, by safeguarding cultural heritage, by promoting freedom of expression and media development, through youth engagement and through women’s empowerment. This spirit will guide UNESCO in taking forward the International Decade for the Rapprochement of Cultures launched last August in Kazakhstan.

36.5 Ladies and gentlemen, UNESCO’s mission has never been so in tune with the needs of the times. UNESCO supports societies, to bolster global society. UNESCO supports the fabric of communities, to strengthen the fabric of global community. I thank Member States for the strength of their commitment to UNESCO, to the Draft Medium-Term Strategy and Draft Programme and Budget. These are our compass directions and our roadmap for the next years. They reflect our determination to sharpen focus, to deepen the impact of delivery. They embody our commitment to Global Priority Africa and to Global Priority Gender Equality. I thank Member States for the overwhelming support for the Operational Strategy for Priority Africa and the Priority Gender Equality Action Plan for 2014-2021. Completing field reform in Africa, I am determined to take forward the six flagship projects, to bolster Africa’s renaissance, working for African States, with the African Union and regional communities. Women’s empowerment is not just a UNESCO global priority – it is a strategic challenge for all societies in the century ahead. I am also grateful to the support expressed for the draft Operational Strategy on Youth. And let me single out Nigeria, which welcomed UNESCO’s work in light of the review of its national youth policy.

36.6 Member States, ladies and gentlemen, have recognized that UNESCO faced a difficult financial situation after the last General Conference, that we stood the test together and that we finish this biennium on a solid footing. These achievements reflect the root-and-branch reform we are leading, drawing on the independent external evaluation of UNESCO (IEE), based on the roadmap of actions, supported by the professionalism of UNESCO staff. I am deeply grateful to Member States for their leadership throughout this process, and a ground-breaking prioritization exercise. I am determined to finish what we have started. As the distinguished Ambassador of the People’s Republic of China said: “Reform is the only way out of the crisis.” Many States echoed the concerns of the Chair of the Executive Board, Ms Cummins, with the financial situation – namely, the possible expenditure plan of \$507 million. And I do share these concerns. But I share also your determination to build a stronger, more performing UNESCO, in all circumstances. We must remain single-minded in pursuing this goal, and we will proceed in a firm, open and transparent manner. This calls for greater innovation, for greater “audacity” as the distinguished Minister of Belgium said. I am not saying this will be easy, or that the current situation is one I would have wanted. We must recognize the impact of the continuing loss of assessed contributions on our leadership, on our delivery. We have no choice but to make a virtue of necessity, and I am convinced we will.

36.7 And this, ladies and gentlemen, starts with education. From every country, from every part of the world, we have heard about education, as a human right, as the foundation for individual dignity, as the way to strengthen social cohesion, as the pillar for inclusive, sustainable development. Member States have underlined the importance of maintaining UNESCO’s leadership in the big push to achieve education for all and in shaping the post-2015 development agenda – with a focus on quality, on education for sustainable development, on technical and vocational education and training and on literacy. Education for all is unfinished business – Member States recognize this. I am determined for UNESCO to strengthen its action in accelerating towards 2015 through regional consultations and in the run-up to the 2015 World Conference, generously hosted by the Republic of Korea, where there will be an assessment of national evaluations. In this acceleration, we will reach out to existing and new partners, and we will focus on countries furthest from the goals, with Africa at the heart of our work, concentrating on reaching the unreached, especially girls and

women. This calls for more political will and collaboration. It calls for new partnerships – embodied, for instance, in the meeting of the BRICS (Brazil, Russia, India, China and South Africa) Education Ministers last week. It calls for greater financial commitment by all.

36.8 In this context, I thank Member States for recognizing the importance of the United Nations Secretary-General's Global Education First Initiative (GEFI), which UNESCO is steering forward, to put education at the top of the political agenda – and I will personally inform the Secretary-General in two weeks, during the Chief Executives Board (CEB), about this comment of UNESCO's General Conference. GEFI is widening the focus from access to quality, from basic learning to values and skills for global citizenship – this reflects UNESCO's leadership, which I am determined to promote, to shape a bold post-2015 agenda. Education must stand at the heart of this agenda, though an overarching, holistic goal, focusing on access, equity and quality, and drawing on lifelong learning. Peace education, education for sustainable development, education for global citizenship, relevant education – these are a composite whole, and must be taken forward together.

36.9 I agree with the need to sharpen the focus on quality and on output; this is the importance of the Learning Metrics Task Force (LMTF), to drive forward improvements in teaching and learning and to focus on quality and results. I agree also with the calls made by Member States, from youth delegates to the 8th Youth Forum, for greater attention to skills development to tackle youth unemployment – UNESCO is bolstering its role in this strategic area for all States, equally for rich and for poor. Rest assured, UNESCO will take forward education for sustainable development (ESD), building on the experience of the United Nations Decade, drawing on the determination of States from across the world, and I look to the 2014 conference in Nagoya, Japan as a milestone in this effort.

36.10 Let me turn now to science, ladies and gentlemen, which the distinguished Minister of the Islamic Republic of Iran referred to as the “beautiful S in UNESCO.” I thank Member States for their support to UNESCO's leadership through the newly-created Scientific Advisory Board with the Secretary-General of the United Nations, hosted by UNESCO, to link research and policy. I am grateful to Germany for hosting the first meeting in January. Let me thank also Brazil for hosting the upcoming World Science Forum, as well as Hungary for its longstanding leadership.

36.11 Member States have resoundingly endorsed UNESCO's work to support science, technology and innovation policies – including, as noted by Mozambique, through the Global Observatory on Science, Technology and Innovation Policy Instruments (GO-SPIN), as well as the UNESCO Engineering Initiative, welcomed by many countries – Zimbabwe and South Africa among them. This includes the role of UNESCO centres, notably in South-South cooperation – let me highlight especially the activities of UNESCO water-related centres in taking forward the International Year of Water Cooperation, as well as the International Centre for South-South Cooperation in Science, Technology and Innovation (ISTIC) whose fifth anniversary we celebrated this year in Kuala Lumpur, Malaysia.

36.12 The importance of UNESCO's work to preserve biodiversity has been strongly underlined. I thank the distinguished Minister of France for the confidence in UNESCO's work – the Organization will bring all its scientific expertise and networks to bear for the success of the twenty-first session of the Conference of Parties to the United Nations Framework Convention on Climate Change (COP 21) in 2015, as we have been invited by the distinguished Minister for Foreign Affairs of France. UNESCO biosphere reserves are, indeed, living laboratories of sustainable development and biodiversity, drawing on the unique wealth of local and indigenous knowledge – this point was made by many, many speeches, including Bolivia, Democratic Republic of the Congo, Ecuador, Guatemala, Guyana, Nicaragua, South Sudan, Timor Leste, Samoa and others. Let me take this opportunity to thank the Russian Federation for organizing next year a MAB Conference on legal issues in biosphere reserves.

36.13 Let me say a special word to small island developing States (SIDS), with whom UNESCO will continue to work closely, during the 2014 and in the run-up to the 2014 International Year of Small Island Developing States and for the Third International Conference on SIDS to be held in Samoa next September, to which I am determined to bring all of UNESCO's expertise and networks. The distinguished Minister of Palau made the point most eloquently: “Our environment is our economy and our economy is our environment”. UNESCO must strengthen its action in an ever more integrated and focused approach to support SIDS, especially in facing the consequences of climate change. I am grateful to Member States for their support to science education – we heard strong examples, from Senegal, Mauritania and Malawi, and I would add Slovenia's work on Open Educational Resources.

36.14 I agree with many Member States – Algeria, Australia, Belgium, Canada, China, Colombia, Iceland, Republic of Korea, Monaco, Norway, Portugal, Russian Federation, Saint Vincent and the Grenadines, Seychelles, United Republic of Tanzania and many others – on the need to strengthen and reinforce UNESCO's Intergovernmental Oceanographic Commission. This point was also strongly emphasized during my meeting this morning with the Member States of the Caribbean Community (CARICOM) and I am very pleased that this morning we could sign the new memorandum of understanding where the issues of sustainable development, of support to the Intergovernmental Oceanographic Commission (IOC), of climate change and of resilience were very strongly emphasized. This has also been my determination since the last General Conference – we cannot weaken UNESCO's essential work in ocean sciences, in tsunami early warning, and, with your support, I will not let this happen.

*(The Director-General continues in French)*

36.15 Monsieur le Président, Madame la Présidente, Mesdames et Messieurs, les États membres réclament unanimement un programme de développement pour l'après-2015 qui ne soit pas une simple feuille de route de croissance économique mais soit ancré dans le respect des droits, la dignité humaine, l'équité. Un programme qui se concentre à la fois sur l'accès à l'éducation et sur l'amélioration de la qualité des apprentissages tout au long de la vie. Un programme qui permette à la fois de former des travailleurs qualifiés pour vaincre le chômage et la pauvreté et des

citoyens éclairés, ouverts sur le monde, tolérants. Un programme qui permette de mieux articuler l'éthique et la science, la science et la conscience, comme l'ont dit le Burkina Faso, Curaçao, l'Équateur, le Portugal, les Seychelles, la Slovaquie, l'Azerbaïdjan. Un programme qui assure une communication efficace et un « raccordement technique » de toutes les parties du monde et qui garantisse la liberté d'expression, la diversité des contenus, le développement de médias indépendants et pluralistes. Je remercie la Lettonie de son offre d'accueillir la *Journée mondiale de la liberté de la presse* en 2015.

36.16 C'est par cette double dimension, matérielle et immatérielle, technique et éthique, économique et sociale, que l'humain se réalise pleinement. J'entends votre appel à consolider les programmes, comme le Programme MOST, pour accompagner les transformations sociales, et je suis déterminée à ce que ce programme se traduise par des initiatives plus concrètes, axées sur les résultats. J'entends votre appel à mieux articuler la recherche en sciences sociales et les politiques publiques, pour soutenir les transformations sociales dans le sens de l'inclusion et de la justice. J'entends votre appel à mieux coordonner notre action en faveur de sociétés du savoir, et l'UNESCO continuera de soutenir la formation des journalistes, le développement des médias, les ressources éducatives en libre accès, dans le prolongement du Sommet mondial sur la société de l'information.

36.17 L'UNESCO continuera de soutenir les programmes de formation et de renforcement des capacités, comme l'a évoqué le Ministre du Nigéria, grâce à notre modèle de programme de formation des journalistes, lancé dans 10 pays et déjà traduit en 13 langues. L'UNESCO accélérera la mise en œuvre du Plan d'action des Nations Unies sur la sécurité des journalistes et la question de l'impunité. À cet égard, je tiens à saluer le Pakistan, le Népal, le Soudan du Sud et l'Iraq, qui ont commencé à élaborer leurs plans nationaux. Ce travail concerne les femmes journalistes qui subissent intimidations et violences, et je remercie la Thaïlande d'accueillir le Forum mondial « Genre et médias » en décembre cette année.

36.18 L'UNESCO continuera de protéger la Mémoire du monde, dont vous avez rappelé l'importance et l'impact, et je remercie les pays, telle la Pologne, qui ont manifesté leur soutien à ce programme.

36.19 J'entends votre appel à renforcer la place de la culture dans le programme de développement pour l'après-2015. De très nombreuses interventions de pays de toutes les régions du monde (Uruguay, Finlande, République dominicaine, Luxembourg, Maroc, Slovaquie, Ouganda, Égypte, Namibie) ont reconnu le rôle de la culture comme accélérateur du développement durable, appelant à l'intégrer clairement dans le programme pour l'après-2015. J'y vois une réelle prise de conscience, et cet appel doit être entendu pour que la culture ne soit pas oubliée – comme elle le fut en 2000 – dans le programme de développement pour l'après-2015. Je veux redire ma détermination à intégrer la culture dans ce programme, sur la base de la Déclaration de Hangzhou, que vous avez été nombreux à saluer. Je remercie spécialement la délégation de la Barbade pour son soutien et j'appelle tous les États membres à porter ce message : la culture doit être intégrée dans le programme de développement pour l'après-2015 en tant qu'accélérateur du développement durable. J'ajoute qu'il ne suffit pas de le dire dans cette enceinte, qui en est convaincue, mais qu'il faut porter ce message dans vos capitales, auprès de tous vos interlocuteurs et, bien évidemment, auprès de l'Assemblée générale des Nations Unies, à New York. C'est indispensable. La mise en œuvre de nos conventions et le renforcement des capacités nationales représentent le bras armé de ce plaidoyer, et je salue les offres de soutien de nombreux pays à cet égard.

36.20 L'UNESCO, Mesdames et Messieurs, existe pour défendre une vision du monde où le développement n'est pas seulement abordé sous l'angle des besoins, mais aussi, systématiquement, sous l'angle des valeurs. J'ai été sensible à votre insistance, cette année, sur le respect des droits (droit à l'éducation, droit à l'eau, droit de participer à la vie culturelle, égalité des genres, droits des femmes). Le respect de ces droits est le fondement de l'humanisme. Un humanisme qui considère l'environnement uniquement comme un objet à contrôler, à exploiter, finit par transformer l'être humain lui-même en objet dont il faut améliorer les performances, la rentabilité, l'employabilité, et se retourne contre lui-même. Un humanisme qui oublie l'égalité entre les sexes n'est qu'un humanisme de façade – je rejoins votre appel à renforcer notre action dans ce domaine. Je prends comme un encouragement les paroles si fortes du Ministre de l'éducation de l'Afghanistan sur la transformation du système éducatif et son plaidoyer pour l'éducation des filles. Un humanisme qui néglige la diversité culturelle se détruit lui-même, car la diversité est une source d'identité, de créativité et même de discernement lorsqu'elle invite à se regarder à travers les yeux des autres. Cette réflexion, nous en avons conscience, paraît bien idéaliste face aux urgences et à la fragilité du monde dans les situations extrêmes. Face aux extrémismes de l'ignorance et de l'intolérance. Face aux phénomènes extrêmes, aux risques naturels qui ont dévasté le centre des Philippines, laissant derrière eux des paysages de désolation, ou qui accélèrent la fonte des glaciers, l'érosion des côtes, ou qui provoquent l'assèchement du lac Tchad – dont le Président a parlé ce matin –, dont la superficie a été divisée par 100, Mesdames et Messieurs, par 100, en à peine 50 ans !

36.21 Face à l'urgence, rappelons quel était l'esprit des fondateurs de l'UNESCO en 1945 car c'est cet esprit qu'il faut réaffirmer. Ils voyaient le spectacle de continents délabrés physiquement et moralement, et il fallait du courage pour oser parler de solidarité morale des peuples au milieu des décombres. Il fallait de l'audace pour oser parler d'éducation et de culture dans les ruines de Dresde ou de Varsovie, détruite à plus de 90 %. Il fallait de l'audace pour parler de recherche et de liberté d'expression à des peuples rongés par l'esprit de vengeance, l'urgence de la famine et de la précarité. Lorsque nous entendons aujourd'hui au Mali, en Libye, en Iraq, au Soudan du Sud, dans les situations post-crise et post-conflit, que la culture, l'éducation, les sciences, « ce sera pour plus tard », nous devons répondre avec la même audace, le même courage. Nous devons dire que la culture, l'éducation, les sciences, « c'est pour tout de suite » ; c'est ce qui aide les peuples à se relever par eux-mêmes, à prendre confiance.

36.22 Nous devons rappeler les résultats de nos efforts auprès de la jeunesse africaine et nos initiatives sur « la culture de la paix » en Afrique pour la prévention des conflits et la réconciliation. Nous devons dire que la paix au Mali se

gagne par l'éducation, et je renouvelle mon appel à toute la communauté internationale pour accélérer la reprise de l'enseignement dans le nord du Mali, qui a souffert de l'occupation et des attaques contre les écoles, laissant l'académie de Tombouctou quasiment paralysée. Nous pouvons nous inspirer des exemples cités dans cette salle par de nombreux pays (Malaisie, Corée), qui ont connu les pires difficultés et qui se sont relevés en faisant le choix de l'éducation, de l'intelligence, de la formation. Ces efforts ne peuvent aboutir que par la coopération et le multilatéralisme.

36.23 Je rejoins l'appel du Pakistan en faveur de « partenariats dans le développement », qui souligne que le transfert des savoirs est plus efficace pour le développement que l'aide étrangère. Je saisis l'occasion qui m'est ici offerte de remercier tous les pays qui ont fait part de leur soutien au Programme de participation, en soulignant les améliorations apportées à son fonctionnement. La seule aide durable, c'est celle qui permet de se passer de l'aide, d'être autonome, de prendre confiance en soi. L'UNESCO est là pour créer les conditions de cette autonomie, les capacités individuelles et collectives de se projeter dans l'avenir, à travers le soutien apporté à la jeunesse (par exemple en collaboration avec l'Union européenne pour renforcer le poids des organisations de jeunesse dans les politiques publiques au Moyen-Orient et en Afrique du Nord) ; à travers l'enseignement de l'histoire (par exemple grâce à l'utilisation pédagogique de *l'Histoire générale de l'Afrique*, qui est une source de fierté et de renaissance africaines) ; à travers le dialogue et la coopération pour assurer le partage des biens publics mondiaux (les savoirs, le patrimoine culturel, les bienfaits de la science et de l'information). Tel est le combat, Mesdames et Messieurs, pacifique et civique de l'UNESCO.

36.24 Cabo Verde a eu ce mot très juste – et je terminerai là-dessus : « Nous aimons trop notre patrimoine pour nous satisfaire de le préserver » – nous voulons le faire grandir, le valoriser, le partager. L'UNESCO, Mesdames et Messieurs, est une organisation avec une histoire et un héritage riches, et nous devons continuer de la moderniser, de la renforcer, de l'adapter. Je suis déterminée à poursuivre la réforme, dont nous avons prouvé qu'elle mène l'UNESCO dans la bonne direction. J'appelle à mon tour tous les États membres de l'UNESCO à porter ce message – notre message – non seulement dans cette enceinte, où nous partageons la même vision, mais aussi et surtout au-delà, auprès de ceux qu'il reste à convaincre. Je vous remercie de votre attention.

37. **The President:**

Madam Director-General, I thank you on behalf of all delegations for a clear and comprehensive reply. Now I give the floor to the Secretary of the General Conference, Mr Millward. Please.

38. **The Secretary:**

Thank you, Mr President. In order to be quite clear, in preparation for tomorrow's voting, I wish to inform the plenary, on behalf of the Credentials Committee, that Papua New Guinea has now presented credentials and therefore has provisional voting rights.

39. **The President:**

Ladies and gentlemen, dear colleagues, we have finished our work for today. The plenary will reconvene tomorrow morning, at 10 a.m., to examine item **14.1** "Appointment of the Director-General". May I remind you that the first part of the plenary meeting will be conducted in private session. I also wish to remind the General Committee members that the third meeting of the General Committee will be held tomorrow morning, at 9 a.m., in Room X. I wish you a pleasant evening. This meeting is now adjourned.

*The meeting rose at 5.15 p.m.*  
*La séance est levée à 17 h 15*  
*Se levanta la sesión a las 17.15*  
*Заседание закрывается в 17.15*  
*رفعت الجلسة في الساعة ٥,١٥ بعد الظهر*  
*会议于 17 时 15 分结束*

# Twelfth plenary meeting

Tuesday 12 November 2013 at 11.50 a.m.  
President: **Mr Hao** (China)

# Douzième séance plénière

Mardi 12 novembre 2013 à 11 h 50  
Président : **M. Hao** (Chine)

# Duodécima sesión plenaria

Martes 12 de noviembre de 2013 a las 11.50  
Presidente: **Sr. Hao** (China)

# Двенадцатое пленарное заседание

вторник 12 ноября 2013 г. в 11.50  
Председатель: г-н **Хао** (Китай)

# الجلسة العامة الثانية عشرة

الثلاثاء ١٢ نوفمبر ٢٠١٣، الساعة ١١,٥٠ صباحاً  
الرئيس: السيد **هاو** (الصين)

# 第十二次全体会议

2013年11月12日星期二 11时50分  
主席：郝平先生（中国）



**Appointment of the Director-General  
Nomination de la Directrice générale  
Nombramiento del Director General  
Назначение Генерального директора**

تعين المدير العام

任命总干事

1. **The President:**

Good morning ladies and gentlemen, I declare open the twelfth plenary meeting of the General Conference. The first part of this plenary meeting will be conducted in private, as stipulated in Rule 106 of the Rules of Procedure of the General Conference. I ask the Secretary to explain the modalities of private meetings. Mr Millward, you have the floor.

2. **The Secretary:**

Thank you, Mr President. According to Rule 60 of these Rules of Procedure, all persons shall be excluded from the private meeting, "except the members of those delegations which are entitled to vote, representatives and observers entitled to participate without vote in the deliberations of the bodies concerned, and the members of the Secretariat whose presence is necessary." Thank you.

3. **The President:**

Ladies and gentlemen, as soon as these conditions are met, we can start examining in private meeting item **14.1** – Appointment of the Director-General. So now I invite only the representatives of Member States entitled to vote and the members of the Secretariat whose presence is indispensable for the conduct of this private meeting to stay in the room. Among the 195 Member States of the Organization, 10 are not entitled to participate in this private meeting. They have been informed of this in advance. May I assume, then, that those not entitled to be in the room have left? Thank you very much.

*The public meeting is suspended at 10.15 a.m. and resumes at 10.25 a.m.*

4. **The President:**

Dear colleagues, we shall now resume our work in public. Ladies and gentlemen, at the private meeting, the General Conference was informed of the Executive Board's recommendation for the position of Director-General. We shall now proceed to a vote by secret ballot on the name of the candidate proposed by the Executive Board, that is, Part I of the draft resolution contained in document 37 C/PLEN/DR.1. If at the end of this ballot the candidate presented by the Executive Board is appointed, I will submit for approval the draft contract, in other words, Part II of the draft resolution. I now give the floor to the Secretary of the General Conference, who will recall the modalities of the ballot.

5. **The Secretary:**

Thank you, Mr President. The Secretariat is about to distribute to each delegation three white ballot papers and one envelope. Delegations wishing to vote for the candidate proposed by the Executive Board will use the ballot paper with the notation "yes". Delegations not wishing to vote for the candidate proposed by the Executive Board will use the ballot paper with the notation "no". Delegations wishing to abstain will use the ballot paper with no notation. If the ballot paper placed in the envelope carries any notation, mark or signature other than those inscribed on it, it shall be considered invalid. Empty envelopes will be considered as abstentions. Each delegation will be called to vote and shall place one, and only one, of the three ballot papers in the envelope distributed. Delegates wishing to place their ballot papers in the envelopes in private have voting booths at their disposal on either side of the back of the room. I shall call each delegation in turn in alphabetical order of the names of Member States in French, starting with Iraq, whose name was drawn by lot at the 191st session of the Executive Board. At the conclusion of the first call, there will be a further call for those Member States that have not voted. Thank you, Mr President.

6. **The President:**

Thank you very much. Dear colleagues, I take it that this procedure and related details are clear for everybody. I would like now to designate two tellers, Mr Ny Toky Andriamanjato of Madagascar and Ms Angel Cyr of Canada, who have kindly accepted to carry out this task. I invite them to the table reserved for tellers and to verify that the ballot box is empty. I also invite H.E. Ambassador Maria Laura da Rocha of Brazil, Vice-President of the General Conference, who has kindly agreed to supervise the ballot, to take her place. She will verify the identity of the voter before the vote is cast. I now invite the tellers to hand the key of the ballot box to the supervisor.

*The two tellers and the supervisor take their seats near the ballot box.*

7. **The Secretary:**

Those delegations wishing to use the voting booths at the back of the room may now begin to do so.

8. **The President:**

We will now begin the voting, and I give the floor to the Secretary of the General Conference.

9. **The Secretary:**

Thank you, Mr President.

*A vote is taken by roll-call.*

10. **The President:**

Ladies and gentlemen, the ballot has now ended and we shall proceed to the counting of the votes. I invite our supervisor, Ambassador Maria Laura da Rocha, to open the ballot box, and the tellers to count the envelopes to ensure that their number is equal to that of the voters. I now suspend the meeting so that the ballots may be counted.

*The meeting is suspended while the votes are counted.*

11.1 **The President:**

Ladies and gentlemen, we shall now resume our work. First of all I should like to thank H.E. Ms Maria Laura da Rocha for having supervised the ballot, as well as the two tellers, Mr Ny Toky Andriamanjato from Madagascar and Ms Angel Cyr from Canada for having kindly agreed to assist. I will now announce the result of the vote: number of Member States entitled to vote during the present session: 185; number of Member States that did not vote: 5; abstentions: 1; invalid ballot papers: 5; number of votes cast: 174; number of votes constituting the majority required to be appointed: 88; number of votes obtained by the candidate nominated by the Executive Board: 160; number of votes against: 14.

11.2 Ladies and gentlemen, Ms Irina Bokova, having obtained the required majority, is hereby declared the appointed Director-General of the United Nations Educational, Scientific and Cultural Organization for a mandate of four years starting 15 November 2013.

*(Applause)*

11.3 I thank you for the warm welcome you have given the announcement of the result. The investiture ceremony for Ms Bokova will take place in the afternoon of Monday, 18 November. The General Committee will be informed of the modalities of this ceremony at one of its coming meetings.

11.4 Ladies and gentlemen, the Chair of the Executive Board has already submitted document 37 C/40 containing the contract and the statute of the Director-General, which is also contained in Part I of draft resolution 37 C/PLEN/DR.1

11.5 Are there any objections to the second part of this resolution? I see none. ***It is thus adopted.***

11.6 Ladies and gentlemen, let me just thank again the Chair of the Executive Board, our supervisor and tellers, as well as the Secretariat for their professional handling of the meeting. Ladies and gentlemen, I believe that our newly re-elected Director-General, Ms Irina Bokova, would like to say a few words. You have the floor, Madam.

12.1 **The Director-General:**

Mr President of the General Conference, Madam Chair of the Executive Board, Ministers, Ambassadors, ladies and gentlemen, you will understand my emotion. I have come here to express my deep gratitude for your confidence. Of course, you will understand equally that my gratitude goes first and foremost to my country, Bulgaria, where three consecutive governments and two Presidents have supported me, during my election four years ago and during these last four years at the helm of this great Organization.

12.2 My gratitude also goes to Group II, which very early in the process rallied behind my candidacy and I would also like to congratulate and express my gratitude to my two other competitors. I think it was very healthy for the Organization. It was very good that we had competition, I have always thought that we need a competition of ideas, and we also need some new innovative approaches. I wish them well.

12.3 In these elections, of course, I also saw a vote of confidence. And that is why I am deeply grateful to you.

12.4 These have been four challenging years, especially the last two. They were challenging because we had to continue with the reform of the Organization that was started by my predecessor, Mr Matsuura, whom I deeply respect. They were challenging because we had to find and to strengthen our new place within the United Nations system.

12.5 They were years when we had to make the big push towards 2015 and we must continue on that path. Years where we saw a changing world outside this house and had to see how to adapt and respond to some of the biggest challenges of maintaining peace in fragile circumstances, to prepare people in cases of natural disaster and of course, what I would consider one of the most important objectives of the twenty-first century: to eradicate poverty. We need to give every single woman and man, every single boy and girl, the opportunity to find their right place in this world.

12.6 And I am often asked what I think UNESCO's role is in this time of environmental and financial crisis and changing geopolitics. What is UNESCO contributing, if we look at the wider United Nations system?

12.7 And after four years at the helm of this Organization, I am more than convinced that UNESCO is about human dignity. UNESCO is about empowering people. It is about human dignity because people need to have access to knowledge. They have to be educated. They have to know how to relate to one another. It is about human dignity because we live in a multicultural world with large-scale migration and demographic changes, where ethnic, religious, indigenous and other minorities often come into contact with one another.

12.8 Nowadays, it is not sufficient to say we tolerate each other. We have to live together. We have to share together. This is also a part of human dignity. As well as protecting human dignity, what we are doing at UNESCO is protecting our planet, which is under pressure.

12.9 UNESCO is also about the environment. It is about biodiversity. It is about how we make the link, join the dots, when we say biodiversity is like cultural diversity and vice versa. Cultural diversity for humanity is like biodiversity for nature. So the challenges of this Organization and its objectives are more relevant than ever. Peace nowadays is not

what it used to be over 65 years ago, in 1945 when UNESCO was created, but it is equally as important. We have to redefine how we approach our work towards attaining peace and sustainable development.

12.10 Last but not least, I really want to put into the heart of my second term of office the question of empowering women, because I do believe that the twenty-first century should be the century of women's empowerment. This is about giving every girl the right to go to school; to improve access and open scientific research up to women; to give them freedom of speech without threats; to give them the opportunity to enjoy culture and cultural diversity; to have healthy families, healthy communities; to pursue their careers; to make us think in peace and conflict.

12.11 So ministers, ladies and gentlemen, dear delegates, I would like to thank you most deeply for your confidence. I would like to see this Organization united in our common objectives because I do believe that when we are united, we are stronger. I will make a longer speech on 18 November but let me just conclude by once again expressing my deep gratitude for your confidence, which I tend to think is also confidence in what we have been doing over the last few years, reforming, making the Organization more relevant and more visible. I am counting on you and I ask you to have trust in me. Thank you.

13. **The President:**

Thank you very much, Madam. On behalf of all Member States of the Organization, and in my own name, I convey to you our warmest congratulations on the occasion of your appointment. Canada, please. You have a comment?

14. **Canada :**

Distingués invités, chers collègues, comment ne pas prendre la parole dans un moment aussi important dans l'histoire de cette grande Organisation qu'est l'UNESCO ? Excellences, Madame la Directrice générale, distingués représentants des différentes nations, je commencerai mon propos en vous disant, Madame la Directrice générale, que vous avez obtenu 90 % des voix (160 oui et 14 non). Un tel résultat est extraordinaire ! Aussi, permettez-moi de vous faire part de cette citation : « *We love what we protect, and we protect what we love* ». Vous avez traversé le processus électoral avec élégance, empreinte du désir de servir, de poursuivre le travail amorcé dans un moment difficile, voire critique dans l'histoire de l'UNESCO. Que les délégations vous signifient avec force leur appui et leur appréciation à l'égard de votre travail est tout à votre honneur. Cet appui des délégations n'est pas dû à votre affiliation à un parti politique. Il est dû à vous, Madame la Directrice générale. Votre présence, votre implication, votre force de conviction, votre relation interpersonnelle avec chacun de nous et votre grand respect des personnes et de cette Institution nous ont convaincus que vous étiez la personne la plus à même d'assumer cette importante responsabilité. Je répète : « Nous aimons ce que nous protégeons, et nous protégeons ce que nous aimons ». Aussi, au nom du Canada et au nom de tous les membres du Groupe électoral I, nous vous assurons de notre collaboration et de notre soutien tout au long de ce mandat. Les défis vous attendent, les défis nous attendent. Rappelez-vous que vous êtes l'espoir, que vous représentez l'espoir que les valeurs si chères à l'UNESCO seront protégées et mises en avant, en ayant à l'esprit de protéger et de favoriser les plus faibles parmi les sept milliards d'êtres humains que compte notre planète. Merci, Madame la Directrice générale, et meilleurs vœux.

15. **The President:**

Kuwait, please.

١٦,١ الكويت:

نحن السيدة إيرينا بوكوفا، المديرية العامة، لقيادتها لمنظمة اليونسكو لدورة جديدة ونتمنى لها كل التوفيق في تحمل مسؤولياتها الكبيرة لهذه المنظمة في ظل هذه الأوضاع المضطربة في هذا العالم. وكما قالت السيدة بوكوفا، إنها ظاهرة صحية أن تشهد هذه المنظمة الانتخابات التي فاتت، وفعلاً هي ظاهرة صحية. وفي هذه الفرصة، نحن كذلك جيبوتي ولبنان ونتمنى ألا يخلا علينا بنصائحهما لنعمل معاً لأجل تطوير هذه المنظمة.

١٦,٢ يسعدني حقيقة أن أقول إن المسؤولية كبيرة. فكما قالت السيدة بوكوفا، الكرامة الإنسانية هي قضية محورية في هذا العالم. إلا أنني أريد أن أنبه إلى أنه دائماً ما نسمع اللوم على طرف واحد في هذا العالم ونحمل ثقافة واحدة مسؤولية تعطيل الحوار والوقوف وراء كثير من قضايا الاختلاف في هذا العالم. فعلينا أن ندرك جميعاً أن الحوار هو في الاتجاهين والإصلاح هو في الاتجاهين كما أن تفهمنا للثقافة هو في الاتجاهين. فعلينا كلنا أن نؤمن بأن لدينا قدرات وأن تكون لدينا عزيمة قوية على التصالح مع أنفسنا لكي ندعم هذه المنظمة لأجل تحقيق أهدافها ولأجل تحقيق ثقافة السلام، وفقاً لما نقوله في هذه القاعة، ولما ترفع هذه المنظمة من شعار. وأود أن أشير ختاماً إلى أنه يُعقد على أراضي الكويت مؤتمر القمة العربية-الأفريقية في ١٩ تشرين الثاني/نوفمبر. وكان قد طلب منا، نحن في وفد الكويت، أن نقدم مبادرة لصالح أفريقيا. ونتمنى إن شاء الله أن تقدم الكويت في هذا اللقاء مبادرة لصالح أفريقيا.

(16.1) **Kuwait (translation from the Arabic):**

We congratulate Ms Irina Bokova, the Director-General, on her leadership of the Organization for a further term of office, and wish her every success in discharging her great responsibilities for this Organization in the light of the world's current turbulent circumstances. As Irina Bokova said, it is a healthy sign that the Organization should be having the elections that have just been held; truly, this is a healthy sign. On this occasion, we also congratulate Djibouti and Lebanon, and hope that they will not be stingy in their advice so that we may work together for the development of this Organization.

(16.2) I am most pleased to say that this is a truly great responsibility. As Ms Bokova said, human dignity is a key issue in this world. But I am bound to draw attention to the fact that in this world we constantly hear blame being laid on a single party, and we give a single party responsibility for obstructing dialogue and standing behind numerous differences in this world. We all need to recognize that dialogue is a two-way street, and reform also goes both ways, just as our understanding of culture goes both ways. We all need to believe that we have capacities and that we have a strong determination for reconciliation with ourselves so that we may support this Organization in order to achieve its objectives and bring about a culture of peace, in accordance with what we say in this hall and with the slogans this Organization trumpets. In conclusion, I should like to announce that Kuwait will be hosting the Arab-African Summit on 19 November. We in the Kuwaiti delegation were asked to put forward an initiative for Africa. We therefore hope, God willing, that Kuwait will indeed make an initiative for Africa.

17. **The President:**  
Botswana, please

18. **Botswana:**

I thank you very much, Mr President. I am going to take the liberty here, in the absence of Malawi, to speak on behalf of the Southern African Development Community (SADC) to say that our vote was not a lone voice. We believe in the SADC and particularly in Botswana we believe that a vote for you, Ms Bokova, was not a loss. We believe that the energy you put into UNESCO is energy well harvested for the developing world. We believe that the commitment you have shown is going to be of benefit to our region. And we know that in supporting you, we are investing well in the education of the African child. We have every reason to believe that as a mother, you are putting your energy where we know it will benefit African children, for whom education is the only ticket to a better future. We have a lot of trust and confidence that what you are doing for us is going to be something we will remember in the future, and therefore, our vote is something we are hanging on to and we believe that we can trust you to take the next two years to help us see a change by investing in education and therefore the livelihood of children in Africa. You can trust that we will stand by you. You can trust that we will support you to make sure there is a change. And for this, we wish you luck and God will see us through, together with you, to make that change. God bless, and may we the next two years be prosperous so that we see this change in UNESCO. I thank you and God bless.

19. **The President:**  
France, please.

20. **France :**

Oui, Madame la Directrice générale, je veux joindre la voix de la France aux félicitations qui vous sont adressées aujourd'hui pour votre brillante, très brillante réélection à la tête de l'UNESCO. Dans la période difficile que traverse l'Organisation pour répondre aux nombreux défis auxquels nos sociétés sont confrontées, ainsi que vous l'avez dit, et prendre toute la place qui lui revient, l'UNESCO a besoin d'une personnalité telle que vous, qui fasse preuve, avec toute son équipe du Secrétariat, de constance et de fermeté dans la conduite des affaires, mais aussi d'une vision pour l'avenir et de détermination pour la réaliser. Vous savez, Madame la Directrice générale – comme vous l'a dit le Ministre français des affaires étrangères, M. Laurent Fabius, il y a quelques jours – que vous pouvez compter sur le soutien de la France, État cofondateur et État du Siège, pour mettre en œuvre la réforme courageuse et nécessaire de l'Organisation et porter haut les ambitions de l'UNESCO dans les quatre années qui viennent. Merci beaucoup.

21. **The President:**  
Dominican Republic, please.

22. **República Dominicana:**

Gracias, señor Presidente. En nombre del Grupo de América Latina y el Caribe, GRULAC, deseo felicitar calurosamente a la señora Irina Bokova en la ocasión de su elección como Directora General de la UNESCO para los próximos cuatro años. Usted, señora Bokova, continúa rigiendo los destinos de la UNESCO en un momento particularmente difícil, marcado por un doble desafío: por un lado, mantener el rol de liderazgo de la UNESCO en sus áreas de competencia dentro del sistema de las Naciones Unidas con vistas a la agenda para el desarrollo después de 2015; y, por el otro, conservar en la medida de lo posible, o hacer esfuerzos extraordinarios para lograrlo, esa masa crítica de profesionales en un momento en el que hay que hacer recortes. Hoy más que nunca, en un mundo atravesado por fuertes conflictos y por una banalización de los valores éticos, la Constitución de la UNESCO reafirma toda su pertinencia. Esperamos que su visión de un nuevo humanismo pueda plasmarse en proyectos concretos que respondan a las exigencias y retos de nuestro tiempo y tengan en cuenta las necesidades de los Estados Miembros. En la recomposición actual del multilateralismo, esperamos que, con su sabiduría, la UNESCO mantenga el rol de líder en sus áreas de competencia: educación, ciencias exactas y naturales, ciencias sociales y humanas, cultura y comunicación e información. Queremos decirle, señora Bokova, que el GRULAC tiene un compromiso con la UNESCO y con usted, y que la acompañará en todo este proceso. Muchas felicidades y éxitos en la tarea que le espera. Gracias.

(22) **Dominican Republic** (*translation from the Spanish*):

Thank you, Mr President. On behalf of the Latin America and Caribbean Group (GRULAC), I would like to extend my warmest congratulations to Ms Irina Bokova on her re-election as Director-General of UNESCO for the next four years. Ms Bokova, you continue to lead UNESCO in these particularly difficult times, marked by a twofold challenge: on the one hand, maintaining UNESCO's leadership role in its areas of competence within the United Nations system in the light of the post-2015 development agenda; and, on the other hand, conserving as far as possible, or making extraordinary efforts to reach, the critical mass of professionals in a time when cuts must be made. Now, more than ever, in a world riven by severe conflicts and the trivializing of ethical values, the Constitution of UNESCO is fully relevant. We hope that your vision of a new humanism will result in concrete projects that meet the demands and challenges of our time and take the needs of the Member States into account. In the current restructuring of multilateralism, we hope that, with your wisdom, UNESCO will be able to maintain its role as a leader in its fields of competence – education, natural sciences, social and human sciences, culture and communication and information. We would like to add, Ms Bokova, that GRULAC is committed both to UNESCO and to you and that we shall be with you throughout this process. We offer you our sincere congratulations and wish you success in the tasks ahead of you. Thank you.

23. **The President:**  
Zambia, please.

24. **Zambia:**

President of the General Conference, Chair of the Executive Board, Director-General, Honourable Ministers, Excellencies, ladies and gentlemen, on behalf of the Africa Group and on my own behalf, I wish to congratulate Ms Irina Bokova on her re-election as Director-General for UNESCO for the next four years. Madam Director-General, what we have witnessed today is a clear indication of the confidence that Member States have in your leadership. The Africa Group is looking forward to seeing a more visible UNESCO with you at the helm of the Organization. Once more accept my congratulations, Madam Director-General. I offer our sincere congratulations. Thank you.

25. **The President:**

And next, the Russian Federation, please.

26. **Российская Федерация:**

Спасибо большое, г-н Председатель. Уважаемая г-жа Генеральный директор, во-первых, мы присоединяемся к тем поздравлениям, которые прозвучали ранее. Кроме того, еще раз хочу подчеркнуть, что мы очень гордимся тем, что следующие четыре года возглавлять эту замечательную Организацию будет представитель нашей восточно-европейской группы и что этот представитель – замечательная женщина. Вам выпало очень сложное время, но, несмотря на все сложности, мне кажется, нам удалось, и вам, в первую очередь, удалось стабилизировать ситуацию в Организации. Поэтому мы очень рассчитываем и надеемся на то, что в предстоящие четыре года вы вернете с нашей помощью Организации ее роль интеллектуального лидера в системе ООН, которую ЮНЕСКО стремительно утратила в последние десять лет. Мы рассчитываем на то, что наша Организация станет центром сосредоточения интеллектуалов всех стран, центром мобилизации лучших сил, и что здесь будут обсуждаться самые животрепещущие проблемы человечества. Спасибо большое.

(26) **Russian Federation (translation from the Russian):**

Thank you very much, Mr President. Madam Director-General, first of all, we add our support to the congratulations which were expressed earlier. Furthermore, I wish to emphasize once more that we are very proud that this excellent Organization will be headed for the coming four years by a representative of our Eastern European group and that that representative is a remarkable woman. You have had to deal with a very complicated period but, regardless of such complexities, I believe that we, and you above all, have succeeded in stabilizing the situation of the Organization. We therefore strongly hope and expect that over the next four years you will, with our help, restore to UNESCO its intellectual leadership role within the United Nations system which has been considerably diminished over the last ten years. We expect our Organization to become a focal point for the world's intellectuals, a centre for the mobilization of the best forces, and that the most important issues for humanity will be considered here. Thank you very much.

27. **The President:**

And now, the United Arab Emirates, please.

الإمارات العربية المتحدة: ٢٨

حضرة رئيس المؤتمر العام، حضرة رئيسة المجلس التنفيذي، حضرة المديرة العامة لمنظمة اليونسكو، حضرات المعالي والسعادة السفراء المندوبين الدائمين، سيداتي، سادتي، يسعدني كمنسوب للإمارات العربية المتحدة وكرئيس لمجموعة الدول العربية في منظمة اليونسكو أن أثنى في المقام الأول على الإدارة الحكيمة لأعمال الدورة السابعة والثلاثين للمؤتمر العام. فقد أكدت لنا من جديد أن هموم واهتمامات العالم واحدة بالنسبة إلى رافعة الرقي الاجتماعي والتنموي. وفي المقام الثاني، أتاحت لنا هذه الدورة لمؤتمركم العام الكرم قياس نبض العالم العربي والثقافي والفكري والإحاطة بأولوياته ورهاناته. فثمة تركيز قوي وبارز لدى كل الشركاء على الربط الجدلي بين الثوابت والمتغيرات وصولاً إلى أفضل الصيغ في التربية والتنمية ومكافحة الفقر واستئصال التهميش والنبذ والإقصاء وإقامة الجسور الحوارية والتفاعل الحضاري البناء. وأكدت كل هذه الوقائع، في المقام الثالث، أهمية منظمة اليونسكو كبيت الريادة في التأسيس الإنساني في القرن الحادي والعشرين الجديد والمتغير. وفي قلب هذه الورشة النبيلة المشدودة إلى قيم الإخاء والبناء والوفاء، تندرج الولاية الثانية للسيدة القديرة إيرينا بوكوفا، وهي الولاية الضرورية لكي تتمكن من قيادة وإدارة التحولات في بنية المنظمة والوصول بإصلاحاتها إلى نتائجها المرجوة. ونحن كمجموعة الدول العربية في منظمة اليونسكو نجد الثقة بدورها وتمنيتها على فوزها بثقة الدول الأعضاء. ولا شك أن إعادة انتخابها للسنوات الأربع القادمة ما هو إلا عقد الأمل على خيرتها وحكمتها وصوابية قراراتها لتطوير المنظمة وتفعيل دورها وزيادة نجاعتها في مجالات اختصاصها. ألف مبروك للسيدة بوكوفا مقرونة بأحر التهاني من كل العرب والتمنيات بالنجاح والتوفيق. والسلام عليكم ورحمة الله.

(28) **United Arab Emirates (translation from the Arabic):**

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General of UNESCO, Your Excellencies Ambassadors and Permanent Delegates, ladies and gentlemen, I am pleased, as the delegate of the United Arab Emirates and as the President of the Arab States group at UNESCO, to commend, first of all, the wise stewardship of the work of the 37th session of the General Conference, which has reaffirmed to us once again that the cares and concerns of the world are one with respect to achieving social and developmental progress. Secondly, this session of the esteemed General Conference has allowed us to take the knowledge-related, cultural and intellectual pulse of the world and to ascertain its priorities and stakes. There is a strong and outstanding focus among all partners on a logical linking of constants and variables with a view to arriving at optimum formulas for education, development, the fight against poverty, the eradication of marginalization, rejection and exclusion, and the establishment of bridges of constructive dialogue and civilizational interaction. Thirdly, all these considerations serve to stress the importance of UNESCO as a pioneering house in laying the foundations of human beings in the new and rapidly changing twenty-first century. At the heart of this noble workshop pursuing the values of fraternity, construction and loyalty lies the second term of office of our esteemed Ms Irina Bokova, which is necessary to enable her to lead and manage the transformations in the structure of the Organization and to ensure that her reforms secure the desired results. We, as the Arab States group at UNESCO, renew our trust in her role and congratulate her on having won the confidence of the Member States. There is little doubt that her election for the forthcoming four years is none other than the pinning of hopes on her expertise and wisdom and the rightness of her decisions to develop the Organization, boost its role, and enhance its usefulness in its fields of competence. Hearty congratulations to Ms Bokova, together with warmest good wishes from all Arabs for every success. *As-salāmu 'alaikum wa-rahmatu llāhi* (Peace and the mercy of God be upon you).

29. **The President:**  
And now, Bahrain, please.

٣٠ البحرين:

بسم الله الرحمن الرحيم. السيد رئيس المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المديرية العامة، باسم مكتب التربية العربي لدول الخليج وباسم البحرين التي ترأس المكتب في دورته الحالية، نهنئ السيدة إيرينا بوكوفا على انتخابها مديرة عامة للمنظمة للسنوات الأربع القادمة، ونشيد بقدراتها الجلية التي قدمتها إلى جميع الأعضاء خلال الدورة الماضية، ونعاهدها بأننا سنكون لها سنداً في الدورة القادمة ونؤكد تعاون مكتب التربية العربي لدول الخليج الذي ترأسه البحرين في دورته الحالية. ونكرر للسيدة بوكوفا أحر التهاني والتمنيات.

- (30) **Bahrain (translation from the Arabic):**

*Bismillāh ir-rahmān ir-rahīm* (In the name of God, the Merciful, the Compassionate), Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, on behalf of the Arab Bureau of Education for the Gulf States (ABEGS) and on behalf of Bahrain, which is chairing ABEGS at the current session, we congratulate Ms Irina Bokova on her election as Director-General of the Organization for the next four years. We commend her brilliant abilities, which she displayed to all Members at the previous session. We vow that we shall give firm support to her at the coming session, and we reaffirm the cooperation of ABEGS, which is being chaired by Bahrain at its current session. We reiterate to Ms Bokova our warmest congratulations and best wishes.

31. **The President:**  
And now, the Islamic Republic of Iran, please.

32. **République islamique d'Iran :**

Au nom de Dieu, le Miséricordieux et le Clément, Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Excellences, Mesdames et Messieurs, permettez-moi de présenter, au nom de ma délégation, ainsi qu'au nom du Groupe de l'Asie et du Pacifique (Groupe ASPAC), mes sincères félicitations à Mme Irina Bokova pour sa réélection. Madame, je suis convaincu que, comme lors de votre premier mandat, vous parviendrez à réaliser les objectifs de notre Maison. Le Groupe ASPAC, qui s'honore d'être le groupe d'origine du Président de la Conférence générale, apportera également son soutien à votre deuxième mandat dans ces moments difficiles que connaît l'UNESCO. Merci beaucoup.

33. **The President:**  
And now, Algeria, please.

34. **Algérie :**

Monsieur le Président, je voudrais faire part à Madame la Directrice générale des chaleureuses félicitations de la délégation algérienne pour sa brillante réélection à la tête de l'UNESCO. Madame la Directrice générale, je saisis cette occasion pour vous assurer de notre appui dans l'accomplissement de votre mission au service des objectifs et idéaux de l'Organisation, auxquels notre pays est tellement attaché, en particulier dans les domaines de l'éducation, de la culture et de la science, dont nous avons énormément besoin. Nous sommes persuadés que, sous votre *leadership*, l'UNESCO saura relever les défis et saisir les opportunités qui se présentent et répondre aux mutations rapides par davantage de paix, de tolérance, de compréhension mutuelle entre les peuples. Je vous réitère encore une fois mes félicitations pour votre réélection. Merci.

35. **The President:**  
And now, Peru, please.

- 36.1 **Perú:**

Señor Presidente, señora Directora General reelecta, Irina Bokova: el filósofo español José Ortega y Gasset decía que el ser humano es producto de su "yo" y de sus circunstancias. Creo que esta afirmación es también válida para las instituciones, y el día de hoy, con la amplísima y sólida votación con que la Conferencia General ha confirmado su elección, nosotros, la institución, hemos elegido al "yo", en el lenguaje de Ortega y Gasset, más adecuado, es decir a usted, para que con su liderazgo, valentía y honradez intelectual siga conduciendo a la UNESCO en circunstancias que son, volviendo a lo que dijo el filósofo español, decisivas para su presente y para su futuro.

36.2 Usted representa la fuerza tranquila, "la force tranquille", de la transformación y al mismo tiempo de la estabilidad, la preservación de los mejores valores de la UNESCO y la direccionalidad del cambio al que nos convoca a todos. Tiene usted, señora Directora General, el respaldo firme, pleno y permanente del Gobierno del Perú, y compartimos, junto a la inmensa mayoría que se ha expresado en el voto, al mismo tiempo el realismo y la utopía que son necesarios para construir de forma conjunta la UNESCO del Siglo XXI. Muchas gracias.

- (36.1) **Peru (translation from the Spanish):**

Mr President, Madam Director-General Irina Bokova, the Spanish philosopher José Ortega y Gasset said of human beings: "I am 'I' and my circumstances". I believe that this statement is also true of institutions and, today, owing to the large number of votes by which the General Conference has decisively confirmed your election, we, the institution, have chosen our "I", in the words of Ortega y Gasset, that is to say we have chosen you to continue to direct UNESCO, drawing on your leadership, courage and intellectual honesty, in circumstances which are, to return to the words of the Spanish philosopher, decisive for its present and its future.

(36.2) You represent the quiet strength of both transformation and stability, the preservation of UNESCO's core values and the direction of change which unites us all. Madam Director-General, you have the firm, full and lasting support of the Government of Peru, and we share, together with the vast majority who expressed this through their votes, both the realism and the idea of utopia that we need in order to construct, in a joint effort, the UNESCO of the twenty-first century. Thank you.

37. **The President:**  
And now, Singapore, please.

38.1 **Singapore:**

Thank you, Mr President. As this is the first occasion that the Singapore delegation is taking the floor, please, accept, Mr President, our congratulations for your election as President of the General Conference.

38.2 Singapore is confident now that there will be continuity in the leadership of UNESCO for the next four years, especially when the Organization is going through such troubled times. We offer our sincere congratulations to Her Excellency Ms Irina Bokova on her re-election. Her nomination by the Executive Board now confirmed by today's vote shows the clear support she has among the UNESCO Member States.

38.3 Singapore is acutely aware of the financial problems besetting UNESCO and we are doing what we can to assist with our limited resources. We have seconded an officer to UNESCO's field office in Bangkok and are considering requests for additional secondments to its Paris Headquarters.

38.4 At a meeting last week, our Minister of Culture, His Excellency Mr Lawrence Wong, informed the Director-General that Singapore is prepared to consider other cooperative programmes with the Organization. Mr President, we hope that our modest contributions will go some way towards easing some of the pressures currently faced by the Organization. Thank you very much.

39. **The President:**  
And next, China, please.

40 **中国:**

大会主席、执行局主席、总干事女士、女士们、先生们，首先我代表中国对博科娃总干事的当选表示热烈祝贺。中方相信，在博科娃总干事女士的领导下，一定能够采取切实有效的措施，克服和应对当前本组织面临的挑战与困难，进一步推进本组织的改革与发展。中方将和广大会员国一起，团结一致，支持你的工作，以完成和实现教科文组织新时期的使命。再次祝贺总干事女士当选。谢谢。

(40) **China (translation from the Chinese):**

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, ladies and gentlemen, first of all, on behalf of the Chinese delegation, please allow me to extend our warm congratulations to you, Ms Bokova, for your election as Director-General. China believes that, under your leadership, UNESCO will take effective measures to respond to and overcome the challenges and difficulties facing the Organization and to further advance its reforms and development. China will, working in unity with the other Member States, support your work and contribute to the accomplishment of the mission of UNESCO in the new era. Congratulations again, Madam Director-General. Thank you.

41. **The President:**  
And next, Palestine, please.

42. **Palestine :**

Madame la Directrice générale, permettez-moi tout d'abord de vous présenter les félicitations de la Palestine et de son peuple pour votre réélection. Permettez-moi également de vous redire combien nous apprécions votre gestion passée, pour laquelle vous aviez toute notre confiance, dans une conjoncture particulièrement difficile, tout comme notre conviction que vous mènerez à bien votre mission future. Je terminerai en vous remerciant pour l'action de notre Organisation en Palestine, sur le terrain, dans des conditions compliquées et ce, malgré une crise qui s'éternise. Merci pour tout cela et, comme nous disons chez nous, *mabrouk* pour cette réélection. Merci.

43. **The President:**  
And next, Qatar, please.

قطر: ٤٤

السيدة بوكوفا، الصديقة والأخت العزيزة، ها أنت اليوم تُنتخبين لولاية ثانية بأغلبية ساحقة، مما يدل على ثقة الدول الأعضاء في مهارتك لقيادة هذه المنظمة. وقد سألتني أحد أعضاء الوفد القطري لماذا يتم التصويت بينما النتيجة معروفة سلفاً؟ وقد أجبته بأن التصويت يوضح مدى دعم الدول لمقترح المجلس التنفيذي بانتخابك لولاية ثانية. فهنيئاً لك هذا الدعم القوي من الدول الأعضاء في هذه المنظمة العريقة. ولا يفوتني هنا أن أهنئ عائلتك الكريمة التي لا شك ستعاني من كثرة انشغالاتك خلال السنوات الأربع القادمة. ولا أنسى كذلك بأنه شاء القدر أن يكون أول يوم عمل لك في ولايتك الأولى في الدوحة، عاصمة قطر. وهذا من حسن الحظ بالنسبة إلينا. سوف يستمر دعم قطر من خلال العمل المباشر، وقد كان الدعم مستمراً في السابق وسيستمر مستقبلاً من خلال العمل المباشر ومن خلال كذلك مكتب اليونسكو في الدوحة. ولك أخيراً أصدق التمنيات بالنجاح والتوفيق.

(44) **Qatar (translation from the Arabic):**

Ms Bokova, dear friend and sister, today you have been elected to a second term of office by a tremendous majority, which demonstrates the confidence of the Member States in your abilities to lead this Organization. One of the members of the Qatari delegation asked me why there was voting when the result was well known beforehand. I replied that the voting demonstrated the extent of the support for the proposal by the Executive Board to elect you to a second term. Congratulations on this strong support from the Member States in this venerable Organization. Let me also congratulate your dear family, which will no doubt suffer from the many matters that will occupy you over the next four years. I cannot forget that you were fated to spend the first day of your first term of office in Doha, the capital of Qatar. This was lucky for us. Qatar's support to you will continue, as it has continued in the past and will continue in future through the work undertaken and also through the UNESCO Office in Doha. Finally, we express to you our sincerest best wishes for success.

45. **The President:**  
And next, Ukraine, please.

46. **Ukraine:**

Mr President, Madam Director-General, it gives me great pleasure to congratulate you, Madam Director-General, on your re-election for the post of Director-General of UNESCO. It was in our electoral group, which I had the honour of chairing, that we initiated your electoral campaign and our electoral group provided you with our unanimous and unconditional support. Congratulating you today and wishing you success in your endeavours, I would like to assure you, Madam Director-General, that you will continue to receive our support throughout your term in office. Thank you very much.

47. **The President:**  
And now, Tunisia, please.

٤٨ تونس:

نضم صوت تونس إلى باقي هذا المجلس للتقدم بالتهنئة إلى السيدة إيرينا بوكوفا على إعادة انتخابها لأربع سنوات مقبلة. وأود في هذا السياق أن أعبر عن خالص امتناننا وتأييدنا لمجهودات اليونسكو في التعاون مع بلدي تونس طيلة السنوات الأربع الماضية، لا سيما وأنها تزامنت، من حسن الأقدار، مع حدث تاريخي في بلدي وهو هذا المسار الانتقالي الديمقراطي الذي انطلق منذ ١٤ كانون الثاني/يناير ٢٠١١ بتونس. وهو مسار على غاية الأهمية وعلى شيء من التعقيد، وقد رافقتنا فيه اليونسكو ولم تتردد المنظمة والسيدة إيرينا بوكوفا في مرافقة هذا المسار الانتقالي بكل ما لديها من مجهودات وإمكانات، ونحن نعول كثيراً في هذه المرحلة الحساسة في تاريخ بلدي على مساندة اليونسكو لما بقي من هذا المسار الانتقالي والعمل على إنجاحه والرفع من نسق هذا التعاون التقليدي. وكذلك نعر عن استعدادنا لمواصلة هذا التعاون مع السيدة إيرينا بوكوفا طيلة السنوات الأربع المقبلة. سيدتي، نتقدم إليك من جديد بالتهنئة ونتمنى لك كل التوفيق.

(48) **Tunisia (translation from the Arabic):**

We add the voice of Tunisia to that of the other speakers of this assembly to congratulate Ms Irina Bokova on her re-election for the next four years. In this connection, I should like to express our sincere gratitude and appreciation for UNESCO's efforts in cooperation with my country Tunisia over the past four years. In particular, this has coincided, fortunately, with a historic event in my country, namely our democratic transition, which began on 14 January 2011 in Tunisia. This new course is both extremely important and somewhat complicated. UNESCO has accompanied us on this path; the Organization and Ms Irina Bokova, with all the resources and potential at their disposal, have never hesitated to accompany us on this path of transition. At this sensitive stage in the history of my country, we rely heavily on the assistance of UNESCO for the rest of this transitional path, and seek to ensure its success and enhance this traditional cooperation. We also express our readiness to continue this cooperation with Ms Irina Bokova over the next four years. Madam, we once again express to you our congratulations and best wishes for success.

49. **The President:**  
And now, Jordan.

٥٠,١ الأردن:

بسم الله الرحمن الرحيم. السيد رئيس المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المدير العام بوكوفا، أصحاب المعالي والسعادة، الحضور الكرام، السلام عليكم ورحمة الله وبركاته. إن إعادة انتخابك، أيها السيدة بوكوفا، مديرة عامة لمنظمة اليونسكو دلالة على الثقة في شخصك الكريم وأدائك المتميز خلال السنوات الأربع الماضية. نهنئك بإعادة انتخابك مديرة عامة ونقول لك إننا لن ننسى في الأردن وفي العالم العربي والعالم الإسلامي مواقفك النبيلة ومتابعتك لقرارات اليونسكو، وخاصة فيما يخص المحافظة على التراث الثقافي في القدس المدرجة في قائمة التراث العالمي المعرض للخطر بناء على طلب الأردن. ونأمل الاستمرار في هذا الجهد، كما نشكر الجهود التي بذلتوها في عهدك في الأردن حين وقفتم وقفة طيبة لمساعدة الأردن والمساهمة في تقديم الدعم إلى العملية التربوية وإلى أبناء أشقائنا السوريين الموجودين على أرض الأردن. ونأمل أن يتواصل هذا الدعم ويزداد حتى تتمكن من أن تقوم بهذا الواجب الإنساني خير قيام.

٥٠,٢ السيدة المدير العام، لدينا جميعاً في هذه المنظمة التي ستقودونها للسنوات الأربعة القادمة تحديات كبيرة، وعلى رأس هذه التحديات: كيف نعيش وتعايش معاً كعالم واحد يستحق أن يعيش بكرامة. وأنت قلت في كلمتك هذا اليوم إن جمال اختلاف البشرية يكمن في تنوعها كالجبال الذي يعطيه التنوع البيئي باختلاف مفرداته. أقول كيف يمكن أن نجعل من هذه المنظمة، وبقيادة السيدة بوكوفا، مكاناً للعمل البناء الهادف لصالح البشرية جمعاء. أكرر التهنئة ونتمنى لك كل نجاح وتوفيق، وأقول ستجدين كل دعم من الأردن في الاستمرار في النجاح الذي تحققت في فترة إدارتك للمنظمة، مكرراً للمرة الثالثة التهنئة والتقدير على جهودك الطيبة. والسلام عليكم ورحمة الله.

(50.1) **Jordan (translation from the Arabic):**

*Bismillāh ir-rahmān ir-rahīm* (In the name of God, the Merciful, the Compassionate). Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General Irina Bokova, Excellencies, ladies and gentlemen, *as-salāmu 'alaikum wa-rahmatu llāhi wa-barakātuh* (peace and the mercy and blessings of God be upon you). Dear Ms Bokova, your re-election as Director-General of UNESCO is proof of the confidence of the Member States in your person and your outstanding performance over the past four years. We congratulate you on your re-election as Director-General, and say to you that we in Jordan or in the Arab and Islamic world shall not forget your noble positions and your follow-up to UNESCO resolutions and decisions, especially those relating to the preservation of cultural heritage in Jerusalem inscribed on the List of World Heritage in Danger at the request of Jordan. We hope that these efforts will continue, and we thank you for the efforts already exerted thanks to your familiarity with Jordan, when you graciously assisted Jordan and helped to provide support for the educational process and for the children of our Syrian brothers present in Jordanian territory. We hope that this support will continue and increase so that we may continue to perform this humanitarian duty in optimum fashion.

(50.2) Madam Director-General, all of us in this Organization, which you will continue to lead for the next four years, have numerous challenges, and first and foremost, how to live together as a single world which deserves to live in dignity? You said in your statement today that the beauty of human differences lies in their diversity, such as the beauty offered by



environmental diversity in its various types. I say: how can we make this Organization, under the leadership of Ms Irina Bokova, a place for constructive work in the interests of all humankind? I reiterate my congratulations; we wish you every success. You will continue to receive all possible support from Jordan to ensure the success that has already been obtained during your stewardship of the Organization. For a third time, congratulations and appreciation for your outstanding efforts. *As-salāmu 'alaikum wa-rahmatu llāhi* (Peace and the mercy of God be upon you).

51. **The President:**

And now, Mali, please.

52. **Mali :**

Merci, Monsieur le Président. Comment ne pas prendre la parole, en ce moment historique pour notre Organisation, pour saluer une pionnière, j'ai nommé Mme Irina Bokova, à l'occasion de sa réélection à son poste ? Madame la Directrice générale, je voudrais, en cette heureuse circonstance, réaffirmer le soutien de notre pays à la poursuite des actions que vous avez déjà entreprises au niveau de notre Organisation. Le peuple malien vous renouvelle ses remerciements pour votre soutien au moment où des biens culturels étaient détruits par des terroristes – on se souviendra qu'il y a un an, dans le nord du Mali, à Tombouctou, des manuscrits étaient détruits par des djihadistes. Nous vous remercions encore une fois pour les efforts consentis afin de restaurer ces manuscrits ainsi que les mausolées détruits par ces illuminés. Encore une fois, merci au nom du Mali. Merci, Madame la Présidente.

53. **The President:**

And now, Bangladesh, please.

54. **Bangladesh:**

Thank you, Mr President, Madam Director-General, on behalf of Bangladesh, let me congratulate you on your re-election as Director-General of this prestigious Organization. Madam Director-General, we have great confidence in your leadership and we have reason to believe that you have earned the confidence of the Member States through dynamism, hard work and sincere effort over the past four years. Madam Director-General, we believe that under your able leadership, UNESCO will have further impetus to achieve its objectives to create a sustainable future for humankind and to ensure peace and prosperity around the globe. Bangladesh would like to assure you of our continued support in your future endeavours. Once again, Madam Director-General, we offer our deep respect and congratulations. Thank you.

55. **The President:**

And next, Nicaragua, please.

56. **Nicaragua:**

Muchas gracias, señor Presidente. Irina Bokova, permítame en primer lugar saludarla y felicitarla en nombre del Gobierno de Nicaragua y en el mío propio por su elección para un segundo mandato al frente de nuestra Organización, la UNESCO. Asimismo, aprovecho esta oportunidad para felicitarla en nombre del Grupo de los 77 y le aseguro que puede contar con el apoyo de nuestro grupo, particularmente en aquellos temas que usted acogió en nuestra reunión conjunta entre el G-77 y el Movimiento de los Países No Alineados. Cuento de nuevo con nuestro apoyo. Muchas felicidades y toda clase de éxitos en su labor y en su trabajo.

(56) **Nicaragua** (*translation from the Spanish*):

Thank you, Mr President. Irina Bokova, firstly allow me to congratulate you, both personally and on behalf of the Government of Nicaragua, on your re-election for a second term of office at the head of our Organization, UNESCO. May I also take this opportunity to congratulate you on behalf of the Group of 77 (G-77) and to assure you that you can rely on the support of our group, particularly regarding the themes that you raised at the joint meeting between the G-77 and the Non-Aligned Movement. Once again, you can rely on our support. Congratulations and we wish you success in your endeavours.

57. **The President:**

And next, Ireland, please.

58. **Ireland:**

Mr President, Madam Director-General, I would just like to intervene to congratulate the Director-General on her re-election. I think it is significant that all those who have intervened today have come from across the globe. Yours is a world mandate, Madam Director-General. But Ireland, coming from Europe, is particularly proud because you are part of our family, so we welcome your re-election as an international, global, European. We have watched your work over the past four years. I think our Peruvian colleague put it very well. Your quiet determination, your ever-energetic quest for consensus is admired by all. But behind that quiet determination, there is also a passionate intensity for the things that this Organization does best. And we look forward to you contributing more of that passionate intensity to the Organization over the next four years, for the challenges that meet our world today. Good luck, Madam Director-General, and thank you very much.

59. **The President:**

I have five more speakers: the Syrian Arab Republic, Cote d'Ivoire, Morocco, Argentina and the Democratic Republic of the Congo. And then we will stop because it is almost 1 p.m. Next, the Syrian Arab Republic, please.

٦٠ الجمهورية العربية السورية:

السيدة المديرية العامة لليونسكو، السيد رئيس المؤتمر العام، السيدة رئيسة المجلس التنفيذي، الحضور الكريم. باسم بلدي، الجمهورية العربية السورية، ووفدنا المشارك هنا نهنئك ونهنئ اليونسكو والدول الأعضاء بإعادة انتخاب السيدة إيرينا بوكوفا لولاية ثانية. سيدتي، كنت أول سيدة تتبوأ منصب المدير العام لليونسكو، وأنت اليوم أيضاً أول سيدة يعاد انتخابها بغالبية ساحقة لتولي مهام هذا المنصب لولاية ثانية. الإصلاحات بحاجة دائماً إلى اختبار جدواها وإعادة

تقوم مسارها، لذا فإن بلادي الجمهورية العربية السورية التي تواجه أزمة غير مسبقة، سورية المتحدة التي قامت بإطلاق الإصلاحات التي يتوجب علينا اختبارها وتقوم مسارها تعي تماماً حجم المسؤولية المنوطة بك كي تقومي بالتقويم اللازم ولكي تبجري بمنظمتنا العتيدة نحو بر الأمان في عالم ينشد السلم والأمن والسلام ومكافحة الإرهاب. شكراً.

(60) **Syrian Arab Republic** (*translation from the Arabic*):

Madam Director-General of UNESCO, Mr President of the Director-General, Madam Chair of the Executive Board, ladies and gentlemen, on behalf of my country, the Syrian Arab Republic, and our delegation participating here, we congratulate you and we congratulate UNESCO and the Member States on the re-election of Ms Irina Bokova for a second term of office. Madam, you are the first woman to have occupied the post of Director-General of UNESCO. And today, you are the first woman to be re-elected with a tremendous majority to assume the duties of this office for a second term. Reforms always need to have their usefulness gauged and their course reassessed. Therefore, my country, the Syrian Arab Republic, which is facing an unprecedented crisis, the ever-renewing Syria which launched reforms, which we need to test and assess, is well aware of the magnitude of the responsibility placed upon you so that you may engage in the necessary assessment so that our venerable Organization sails to a safe harbour in a world bent on tranquillity, security, peace and the fight against terrorism. Thank you.

61. **The President:**

And now, Côte d'Ivoire, please.

62. **Côte d'Ivoire :**

Merci, Monsieur le Président. Au nom de la Côte d'Ivoire et des pays membres de la Communauté économique des États de l'Afrique de l'Ouest (CEDEAO), permettez-moi de féliciter la Directrice générale, Mme Irina Bokova, pour sa brillante élection. Madame, pendant quatre années, vous avez dirigé l'UNESCO avec compétence et sagesse. La CEDEAO compte sur vous pour continuer de mener à bien la mission de l'Organisation. Vous pouvez aussi compter sur nous. Je vous remercie.

63. **The President:**

And now, Morocco, please.

64. **Maroc :**

Merci, Monsieur le Président. Madame la Directrice générale, le Royaume du Maroc se félicite vivement de votre brillante réélection, qui est un témoignage vibrant de la confiance dont vous bénéficiez au sein de l'UNESCO. Mon pays salue en vous la femme politique, la femme leader, qui poursuit inlassablement ses efforts afin que l'UNESCO dépasse les difficultés et les défis auxquels elle se trouve actuellement confrontée. Nous réitérons la pleine confiance que nous avons en vous pour que les valeurs de dignité humaine, qui sont le socle de notre chère Organisation, soient défendues avec force et que les principes d'équité, de justice, de fraternité, de solidarité, de liberté soient davantage valorisés durant les quatre années à venir. Encore une fois, toutes mes félicitations, Madame. Je vous remercie.

65. **The President:**

And now, Argentina, please.

66. **Argentina:**

Muchas gracias, señor Presidente. Deseo en primer lugar sumarme a los oradores que me han precedido en el uso de la palabra, y particularmente suscribir las palabras de la distinguida Presidenta del GRULAC. Mi país quisiera felicitarla de todo corazón por su reelección a un nuevo mandato de cuatro años. Argentina, como usted sabe bien, señora Directora General, ama a la UNESCO y está absolutamente convencida de que en el ejercicio de su liderazgo usted realizará todos los esfuerzos necesarios para encontrar soluciones a los actuales desafíos que enfrenta nuestra Organización. Estamos convencidos de que contribuirá a que esta casa recupere el papel que le cabe en el sistema de las Naciones Unidas sobre todas las cuestiones que afectan a la humanidad. Nosotros destacamos su formación humanista y su constante compromiso en defensa de los derechos humanos, que constituyen rasgos que realmente valoramos y destacamos de su gestión. Quisiera, señora Directora General, que supiera que va a contar con el apoyo de todo corazón de Argentina a lo largo de este mandato. Muchas gracias.

(66) **Argentina** (*translation from the Spanish*):

Thank you, Mr President. I should first like to endorse the previous speakers' comments, particularly those of the distinguished President of the Latin America and Caribbean Group (GRULAC). My country extends heartfelt congratulations to you, Madam Director-General, on your re-election. Argentina, as you well know, Ms Bokova, loves UNESCO and is convinced that in the exercise of your leadership you will make all necessary efforts to find solutions to the current challenges which our Organization faces. We know for certain that you will help this Organization to recover its role in the United Nations system, especially regarding questions of humanity. We commend your dedication to humanism and your continuous commitment to the defence of human rights as characteristics of your leadership which we value and highlight. We should like you to know, Madam Director-General, that you can rely on Argentina's full support throughout your term in office. Thank you.

67. **The President:**

And now, the Democratic Republic of the Congo, please.

68. **République démocratique du Congo :**

Madame Bokova, vous voilà réélue pour un second mandat. C'est pour moi l'occasion de vous présenter mes très sincères félicitations, en mon nom personnel, au nom du peuple congolais et en celui de la délégation congolaise à la présente session de la Conférence générale. Cette réélection est une preuve de la qualité du travail que vous avez accompli au cours de ces quatre dernières années. Courage pour les quatre prochaines ! Je saisis aussi l'occasion qui m'est offerte de vous assurer du soutien de la République démocratique du Congo pour les actions

favorables à la visibilité de l'UNESCO menées dans notre pays dans les domaines de compétence de l'Organisation. Courage, on est avec vous !

69. **The President:**

The last speaker is Lebanon. Please.

لبنان: ٧٠

السيدة المديرية العامة، أود أن أهنئك باسم لبنان بفوزك في هذه الانتخابات، وبالكلمة التي ألقيتها في هذه المناسبة، خاصة لجهة التفاتتك المميزة تجاه المرشح اللبناني الذي خاض معك منازلة أفكار بكل ديمقراطية وشفافية بحيث تلتقي معه في جهودك الأيلة دائماً إلى تحسين المنظمة. علاقة بلدي باليونسكو علاقة تاريخية وعريقة، وأتمنى أن تبقى كذلك، خاصة وأن بلدي في هذه الأوقات العصيبة بحاجة إلى جهود مكثفة من قبل المنظمة لمساعدته في الأزمة الإنسانية التي تفوق قدرته على التحمل بسبب العدد الهائل من اللاجئين والنازحين من دول الجوار إلى أرضه. وشكراً.

(70) **Lebanon** (translation from the Arabic):

Madam Director-General, I should like to congratulate you on behalf of Lebanon on winning the election, and on the statement you delivered on this occasion, and especially on your gracious gesture towards the Lebanese candidate, who embarked, together with you, on a contest of ideas in full democracy and transparency such that you found yourself in agreement with him on your efforts which are always aimed at enhancing the Organization. My country's relationship with UNESCO is a long-standing historic one, and I hope that it may remain so, especially since my country, in these difficult times, is in need of special efforts by the Organization to help it in the humanitarian crisis which is beyond its ability to deal with, given the tremendous number of refugees and migrants from neighbouring countries to our territory. Thank you.

71. **The President:**

Dear colleagues, ladies and gentlemen, we have now come to the end of this meeting. *It is now adjourned.*

*The meeting rose at 12.55 p.m.*

*La séance est levée à 12 h 55*

*Se levanta la sesión a las 12.55*

*Заседание закрывается в 12.55*

*رفعت الجلسة في الساعة ١٢,٥٥ بعد الظهر*

*会议于 12 时 55 分结束*

# Thirteenth plenary meeting

Wednesday 13 November 2013 at 5.40 p.m.  
President: **Mr Hao** (China)

# Treizième séance plénière

Mercredi 13 novembre 2013 à 17 h 40  
Président : **M. Hao** (Chine)

# Decimotercera sesión plenaria

Miércoles 13 de noviembre de 2013 a las 17.40  
Presidente: **Sr. Hao** (China)

# Тринадцатое пленарное заседание

среда 13 ноября 2013 г. в 17.40  
Председатель: г-н **Хао** (Китай)

# الجلسة العامة الثالثة عشرة

الأربعاء ١٣ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ٥,٤٠ بعد الظهر  
الرئيس: السيد **هاو** (الصين)

# 第十三次全体会议

2013年11月13日星期三 17时40分  
主席：郝平先生（中国）

**Report of the General Committee**  
**Rapport du Bureau de la Conférence**  
**Informe de la Mesa de la Conferencia**  
**Доклад Президиума**  
**تقرير مكتب المؤتمر العام**  
**总务委员会的报告**

1. **The President:**

Good afternoon, ladies and gentlemen. I declare open the thirteenth plenary meeting of the General Conference. As you are well aware, this afternoon we will announce the results of the Executive Board elections. Before we proceed, I would like to inform you that the General Committee held its third meeting yesterday. The Committee heard progress reports on the work of the commissions and committees, and I am pleased to inform you that their work is fully on schedule. Having said that, let us now turn to the highlight of today's meeting. The election of Members of the Executive Board took place this morning from 10 a.m. to 2 p.m. in Room V, under the supervision of His Excellency Mr Harald Stranzl, Ambassador, Alternate Permanent Delegate of Austria to UNESCO and Vice-President of the General Conference. I now invite him to present the results of today's ballot. Ambassador Stranzl, you have the floor.

**Election of Members of the Executive Board**  
**Élection des membres du Conseil exécutif**  
**Elección de los Miembros del Consejo Ejecutivo**  
**Выборы членов Исполнительного совета**  
**انتخاب أعضاء المجلس التنفيذي**

**选举执行局委员**

2. **Mr Stranzl (Austria):**

Mr President, I would first of all want to thank you for entrusting me with the task of supervising the elections of the Executive Board. The elections took place today in conformity with the Rules of Procedure of the General Conference and with a considerable turn-out. Ladies and gentlemen, I shall now read out the result of today's ballot for Electoral Group I. Group I, in which there are three seats to be filled; 185 Member States were entitled to vote at the present session. Absent: 0. Abstentions: 3. Invalid ballot papers: 6. Names of the Member States candidates and number of votes secured by each of them in descending order of the number of votes: Sweden: 172; the Netherlands; 167; and Germany: 165.

3. **The President:**

Thank you very much, Ambassador. I therefore declare the following three Member States elected Members of the Executive Board: Germany, Netherlands and Sweden. We shall now turn to Group II. Ambassador Stranzl, you have the floor.

4. **Mr Stranzl (Austria):**

Thank you, Mr President. Group II in which there are three seats to be filled; 185 Member States entitled to vote at the present session. Absent: 0. Abstentions: 2. Invalid ballot papers: 6. Names of the Member States candidates and number of votes secured by each of them in descending order of the number of votes: Ukraine: 169; Estonia: 166; and Albania: 160.

5. **The President:**

Thank you very much, Ambassador. I therefore declare the following three Member States elected Members of the Executive Board: Albania, Estonia and Ukraine. We shall now turn to Group III. You have the floor.

6. **Mr Stranzl (Austria):**

Thank you, Mr President. Group III in which there are six seats to be filled; 185 Member States entitled to vote at the present session. Absent: 0. Abstentions: 2. Invalid ballot papers: 1. Names of the Member States candidates and number of votes secured by each of them in descending order of the number of votes: Trinidad and Tobago: 146; Dominican Republic: 143; El Salvador: 143; Belize: 132; Argentina: 126; Saint Kitts and Nevis: 123; Nicaragua: 96.

7. **The President:**

Thank you, Mr Stranzl. I therefore declare the following six Member States elected Members of the Executive Board: Argentina, Belize, Dominican Republic, El Salvador, Saint Kitts and Nevis, and Trinidad and Tobago. We shall now turn to Group IV which had six seats to be filled. Ambassador, you have the floor.

8. **Mr Stranzl (Austria):**

Thank you, Mr President. Group IV in which there are six seats to be filled; 185 Member States entitled to vote at the present session. Absent: 0. Abstentions: 0. Invalid ballot papers: 1. Names of the Member States candidates and number of votes secured by each of them in descending order of the number of votes: China: 162; India: 160; Japan: 158; Bangladesh: 152; Nepal: 144; Turkmenistan: 134; Vanuatu: 105.

9. **The President:**

Thank you, Mr Stranzl. I therefore declare the following six Member States elected Members of the Executive Board: Bangladesh, China, India, Japan, Nepal and Turkmenistan. We shall now turn to Group V (a). You have the floor again, Sir.

10. **Mr Stranzl (Austria):**

Group V (a), 185 Member States entitled to vote at the present session. Absent: 0. Abstentions: 2. Invalid ballot papers: 3. Names of the Member States candidates and number of votes secured by each of them in descending order of the number of votes: Guinea: 166; Mauritius: 166; Mozambique: 165; Togo: 162; Uganda: 162; and Chad: 158.

11. **The President:**

Thank you, Your Excellency. I therefore declare the following six Member States elected Members of the Executive Board: Chad, Guinea, Mauritius, Mozambique, Togo and Uganda. Finally we turn to Group V (b). Ambassador Stranzl, you have the floor.

12. **Mr Stranzl (Austria):**

Thank you, Mr President. Group V (b), 185 Member States entitled to vote at the present session. Absent: 0. Abstentions: 0. Invalid ballot papers: 4. Names of the Member States candidates and number of votes secured by each of them in descending order of the number of votes: Egypt: 136; Kuwait: 128; Algeria: 124; Morocco: 119; Oman: 113; and Jordan: 74.

13. **The President:**

Thank you very much, Ambassador. I therefore declare the following Member States elected Members of the Executive Board: Algeria, Egypt, Kuwait and Morocco. Honourable delegates, ladies and gentlemen, I wish warmly to congratulate all newly elected Members of the Executive Board. On behalf of all Member States of UNESCO, I wish to thank Her Excellency, the Chairperson of the Nominations Committee, for the good work of the Committee, and His Excellency Ambassador Stranzl, who supervised the election process. I also wish to express my appreciation to the six tellers: Ms Manon Girard (Canada), Ms Bea Pole-Bokor (Hungary), Ms Jose Federico Samudio Falcon (Paraguay), Ms Akmaral Oraziman (Kazakhstan), Mr Marthinus Van Schalkwyk (South Africa) and Mr Ziad Taan (Lebanon). We appreciate the time and effort they devoted to the electoral process. Now I would like to give the floor to the Director-General to say a few words.

14. **The Director-General:**

Thank you very much, Mr President. Mr President, I would like to congratulate the newly-elected Members of the Executive Board. I would like to congratulate also all of those countries who submitted their candidacies, who did not win this sequence of voting and could not get on to the Board, and to reassure the Board, the newly-elected and all Members of UNESCO, that I will be working very closely with the Executive Board. We have a huge agenda next year. We have an important agenda, which is linked with the Millennium Development Goals, with the big push towards 2015; we have also the very important conference on small island developing States in Apia in September next year, 2014, and I would like to reassure all members of the small island developing States group, and most particularly, if I may, send a message to the Pacific island developing States, that I will be working very closely with all of them in order to prepare a very solid contribution of UNESCO to this important conference. Thank you Mr President.

15. **The President:**

Please, one more minute. Quiet please. Ladies and gentlemen, we have thus finished our work for today. The plenary will reconvene next Monday afternoon, 18 November, when we will have the investiture ceremony of Ms Irina Bokova. The reports of the commissions and committees will be examined and adopted on the following two days, on 19 and 20 November. I wish you a pleasant evening. *This meeting is now adjourned.*

*The meeting rose at 5.55 p.m.*  
*La séance est levée à 17 h 55*  
*Se levanta la sesión a las 17.55*  
*Заседание закрывается в 17.55*  
*رفعت الجلسة في الساعة ٥.٥٥ بعد الظهر*  
*会议于 17 时 55 分结束*



# Fourteenth plenary meeting

Monday 18 November 2013 at 5.45 p.m.  
President: **Mr Hao** (China)

# Quatorzième séance plénière

Lundi 18 novembre 2013 à 17 h 45  
Président : **M. Hao** (Chine)

# Decimocuarta sesión plenaria

Lunes 18 de noviembre de 2013 a las 17.45  
Presidente: **Sr. Hao** (Chine)

# Четырнадцатое пленарное заседание

понедельник 18 ноября 2013 г. в 17.45  
Председатель: г-н **Хао** (Китай)

# الجلسة العامة الرابعة عشرة

الاثنين ١٨ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ٥,٤٥ بعد الظهر  
الرئيس: السيد **هاو** (الصين)

# 第十四次全体会议

2013年11月18日星期一 17时45分  
主席：郝平先生（中国）



**Installation of the Director-General**  
**Installation de la Directrice générale**  
**Toma de posesión de la Directora General**  
**Вступление Генерального директора в должность**

تنصيب المدير العام

**总干事就职**

1. **Mme Dubois (France) (Maître de cérémonie) :**

Excellences, Mesdames et Messieurs, bienvenue à cette cérémonie d'installation de la Directrice générale. Mon nom est Dorine Dubois ; je suis membre du Secrétariat de l'UNESCO et travaille au Secteur de la culture. Nous allons commencer. Merci de prendre place et de bien vouloir éteindre vos téléphones portables. Cette cérémonie vous sera présentée en français et en anglais, avec une interprétation simultanée en six langues. Je donne la parole au Président de la Conférence générale, qui va ouvrir la séance.

2.1 **主席：**

女士们，先生们，大家下午好。我宣布大会第十四次全体会议现在开始。今天，伊琳娜·博科娃女士将正式就任联合国教科文组织总干事。尊敬的执行局主席女士、尊敬的各位部长、各位亲爱的大使、各位来宾、女士们、先生们、亲爱的伊琳娜，2009年，你首次成功当选联合国教科文组织总干事，而同年我被国内任命为中国联合国教科文组织全国委员会主任。四年来，无论在执行局还是在中国，我们与教科文组织在各领域的合作都非常愉快。你出席了近年来与教科文组织联合举办的多个大型会议，我们几乎每年都能在中国相会一次。今年我当选大会主席，你高票连任总干事，这为我们更加紧密地合作创造了条件，我期待在未来与你并肩工作。今天，在展望你的下一个任期以及2015年后发展议程的同时，我们不应该忘记过去四年你和秘书处为本组织做出的贡献和成就。教科文组织在你当选后两年即遭到了巨大的财政困难。但是你知难而进，不畏艰险，大胆推进改革，克服了种种困难，带领本组织继续推进世界教育、科学、文化、传播和信息发展，这对实现全球可持续发展至关重要。四年来，你领导的教科文组织在促进发展中国家教育发展方面发挥了重要的引领作用，在全球最贫困地区积极推进教师培训和全民教育计划。同时，你还带领本组织不遗余力地保护世界文化遗产，以保证各国经济发展不以牺牲历史遗产以及文化多样性为代价。亲爱的伊琳娜，我对你做出的巨大努力和贡献表示赞赏，也很高兴看到你能够继续担任总干事一职。我相信，未来四年，你将带着你的宝贵经验与本组织一道应对新的挑战，实现新的目标。

(2.1) **The President (translation from the Chinese):**

Good afternoon ladies and gentlemen, I declare open the fourteenth plenary meeting of the General Conference, which will be devoted to the investiture of the Director-General of UNESCO, Ms Irina Bokova. Madam Chair of the Executive Board, honourable ministers, dear ambassadors, guests, ladies and gentlemen, you, dear Irina, were elected as Director-General of UNESCO for the first time in 2009, the year in which I was appointed Chairman of the National Commission of the People's Republic of China for UNESCO. During the four years since then, the cooperation between China and UNESCO, both in the Executive Board and in China, has been a pleasant one. You have been to China to attend several major conferences organised jointly by China and UNESCO and, as a result, we have met with each other in China almost every year. This year has seen me elected as President of the General Conference, and you re-elected as Director-General with a great number of votes, offering an opportunity for even closer cooperation between us. I am looking forward to working with you in the future. Today is not only a moment to look ahead to your next term and the post-2015 development agenda, but also an occasion to look back on all the contributions that you, along with the Secretariat, have made to the work of the Organization, as well as the achievements accomplished during the past four years. UNESCO was faced with immense financial restrictions just two years after your election as Director-General of the Organization. Despite all the difficulties and risks, you managed to pursue its great mission to promote education, the sciences, culture and communication and information by introducing reforms and overcoming adversities. This is essential for the achievement of global sustainable development. During the past four years, you have overseen a time in which UNESCO has been at the forefront of education in developing countries, supporting teacher training and education for all programmes in some of the most underprivileged areas of the world. The Organization has worked tirelessly to protect world cultural heritage and to ensure that the cost of development will not be measured in the loss of culture, history and diversity. Dear Irina, I would like to express my admiration for the enormous efforts and contributions you have made. I am delighted that you will continue as Director-General and that we will have an experienced hand to guide us in meeting new challenges and fulfilling new goals over the next four years.

*(The President continues in English)*

2.2 Ladies and gentlemen, now I would like to invite the Director-General to join me at the lectern to take her oath.

3. **La Directrice générale :**

Je prends l'engagement solennel d'exercer en toute loyauté, discrétion et conscience les fonctions qui m'ont été confiées en qualité de Directrice générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture, de m'acquitter de ces fonctions et de réguler ma conduite en ayant exclusivement en vue les intérêts de l'Organisation, sans solliciter ni accepter d'instructions d'aucun gouvernement ou autre autorité extérieure à l'Organisation en ce qui concerne l'accomplissement de mes devoirs.

4. **The President:**

And now Your Excellencies I would like to invite the Chair of the Executive Board, Ms Cummins, to say a few words of congratulations.

5.1 **Ms Cummins (Chair of the Executive Board):**

Mr President of the General Conference, Madam Director-General, colleagues, ladies and gentlemen, on behalf of the Executive Board and on my own behalf it is indeed a pleasure and privilege to convey to you, my dear Irina, our heartfelt congratulations to you on your re-election to the post of Director-General of this august House. Over the past

four years you have brought to our beloved Organization an inspirational vision of a new humanism for the twenty-first century, a vision that has clearly resonated with the Member States, a vision echoed by world leaders during the Leaders' Forum of this General Conference. Over the past four years, you have been UNESCO's champion in reinvigorating the Organization's role within the post-2015 development agenda, especially in education, culture and the sciences. In this, I am grateful, as are many Member States, for your leadership and determination in bringing the importance of culture to the global development discourse.

5.2 Madam Director-General, your passionate advocacy for culture as a catalyst for sustainable development will, I feel sure, eventually be recognized as an important legacy for the United Nations, a legacy of enabling the international community to finally address a much-neglected gap in humanity's push for progress under the rightful stewardship of UNESCO. This is very much at the core of your message, which reflects the words of the renowned Jamaican cultural scholar and former Member of the Executive Board, the late Professor Rex Nettleford, when he stated that "it is the full grasp of the creative diversity of all of humankind that provides the source for tolerance, generosity of spirit, forgiveness, respect for the other, that the new millennium will require if it is to house the brave new world with human beings as the centre of the cosmos. It is a source as well of the patience which is needed for the human-scale development which all the grand objectives of the United Nations declaration envision." Over the past four years, you have also led this Organization in much-needed reform, in particular you have been a pillar of strength and stability amidst the turbulence experienced by UNESCO these last two years. You have shown your mettle in taking critical decisions to steer the Secretariat through an unprecedented financial crisis while preserving its capacity to deliver in key areas of its programme.

5.3 Under your inspired and inspiring leadership you have created an environment in which the Organization can flourish. You have stood firm to ensure that its relevance is in no way diminished. Dear Irina, it is clear from your convincing victory during the nomination process at the Executive Board and the overwhelming support expressed during this General Conference, that Member States are highly appreciative of the uncommon and impressive combination of visionary leadership and pragmatic management at the head of the Secretariat. This election has been a true vote of confidence in your ability to execute the mandate of this august House for the next four years. We all know that yours will not be an easy task.

5.4 As the Organization continues to grapple with a serious budgetary shortfall, Member States are relying on you to pursue UNESCO's mission in realizing, among other things, the right to education, in leveraging the sciences as well as in protecting cultural diversity, and biodiversity for sustainable development, in protecting cultural heritage, in advancing the interest of least developing countries and small island developing States, or should I say, big ocean sustainable States, or both. And in responding to and reflecting the hopes of youth, and in particular girls, this is a daunting agenda. However, you are not alone in this endeavour. There is too much at stake. UNESCO embodies the aspirations of Member States. As you embark on a second term of office leading the Secretariat you can rely on us, through the governing bodies of the Organization, to support you in fulfilling your duties. In the words of the Saint Lucian Nobel laureate Derek Walcott "the time will come when, with elation, you will greet yourself arriving at your own door, in your own mirror and each will smile at the other's welcome." And let me add further in the words of the famous American fighter for justice, the late Martin Luther King Jr, "the ultimate measure of a man," or in this case woman, "is not where he or she stands in moments of comfort and convenience, but where he or she stands at times of challenge and controversy." I think UNESCO and its Member States have taken accurate measure of your character. With these words, my dear Irina, I wish you all the best for the next four years and once again proffer my own sincere congratulations on your re-election. Thank you for your attention.

6. **The President:**

Thank you, Ms Cummins. It is my pleasure now to give the floor to the chairpersons of the regional electoral groups, starting with His Excellency, Mr Jean-Pierre Blackburn, Ambassador of Canada and Chairperson of electoral Group I. You have the floor, Sir.

7.1 **M. Blackburn (Canada) (Groupe I) :**

Merci, Monsieur le Président, Madame la Directrice générale et vous tous, Excellences et chers collègues. Madame la Directrice générale, vous vivez un grand moment. Qu'il me soit permis de vous suggérer de vous poser quelques instants et de regarder tout autour de vous pour vous imprégner de cette belle image de nous tous saluant ce soir avec satisfaction votre victoire.

*(L'orateur poursuit en anglais)*

7.2 On behalf of Group I, I am happy to express our warm congratulations on your re-election. We welcome your nomination which will allow you to pursue with the same vigour the action you undertook during your first term of office. Like you, we want UNESCO to be an organization with the focus to meet global challenges instead of spreading its resources too widely.

*(The speaker continues in French)*

7.3 Madame la Directrice générale, les membres du Groupe I tiennent à rappeler qu'ils sont particulièrement attachés au respect des droits de la personne, de même qu'au rôle de chef de file de l'UNESCO en matière de liberté de la presse. Madame la Directrice générale, notre groupe a une réelle confiance en votre détermination et votre courage pour garder le cap en ce qui concerne le respect des valeurs de notre Organisation, des valeurs d'équité et de solidarité. Comment, par ailleurs, ne pas souligner l'importance et l'amplitude des défis qui vous attendent ? Vous êtes le capitaine du navire UNESCO et vous devrez peut-être affronter plusieurs tempêtes. Nous comptons – oui, nous comptons – sur votre résilience et votre perspicacité pour mener ce navire à bon port. Meilleurs vœux, Madame la Directrice générale.

8. **The President:**

Thank you very much dear Ambassador. We will now hear from the Chairperson of electoral Group II, His Excellency Mr Oleksandr Kupchyshyn, Ambassador of Ukraine. Please.

9. **M. Kupchyshyn (Ukraine) (Groupe II) :**

Monsieur le Président de la Conférence générale, Madame la Directrice générale, Mesdames et Messieurs, Honorable assistance, c'est un très grand honneur pour moi d'adresser, au nom du Groupe électoral II et en celui de son président, Monsieur l'Ambassadeur, délégué permanent de l'Ukraine auprès de l'UNESCO, qui est actuellement en déplacement à l'étranger, nos très chaleureuses félicitations à Madame la Directrice générale pour sa réélection, et de lui transmettre tous nos vœux de pleine réussite dans l'exercice de sa haute et noble mission à la tête de l'Organisation. Madame la Directrice générale, votre réélection est pour nous, représentants des pays d'Europe centrale et orientale, un très grand motif de fierté. Elle témoigne incontestablement de la reconnaissance de vos mérites et de vos compétences personnelles. Le monde moderne est confronté à de sérieux défis qui nécessitent, peut-être plus que jamais, une interaction plus poussée entre les États, plus particulièrement au sein des organisations internationales. Soyez assurée, Madame la Directrice générale, que l'ensemble des pays de la région, dont mon pays – lequel, en tant que membre nouvellement élu du Conseil exécutif de l'UNESCO, prendra une part active aux prises de décisions responsables visant à assurer le bon fonctionnement de cet organe de direction –, sont à vos côtés et sont solidaires de vos inlassables efforts pour trouver des réponses adéquates aux crises mondiales et régionales, notamment humanitaires, renforcer le rôle de l'UNESCO dans le système des Nations Unies, le réformer et assurer un développement humain durable dans les domaines prioritaires de son action. Bonne chance à vous, Madame la Directrice générale.

10. **The President:**

Thank you Your Excellency. It is my pleasure now to give the floor to Her Excellency, Ms Laura Faxas, Ambassador of the Dominican Republic and the Chairperson of electoral Group III, who will speak on behalf of her group.

11.1 **Sra. Faxas (República Dominicana) (Grupo III):**

Señor Presidente de la Conferencia General, señora Presidenta del Consejo Ejecutivo, señora Directora General, señora Estela de Carlotto, Presidenta de la asociación Abuelas de Plaza de Mayo de la Argentina, como latinoamericanos nos sentimos muy honrados de su presencia en esta sala hoy día, embajadores, estimados amigos: Señora Irina Bokova, en su excelente discurso "Mi visión para la UNESCO", usted nos habló de ese "nuevo humanismo en acción" que desea impulsar en la UNESCO en sus próximos cuatro años de dirección. Nos habló de que nuestra época exige un nuevo humanismo que aúne el desarrollo humano a la preservación del planeta y que garantice la igualdad de acceso de todos a los beneficios de la educación, la ciencia, la cultura, la comunicación y la información. Es un humanismo, en síntesis, basado en la solidaridad y en la búsqueda de una mayor justicia social en el mundo, poniendo al hombre como centro.

11.2 El Grupo de América Latina y el Caribe, desea decirle, al tiempo de felicitarla nuevamente en este momento solemne en el que usted retoma la conducción de esta noble casa, que estamos totalmente de acuerdo con usted y que la apoyaremos activamente en la consecución de ese fabuloso objetivo que usted nos ha fijado.

11.3. Esperamos que su visión de ese nuevo humanismo quede plasmada en acciones que respondan a las exigencias y los retos de nuestro tiempo, teniendo en cuenta las necesidades de los Estados Miembros, y que la UNESCO esté presente de manera activa y eficaz en la agenda de las Naciones Unidas para el desarrollo después de 2015.

11.4 Usted hablaba de establecer los cimientos de una nueva UNESCO. Nosotros diríamos "¡adelante!", para lograr una mayor eficiencia de nuestra Organización y un mayor liderazgo dentro de la recomposición actual del multilateralismo; sin olvidar los principios y valores que motivaron la creación de esta Organización y sin olvidar nuestro compromiso, inamovible, tanto con las poblaciones más vulnerables y más necesitadas del planeta como con la conclusión de los valores de la paz.

11.5 En el hermoso libro del uruguayo Eduardo Galeano "Las palabras andantes", él nos habla de la "utopía" como un horizonte que se aleja de nosotros cada vez que avanzamos hacia él. Preguntándose para qué sirve la utopía, él mismo nos responde que la utopía sirve para eso: para hacernos avanzar, para hacernos andar.

11.6 Como le dijimos el día de su elección, señora Directora, el GRULAC tiene un profundo compromiso con la UNESCO y con los valores que ella defiende. Andaremos con usted, a su lado, para seguir creyendo en todos los posibles, para seguir apostando por un proyecto de futuro ambicioso y centrado en el ser humano y para seguir avanzando hacia la frontera móvil de nuevas utopías. Muchas gracias y éxitos en su nueva gestión.

(11.1) **Ms Faxas (Dominican Republic) (translation from the Spanish):**

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, delegates, dear friends, Ms Estela de Carlotto, President of the Argentine Grandmothers of the Plaza de Mayo association, as Latin Americans we feel very honoured by your presence in this room today.. Madam Director-General, in your excellent speech "My Vision for UNESCO", you spoke of the new humanism in action which you want to promote within UNESCO during the next four years of your leadership. You said that this new age demanded a new humanism that combined human development and environmental conservation and guaranteed equal access for all to the benefits of education, science, culture, communication and information. In short, it is humanism based on solidarity and a global quest for greater social justice, with people at its very centre.

(11.2) The Latin America and Caribbean Group (GRULAC) would like to tell you, while congratulating you once more on your re-election to lead this noble cause, that we fully agree with you and that we actively support you in achieving the great goal that you have set for us.

(11.3) We hope that your vision of the new humanism will be reflected in activities that meet the demands and challenges of our time, taking into account the needs of Member States, and that UNESCO will play an active and effective role in the United Nations post-2015 development agenda.

(11.4) Madam Director-General, you spoke of laying the foundations for a new UNESCO. To that we say "let's do it!" in order to achieve a more efficient Organization and greater leadership within the current restructuring of multilateralism, without losing sight of the principles and values that drive this Organization and without forgetting our unwavering commitment both to the world's most vulnerable and most in need, and to the values of peace.

(11.5) In his great book "Walking Words", the Uruguayan writer Eduardo Galeano describes "utopia" as a horizon that slips further away from us as we draw ever closer to it. In reply to the question of the purpose of utopia, he says that its purpose is to make us advance, to make us move forward.

(11.6) As we said on the day of your election, Madam Director-General, GRULAC is deeply committed to UNESCO and to the values that it defends. We will be with you, at your side, to continue to believe that all is possible, to continue to support your ambitious project for the future, centred on human beings, and to continue to move towards the ever-shifting horizon of new utopias. Thank you very much, and we wish you every success in your new term of office.

## 12. The President:

Thank you Madam. I now give the floor to His Excellency, Mr Mohammad Reza Majidi, Ambassador of the Islamic Republic of Iran and the Chairperson of electoral Group IV.

### 13.1 Mr Majidi (Islamic Republic of Iran) (Group IV):

*Bismillāh ir-rahmān ir-rahīm* (In the name of God, the Merciful, the Compassionate). Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Excellencies, dear colleagues, ladies and gentlemen. Dear Ms Irina Bokova, it gives me great pleasure to have this opportunity to extend to you my sincere congratulations on your investiture as Director-General following your re-election to this important position. I offer these heartfelt congratulations in the name of both my delegation and country, and the two groups which I chaired, namely the Asia and the Pacific Group (ASPAC) electoral Group IV and UNESCO's Non-Aligned Movement Group. Your re-election is a manifestation of the confidence this House holds in your experience and great capabilities which have steered UNESCO through these last four years in such a way that it is becoming ever-more efficient and relevant to the challenges faced by our interconnected worlds.

13.2 Madam Director-General, with your emphasis on the necessity of constructing a global culture of peace and your commitment to UNESCO's role in shaping the post-2015 sustainable development agenda, I am convinced that just as you did during your first term of office, you will succeed in realizing the objectives of this House and enforcing its relevance and visibility during your second term. During these challenging times of reform facing UNESCO, we assure you that the ASPAC Group, which is currently honoured by the presence of the President of the General Conference, will also extend its full support to you. I personally look forward to continuing my fruitful collaboration with you. Thank you very much.

## 154 The President:

Thank you Ambassador. I now give the floor to His Excellency, Mr Solomon Jason Mbuji, Ambassador of Zambia and the representative of electoral Group V(a). Ambassador, you have the floor please.

### 15. Mr Mbuji (Zambia) (Group V(a)):

Mr President of the General Conference, Chair of the Executive Board, Director-General, Excellencies, ladies and gentlemen, it gives me great pleasure on behalf of the African Group, and indeed on my own behalf, to congratulate you once more, Madam Director-General on your landmark election to lead UNESCO for a second term. We as the Africa group would like to reaffirm our commitment to work with you, as we have done before, towards the attainment of UNESCO's ideals and objectives. We look forward to working very closely with you on Global Priority Africa as well as on gender equality programmes. May God bless you and we wish you every success as you continue to run the affairs of the very powerful global organization of UNESCO. Thank you.

## 16. The President:

Thank you for your words Your Excellency. And finally, let us now hear the statement from His Excellency, Mr Abdullah Alneaimi, Ambassador of the United Arab Emirates and the representative of Electoral Group V (b). You have the floor, sir.

١٧،١ السيد النعيمي (الإمارات العربية المتحدة) (المجموعة الخامسة (ب)):

حضرة رئيس المؤتمر العام، حضرة رئيسة المجلس التنفيذي، حضرة المديرية العامة لمنظمة اليونسكو، أصحاب السعادة السفراء والمندوبين الدائمين، سيداتي، سادتي. يسعدني أن أتوجه إلى المديرية العامة لمنظمة اليونسكو، السيدة إيرينا بوكوفا، بصفتي رئيساً لمجموعة الدول العربية ومندوباً دائماً للإمارات العربية المتحدة، مؤكداً التفاننا حولها، ومجدداً الثقة بدورها، ورؤيتها الإصلاحية، وقدرتها على الإمساك بدفة السفينة وسط الأنواء والأعاصير، فكأنني أستعيد، على الرغم من تفاوت جدلية الزمان والمكان، ما قاله يوماً وزير ثقافة الجنرال ديغول، الكاتب والسياسي أندريه مالرو في كتابه الرائع بعنوان "الأمل"، أفتبس، "أكثر ما تتجلى قيمة المنارة على الشاطئ لدى البحارة هو في أوقات الضيق، عندما يرتفع الماء وتضيع الاتجاهات وتتفاقم المخاطر" (نهاية الاقتباس). نحمد الله لأن منظمة اليونسكو لم تفقد البوصلة، لكنها تجد نفسها وسط المصاعب، وأمام تحديات الإبحار إلى الضفة المقابلة الآمنة. وعلى عتبة الولاية الثانية، نتمسك بالمنارة الهادية لبلوغ الأهداف المنشودة. ونعني بالمنارة هنا الخطط الإصلاحية الرشيدة، والخطوات المنهجية المحسوبة، ونسيج المتغيرات المتوازنة جغرافياً وثقافياً ومعرفياً.

١٧،٢ ونحن في مجموعة الدول العربية نُعوّل على الولاية الجديدة للمضي قدماً في إنقاذ مقدساتنا من النسخ والمسح في القدس العتيقة، وهي كتاب صلاتنا، ومسرى هدايتنا. ونراهن على مظلة دعم المنظمة الدولية لمؤسساتنا التعليمية في الأراضي العربية المحتلة، ونأمل أن يكون هناك احتضان ناجح لمعضلات التربية

والتعليم في كل بقاع منطقة الدول العربية. لقد آن الأوان، وعند هذا المفترق المصيري، أن نعيّ طاقاتنا في هذه المنظمة الرائدة والنوعية، لنطلق نوعاً من حالة الطوارئ المعرفية في العالم، في مواجهة تايفون (Typhoon) الجهل، والظلامية، والإقصاء والبؤس الإنساني بكل ألوانه وأشكاله. ونريد مقارنة جديدة تنسج علاقات تناغم بين حقول المعرفة، وتستنهض الإيمان بالقيم الإنسانية النبيلة، وتبلور مفاهيم التفاعل مع ديناميات الحداثة، وتعيد ترسيخ الضمير التاريخي للمجتمعات بحيث لا تغيب الخصوصيات في عباءة العمولة. في هذا اليوم، تحوض السيدة بوكوفا غمار الولاية الثانية برصيد كبير تجمّع خلال الولاية الأولى. وهي بذلك تنضم إلى قافلة الكبار الذين أداروا هذه المنظمة، وتركوا بصمات لا تمحى في مسارها. وتتمنى لها النجاح في كل خطواتها لتبقى اليونسكو بيت الريادة والمرجعية الأولى في مجالات اختصاصها. والسلام عليكم ورحمة الله وبركاته.

(17.1) **Mr Aineaimi** (United Arab Emirates) (Group V (b)) (*translation from the Arabic*):

Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General of UNESCO, Excellencies, Ambassadors and Permanent Delegates, ladies and gentlemen, I am pleased to address the Director-General of UNESCO, Ms Irina Bokova, as President of the Arab States group and as Permanent Delegate of the United Arab Emirates, to stress our solidarity with her and to renew our confidence in her role and reformist vision, her ability to grasp the ship's tiller firmly in the middle of the gales and storms. As I say once again, despite the great discrepancy in time and place, what De Gaulle's Minister of Culture, the writer and politician André Malraux, once said in his wonderful book *L'Espoir* (Man's Hope), and I quote, "The value of a lighthouse on the shore becomes most apparent in times of difficulty, when the waters rise up, directions narrow, and dangers are exacerbated." We praise God that UNESCO has not lost its compass. However, it is currently in difficult straits, faced with the challenge of sailing safely to the shore opposite. On the threshold of her second term of office, she is clinging to the lighthouse that shows the way to the desired goals. By "lighthouse", we mean the wise reform measures, the methodical and well-considered steps, the fabric of geographically, culturally and intellectually well-balanced variables.

(17.2) We in the Arab States group are relying on this new term of office in order to make progress in saving our sacred objects from being plundered and despoiled in ancient Jerusalem, which is our prayer-book and our guiding loadstar. We seek the umbrella of UNESCO's international support for our educational institutions in the occupied Arab territories, and we hope that there will be a successful engagement with the issues of education in all parts of the Arab States region. It is now time, at this crucial crossroads, for us to marshal our energies in this pioneering, cutting-edge Organization, and to declare a kind of worldwide "knowledge emergency" in order to grapple with the typhoon of ignorance, obscurantism, exclusion and human despair of all kinds. We desire a new approach which weaves harmonious relations between the various fields of knowledge, restores faith in noble human values, shapes the concepts of interaction with the dynamics of modernism, and reaffirms the historical conscience of societies such that specificities are not blurred under the cloak of globalization. Today, Ms Bokova, we are embarking upon the adventure of your second term of office with the great fund of confidence accumulated during the first term. Ms Bokova is thereby joining the caravan of towering figures who have steered this Organization and left their indelible mark on its course. We wish her every success in all the steps she takes, so that UNESCO may remain a leading and prime authority in its fields of competence. *As-salāmu 'alaikum wa-rahmatu llāhi wa-barakātuh* (Peace and the mercy and blessings of God be upon you).

18. **The President:**

Thank you Ambassador. I wish to thank all representatives of the regional groups for your kind words. And now I will give the floor to the Ambassador of France, His Excellency Mr Philippe Lalliot, who will speak on behalf of the host country.

19.1 **M. Lalliot** (France) (Pays hôte) :

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Mesdames et Messieurs les Ambassadeurs, Mesdames et Messieurs, chers amis. Alors que vous entamez un second mandat à la tête de l'UNESCO, je souhaite, Madame la Directrice générale, vous adresser les plus vives félicitations des autorités françaises pour votre brillante réélection et nos vœux chaleureux de réussite. Vous savez à quel point nous sommes attachés à cette organisation internationale, que nous avons contribué à fonder et dont nous sommes fiers d'accueillir le Siège à Paris.

19.2 Vous avez engagé depuis quatre ans des réformes courageuses pour faire face aux importantes difficultés que l'Organisation traverse. Je ne doute pas que l'UNESCO saura, sous votre direction et avec l'aide de tous les États membres, surmonter ces difficultés, et qu'elle saura surtout en sortir plus forte. Soyez assurée de notre soutien pour la mise en œuvre des mutations nécessaires. Ces réformes sont, en effet, indispensables pour permettre à l'UNESCO de rester, face aux obscurantismes, aux violences et aux tentations du repli sur soi, un lieu ouvert sur le monde, un lieu de discussion, de réflexion et de concertation multilatérale.

19.3 Le Ministre des affaires étrangères, M. Laurent Fabius, l'a dit à cette même tribune il y a quelques jours : la France, éprise de culture et historiquement attachée à la promotion des droits de l'homme, souhaite relancer avec l'UNESCO sa relation privilégiée d'État cofondateur et d'État du Siège et, en étroite collaboration avec vous et avec votre équipe, y assumer toute sa place. Vous trouverez toujours en mon pays une force de proposition et d'action pour permettre à l'UNESCO de remplir sa mission fondamentale : œuvrer en faveur d'un monde mieux éduqué, plus sûr et plus juste, d'un monde davantage soucieux de culture et plus respectueux des différences. C'est dans cet esprit que nous aborderons dans les mois qui viennent des sujets qui sont autant de priorités pour mon pays : la diversité culturelle et linguistique à l'heure du numérique, le programme de développement des Nations Unies pour l'après-2015, la liberté d'expression, la protection des journalistes, ou encore la lutte contre le dérèglement climatique.

19.4 Permettez-moi, Madame la Directrice générale, de conclure sur un mode plus personnel, pour vous remercier de l'accueil que vous et vos collaborateurs du Secrétariat m'avez réservé et vous dire toute mon estime et toute mon amitié. Madame la Directrice générale, tous nos vœux vous accompagnent.

20. **The President:**

Thank you Ambassador. Ladies and gentlemen, dear colleagues and friends, I invite you now to participate in a special event prepared for this occasion.

*(A specially prepared medley for the Director-General's installation is screened)*

21. **Mme Dubois** (France) (Maître de cérémonie) :

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, distingués invités, pour cette cérémonie, la Directrice générale a souhaité donner la parole à trois grands témoins qui reflètent le sens de l'action de l'UNESCO et vous montrer en images quelques exemples marquants de notre impact sur le terrain. L'UNESCO s'engage en faveur de la protection de la culture dans les conflits en tant que force de dignité, de réconciliation, de reconstruction. En 2011, le peuple et le patrimoine du nord du Mali ont été victimes d'une attaque. Nous avons ce soir le privilège d'accueillir un invité exceptionnel qui fut le témoin direct de ces exactions. Il a été instituteur dans différentes écoles primaires de Tombouctou ; il a créé une bibliothèque de manuscrits de plus de 5 000 volumes ; il est Président du Haut Conseil islamique de la région de Tombouctou ; il a joué un rôle essentiel durant toute la période de l'occupation. L'UNESCO est fière de l'accompagner aujourd'hui dans la reconstruction du pays. Merci d'accueillir très chaleureusement M. Abderrahmane Ben Essayouti, imam de la grande mosquée de Djingareyber à Tombouctou.

22.1 **M. Ben Essayouti** (Imam de la grande mosquée de Djingareyber, Tombouctou, Mali) :

Madame la Directrice générale, Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Mesdames et Messieurs les Chefs de délégation, permettez-moi tout d'abord, devant cette auguste Assemblée, de remercier la Directrice générale de l'UNESCO, qui m'a fait l'insigne honneur de me convier à participer aux travaux de votre Conférence générale.

22.2 Le 2 février dernier, quelques jours après la libération de la ville de Tombouctou, j'ai eu l'immense bonheur de vous accueillir, Madame la Directrice générale, à la célèbre mosquée de Djingareyber en compagnie du Président français, M. François Hollande. Madame la Directrice générale, votre décision symbolique et courageuse de venir personnellement à Tombouctou vous rendre compte de la situation de notre patrimoine nous a apporté du réconfort, de l'espoir à tous, et nous a montré à quel point votre engagement à nos côtés était profond. Vous ne nous avez pas oubliés pendant ces périodes difficiles, ces périodes tragiques où les populations de Tombouctou étaient comme dans une prison à ciel ouvert. Lorsque vous m'avez invité à venir à Paris, en février dernier, je n'avais pas souhaité m'éloigner de Tombouctou car ma communauté avait besoin de ma présence pour l'aider à se reconstruire, tant le traumatisme causé par l'occupation était profond. Les destructions de nos mausolées ont constitué les moments les plus tragiques de notre histoire récente. Ces destructions ont été commises par des individus dont les valeurs sont totalement contraires aux valeurs de paix et de tolérance de l'islam et, je veux le redire, l'islam est une religion de paix et de dialogue. Quelles que soient nos différences de cultures, d'origines, de croyances, il n'y a de devenir que dans le dialogue, dans la compréhension. Nous devons toujours préférer la voie du dialogue, et c'est aussi ce symbole qui caractérise Tombouctou : un lieu de partage, de recherche du dialogue des cultures et des religions.

22.3 Vous m'avez de nouveau invité à l'occasion de votre réinvestiture, ce qui montre l'attention particulière que vous accordez à ce patrimoine. À travers moi, vous avez rendu hommage à tous les membres de ma communauté et au Mali tout entier. Permettez-moi de m'exprimer en leur nom et de partager mon témoignage. Grâce à l'UNESCO, la communauté internationale est restée mobilisée à nos côtés. Nous vous serons toujours reconnaissants, à vous et à vos collaborateurs, de nous aider à protéger notre culture et notre identité. C'est par elles que notre communauté se relève et reprend confiance. Nous sommes aussi reconnaissants à la France, aux pays africains et à la communauté internationale, qui se sont mobilisés afin que le Mali retrouve sa dignité. Je voudrais aussi dire que, sous votre *leadership*, nous sommes rassurés, et je salue l'action que l'UNESCO mène déjà sur le terrain avec une grande efficacité. L'UNESCO avait promis de reconstruire, et l'UNESCO est en train de tenir ses promesses. Très vite, nous pourrions de nouveau organiser les cérémonies de procession de nos saints une fois nos mausolées reconstruits, nos mosquées et bibliothèques réhabilitées, nos manuscrits revenus à Tombouctou. Nous sommes confiants quant au fait que cette action nous permettra, avec le soutien de vos partenaires, de créer les conditions de la réconciliation, de retrouver ce qui a toujours caractérisé Tombouctou : une communauté unie autour de son patrimoine millénaire. Merci à l'UNESCO et merci, Madame la Directrice générale, pour votre implication personnelle dans la reconstruction de ce patrimoine. Nos vœux et bénédictions vous accompagnent : que le Seigneur tout puissant, dans sa miséricorde, accompagne nos travaux. Je vous remercie.

23. **Mme Dubois** (France) (Maître de cérémonie) :

Merci Monsieur l'imam, merci beaucoup. L'UNESCO, depuis son origine, a fait de l'éducation la condition de la paix, de la confiance en soi, de l'épanouissement individuel et collectif. L'éducation transforme la vie, et le petit film que nous allons voir, consacré à notre action en faveur de l'alphabétisation des filles et des femmes en Afghanistan, est une illustration de ce merveilleux pouvoir.

*(Diffusion à l'écran d'un film sur l'éducation des filles en Afghanistan)*

24. **Mme Dubois** (France) (Maître de cérémonie) :

Nous recevons maintenant une femme d'exception. Elle incarne la lutte des mères, des grands-mères, des familles d'Argentine, qui luttent pour retrouver trace de leurs enfants – près de 400 enfants arrachés à leurs parents pendant la dictature militaire. Mme Enriqueta Estela Barnes de Carlotto est Présidente du mouvement des Grands-mères de la place de Mai. Elle a reçu ici même le Prix Félix Houphouët-Boigny pour la recherche de la paix. Son message incarne l'un des fondements de l'UNESCO : la paix doit s'ancrer au plus profond des sociétés, dans le respect de la personne, des droits humains, le respect de la mémoire et de l'avenir.

25.1 **Sra. Estela Barnes de Carlotto** (Presidenta de Abuelas de Plaza de Mayo):

Señora Presidenta del Consejo Ejecutivo, señora Directora General, señoras, señores: Es para mí un honor que haya sido invitada a participar en la Conferencia General de la UNESCO por su Directora General, Irina Bokova, amiga

solidaria de Abuelas de Plaza de Mayo que promocionó y nos acompañó en la honrosa distinción que recibimos en el año 2011, el Premio Félix Houphouët-Boigny. Su solidario compromiso con las causas humanitarias la distinguen y la sitúan con los más altos conceptos de los países del mundo.

25.2 Su labor en la UNESCO facilitó y auspició la iniciativa argentina de instalar en el predio de la Ex ESMA, emblemático Centro Clandestino de Detención durante la última dictadura cívico-militar, el Centro Internacional para la Promoción de los Derechos Humanos lugar este que visitó la señora Bokova con emoción y valentía reconociendo a la Argentina como un país modelo en transformar los espacios del horror en espacios de memoria.

25.3 Esta iniciativa impulsada por el Ministerio de Educación de la Nación, la Secretaría de Derechos Humanos del Ministerio de Justicia y Derechos Humanos de la Nación y la Cancillería, fue institucionalizada con la firma de un acuerdo entre la República Argentina y la UNESCO en febrero del año 2009. El Parlamento Nacional sancionó el 30 de noviembre del año 2011 la ley 26708 que ratifica el Acuerdo y crea este centro. Una Unidad de Coordinación que se creó en el año 2008 para la tramitación y organización de dicho Centro realizó actividades para la promoción y defensa de los derechos humanos, contando con el soporte económico de la UNESCO.

25.4 A 30 años del retorno de la democracia, la Argentina se encuentra en un proceso de fortalecimiento de diferentes aspectos de su política de derechos humanos. Las políticas de inclusión social centradas en el respeto de los derechos económicos y sociales, la integración desde una perspectiva de derechos humanos de los migrantes al desarrollo nacional, las recientes e innovadoras leyes aprobadas en el Congreso como la de Identidad de Género, Muerte Digna, Matrimonio Igualitario o Salud Mental, entre otras, son algunas de las contribuciones concretas de la Argentina al derecho internacional de los derechos humanos, en un mundo que aún continúa debatiendo muchos de estos temas sin alcanzar consenso.

25.5 Siguiendo esta agenda de derechos humanos, es central la erradicación de la impunidad de los crímenes de lesa humanidad perpetrados durante el terrorismo de Estado. Este proceso único en el mundo fue aclamado por la comunidad internacional y el movimiento de derechos humanos: 20 años después de la recuperación de la democracia, fueron reabiertas cientos de causas judiciales en todo el país. Por el caso, en el año 2012 hubo 1.013 procesados y finalizaron 24 juicios en los que se condenó a 134 imputados. En la actualidad se encuentran en curso 13 juicios en los que se juzga a 232 imputados en relación con los casos de más de 1.800 víctimas. En este contexto, a través de videoconferencias en las sedes de Consulados argentinos en el exterior, muchos testigos en todo el mundo pueden brindar su testimonio ante diferentes juzgados de nuestro país.

25.6 Este cambio trascendental luego de largos años de impunidad encuentra su fundamento en la madurez alcanzada por el pueblo argentino y sus instituciones, el trabajo incansable realizado por los movimientos de derechos humanos en su legítima búsqueda de justicia, y la determinación política del ex Presidente Néstor Kirchner que se continúa en la actualidad por la Presidenta Cristina Fernández de Kirchner. La suma de estos factores permitió que, por primera vez desde la recuperación de la democracia y en respuesta a un nuevo contrato social, los tres poderes del Estado removieran todos los obstáculos legales existentes con el fin de identificar y sancionar a los responsables de violaciones masivas y sistemáticas de los derechos humanos. Y estos pasos fueron dados en el marco de juicios ordinarios, aplicando el derecho penal común y el derecho internacional de los derechos humanos -con rango constitucional en la Argentina- y con pleno respeto del debido proceso.

25.7 Reitero mis expresiones de agradecimiento a la Señora Bokova, deseándole en nombre de la institución que presido un venturoso futuro y, tomando sus palabras de nunca rendirse, me comprometo a ello. Muchas gracias.

(25.1) **Ms Estela Barnes de Carlotto** (President of Grandmothers of the Plaza de Mayo)  
(translation from the Spanish):

Madam Chair of the Executive Board, Madam Director-General, ladies and gentlemen, I am honoured to have been invited to participate in UNESCO's General Conference by the Director-General, Ms Irina Bokova, a true friend of the Grandmothers of the Plaza de Mayo, who promoted and supported us for the award of the Félix Houphouët-Boigny Peace Prize, the honourable prize awarded to us in 2011. Owing to her solidarity and commitment to humanitarian causes, she has become one of the leading voices on these issues worldwide.

(25.2) Her work in UNESCO has facilitated and supported the Argentine initiative to establish the International Centre for the Advancement of Human Rights on the premises of the Ex ESMA, the former Navy Mechanics School and symbol of the clandestine detention centres of the last military dictatorship, to which Ms Bokova paid an emotional and brave visit, acknowledging Argentina as a model country in the transformation of sites of former horrors into places of memory.

(25.3) This initiative, promoted by the Argentine Ministry of Education, the Human Rights Secretariat of the Ministry of Justice and Human Rights and the Office of the Minister of Foreign Affairs, was institutionalized when an agreement between the Argentine Republic and UNESCO was signed in February 2009. On 30 November 2011 the National Parliament passed law 26708 which ratified the agreement and the Centre was established. A coordination unit, established in 2008 to coordinate matters and organize the above-mentioned Centre, carried out activities in order to promote and defend human rights, relying on UNESCO's financial support.

(25.4) Thirty years after democracy was reinstated in the country, Argentina is strengthening various aspects of its human rights policies. Social-inclusion policies based on respect for economic and social rights, a human rights-based approach to the integration of migrants into national development innovative laws on gender identity passed recently in Congress, dignity in dying, marriage equality and mental health are but some of Argentina's concrete contributions to international human-rights law in a world that still continues to debate many of these issues without reaching a consensus.

(25.5) The eradication of impunity for crimes against humanity committed during the period of State terrorism is central to that human rights agenda. That unique process has been acclaimed by the international community and human rights movements: 20 years after the re-establishment of democracy, hundreds of court cases were reopened throughout the country.

In 2012, there were 1,013 judicial proceedings and 24 trials were completed in which 134 defendants were convicted. There are currently 13 ongoing trials in Argentina in which 232 defendants are being tried concerning the cases of more than 1,800 victims. In this context, many witnesses from around the world have given evidence to judges in Argentina by videoconference in Argentina's overseas consulates.

(25.6) This transcendental change after long years of impunity is due to the maturity of the Argentine people and institutions, the tireless work of human rights movements in their legitimate quest for justice and the political determination of the former President Néstor Kirchner, which is still shown today by the current President Cristina Fernández de Kirchner. The sum of these factors allowed, for the first time since the re-establishment of democracy and in response to a new social contract, the three branches of government to remove all existing legal obstacles in order to identify and punish those responsible for widespread and systematic human rights violations. Those steps were taken within the setting of ordinary trials, applying ordinary criminal law and international human rights law – which has constitutional standing in Argentina – in full accordance with due process.

(25.7) I should like to express, once again, my thanks to Ms Bokova and to wish her, in the name of the Organization over which she presides, a successful future. I intend to follow her advice never to give up. Thank you very much.

26. **Ms Dubois** (Master of Ceremonies):

Our next speaker is a singer; a lady of soul and jazz from New Orleans. Just a few days ago, she launched UNESCO's *Creative Economy* Report and it is no exaggeration to say she literally captivated the audience. The song she is about to sing is an ode to humanism that bears witness to the belief I think we all share in the beauty of this world and the reach of the human mind. Please welcome Ms Nicole Slack Jones.

*Nicole Slack Jones sings "What a wonderful world"*

27. **Ms Dubois** (Master of Ceremonies):

Thank you Nicole, that was fantastic. Thank you. Our next speaker is, according to Newsweek, one of the most prominent thinkers of our time. He is the Director of the Humanities Centre at Harvard University, and last year he was awarded a Padma Bhushan by the Indian Government. His work on the dynamics of cultural diversity in a globalizing world is at the cutting edge of contemporary debate. We are deeply grateful for his many contributions to UNESCO as a House of ideas, a place for intellectual leadership. Without further ado, I have the pleasure of inviting Professor Homi Bhabha to speak. Sir, you have the floor.

28.1 **Mr Bhabha** (India):

Mr President, Director-General, delegates, ladies and gentlemen, what has been inspiring about your first term as Director-General, Ms Bokova, and what fills us with hope and optimism for your future leadership, is your commitment to a new humanism. The framework of a new humanism as you describe it is rooted in a profound respect for human dignity, fundamental rights and the diversity of cultures. No ethical or political mission is more crucial for the new humanism than the advancement and emancipation of women and girls. Gender equality and capability is the measure of civility and progress for all human beings. Sustainability is often seen as an ecological issue. What I would like to suggest is that it is also an issue of our moral economy as we live in the world amongst others. UNESCO's insistence on the integration of cultural imperatives in the future sustainable development goals is a step in placing the new humanism at the heart of the global policy agenda. Respect for cultural diversity is grounded in the recognition of the contribution of cultures to the history of the world, not simply in the interests of nation and region. It is dignity in the sense of what makes the world and society sustainable that provides, in your phrase, "the software for peace."

28.2 What is the new humanism? Each era that announces a new epoch of human development must also acknowledge its shortcomings and contradictions. No description of Renaissance humanism is more admiring than Shakespeare's: "What a piece of work is man, how noble in reason, how infinite in faculties, in form, in moving how express and admirable, in action how like an angel, in apprehension how like a god!" And yet, these words are spoken by the melancholic Prince Hamlet who sees about him a world of murder, regicide and intrigue. Enlightenment humanism has never been better represented than by Immanuel Kant's concept of cosmopolitanism. And yet, Kant wrote those words in the wake of the Thirty Years' War. While it is widely acclaimed today that the embrace of global markets and technologies can create a transnational and transcultural global humanism of digital connectivity, Joseph Stiglitz warns us that there are times when the development policies of international bodies are seen as the intrusion by the new colonial power on the sovereignty of countries. The history of humanism then teaches us that we have to continually readjust, struggle with the pros and the cons, the positives and the negatives, a lesson that you, Madam Director-General, have articulated and that UNESCO has taken forward.

28.3 The new humanism must be seen neither as a utopian dream nor as an ideological compulsion. No, the new humanism is an aspirational project and I understand "project" in the French sense of the word "*projet*", a design, a perspective, a subject or object of contemplation. The new humanism is then a work in progress, not because its ideas need further thought, nor because it is conceptually inadequate. But the new humanism must remain a framework of belief and an armature of action. It cannot be represented to the world as a prescriptive set of ideas, because ideas that have a universal application across different societies, which is indeed the global jurisdiction of UNESCO, can never be dogmatic ideas. Ideas that have a global significance must be open to global doubt, according to the Indian economist and ethicist Amartya Sen, because universal ideas and ideals are, as we know, always with us, we are never free of them, they return continuously with a foundational force. Universal ideas revisit each generation, each country and make us redefine them again, renew them, rethink them. Doubt, I want to suggest, is part of the creation of the universal. It is crucial because we agree on the values of universal principles, like the new humanism, not by asserting them on the world stage but by arguing for them and becoming advocates for them as the best practices of UNESCO and the United Nations demonstrate. Doubt, friends, is part of the dialectic of freedom. As the driving force of the new humanism, doubt is the process by which we test our actions as agents in the world. Who would have guessed, without a doubt, that the



rebuilding of the Old Bridge of Mostar under UNESCO's stewardship would restore dialogue between warring communities? Is it not for this reason, Irina Bokova, that you have argued that the new humanism is not simply a philosophical debate – it is a policy imperative and a policy issue.

28.4 Let me turn to three areas central to UNESCO's mission, where the new humanism has important policy implications: education, civil society and the ethical imperative of universal dignity. This is what I have called earlier the armature of action, of the project of the new humanism. It is difficult to conceive of a flourishing of new humanism if the map of knowledge is itself deeply distorted. Madam Director-General, this age of the World Wide Web is in some ways a very narrow, parochial place. According to reliable sources, the United States and the United Kingdom published more index journals than the rest of the world. There are, remarkably, more articles, 7,800, written about Antarctica than about any country in Africa or South America. In this map of educational unsustainability, if I might coin a phrase, the humanistic disciplines are in a state of emergency. How can the new humanism take root if the soil of humanistic thought is left to wither in our educational institutions?

28.5 What is neglected in this era of big data is the remarkable integrative capacity of the humanities. The integrative capability of the humanities has given rise across the world to a number of hybrid disciplines: the digital humanities, the medical humanities, the legal humanities. Notice how such interdisciplinary formations display the extension of the humanities into areas of public and social policy and social ethics. From this perspective it becomes clear that the humanities in the company of scientific discoveries can be preeminent in contributing to a new notion of a global civil society. A civil society is a collaborative form of association that articulates diverse claims and interests and that breaks down the borders of inclusion and exclusion. If we are seriously going global, let me suggest we should not consider the authority of international civil society as a new framing – should we not think of international civil society as the framing, in many ways, of our educational and scientific efforts which have so often over time been national in their emphasis? Would this not be in harmony with what you call the new humanism as a project for the future? The desire for educational equity is a foundation stone for dignity, for confidence, and as a force to strengthen capacities, to allow women and men to withstand the pressure of change and make the most of their opportunities in historical moments that are often unsettled, fragile and transitional. There can be no development, no sustainability if we do not start with education. Dignity, dear Director-General, goes beyond the respect and the rights we endow to individual human beings. Dignity, contemporary philosophers argue, is based not only on the claims of the present but also on the hopes for radical freedom in the future. Human beings are moved by a sense of possibility or potentiality, of the unrealized, of the what is not yet but to come, and to respect the dignity of human history, of human beings, of human societies, we have to respect this potential of what is to come in the future, not only what we have at present. UNESCO plays an urgent role in the world today, but UNESCO's commitment to strengthening the sustainability of a complex global world is an act of endowing dignity to the future. It is the project of the new humanism that provides us with an aspirational vision of the not yet, of what is yet to be fulfilled, and this binds us even more firmly to protecting and transforming the world as we know it today. Let the new humanism, then, define the horizon of our shared history, our collective social and political ethics and our morality. Madam Director-General, lead us to that horizon of the new humanism. All the very best of luck. Thank you very much.

29. **Ms Dubois** (Master of Ceremonies):

Before I give the floor to the Director-General to review the action of UNESCO and her vision over the next four years, I invite you to take a look at this short film on recent work by UNESCO to build peace across the world.

*A short film is screened on the achievements of the Director-General's first term of office*

30. **Ms Dubois** (Master of Ceremonies):

Thank you. And it is now my privilege to give the floor to the Director-General of UNESCO, Irina Bokova.

31.1 **The Director-General:**

Mr President of the General Conference, Madam Chair of the Executive Board, Excellencies, ladies and gentlemen, dear friends, I measure the importance of this moment, and I thank you for your trust. Let me first and foremost thank the three extraordinary personalities who have accompanied this wonderful ceremony. I am deeply honoured to assume the position of UNESCO Director-General for a second term. This hall has heard the voices of so many great women and men – Pablo Neruda, Leopold Senghor, Eleanor Roosevelt, Claude Lévi-Strauss, and so many others who changed the world. I measure the power of their aspirations, and I make them mine. I measure the ambitions of our Constitution, and I pledge to do everything to help countries meet them. I stand before you, more inspired than ever by the vision we share: the vision of a world of human rights and dignity, the vision of humanity as a single community, the vision of a stronger multilateral order, a stronger United Nations. I pledge to never relent in taking this forward.

31.2 UNESCO was created in 1945, 68 years ago just last Saturday, but its idea is as old as humanity itself. This is the idea of humanism, expressed by the spirit of *ubuntu*, "human kindness" in Bantu, by Confucius, by the nineteenth-century Indian humanist, Swami Vivekananda, and so many others. It is the conviction that every woman and man can become everything they aspire to – what Michel de Montaigne, the French Renaissance thinker, called "la hauteur extrême de l'humaine nature." It is the belief in a single humanity, embodied by each one of us. The late Nigerian writer, Chinua Achebe once wrote: "You must find a way to accept something, however small, from the other to make you whole." Each of us is different, but we are not alone, we stand together, and each of us embodies the whole of humanity.

*(The Director-General continues in Spanish)*

31.3 Señoras y señores: esto es lo que defiende la UNESCO, y nuestro mensaje nunca ha sido tan urgente. La globalización se está acelerando, así como el impacto del cambio climático y los desastres naturales. Ha habido gran

crecimiento económico, pero las desigualdades se profundizan. Las tecnologías están transformando la manera como nos comunicamos, como aprendemos. Las sociedades están más conectadas que nunca, pero también son más vulnerables.

31.4 La información nunca ha estado tan disponible, sin embargo la brecha del conocimiento es cada vez mayor. El mundo es más joven que nunca y el cambio profundo está transformando regiones. Las aspiraciones a los derechos humanos son altas, pero también lo son las expectativas frustradas. Las oportunidades para la paz son fuertes, pero el conflicto se ha movido dentro de los países, con la cultura en primera línea.

31.5 A través del mundo, vemos un enorme progreso, millones están siendo rescatados de la pobreza gracias a la gran agenda humanista de los Objetivos de Desarrollo del Milenio y la agenda para el desarrollo después de 2015. Pero los retos siguen siendo la exclusión, la pobreza y el conflicto, y están surgiendo otros nuevos.

31.6 Cuentan con nosotros para repensar la paz, para reinventar el desarrollo. Ellos exigen que la educación, las ciencias, la cultura, la comunicación y la información estén en la cima de la agenda política.

31.7 Cambios históricos están en marcha, y la UNESCO está trabajando en primera línea para dar forma a un futuro mejor para todos. Lo he visto en todo el mundo. Lo vi en las palabras inscritas en la pared de la escuela de niñas Ayesha-e-Durrani en Kabul: Mi pluma es mi espada. Lo oí de Rokhaya Sow, una adolescente en Pikine (Senegal), quien me dijo que la UNESCO la ayudó a permanecer en la escuela. Lo vi en Angola: 3.000 mujeres y hombres jóvenes con pañuelos blancos para la paz se reunieron para poner en marcha la campaña de la Unión Africana-UNESCO "Haz que la paz se realice". Lo oí en el discurso del Presidente del Perú, señor Ollanta Humala que dijo, en la Asamblea General de las Naciones Unidas, en septiembre "Debemos encontrar una nueva manera: no crecer para incluir, sino incluir para crecer."

(31.3) Ladies and gentlemen, this is what UNESCO stands for, and never has our message been so urgent. Globalization is accelerating and so is the impact of climate change and natural disasters. There has been tremendous growth, but inequalities are increasing. Technologies are changing the way we communicate, learn and behave. Societies are more connected than ever, but also more vulnerable.

(31.4) Information has never been so available, but the knowledge gap is still widening. The world is younger than ever and profound change is transforming regions. Human rights aspirations are high but so are thwarted expectations. The opportunities for peace are strong, but conflict has moved within countries and culture is on the front line.

(31.5) Throughout the world, we see tremendous progress: millions are being lifted out of poverty thanks to the great humanist agenda of the Millennium Development Goals and the post-2015 development agenda, but the challenges remain substantial – exclusion, poverty and conflict – and new ones are emerging.

(31.6) We are relied upon to rethink peace and reinvent development. These goals require education, science, culture, communication and information to be at the top of the political agenda.

(31.7) Historic changes are under way and UNESCO is taking the lead in shaping a better future for all. I have seen it throughout the world. I have seen it in the words inscribed on the wall of the Ayesha-e-Durrani girls' school in Kabul: "My pen is my sword". I heard it from Rokhaya Sow, a teenager in Pikine, Senegal, who told me that UNESCO helped her to stay in school. I saw it in Angola, where 3,000 young women and men, waving white handkerchiefs for peace, met to launch the UNESCO-African Union campaign to promote a culture of peace in Africa "Make Peace Happen". I heard it in the speech of the President of Peru, H.E. Mr Ollanta Humala, in the United Nations General Assembly in September: "We must find another way ... this is not only about growing to include, but also about including to keep growing."

*(The Director-General continues in English)*

31.8 Ladies and gentlemen, as we heard from the President of Ireland, Michael D. Higgins, who spoke to us last February: "True peace requires a form of consciousness that not only eschews all forms of violence but which also envisages the rich fruits of peaceful life together." These voices are strong and so they must be. Last year, in Timbuktu, during the attacks against the mausoleums, one extremist declared: "There is no such thing as world heritage – it doesn't exist." These words must strengthen us in our convictions. With President François Hollande, I travelled to Timbuktu and I saw the burnt manuscripts, violated testaments of a millennial Islamic culture, and I am more determined than ever to act. UNESCO is here to amplify the voices of unity against those of division. UNESCO is here to remind us that lasting peace and sustainable development are two sides of the same coin, that there can be no peace without poverty eradication, no poverty eradication without peace. This is the same agenda – an agenda for human dignity, an agenda for inclusive development, to empower every woman and man.

31.9 We have, ladies and gentlemen, entered a new age of limits. We are reaching the limits of our planet. We are reaching the limits of development as it has been understood until now. In this new era, we must make the most of the greatest renewable energy we have – human ingenuity. Human creativity is our great strength, a bottomless well, whose power we must unleash. This is UNESCO's humanist mission, and it has guided me in everything I have done. In 2009, I pledged to strengthen UNESCO's leadership at the heart of the United Nations, to bolster the multilateral order. We are moving on all fronts, and our leadership has never been more in demand. In 2009, I pledged to strengthen the centrality of education for development. Together, we have accelerated education for all, and our action is bearing fruit, on access for boys and girls – and especially girls – on literacy, on the quality of teaching and learning. In 2009, I pledged a renewed focus on the sciences. Together, we took UNESCO's message to Rio+20, we deepened our work for sustainable water management, for protecting biodiversity, for ocean sciences and monitoring. We are supporting developing countries to harness the power of science, technology and innovation, through capacity building, through national frameworks. In 2009, I pledged to create a High Panel on Science for Development, to tighten the link between research and policy, and I did so, giving this a global reach with the creation of the Scientific Advisory Board for the United Nations Secretary-General, hosted by UNESCO.

31.10 In 2009, I pledged to re-launch the debate on culture and development. We are taking our message of culture as an enabler and driver of sustainable development across the world, and we are gaining momentum. In 2009, I pledged to solidify UNESCO's normative framework in culture. I have launched a vibrant debate on the integrity and credibility of the World Heritage Convention, and the World Heritage List is increasingly balanced and diverse. To safeguard the heritage and identity of societies in a globalizing world, I have strengthened the 1970 Convention on the Means of Prohibiting and Preventing Illicit Import, Export and Transfer of Ownership of Cultural Property, to halt this plague, to deepen cooperation and to raise awareness. Together, we have acted to protect cultural heritage under attack – in Libya, in the Syrian Arab Republic, in Mali, in Egypt – because this millennial heritage carries universal value, because its loss is a loss to each of us.

31.11 In 2009, I pledged to promote communication and information and freedom of expression, as human rights essential for inclusive, knowledge societies, and for sustainable development. Together, we are developing media and training journalists, we are leading the United Nations in enhancing their safety and tackling impunity. In 2009, I pledged to strengthen UNESCO's two global priorities: Africa and gender equality. Together, we have deepened UNESCO's work for girls and women's education in countries most in need. Together, we have sharpened UNESCO's action to sustain Africa's Renaissance. Africa is rising – I have seen this for myself, in the dynamism of young women and men, in the determination of governments to craft balanced development, and UNESCO is supporting this historic movement. In 2009, I pledged to strengthen UNESCO's capacity to react to emergencies, and we have done so, in Haiti, in Pakistan, in the Horn of Africa. In 2009, I pledged to reform UNESCO, to sharpen our focus, to deepen our impact, to raise our profile. Together, we have stood down a financial crisis, we are leading a root-and-branch reform, our delivery is improving and we are gaining in visibility. And here I wish to express special thanks to all UNESCO staff, for their professionalism and commitment. In all of this, ladies and gentlemen, we have been guided by a single determination: to reposition UNESCO, to meet the ambitions of our mandate, to craft a better future for all. This has always been my deep commitment and responsibility. There remains much to do, but UNESCO is moving forward, our eyes are set firmly on the goals we share.

*(The Director-General continues in French)*

31.12 Mesdames et Messieurs, nous avons beaucoup fait et il nous reste beaucoup à faire. Dans ce monde hyper-connecté, interdépendant, nous devons agir ensemble, car l'espace multilatéral est le seul espace où nous pouvons espérer régler nos problèmes de façon pacifique et durable. Dans ce monde en pleine transformation, nous devons aussi rester fidèles aux principes fondateurs de l'humanisme : la dignité humaine – que le philosophe italien Jean Pic de la Mirandole voyait dans cette capacité de l'humain de se définir lui-même, de se réaliser pleinement – l'égalité, l'équité et, bien sûr, la solidarité. Nous devons faire vivre ces principes au XXI<sup>e</sup> siècle et les adapter aux défis de notre temps. C'est ma vision du Nouvel humanisme. D'abord, la dignité humaine est aujourd'hui indissociable du développement humain, de la lutte contre la pauvreté. Et le développement humain n'a de sens, nous le comprenons désormais, que s'il est durable. Il se retourne contre lui-même s'il se fait au détriment de la planète. Il se retourne contre lui-même s'il n'est au bénéfice de tous. C'est le sens du nouveau programme de développement pour l'après-2015 : un programme en faveur de la durabilité.

31.13 Et c'est là que le mandat de l'UNESCO prend tout son sens. Notre Acte constitutif est justement un pacte en faveur de la durabilité qui vise à poser les fondements d'une paix durable, d'une prospérité durable. La durabilité, c'est l'éducation de qualité, qui transforme les vies et constitue le premier levier de développement humain, qui permet de s'adapter au changement, de se réinventer. C'est le fondement le plus robuste des sociétés. La durabilité, c'est aussi la culture, notre ciment social par excellence, notre force d'inclusion, grâce à laquelle nous prenons confiance et nous puisons dans notre histoire l'énergie nécessaire pour nous projeter dans la durée. La culture est cette force de résilience dont parle l'écrivain Dany Laferrière, devant les ruines d'Haïti frappé par le séisme : « le pays se relèvera par la culture ». La culture est une force de réconciliation après les conflits, surtout la culture vivante portée par les peuples. La durabilité, c'est le renforcement des capacités des sociétés par les sciences, la recherche, le partage des savoirs, qui permettent d'innover, d'inventer, de mieux anticiper les risques, de se préparer aux aléas d'un monde incertain. C'est construire des sociétés plus robustes, plus résilientes, capables de faire face aux mutations rapides de notre environnement, aux pressions du réchauffement climatique, aux transformations sociales, aux risques naturels. Et, dans ce contexte, nous devons prêter main forte aux plus fragiles, aux plus vulnérables, aux pays les moins avancés, aux petits États insulaires en développement, aux communautés marginalisées, car nos destins sont liés. Nous devons intervenir dans l'urgence des conflits et des catastrophes, auprès des plus fragiles, afin de les aider à s'adapter au changement, à se relever rapidement. C'est la nouvelle frontière de la dignité humaine, c'est mon premier axe d'action.

*(La Directrice générale poursuit en russe)*

31.14 Устойчивое развитие неотделимо от равенства, а равенство в XXI веке – это прежде всего равенство между мужчинами и женщинами. Это второе основное стратегическое направление моей деятельности. Равенство между мужчинами и женщинами – это вопрос справедливости и прав человека. Это также лучший способ инвестировать в будущее, мощный катализатор человеческого развития, мощный фактор борьбы с бедностью. Наша особая роль как раз и состоит в том, чтобы через образование, доступ к культуре и информации дать женщинам возможность сделать свой собственный выбор и добиться полного признания своей роли в обществе.

31.15 Сегодня две трети неграмотных взрослых в мире – это женщины. В эпоху интернета и общества знаний 31 миллион девочек до сих пор не имеет доступа к базовому образованию. 34 миллиона девочек-подростков не посещают школу. Они вынуждены были покинуть школу, потому что стали жертвами насилия, потому что их выдали замуж в 10 или в 12 лет, потому что на них лежит обязанность ходить за водой, потому что они происходят из бедных семей.

31.16 Вот где разворачивается наша гражданская мирная борьба сегодня. Равенство полов – это грамотность. Равенство полов – это доступ к науке. Равенство полов – это не только право, закрепленное на бумаге, но и реальная возможность для девочки стать тем человеком, которым она хочет быть, возможность полностью реализовать себя, и, благодаря таким женщинам, все общество станет более сильным, более развитым.

31.17 Вот в чем состоит подлинный смысл мандата ЮНЕСКО. Именно мы предоставляем инструменты, обеспечивающие самостоятельность и развитие, и именно на этом направлении мы должны сосредоточить все имеющиеся в рамках нашего мандата возможности и все наши усилия.

(31.14) Sustainable development is inseparable from equality, and equality in the twenty-first century is above all equality between men and women. This is the second strand of my work. Equality between men and women is a matter of justice and human rights. It is also the best way of investing in the future, a powerful catalyst for human development and the fight against poverty. Our particular role consists precisely in ensuring that, through education and access to culture and information, women are empowered to make their own choices and that their role in society is acknowledged in full.

(31.15) Today, two thirds of illiterate adults in the world are women. In the age of the Internet and the knowledge society, 31 million girls even now have no access to basic education. Thirty-four million girls and female teenagers do not go to school. They are forced to leave school because they have become victims of violence, because they were married off at the age of 10 or 12, because they are considered responsible for fetching water, because they come from poor families.

(31.16) This is where the bloodless civil war of our time is being waged. Gender parity is literacy. Gender parity is access to science. Gender parity is not only a right on paper, it is the genuine possibility for girls to become the person they want to be, the possibility of fulfilling themselves, and through such women the whole of society becomes stronger and more developed.

(31.17) This is the original essence of UNESCO's mission, precisely because we come up with instruments to ensure independence and development and, in the context of our mandate, it is in that very direction that we must focus all our strength.

*(The Director-General continues in French)*

31.18 Mesdames et Messieurs, l'humanisme, c'est enfin la solidarité, la conviction d'appartenir à une même famille humaine. Cette solidarité doit prendre aujourd'hui la forme d'une nouvelle citoyenneté mondiale à l'ère de la diversité. La mondialisation, l'urbanisation, la diversité culturelle dessinent des sociétés multiculturelles aux identités multiples. Cette diversité nous oblige à repenser le développement, le dialogue, la tolérance, la cohésion sociale, et même la paix. Les frontières de la paix se déplacent à l'intérieur des sociétés, dans la perception que chacun se fait de sa culture et de celle des autres. Faire la paix avec les autres suppose d'être en paix avec soi-même, avec des affiliations multiples et des mémoires blessées qui demandent le respect. Cette richesse est aussi un trésor de créativité, de renouvellement des idées, si nous apprenons à concilier, dans le même mouvement, la diversité qui nous enrichit et les droits humains qui nous rassemblent. Et l'UNESCO joue un rôle unique en la matière en proposant des curricula, des compétences qui permettent aux citoyens de vivre avec des cultures différentes, des langues différentes, en bâtissant des synergies culturelles.

31.19 Notre rôle est de fournir les outils nécessaires pour faire de cette diversité une force de dialogue et de compréhension, pour relever les défis communs qui nous dépassent. Car il faut vivre et travailler ensemble : le réchauffement climatique, les risques naturels ne connaissent pas de frontières. La gestion de l'eau, la biodiversité ne connaissent pas de frontières. La science ne connaît pas de frontières. Il faut créer des espaces, des mentalités, des compétences pour relever ces défis dans la diversité de nos cultures, de nos croyances, de nos origines. Notre Déclaration universelle sur la diversité culturelle est le dictionnaire de ce monde globalisé, un manuel de citoyenneté pour les sociétés multiculturelles. Plus que jamais, nous mesurons la portée de la formule du Président Houphouët-Boigny : « la paix n'est pas un mot, c'est un comportement », un savoir-faire. L'éducation doit être un apprentissage des valeurs et des compétences interculturelles indispensables au XXI<sup>e</sup> siècle, initier les jeunes à la citoyenneté mondiale. C'est le troisième pilier de l'Initiative mondiale pour l'éducation avant tout, lancée par le Secrétaire général de l'ONU et pilotée par l'UNESCO.

31.20 Je repense avec émotion au rêve de Doris Lessing, prix Nobel de littérature, qui nous a quittés hier et qui lutta toute sa vie contre la « culture à fragmentation », dans laquelle des jeunes qui ont bénéficié d'années d'études ne connaissent qu'une spécialité ou une autre et sont ignorants des réalités du monde, incapables de le penser globalement. Je la cite en anglais, avec votre permission :

*(La Directrice générale poursuit en anglais)*

31.21 "We have a treasure-house. It is all there, this wealth of literature, to be discovered again and again by whoever is lucky enough to come upon it. Let us suppose our world is ravaged by war. Let us suppose floods wash through our cities, the seas rise. But the storyteller will be there, for it is our imaginations which shape us, keep us, create us. It is our stories that will recreate us, when we are torn, hurt, even destroyed. It is the storyteller, the dream-maker, the myth-maker, that is our phoenix, that represents us at our best, and at our most creative." These were the words of Doris Lessing, who passed away yesterday.

*(The Director-General continues in French)*

31.22 L'UNESCO est cette plate-forme universelle par excellence, un laboratoire d'idées, un réseau unique pour faire vivre ce patrimoine, décloisonner les disciplines, apprendre à agir avec les autres et nous renouveler sans cesse. Je pense aux sites du patrimoine mondial. Je pense aux réserves de biosphère. Nous devons être plus ambitieux, encourager la mise en réseau des sites, créer des espaces transfrontaliers du patrimoine partagé entre plusieurs pays, favoriser les manuels scolaires communs, partager la mémoire et la culture vivante des peuples au-delà des frontières, à l'échelle des continents. Les nouvelles technologies rendent cette orientation plus urgente encore. L'UNESCO,

Mesdames et Messieurs, est la maison de la paix et nous pouvons mettre à jour les instruments de la paix. Renforcer la durabilité d'un monde fragile. Assurer l'égalité entre les femmes et les hommes. Construire la citoyenneté à l'âge de la diversité. Voilà ce qui définit, à mes yeux, le Nouvel humanisme, la clé de la paix aujourd'hui et l'apport de l'UNESCO.

31.23 Les fondateurs de cette Maison ont exprimé une vision qui est un acte de foi dans les capacités humaines, une défense de l'humanisme au lendemain d'une guerre qui en fut la négation. Il fallait du courage pour parler de solidarité intellectuelle dans un monde dévasté, détruit physiquement et moralement. Devant les urgences de notre temps, nous devons répondre avec le même courage, avec la même audace. Le serment que j'ai prêté à l'instant, prononcé par tous ceux qui m'ont précédée, est un serment pour l'humanisme. C'est le serment de millions d'hommes et de femmes qui luttent chaque jour pour la justice, la tolérance, l'état de droit. C'est le serment de millions d'enfants sur le chemin de l'école et la promesse de leurs parents qui veulent pour eux un avenir meilleur. Un avenir de paix et de prospérité. Je prends, en cet instant, toute la mesure de la confiance que vous m'accordez et je m'engage à faire honneur à cette vision du meilleur de l'humain, qui est l'honneur de l'UNESCO. Je vous remercie de cette confiance.

32. **Mme Dubois** (France) (Maître de cérémonie) :

Merci. Avant de rendre la parole à Monsieur le Président de la Conférence générale pour clore cette cérémonie, nous allons accueillir un chanteur que nous aimons tous beaucoup. Salif Traoré A'Salfo est Ambassadeur de bonne volonté de l'UNESCO et nous lui sommes reconnaissants d'avoir composé la chanson « Savoir », dont il a cédé les droits, aujourd'hui même, en faveur de nos programmes pour l'éducation. Il va nous interpréter ce soir, avec le groupe Magic System, le titre « Bouger, Bouger », et je vous demande de les applaudir chaleureusement.

(*Salif Traoré (A'Salfo) chante « Bouger, bouger ».*)

33. **Mme Dubois** (France) (Maître de cérémonie) :

Mesdames et Messieurs, cette cérémonie touche à sa fin. J'espère qu'elle vous a inspirés, éclairés, et qu'elle a aussi renforcé votre attachement à l'UNESCO. Je rends la parole à Monsieur le Président de la Conférence générale et vous remercie de votre attention.

34. **The President:**

Ladies and gentlemen, dear colleagues, thank you very much for a wonderful event. *The meeting is now adjourned.*

*The meeting rose at 7.35 p.m.  
La séance est levée à 19 h 35  
Se levanta la sesión a las 19.35  
Заседание закрывается в 19.35  
رفعت الجلسة في الساعة ٧,٣٥ بعد الظهر  
会议于 19 时 35 分结束*

# Fifteenth plenary meeting

Tuesday 19 November 2013 at 10.15 a.m.  
President: **Mr Hao** (China)  
Later: **Ms Al-Moosa** (Oman)

# Quinzième séance plénière

Mardi 19 novembre 2013 à 10 h 15  
Président : **M. Hao** (Chine)  
puis : **Mme Al-Moosa** (Oman)

# Decimoquinta sesión plenaria

Martes 19 de noviembre de 2013 a las 10.15  
Presidente: **Sr. Hao** (China)  
después: **Sra. Al-Moosa** (Omán)

# Пятнадцатое пленарное заседание

вторник 19 ноября 2013 г. в 10.15  
Председатель: г-н **Хао** (Китай)  
затем: г-жа **Аль Мооса** (Оман)

# الجلسة العامة الخامسة عشرة

الثلاثاء ١٩ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ١٠,١٥ صباحاً  
الرئيس: السيد هاو (الصين)  
ثم: السيدة الموسى (عمان)

# 第十五次全体会议

20١٣年 1١月 ١٩日星期二 10时 ١٥分  
主席：郝平先生（中国）  
随后：Al-Moosa 女士（阿曼）

**Report of the APX Commission (Finance, Administration and General Questions, Programme Support and External Relations) (37 C/70)**

**Rapport de la Commission APX (Finances, administration et questions générales, soutien du programme et relations extérieures) (37 C/70)**

**Informe de la Comisión APX (Cuestiones Financieras y Administrativas, Asuntos Generales, Apoyo del Programa y Relaciones Exteriores) (37 C/70)**

**Доклад Комиссии APX (финансовые, административные и общие вопросы, поддержка выполнения программы и внешние связи) (37 C/70)**

تقرير لجنة الشؤون المالية والإدارية والمسائل العامة ومساندة البرنامج والعلاقات الخارجية (٧٠/٣٧)

行政、计划支助和对外关系委员会(财务、行政和一般问题、计划支助和对外关系)的报告(37 C/70)

**1. The President:**

Good morning, ladies and gentlemen. I declare open the fifteenth plenary meeting of the 37th session of the General Conference. Dear colleagues, thanks to your joint efforts, active participation, transparent communication, mutual understanding and respect, the General Conference has completed most of its agenda and is reaching its close. The following two days of our meetings will be dedicated to examination of reports of the programme commissions and the committees, and the adoption of the Appropriation Resolution. We will also have a brief closing ceremony to mark the end of our work. Your Excellencies, let us now hear the report of the APX Commission which is contained in document 37 C/70. Mr Matthew Sudders will present this document. Mr Sudders, you have the floor.

**2.1 Mr Sudders (United Kingdom of Great Britain and Northern Ireland) (Chairperson of the APX Commission):**

Thank you very much, Mr President. Mr President of the General Conference, Madam Chair of the Executive Board, Mr Deputy Director-General, Excellencies, distinguished delegates and dear colleagues, it is with pleasure that I submit to you the report of the Commission for Financial, Administrative and General Questions, Programme Support and External Relations (APX Commission) of the 37th session of the General Conference.

2.2 We considered 23 items from 6 to 8 November. The Commission's report, document 37 C/70, includes only draft resolutions that the Commission recommends to the General Conference for adoption. The APX Commission adopted its timetable wherein items **5.1**, **6.3**, **10.1**, **12.2**, **12.3**, and **13.1** were approved without debate.

2.3 Mr President, as the APX Commission meetings were so brief, I shall do my best to be as brief as I can in my oral report. Allow me first to return briefly to item **1.3** on voting rights. Item **1.3** "Report by the Director-General on communications received from Member States invoking the provisions of Article 4(c), paragraph 8 (c) of the Constitution". You will recall that I delivered on Saturday, 9 November, at the ninth plenary meeting, a separate oral report on this item, following which the corresponding resolution was adopted without debate. In this report, I indicated that the Islamic Republic of Iran had expressed its commitment to transfer the minimum amount through the United Nations Development Programme (UNDP) in Tehran within one week. And I am pleased to inform the plenary that the minimum payment for eligibility for voting rights was received from the Government of the Islamic Republic of Iran on the very same day, Saturday, 9 November.

2.4 Mr President, let me now turn to item **4.1** "Methods of preparing the budget, budget estimates for 2014-2015, and budgeting techniques". This item was examined in conjunction with item **4.2** "Consideration and adoption of the Draft Programme and Budget for 2014-2017". Prior to the debate, the representative of the Director-General explained in a comprehensive manner how the draft document 37 C/5 and the \$507 million expenditure plan had been elaborated, following the various decisions of the Executive Board on the issue. Importantly, it was also recalled that the recommendations from the Executive Board concerning certain programme shifts and corresponding budget transfers had already been approved at the joint meeting of commissions on the day before, in the afternoon of 6 November. Members of the Commission commended the Secretariat for their work achieved in the budget elaboration in the context of the current financial situation. In a nutshell, the Commission expressed its agreement with the principles and techniques applied to the establishment of draft document 37 C/5, including the application of results-based budgeting, which received the appreciation of the delegates.

2.5 The APX Commission endorsed the expenditure plan as contained in document 37 C/5 Add. 2 Rev., which it recommended for adoption by the plenary. It was also agreed that the Executive Board's endorsement of the proposal that the revision of the constant dollar rate be postponed to the next biennium, when examining the budget for 2016-2017 (38 C/5).

2.6 These are the most important conclusions of the deliberations of the APX Commission on these items. On some of these considerations, I invite you to refer to my oral report on the work of the joint meeting of commissions but let me just briefly touch upon some of the exchanges that occurred among members of the APX Commission who sought clarifications on a number of issues that pertained to the preparation of the budget and the expenditure plan.

2.7 While taking note that each major programme shall maintain its relative budget share in the expenditure plan, several members wished to ascertain whether the \$2 million shift from the Education Sector to the Culture Sector would have a negative programmatic impact on Major Programme I. In his response, the representative of the Director-General explained that the \$2 million shift was necessary owing to the statutory obligations of the Culture Sector under the various culture conventions. He further added that the \$2 million reduction in the Education Sector's budget would not affect activities, since the shift was expected to be offset by extrabudgetary resources, referring in that respect to the sharpened resource mobilization strategy presented to the General Conference.

2.8 Questions were also raised on the sharing of budget reductions between programme and non-programme areas under the expenditure plan. In this regard, the APX Commission was reassured that the reduction of \$33 million required from the \$536 million baseline by the Executive Board did not apply to major programmes. On the contrary, it was explained that major programmes had benefited from an increase of \$4.2 million under the \$507 million expenditure plan.

2.9 The Commission also sought further information regarding budget reductions from non-programme areas and whether those had been affected in equal proportion. In his response, the representative of the Director-General explained that those non-programme areas had initially been imposed with a 14.8% cut but that a review of certain bureaux and of the contractual obligations showed that those services would be non-viable under such severe cuts. This analysis led to necessary adjustments, which explains why the expenditure planning at this stage includes a need for further savings of \$5.3 million. It was however noted that the Director-General remained committed to achieving these savings in the course of the biennium from the non-programme areas.

2.10 Mr President, would you allow me at this instant to quote from a UNESCO General Conference text of old. "The amount of the budget must be reduced and that total amount must be reduced by approximately \$30 million. The delegate insisted particularly on the necessity of reducing administrative expenses to a minimum". This is from a summary record of the Administrative and Financial Sub-commission of the General Conference of 1946. Perhaps some things do not change.

2.11 As regarded the sharing of the budget allocations between Headquarters and field offices, the Commission underlined the necessity to strengthen the field network, recalling the importance of the Organization's action on the ground, for instance, in post-conflict and post-disaster situations. The Secretariat noted that the draft document 37 C/5 foresaw an overall decentralization ratio of 38% and that that was preserved for the five major programmes under the \$507 million expenditure plan. It also observed that UNESCO's mandate as a policy advice and standard-setting agency needed to be kept in mind when considering budget shares between Headquarters and field offices. Finally, the APX received assurances from the Secretariat that no specific budgetary cuts in the allocations for the running of field offices were anticipated in the expenditure plan.

2.12 Although not directly related to techniques for the establishment of the budget, some members of the Commission emphasized the importance of extrabudgetary fundraising and its rigorous management in the context of the difficult regular budget situation facing UNESCO. In that regard, several delegates queried the potential impact of extrabudgetary funds on staff paid under the regular budget and underlined the importance of the cost recovery policy. The representative of the Director-General concurred with the views expressed but stressed that the objective of the cost recovery policy, which the Secretariat intended to implement meticulously, was to charge the cost of staff implementing extrabudgetary projects against the corresponding budgets, thus avoiding any subsidization of extrabudgetary budgets by the regular budget resources. Finally, members of the APX Commission in expressing their appreciation of the budget presented, reiterated their attachment to conducting further prioritization, evaluation and impact analysis, particularly in the light of current financial restrictions faced by the Organization. I shall elaborate more on this later.

2.13 In further discussing item 4.2 "Consideration and adoption of the Draft Programme and Budget", several members of the Commission took to the floor to express their views on the proposals pertaining to the Participation Programme. While expressing their satisfaction at the number of improvements made by the Secretariat during this biennium, some members expressed reservations regarding the proposed reduction of requests from ten to seven, as well as their electronic processing. In response, it was recalled that the proposed changes aimed at improving the efficiency of the Programme while targeting priority groups, in particular African Member States. The representative of the Director-General further recalled that the proposed changes were the result of a carefully negotiated consensus, reached after intense discussions, and were made taking into account the interests of Member States. He further emphasized that the move to electronic processing would be progressive. It is to be noted that the UNESCO Staff Union addressed the APX Commission before the adoption of the draft resolutions.

2.14 Now on item 4.4 "Adoption of the provisional budget ceiling", this was considered separately by the joint meeting of the commissions of the General Conference on 6 November, which I referred to earlier, through the adoption of paragraph 16 of document 37 C/6 Part II, wherein it is stated that the Director-General is authorized with respect to the 2014-2015 biennium to enter into commitments in line with the expected cash flow situation, namely within the limit of the approved budget of \$653 million or within the limit of the expenditure plan of \$507 million. Mr President, while the current and expected financial and budgetary situation can be termed as a crisis, I understand that the Chinese word for crisis is in fact two characters and opportunity is one of them. This should also be the Organization's trait of character.

2.15 The Commission took note of item 5.1 "Proposals by Member States concerning the celebration of anniversaries in 2014-2015 with which UNESCO could be associated", as per the approved agenda without debate. Subsequent to this, communications have been received expressing support for some specific anniversaries, which I draw to the attention of this plenary. I have been given to understand that these have the consent of the original proposers. Turkey and Azerbaijan join and support the Islamic Republic of Iran's proposal for the "600th anniversary of the compilation of Maqased al-Alhan, work in the field of musicology", which is proposed No. 46 in the adopted list. And the Islamic Republic of Iran joins and supports Tajikistan's proposal on the "600th anniversary of the birth of Abd ar-Rahman Jami, poet, philosopher and humanist" which is No. 82 on the adopted list.

2.16 Now, in examining item 5.4 "Revision of the Integrated Comprehensive Strategy for Category 2 Institutes and Centres, and establishment of category 2 institutes and centres under the auspices of UNESCO", the members of the Commission who took the floor expressed support for the proposal made by the Secretariat. The clear guidelines for the establishment of category 2 centres and for their review and renewal provided in the revised strategy received appreciation. While the growing number of category 2 entities can be seen as proof of Member States' enthusiasm, it



was, however, noted that that situation can also create also a reputation risk for the network and cause concern for the Organization. In that respect, it was felt that the timely proposed revision of the strategy and improvements it will bring in terms of managing the network were of particular importance.

2.17 Let me turn now to item **5.15** "Implementation of the United Nations Global Plan of Action to Combat Trafficking in Persons", that was brought to the agenda of the General Conference at the request of Belarus with a number of supporting Member States. All of the members who took the floor concurred on the importance of supporting the fight against human trafficking. They took note in this regard of the current discussions at the United Nations General Assembly on the implementation of the United Nations global action plan and wished to recall the existing legal instruments in that respect, and in particular, the United Nations Convention against Transnational Organized Crime and the Palermo Protocol that should be seen as the primary legal frameworks for the fight against human trafficking. When examining the proposed draft resolution, several delegates requested assurances from the Secretariat that it would not have any financial implication on UNESCO's programme and budget, and minor amendments were adopted to that effect.

2.18 With regard to item **5.24** "Proclamation of 2016 as the 'International Year of Global Understanding'", the APX Commission recommended the adoption of the draft resolution without debate.

2.19 Moving on to item **6.2** "Programme and timetable of work for the preparation and monitoring of the C/5 and C/4 documents", in examining this item, members took note of the Director-General's proposal for the organization of regional consultative meetings. In that regard, it was emphasized that virtual online discussions could not replace face-to-face meetings entirely.

2.20 Item **6.3** "Definition of regions with a view to the execution by the Organization of regional activities", was considered by the APX Commission without debate and the request by Palestine and Anguilla to join electoral groups V(b) and III respectively was endorsed by the members of the Commission.

2.21 In discussing item **6.4** "Follow-up to the United Nations Joint Inspection Unit (JIU) recommendations concerning the methods of work of UNESCO's intergovernmental bodies", the debate focused on the ways in which the complex issue of governance of the Organization could be improved. In that regard, while noting that governance was a wider concept than the three governing bodies of UNESCO, members agreed on the need to introduce an effective self-assessment by the various intergovernmental bodies of the Organization. It was felt that the External Auditor, with his in-depth knowledge of the Organization and its specificities, should provide a common assessment framework for use by those bodies and also be entrusted with the task of carrying out an external review of UNESCO's governance. The representative of the External Auditor, who was present during the debates, while pointing out that those tasks could not include provision of advice to the Organization owing to its mandate and mission, informed members that the additional duties would be duly accommodated in their work programme and did not entail any additional costs to the Organization.

2.22 With regard to item **6.6** "Report of the open-ended tripartite working group on the follow-up to the review of the cooperation of the UNESCO Secretariat with National Commissions for UNESCO", all the members who took the floor commended the working group for the transparent and inclusive manner in which it had conducted its deliberations and expressed unanimous support for the action plan contained in document 37 C/50. One member wished to express the view that National Commissions were not the principal beneficiaries of the Participation Programme, as stated in recommendation 14 of the action plan, but rather should be seen as channels.

2.23 Mr President, you will recall that the subject of the first meeting of the General Committee, held on 6 November on item **7.1** "Amendments to the Rules of Procedure of the General Conference and the Regulations for the general classification of the various categories of meetings convened by UNESCO", had also been assigned for deliberation within the APX Commission along with the Legal Committee. This item was first examined by the Legal Committee. Thereafter the APX Commission focused on the issues relating to the methods of work of the Organization and, in particular, amendments to the Rules of Procedure of the General Conference, with Member States placing particular emphasis on the importance of the timely provision of verbatim records to Member States. Following the Secretariat's clarification concerning the amendments relating to the records of the General Conference, it is understood that the well-established practice of publishing unedited transcriptions now referred to as draft verbatim will be continued during future sessions and that verbatim records of the 36th and 37th sessions duly corrected shall be produced and distributed as soon as possible. At the end of the debate, members decided to transmit the proposed amendments to the Legal Committee for a re-examination at a subsequent meeting.

2.24 Mr President, the Commission took note of item **10.1** "Report by the Director-General to the General Conference on the contribution made to UNESCO's activities by non-governmental organizations" without debate.

2.25 Let me now move to items related to the financial reports of the Organization. In discussing the financial report and audited financial statements of UNESCO for the financial period ended 31 December 2011 and for the year ended 31 December 2012, members of the APX Commission commended the External Auditor of our Organization, Mr Didier Migaud of France, for the high quality of his work. They also expressed satisfaction with his unqualified opinion regarding both periods. Several members, however, expressed concern regarding the status of implementation of the recommendations formulated by the External Auditor. In particular, the Commission emphasized the need for the Secretariat to implement those recommendations which remained outstanding. Several members took the view that it would be useful for the External Auditor to participate in future budget orientation debates. In that regard, the External Auditor informed members that he was open to this suggestion with the double proviso that the assignment should fall within his mandate and be clearly defined together with the General Conference.

2.26 On a query about a work plan of the External Auditor for the coming biennium it was noted that while it had not been finalized, subjects such as governance, human resources, management and assistance to the Executive Board on

budgetary aspects would be considered. Members also queried how the financial statements could be approved by the governing bodies on a yearly basis. The External Auditor observed that that would require changes in the way the governing bodies currently functioned, for instance, with the General Conference delegating its authority to the Executive Board while ensuring compliance with the Basic Texts of the Organization and the Financial Regulations. The representative of the Director-General, for her part, undertook to consult the External Auditor and other United Nations agencies facing similar issues.

2.27 Finally, clarification was sought concerning the treatment of arrears in assessed contributions that have led to the implementation of a reduced budget and if those arrears were collected at a future moment. In particular, members queried whether such a collection of arrears could be utilized towards funding the Organization's long-term liabilities, notably the after-service health insurance. In his reply, the External Auditor indicated that such income was treated in the same way as other income of the Organization and could cover any deficit. The representative of the Director-General undertook to present a specific document on the subject of the 194th session of the Executive Board. It would specifically address the difference between the current regulations which assumed that arrears were not foreseeable and that the expenditure was in any case incurred, compared to the current prudent approach with foreseen arrears and prudently managed expenditure.

2.28 Mr President, in discussing item **11.3** "Scale of assessments and currency of Member States' contributions", Commission members emphasized the importance of not changing the amounts of contributions during the course of the biennium 2014-2015. It was also queried whether the scale of assessments could be altered during the course of the biennium. The representative of the Director-General emphasized that the scale of assessments would most likely remain unchanged for the duration of the coming biennium. Clarification was sought for the Organization in the event that the value of the United States dollar weakened considerably. The representative of the Director-General replied that the risks linked to currency fluctuations were partly offset by the split assessment system which required Member States to pay in both dollars and euros.

2.29 In examining item **11.4** "Collection of Member States' contributions", discussions focused on two main issues, namely the incentive scheme and the possibility of external borrowing. With regard to the incentive scheme, several members of the APX Commission emphasized the importance of maintaining the existing incentive scheme to encourage prompt or early payment of contributions. In that respect, concern was expressed regarding the proposal to present options for the possible use of the \$4 million available under the previous incentive scheme for the biennium 2010-2011. Member States emphasized that while those resources were permanently presently entrusted to the Secretariat on a temporary basis, the monies involved belonged to the Member States concerned and any use must have their explicit and individual consent. The representative of the Director-General clarified that the intention was not to use the funds for other purposes but to propose deferring their re-distribution in light of the current financial situation faced by the Organization. The members of the APX Commission felt that the freeze of the scheme would be temporary and should not be open-ended, and they therefore agreed to postpone distribution of the funds available until 1 January 2016.

2.30 As to the request by the Secretariat to be granted authorization to carry out short-term external borrowing during the next biennium, several members requested additional information, notably with regard to the probability of having to resort to such a facility and the related costs that Member States may have to bear should this happen. The need to exhaust all internal borrowing options before resorting to external borrowing was emphasized. In her response, the representative of the Director-General indicated that the Working Capital Fund should be sufficient to cover short-term cash deficits based on the current cash-flow forecast and recalled that the Organization had not resorted to external borrowing for the last 13 years. However, she underlined the importance of maintaining a legal facility to do so, should it become necessary to cover short-term cash needs and recalled that the forecast was reliant on payment patterns of the major contributors. The APX Commission was reassured that short-term borrowing was to be used as an overdraft facility and that it was not intended to cover long-term budget deficits. Finally, it was clarified that the cost of interest that could be incurred as a result of external borrowing would not be paid from the assessed contributions of Member States but from the interest of income earned during the biennium.

2.31 As regarded item **11.5** "Working Capital Fund: level and administration", the members of the APX Commission endorsed without debate the recommendation of the Director-General concerning the authorized level for 2014-2015 and the use of its resources.

2.32 Now on to some human resources matters. In considering item **12.1** "Staff Rules and Staff Regulations", members took note of the need for revised standards of conduct for the international civil service as well as amendments to the Staff Rules. Approval was also expressed for the raising of the statutory retirement age of separation from 62 to 65 for new staff who became participants in the United Nations Joint Staff Pension Fund after 1 January 2014. In that regard, it was queried whether the retirement age for current staff could also be extended to 65 years. The representative of the Director-General explained that that was currently the subject of discussions at the General Assembly of the United Nations. She also clarified that the Director-General had the authority to exceptionally extend appointments beyond retirement age in case it appeared to be in the interest of the Organization.

2.33 The Commission took note of item **12.2** "Staff salaries, allowances and benefits" without debate, with members noting the decisions taken by the Director-General since the 36th session of the General Conference. It was queried, however, whether the General Conference was obliged to allow the Director-General to apply measures adopted by the General Assembly and by the International Civil Service Commission (ICSC). In her reply, the representative of the Director-General emphasized that failure to do so would result in considerable uncertainty with regard to conditions of service.

2.34 The Commission also took note of item **12.3** “United Nations Joint Staff Pension Fund, and appointment of Member States’ representatives to the UNESCO Staff Pension Committee for 2014-2015”, without debate. Six Member States volunteered to serve as members: Brazil, Malaysia and Kenya as members, and Chile, Italy and Sudan as alternates, respectively on the pension committee for 2014-2015.

2.35 Now on to item **12.4** “Report by the Director-General on the state of the Medical Benefits Fund (MBF) and the introduction of the new governance structure”. Madam President, this item gave rise to an extensive debate in the APX Commission. On the issue of the Medical Benefits Fund governance, you may recall that at the last session of the General Conference, the Director-General was invited to review the governance of the Fund. That invitation was reiterated at the 190th session of the Executive Board. In line with the standing rules, the Secretariat informed the General Conference that the MBF Board of Management had established a working group to review the governance mechanism, amend the MBF Rules and present them to the General Assembly of Participants for approval. However, those were neither disapproved nor approved, thus a new governance structure could not be implemented at that time. Member States sought clarification as to whether the General Conference had itself the authority to amend the Rules of the Fund. The Legal Adviser explained that it was indeed within the prerogative of the General Conference, as it had itself established the Medical Benefits Fund in 1948. It followed a general principle of law that a body that adopted a law also had the authority to amend it. Two members queried if the Rules should not be allowed to go back to the General Assembly of Participants for further discussion. As the governance issue had been discussed in previous General Conference and Executive Board meetings, it was decided, considering the explanation by the Legal Adviser, that a decision be taken. The Commission decided that the governance detailed in the rules proposed by the participants’ representative working group, as detailed in document 37 C/38 Addendum Part 3, be adopted. They did say that after hearing the explanations of the differences in Addendum Part 3 were only editorial in nature compared to Part 1, which had been drafted by the Working Group of the Medical Benefits Fund Board which included the participants’ representatives on the MBF Board. In a nutshell, Madam President, the Conference has the authority to take this decision.

2.36 Members also sought clarification regarding the reduced number of staff and its impact on the Fund. The representative of the Director-General said that the increase in the number of retirees, the longer life span of participants and other factors such as the inflation of medical costs would negatively impact the Fund. Members asked for clarification regarding the figure corresponding to the 1% of staff costs that the Director-General was proposing to set aside to fund the After-Service Health Insurance (ASHI) liability. The Chief Financial Officer informed members that that figure was estimated at \$4 million. In that regard, members decided to take into account in future deliberations that the provision of an additional 1% staff costs for the funding of the ASHI liability could be balanced by the impact of the decision to provide a more realistic lapse factor on staff cost in budgets, as in the past the lapse factor had been understated, leading to an overstatement of staff costs. Some members queried whether alternative solutions could be foreseen to deal with the ASHI including the outsourcing of medical coverage. The representative of the Director-General emphasized that the continuing lack of funding could have implications on the external audit opinion on the Organization’s financial statements. As such, concern was raised at a possible qualified opinion should nothing be done.

2.37 Regarding the proposed new cost-sharing formula, members asked for clarification on the figures and calculations presented in the document and its annexes as well as their implications on the current and future budget and their impact on the short-term results as well as the long-term ASHI liability. In particular, members queried the consequences of changing the ratio from 50-50 to 60-40 on Member States’ contributions to the regular programme and on the ASHI liability. Concern was expressed that change in the contribution ratio would increase the ASHI liability of the Organization. The Chief Financial Officer agreed to carry out a study to assess the impact on ASHI of a possible change in the contribution ratio. It is to be noted that the UNESCO Staff Union was given the floor before the adoption of the draft resolution and that the document they provided was considered and referenced in the decision recommended by the Commission.

2.38 Madam President, now on to the last item, item **13.1**, “Report by the Director-General, in cooperation with the Headquarters Committee, on managing the UNESCO complex”. The Commission took due note of the clear and comprehensive presentation by the Chairperson of the Headquarters Committee and proceeded to examine the item without debate. The Commission also hailed the work of the Headquarters Committee Chairperson, Her Excellency Lorena Sol de Pool, Ambassador, Permanent Delegate, of El Salvador, over the last biennium by acclamation.

2.39 Madam President, Madam Chair of the Executive Board, Madam Director-General, Excellencies and dear colleagues, I would like to conclude my presentation by extending my gratitude to all those who contributed to the success of the debates in the APX Commission. I would like to thank the Vice-Chairpersons, Ms Maha Ayoub from Sudan, Ms Lacoeylthe from Saint Lucia, Mr Nikolay Lozinskiy from the Russian Federation, Mr Mohan Krishna Shrestha and his alternate, from Nepal. I would also like to express my deep appreciation to the distinguished delegate of Canada, Ms Levasseur, who chaired the working group on voting rights. I would like to further express my gratitude to the Rapporteur, the distinguished delegate of South Africa, Mr Yousuf Gabru, for his support in preparing this oral report. And I would also extend my thanks to the Chairperson of the Headquarters Committee, Her Excellency, Madam Lorena Sol de Pool for her presentation to the Commission.

2.40 Some Member States and indeed, at times, the Secretariat, were surprised by the pace of the discussions and decisions in the APX Commission. I firmly believe that that was due to the excellent preparatory work that the Executive Board members undertook, in turn assisted by the Ad Hoc Preparatory Group. Indeed, I suggest that future General Conferences schedule two fewer days for the APX Commission, provided that the Executive Board Preparatory Group still exists. And thus, that the Preparatory Group has become essentially self-funding. In addition, I suggest that new

items added to the agenda of future conferences should only be assigned to a commission once the proposer has submitted a draft resolution in order that any programme implications may be assessed prior to their assignment.

2.41 Now in continuing to express my gratitude for their invaluable assistance, I would also like to extend my thanks to the Director-General, the Deputy Director-General, the representatives of the Director-General, in particular, the Assistant Directors-General (ADG) of the Bureau of Strategic Planning (BSP), the Sector for External Relations and Public Information (ERI) and the Bureau for the Management of Support Services (MSS), Director of the Internal Oversight Service (IOS), the Legal Adviser, the Director of the Bureau of Human Resources Management (HRM), the Director of the Bureau of Field Coordination (BFC), and the Chief Financial Officer (CFO), the Secretary of the General Conference, Mr Michael Millward, and the Deputy Secretary, Mr Luis Salamanques, as well as their team, who provided us with the necessary support and deserve our thanks. My thanks also go to our interpreters and translators, conference room clerks and technicians in charge of the support services on whom we depended for the smooth running of our work. Thanks also to the document production unit - the dynamic pace of the Commission may have initially produced challenges, but they certainly came through.

2.42 Mr President, it would be remiss of me not to pay tribute to my colleagues, the members of the APX Commission, and their alternates for their incisive and insightful contributions. They were determined advocates for their position but they also remained open to diverse and varied views and opinions. We held highly dynamic and spirited debates, with pragmatic dialogue and a practical approach, which resulted in draft resolutions, supported by all delegations, and enabled our Commission to reach consensus on all of the draft resolutions, which are now recommended to you in document 37 C/70. I would like also to thank them for the support they provided me as Chair of the Finance and Administrative Commission of the Executive Board over the last two years. In particular, I would like to thank the President of the General Conference for our productive exchanges and his support for the work of the APX Commission and wise guidance during the current session of the General Conference. Special thanks goes to the Secretary of the APX Commission, Mr Sachin Bhatt and his team, Ms Eunice Ong, Ms Christine Hugoninc-Sayac, Mr Alexander Deganis, Mr Andrei Chevelev and Mr Francois Langlois and our two volunteers, Ms Amal Ramach and Mr Sivasankar. Thank you very much for your attention.

3. **The President:**

Thank you very much, Ambassador Sudders, for your comprehensive presentation. Are there any comments or objections to document 37 C/70? Islamic Republic of Iran? Please.

4. **Islamic Republic of Iran:**

Thank you very much. Regarding the celebration of anniversaries in Member States with which UNESCO could be associated and the proposal of the Islamic Republic of Iran entitled "600th anniversary of the compilation of *Maqased al-Alhan*, work in the field of musicology", I would like to say that we received the proposal from Tajikistan, and we wish the APX Commission to take into consideration that we support the proposal. Thank you very much.

5.1 **The President:**

Thank you. Does anybody else have anything to add? If there are no objections, I shall assume that the General Conference takes note of the report of the APX Commission and adopts the draft resolution contained in it, subject to the decisions that the Conference may take on budgetary issues when adopting the Appropriations Resolution for the next biennium? I see no objections. **It is so decided.**

5.2 I wish to congratulate and thank all members of the APX Commission for your most efficient work. Thank you.

**Reports of the Legal Committee (37 C/76, 37 C/77, 37 C/78, 37 C/79, 37 C/80 and 37 C/81)**

**Rapports du Comité juridique (37 C/76, 37 C/77, 37 C/78, 37 C/79, 37 C/80 et 37 C/81)**

**Informe del Comité Jurídico (37 C/76, 37 C/77, 37 C/78, 37 C/79, 37 C/80 y 37 C/81)**

**Доклад Юридического комитета**

تقارير اللجنة القانونية (٣٧/٨١ و ٣٧/٨٠ و ٣٧/٧٩ و ٣٧/٧٨ و ٣٧/٧٧ و ٣٧/٧٦)

**法律委员会的报告**

6. **The President:**

Ladies and gentlemen, we will now examine the reports of the Legal Committee, which are contained in documents 37 C/76, 77, 78, 79, 80 and 81. Ambassador Fazelly of Afghanistan, who was chairing this committee, will now present the document. Please, you have the floor, Ambassador.

7.1 **M. Fazelly (Afghanistan) (Président du Comité juridique) :**

Merci, Madame la Présidente. Je voudrais d'abord saluer Monsieur le Président de la Conférence générale, Madame la Directrice générale, Madame la Présidente du Conseil exécutif et mes distingués collègues et chers amis. Je vais être beaucoup plus bref que Monsieur l'Ambassadeur Sudders. Je vais aussi opter pour un mode de présentation un peu différent, ce qui est peut-être chez moi une habitude de longue date. Dans le rapport que j'ai le plaisir de vous présenter, j'aborderai en effet sous trois angles le compte rendu des deux réunions tenues par le Comité juridique les 6 et 15 novembre. Je passerai d'abord en revue les points traités par le Comité. Ensuite, j'évoquerai le débat suscité par les décisions prises par le Comité juridique. En conclusion, je m'interrogerai sur la nature, le fonctionnement et l'avenir du Comité juridique.

7.2 Voici les points de l'ordre du jour qui ont été examinés par le Comité juridique : points **4.2, 9.1, 9.2, 9.3, 7.2** et **7.1**. J'entre maintenant dans le détail. Le point **4.2** concerne les projets de résolution tendant à l'adoption d'amendements au Projet de programme et de budget pour 2014-2017. Il s'agissait de déterminer si ces projets

respectaient bien les critères de recevabilité requis. Un seul appel a été examiné, en présence de la représentante du pays concerné, en l'occurrence la République de Chypre. En application des règles en vigueur, l'appel a été rejeté par le Comité juridique. Le point 9.1 portait sur les mesures prises par les États membres en vue de la mise en œuvre de la Convention et de la Recommandation de 1960 concernant la lutte contre la discrimination dans le domaine de l'enseignement. Dans le même ordre d'idées, le point 9.2 portait sur la Recommandation de 1974 sur l'éducation pour la compréhension, la coopération et la paix internationales et l'éducation relative aux droits de l'homme et aux libertés fondamentales. Enfin, le point 9.3 traitait de la Recommandation de 1974 concernant la condition des chercheurs scientifiques. Dans les trois cas, le Comité juridique a appliqué une démarche identique, invitant la Directrice générale à lui transmettre à la 39<sup>e</sup> session de la Conférence générale un rapport de synthèse des réponses reçues des États membres.

7.3 Je passe au point 7.2. Il portait sur la prorogation de la compétence du Tribunal administratif de l'Organisation internationale du Travail, à Genève. Le Comité a décidé de le reconduire pour une période de six ans. Enfin, le point 7.1 traitait des modifications à apporter au Règlement intérieur de la Conférence générale et au Règlement relatif à la classification d'ensemble des diverses catégories de réunions convoquées par l'UNESCO, à la suite de l'admission de la Palestine comme membre de l'UNESCO et du remplacement d'« Organisation de l'Unité africaine » par « Union africaine ». En guise de conclusion, je dirais que seuls les deux derniers points relevaient du domaine juridique, ou possédaient un caractère juridique.

7.4 Maintenant, si vous me le permettez, j'aborde la deuxième partie de mon exposé. Certaines des décisions prises par le Comité juridique ont suscité des débats dont il me faut rappeler la teneur. S'agissant de la prorogation de la compétence du tribunal administratif pour une nouvelle période de six ans, c'est-à-dire jusqu'au 31 décembre 2019, il est à noter que l'UNESCO avait tenté, entre 1996 et 2000, de créer un mécanisme de recours de second degré, mais sans succès. Il avait alors été décidé de renforcer le premier degré de juridiction en reconnaissant au Conseil d'appel le rôle de première instance dans les conflits qui opposent l'Administration au personnel. Quant à la procédure pour le traitement des projets de résolution tendant à amender le Projet de programme et de budget, le Comité s'est prononcé en faveur d'une interprétation souple, ce qui est conforme à l'esprit de consensus tant recherché à l'UNESCO. Le Comité a recommandé qu'un dialogue plus constructif s'établisse à l'avenir entre le Secrétariat et les États membres, afin d'éviter qu'une simple erreur matérielle soit considérée comme un motif de rejet d'un appel. Eu égard aux points 9.1, 9.2 et 9.3, on ne peut passer sous silence l'importance du suivi des instruments normatifs que sont les conventions et recommandations. Toutefois, si l'UNESCO n'est pas en mesure, en 2013, de faire le bilan de la mise en œuvre d'une convention et de recommandations adoptées en 1960 et en 1974, il est permis de se demander si l'examen des rapports de la 29<sup>e</sup> session de la Conférence générale permettraient de répondre aux questions qui se posent au sujet de la valeur normative des instruments auxquels l'UNESCO se réfère.

7.5 J'en viens au troisième point de mon exposé, qui me servira de conclusion et qui est à mon avis le plus important. Le Comité juridique a tenu deux réunions, toutes deux vivantes et animées de débats. Mais j'ai le regret de dire que la deuxième réunion s'est tenue alors que le quorum n'était pas réuni – à ma grande surprise. La réglementation de l'UNESCO en la matière est simple : si le quorum n'est pas réuni, le Président suspend la séance – à mon avis, quand elle n'a pas encore commencé – et attend cinq minutes. Si, au bout de cinq minutes, le quorum n'est toujours pas réuni, la réunion se tient quand même. Le texte normatif prévaut donc sur le consensus, et il est possible de tenir en toute légitimité une séance sans quorum. C'est ce qu'a fait le Comité juridique. Cela dit, la question essentielle est ailleurs. Pourquoi, à la deuxième réunion, le quorum n'était-il pas réuni ? Y a-t-il eu une désaffection de la part des membres entre les deux réunions ? Si oui, quelle en était la cause ? En réalité, l'explication est la suivante : au cours de la première réunion, la durée du mandat du Comité juridique – au-delà de la fin des travaux de la présente Conférence – a été contestée. Des bruits circulaient, selon lesquels la deuxième réunion du Comité serait aussi sa dernière ; le mandat des membres élus à la précédente session de la Conférence générale prendrait fin à cette occasion. En conséquence, on en a déduit que ce seraient des membres élus à la présente session qui siègeraient, une fois leur nomination confirmée, à la 38<sup>e</sup> session. Il leur faudrait en passer par une décourageante attente de deux ans pour siéger. C'est ce facteur, ainsi que la complexité même de la situation, que l'Ambassadeur de la Slovaquie a invoqués pour expliquer, lors d'une réunion du bureau, l'absence du groupe 2 du Comité juridique à la présente session. Cette absence a été regrettée par le Comité, mais c'est la procédure en vigueur qui a été appliquée. En effet, la réglementation veut que les membres du Comité juridique, une fois élus, attendent la session suivante pour être nommés et entrer en fonctions, ce qui signifie que, entre deux sessions de la Conférence générale, le Comité juridique n'est pas habilité à agir, même si les questions soulevées concernent l'application de résolutions prises à la dernière session en date de la Conférence générale. Autrement dit, entre deux sessions, les délégations permanentes ne bénéficient pas d'un appui juridique. C'est à la fois subtil, complexe et curieusement agencé. Pourtant, les articles 36, 37 et 38 du Règlement intérieur de la Conférence générale, certes flous dans leur rédaction actuelle, ne se prêtent pas à l'interprétation qui en est faite. Il est donc essentiel de remédier au caractère ambigu du libellé de ces articles et de mettre en conformité l'état de fait et l'état de droit en réduisant la durée de la période durant laquelle le Comité est inopérant entre deux sessions de la Conférence générale. À l'issue de la présentation de ce rapport oral, l'image que je garderai des deux réunions du Comité juridique sera celle d'un organe éphémère – sitôt constitué, sitôt destitué. Pourtant, le Comité juridique pourrait rendre des services s'il pouvait fonctionner entre les sessions des organes directeurs, surtout en cette période où des réformes sont vivement souhaitées et régulièrement proposées par Madame la Directrice générale. Un Comité juridique qui représenterait les délégations permanentes pourrait, si le besoin s'en faisait sentir, se rendre utile à l'UNESCO en tentant de resserrer les liens entre le Secrétariat et le Conseil exécutif, ce qui est d'une importance capitale pour que l'action menée par l'UNESCO soit couronnée de succès.

7.6 Voilà, j'en arrive à la fin de ce petit exposé, et j'espère que j'ai pu me faire comprendre – je me suis efforcé de bien articuler. Je veux maintenant adresser mes remerciements à Madame la Conseillère juridique, à sa collaboratrice

Mme Dupuy Capdepon et à ses collaborateurs, qui m'ont considérablement facilité la tâche tout au long de nos travaux comme pendant nos réunions. Je remercie aussi les membres du Comité juridique, et notamment le Rapporteur, M. Eismann, représentant de la France. Mais c'est bien à l'ensemble des membres du Comité juridique que va ma gratitude, car ils ont manifesté beaucoup d'enthousiasme lorsque la question de l'avenir du Comité a été examinée. Je remercie aussi M. Salamanques qui, à diverses reprises, est venu nous éclairer en sa qualité de représentant de Madame la Directrice générale. Enfin, je me dois de remercier, en notre nom à tous, M. Millward. Je vous remercie tous de votre attention.

8. **The President:**

Thank you very much, Your Excellency, for your presentation. Are there any comments or suggestions on documents 37 C/76 to 81? France, you have the floor, please.

9. **France :**

Merci, Madame la Présidente. La France tient à remercier les membres du Comité juridique pour l'excellent travail qui transparaît dans les rapports qui nous sont aujourd'hui présentés. Seuls les rapports écrits font foi pour nous, États membres, et nous en saluons le contenu. Les autres appréciations et observations qui ont pu être faites étaient l'expression de points de vue personnels, qui n'ont pas été validés par le Comité. Je vous remercie, Madame la Présidente.

10. **The President:**

Thank you, France. Saint Vincent and the Grenadines, you have the floor, please.

11.1 **Saint-Vincent-et-les Grenadine :**

Merci, Madame la Présidente. Je voudrais remercier le Président du Comité juridique pour son excellent rapport et pour tout le travail qui a été accompli par le Comité. J'ai juste une remarque concernant le rapport 37 C/81 – partie consacrée à l'article 80, paragraphe 3. Je crois qu'il y a eu un malentendu et je voudrais juste rectifier ce qui a été dit à la Commission APX. Je voudrais relire le paragraphe et apporter la modification convenue : « Les projets de résolution ayant des incidences sur le budget ordinaire de l'Organisation doivent indiquer spécifiquement la partie et, le cas échéant, l'axe d'action du Projet de programme et de budget dont les ressources seront prélevées ». Donc il faut indiquer la partie du programme et budget qui est concernée : ce peut être la partie 1 ou la partie 3, et si c'est la partie 2, il faut spécifier l'axe d'action. Si vous le souhaitez, je peux relire le libellé du paragraphe, tel que modifié : « Les projets de résolution ayant des incidences sur le budget ordinaire de l'Organisation doivent indiquer spécifiquement la partie et, le cas échéant, l'axe d'action du Projet de programme et de budget... », et en anglais :

*(L'orateur poursuit en anglais)*

11.2 In English, that is "Draft resolutions with financial implications for the Organization's regular budget should clearly identify the Part and, where appropriate, the main line of action of the Draft Programme and Budget from which the resources should come". Thank you.

12. **The President:**

Thank you, Saint Vincent and the Grenadines. Are there any other comments? Before we go on, is there any support for the comments from Saint Vincent and the Grenadines? Do you agree with what she said? Saint Lucia, you have the floor, please.

13. **Saint Lucia:**

Thank you, Madam President. I would like to support the amendment proposed by Saint Vincent and the Grenadines. It reflects the decision of the APX Commission. Thank you.

14. **The President:**

Thank you, Saint Lucia. Brazil, you have the floor, please.

15. **Brazil:**

Thank you, Madam President. Like Saint Lucia, we would like to support the amendment. Thank you.

16. **The President:**

Thank you, Brazil. Canada, you have the floor, please.

17. **Canada:**

Thank you, Madam President. We support the amendment as well. Thank you.

18. **The President:**

Thank you, Canada. Grenada?

19. **Grenada:**

Thank you, Madam President. My delegation supports the amendment of Saint Vincent and the Grenadines. Thank you.

20. **The President:**

Thank you. United Kingdom, you have the floor, please.

21. **United Kingdom of Great Britain and Northern Ireland:**

Thank you, Madam President. The United Kingdom supports the amendment of Saint Vincent and the Grenadines, which reflects the discussion in the APX Commission.

22. **The President:**  
Thank you. Denmark, you have the floor, please.
23. **Denmark:**  
Thank you, Madam President. The present text would seriously limit the authority of the General Conference to make changes to the budget, so we strongly support the amendment by Saint Vincent and the Grenadines. Thank you.
24. **The President:**  
Thank you. Netherlands, you have the floor, please.
25. **Netherlands:**  
Thank you. I just have a question. What does “where appropriate” mean? If we understand it correctly, every part of every programme and every activity will fall under a main line of action, so why add “where appropriate”? Thank you.
26. **The President:**  
I was going to ask Saint Vincent and the Grenadines to clarify, please.
27. **Saint Vincent and the Grenadines:**  
Madam President. When we decide on a main line of action, we should specify where the resources come from. In Part I and Part III, we do not have main lines of action. The main lines of action exist only in Part II, regarding the programme. So when we identify the Part from which the resources should come, that does not mean that we can move money from Part III or Part I, and when we want to move money from a programme in Part II, we should define the main line of action. It could be a main line of action in the science programme or culture programme. The main lines of action exist only in Part II. We therefore have to define the Part and the main line of action, if the resources come from a programme in Part II. Thank you.
28. **The President:**  
Thank you for the clarification. Netherlands, is that OK with you? Thank you. Poland, please, you have the floor.
29. **Poland:**  
Thank you, Madam President. I wish to second the proposal made by Saint Vincent and the Grenadines and supported by other countries. We support this strongly. Thank you.
30. **The President:**  
Thank you, Poland. Peru, you have the floor, please.
31. **Perú:**  
Apoyamos también la propuesta de San Vicente y las Granadinas, que ha sido muy explícita en su segunda intervención y ha precisado exactamente el sentido de su propuesta. Gracias.
- (31) **Pérou (traduit de l'espagnol) :**  
Nous appuyons également la proposition de Saint-Vincent-et-les Grenadines, dont la seconde intervention a été très claire, exposant de manière précise le sens de cette proposition.
32. **The President:**  
Thank you, Peru. Barbados, please, you have the floor.
33. **Barbados:**  
Thank you, Madam President. Barbados would also like to support the amendment as proposed by Saint Vincent and the Grenadines. Thank you.
34. **The President:**  
It seems like we have consensus. Is anybody against the proposal? Jordan, do you still wish to take the floor?
35. **Jordan:**  
Thank you, Madam President. Jordan supports the Saint Vincent and the Grenadines proposal.
36. **The President:**  
Thank you. Lebanon, you have the floor, please.
37. **Liban :**  
Merci, Madame la Présidente. Le Liban apporte son appui au projet d'amendement proposé par Saint-Vincent-et-les Grenadines. Merci.
38. **The President:**  
May I conclude that the amendment is adopted? May I therefore assume that the General Conference takes note of the reports of the Legal Committee and adopts the draft resolutions contained therein, as amended? I see no objection. **It is so decided.** I thank the Chairperson of the Legal Committee.

**Report of the Natural Sciences Commission (SC) (37 C/72)**  
**Rapport de la Commission Sciences exactes et naturelles (SC) (37 C/72)**  
**Informe de la Comisión de Ciencias Exactas y Naturales (SC) (37 C/72)**  
**Доклад Комиссии по естественным наукам (SC) (37 C/72)**  
**تقرير لجنة العلوم الطبيعية (SC) (٧٢/م٣٧)**  
**自然科学委员会 (SC) 的报告 (37 C/72)**

**39. The President:**

Your Excellencies, the next item on our agenda for this morning is the report of the Science Commission. I would therefore like to give the floor to His Excellency, Mr Philip Mjwara, who will introduce the report contained in document 37 C/72. You have the floor, Sir.

**40.1 Mr Mjwara (South Africa) (Chairperson of the SC Commission):**

Madam President, Madam Chair of the Executive Board, Madam Director-General, Excellencies, distinguished delegates, ladies and gentlemen, as Chairperson of the Natural Sciences Commission, it is my great pleasure to present the conclusions of the Commission's work to this honourable assembly.

40.2 First and foremost, please allow me to thank the members of the Bureau of the Natural Sciences Commission for their valuable support, Vice-Chairperson Mr Axel Meisen from Canada, Mr Ervin Balazs from Hungary, Mr Iskandar Zulkarnain from Indonesia, and Mr Khalid Al Ali from Qatar, and the Rapporteur, Mr Lucas Hernan Franco Godoy, from Paraguay.

40.3 I also wish to pay tribute to the Secretary of the Natural Sciences Commission, Mr Peter Dogsé and to his excellent team, Mr Giuseppe Arduino, Mr Julian Barbieri, Ms Alvina Chau, Ms Charlotte Nortey, Ms Susan Schneegans and Mr Zhai Qijiang.

40.4 I should also like to thank the representatives of the Director-General, Ms Gretchen Kalonji, who is the Assistant Director-General for Natural Sciences, Ms Wendy Watson-Wright, Assistant Director-General and Executive Secretary of the Intergovernmental Oceanographic Commission (IOC), and Mr Hans d'Orville, Assistant Director-General for Strategic Planning. Their clear explanations and productive exchanges with the Commission were most appreciated.

40.5 The Natural Sciences Commission began its work on Tuesday, 12 November and met four times in total. The Commission's work was organized around six agenda items and I shall now present the results of our work according to the adopted timetable, which is also reflected in the written report.

40.6 Prior to the Commission's examination of the first item on the agenda, the Chairperson of the Intergovernmental Oceanographic Commission (IOC), Mr Sang-Kyung Byun and the Chairperson of the Intergovernmental Hydrological Programme (IHP), Mr Johannes Cullman, took turns reading out a joint statement by the Chairpersons of the following programmes: the International Basic Sciences Programme (IBSP), the International Geoscience Programme (IGCP), the International Hydrological Programme (IHP), the Programme on Man and the Biosphere (MAB), the Management of Social Transformation Programme (MOST), and the Intergovernmental Oceanographic Commission (IOC). I would like you to remember these acronyms because I will refer to them in the rest of the report.

40.7 In their joint statement, the Chairpersons welcomed the key role identified by UNESCO's Draft Medium-Term Strategy to 2021 for harnessing science for sustainable development, including by strengthening the science policy-society interface in the context of the post-2015 development agenda. The Chairpersons fully associated themselves with the recommendation by the UNESCO Executive Board at its 192nd session that all necessary measures must be taken to ensure the effective functioning and accessibility of UNESCO's international and intergovernmental scientific programmes and the IOC. They promised to improve their programmes and outreach and to strengthen their joint fundraising efforts.

40.8 The Commission was then invited to take note of the reports of the IBSP, IGCP, IHP, MAB, and IOC on their activities in 2012-2013, as well as the report of the UNESCO-IHE Institute for Water Education.

40.9 Next to take the floor was Mr Hans d'Orville, Assistant Director-General for Strategic Planning (ADG/BSP). He welcomed the commitment to fundraising expressed by the Chairpersons in their joint statements as being exactly what we need at the moment. ADG/BSP recalled that the proposed zero nominal growth budget of document 37 C/5 amounted to \$655 million and included a reduction of 155 posts. He also recalled the approval by the joint meeting of commissions of a recommendation by the Executive Board in document 37 C/6 for a new budget allocation for Major Programme II of \$62,404,100. The budget allocated to the IOC had dropped slightly, from \$12,028,000 to \$12,026,000.

40.10 In her overview, the Assistant Director-General for Natural Sciences (ADG/SC) recalled that UNESCO's extensive science community included, in addition to science staff, the Abdus Salam International Centre for Theoretical Physics (ICTP) and the UNESCO-IHE Institute for Water Education, which were two powerful resources for the developing world. The science community also included about 40 category 2 centres, the Third World Academy of Sciences, the national committees of the intergovernmental science programmes, over 300 UNESCO Chairs in science and engineering, and powerful partners from the public and private sectors. The Sector had also been developing new partnerships, one example being the Future Earth initiative.

40.11 She then shared her thoughts on areas in which UNESCO has been particularly successful in raising its visibility over the past two years. They included the designation of UNESCO as a lead agency of the United Nations Secretary-General's Scientific Advisory Body, and UNESCO's cooperation with the United Nations Environment Programme



(UNEP), United Nations Development Programme (UNDP), and Food and Agriculture Organization of the United Nations (FAO) in setting up the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES).

40.12 She observed that despite budgetary cuts in the past biennium, the Natural Sciences Sector had remained very active. It had intervened in Pakistan, for instance, following catastrophic flooding and identified groundwater reserves in the drought-stricken Horn of Africa. The MAB Programme had made strides in developing transboundary biosphere reserves and the Global Geoparks Network, which now included 100 members in 30 countries. It was important at the current stage to formalize the relationship between UNESCO and the Global Geoparks Network.

40.13 She emphasized significant recent progress on the UNESCO engineering initiative and on strengthening science education. She also announced the launch of a new series of country profiles in science technology and innovation policy with a first case study of Botswana that had been presented two days previously.

40.14 Ms Kalonji went on to highlight the consequences for science of the \$507 million expenditure plan. She recalled that the budgetary ranking exercise by sector had resulted in a high priority for expected results in freshwater and ocean sciences but a low budget priority for capacity building in the natural sciences, engineering, sustainable development, and the geosciences – all key areas for developing countries in general, and for Africa in particular, which was UNESCO's highest priority.

40.15 Next to take the floor was the Assistant Director-General and Executive Secretary of IOC. She voiced strong concern that the drop in staffing levels due to the suspension of the voluntary contributions from the United States combined with the impossibility of compensating that from the reduced regular budget allocation proposed for IOC in the expenditure plan, was threatening UNESCO's leadership role in areas that included the ocean bio-geographic information system, IOCARIBE, the Global Ocean Observing System (GOOS), and the Tsunami Early Warning and Mitigation System in the Northeast Atlantic, the Mediterranean and Connected Seas (NEAMTWS). She observed that the ranking exercise had rated IOC as a high priority, leading the IOC Assembly to use the allocation of 86% of fully-funded document 37 C/5, (\$10.3 million) as a basis for programme prioritization; that proportion had, however, dropped to 72% (\$8.6 million) in the expenditure plan. The IOC was working with BSP on a sharpened fundraising strategy but also needed extra engagement from Member States.

40.16 Next to take the floor was the Youth Forum representative, Ms Besmira Uruci, who was the delegate of Albania to the Youth Forum. Describing the Forum's conclusion regarding science, she noted that strengthening science technology and innovation were crucial for job creation in a green economy. There was a need to develop knowledge and skills and to encourage women to take up careers in science and engineering.

40.17 A debate then ensued on items 4.2 and 5.5 of the agenda, namely the "Consideration and Adoption of the Draft Programme and Budget for 2014-2017" and the "Conclusions of the Youth Forum" as regarded science. Fifty-three delegates and two observers took the floor in the course of two meetings. Many delegates expressed concern that the drop in resources would impair the performance of UNESCO's scientific programmes and expressed the hope that a solution might be found. A number of countries urged UNESCO to explore avenues for greater inter-agency collaboration among scientific programmes with a similar mandate.

40.18 Several speakers voiced concern that the decrease in human and financial resources would affect support for developing countries in general and to small island developing States (SIDS) in particular.

40.19 A number of countries stressed the importance of enhancing the basic and engineering sciences in order to narrow the development gap. They highlighted the relevance for Africa's development in particular of the International Basic Sciences Programme and the international years of crystallography in 2014 and light in 2015. Several speakers made an impassioned plea for greater access to energy in Africa where the lack of electricity or its unreliability was hampering education, science and development in general. Several African countries thanked UNESCO for its assistance in reviewing national science technology and innovation policies. They stressed the importance of creating viable ecosystems of innovation to eradicate poverty, create jobs and foster sustainable development. Other speakers highlighted the importance of strengthening the science policy-society interface and the need to grow bridges between Western science and traditional knowledge.

40.20 Many Member States expressed their condolences to the Philippines, which had just been hit by the strongest typhoon on record. Several countries observed that the tragedy confirmed UNESCO's relevance in the field of disaster and disaster-risk reduction.

40.21 The majority of speakers voiced their support for the IOC's activities in ocean science, observations, early warning systems, data and information exchange as well as capacity building. Many expressed concern that UNESCO was losing its leadership role in those areas owing to the lack of resources. The importance of tsunami early warning systems was stressed, including by speakers from small States in the Caribbean and Pacific regions.

40.22 Kenya stated that the IOC Sub-Commission for Africa and the Adjacent Island States (IOCAFRICA) played an important role through the provision of policy advice and informed the Commission that it was seconding a professional to IOCAFRICA.

40.23 Speaking on behalf of 16 Pacific island States, the Cook Islands informed the Commission that SIDS had begun calling themselves big ocean sustainable States (BOSS). Priorities for Pacific island States included mitigation of, and adaptation to, climate change, as well as legal training relating to climate change, disaster risk reduction and freshwater security. A number of speakers highlighted the importance of the next phase of IHP, particularly as it concerned freshwater security. Others stressed the key role played by UNESCO's water-related centres and Chairs. Several countries expressed appreciation for UNESCO's stewardship of the International Year of Water Cooperation.

40.24 Member States welcomed the focus in document 37 C/5 on sustainable development and sustainability science. Several speakers underscored the need for an integrated approach to problem-solving that called upon both the social and natural sciences. Many delegates commended UNESCO for being entrusted with hosting the Scientific Advisory Board by the United Nations Secretary-General and welcomed the Board's interdisciplinary focus.

40.25 A number of Member States evoked the potential of UNESCO's environmental programmes to contribute to the post-2015 agenda. Many speakers stressed the contribution that biosphere reserves, geoparks and IOC made to greening the economy. They praised the role that biosphere reserves and geoparks played in fostering local community involvement and the necessary dialogue among scientists, policy-makers and communities. Several countries described biosphere reserves as a powerful means of developing transboundary cooperation, protecting biodiversity and fostering sustainable local development. Others highlighted the role of biosphere reserves as learning platforms for sustainable development. A number of speakers also stressed the synergies between the MAB Programme and initiatives such as Future Earth and the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES).

40.26 Several speakers welcomed the recommendations of the Youth Forum. Some stressed the importance of supporting youthful creativity by developing a culture of innovation. Others cited examples in their own countries where university curricula were being developed to foster entrepreneurship and appropriate professional skills for market needs. Technical and vocational education was also considered as being important to drive development. A number of countries recalled the importance of respecting gender equality in related policies.

40.27 Two observers then took the floor, namely the International Council for Science (ICSU) and the World Federation of Engineering Organizations (WFEO). They stressed the importance of international scientific cooperation, such as within the framework of Future Earth and IPBES, and the key role that engineering played in sustainable development.

40.28 At this point, the Science Commission took note of the Revised Operational Strategy for Priority Africa (document 37 C/5 Add.3) and the Revised UNESCO Priority Gender Equality Action Plan for 2014-2021 (document 37 C/5 Add 4).

40.29 In his reply to the debate, the Assistant Director-General for Strategic Planning (ADG/BSP) indicated that the IOC budget in the \$507 million expenditure plan was consistent with the Revised Implementation Plan for document 37C/5 endorsed by the Executive Board (37 C/5 Add.2 Rev.). He stressed that, as a consequence of the Organization's financial crisis, resources were insufficient to respond to Member States' needs not only in ocean sciences but also as concerned the rest of Major Programme II. He therefore called for enhanced cooperation between the Secretariat and Member States within a sharpened fundraising strategy, in order to overcome the funding shortage for many of the expected results, including those of the IOC.

40.30 In their reply to the debate, first the Assistant Director-General for Natural Sciences (ADG/SC) then the IOC Executive Secretary thanked the many Member States that had sympathized with UNESCO's financial predicament and expressed support for UNESCO's scientific programmes. Both reaffirmed their commitment to cooperation and interdisciplinarity. The IOC Executive Secretary cited the examples of IOC and IHP involvement in the Global Environment Facility-funded (GEF) Transboundary Water Assessment Programme (TWAP), collaboration with the World Heritage Centre (WHC) on marine spatial planning and, most recently, with UNESCO's Education Sector on ocean literacy. In reply to one Member State, ADG/SC summarized developments related to engineering, including UNESCO's partnership with Airbus. ADG/SC took the opportunity to clarify a point raised by another Member State during the debate, confirming that the definition of freshwater security did indeed include the concept of sustainability.

40.31 At the end of the debate, the Commission examined the recommendations by the Executive Board on the Draft Programme and Budget for 2014-2017, as well as three draft resolutions submitted by a Member State. The results of our work are presented for your approval in the Commission's written report.

40.32 I would now like to turn to the next item under agenda item 5.4, concerning the establishment of ten category 2 institutes and centres under the auspices of UNESCO. ADG/SC introduced nine of the proposals and the IOC Executive Secretary the tenth. Without a preliminary debate, the Commission recommended to the General Conference that it adopt the resolutions for the establishment of all ten proposed institutes and centres. The nine sponsors then took the floor to elaborate further on the purpose of each centre or institute and its planned activities.

40.33 Item 5.6, on the proclamation by the United Nations of 2015 as International Year of Light was introduced by ADG/SC, who said that a remarkable series of important milestones in the history of the physics of light were being commemorated or would be commemorated in 2015, as noted in document 37 C/20. Nine Member States in total spoke on the item, most of them with great enthusiasm. Some speakers expressed concern, however, at the financial implications of an international year for UNESCO in the current financial climate. ADG/SC clarified the point by explaining that an international consortium had been set up to oversee the Year, which included science museums, universities and the private sector. The consortium had raised over \$2 million thus far for the Year, meaning that UNESCO would not bear any financial burden. One Member State asked that it be considered a governance principle to mention the financial provisions for future international years in the documents submitted to Member States for approval. The Chairperson assured Member States that BSP would be informed of its concern. The draft resolution was subsequently adopted without modification.

40.34 I now turn to agenda item 5.10 "Renewal of the Operational Agreement of UNESCO-IHE Institute for Water Education" with the Government of the Netherlands. ADG/SC introduced the item. She explained that the operational agreement had been signed in 2003, then renewed in 2008 until December 2013, making it necessary to renew the agreement. The principal element of the agreement was the commitment by the Government of the Netherlands to

provide an annual grant covering the Institute's operating costs for 2014, 2015 and 2016, with potential automatic extensions for additional periods of up to two years until 2018, subject to certain conditions set out in the agreement. A recent evaluation of the Institute by UNESCO's Internal Oversight Service (IOS) had confirmed the value of the institute's work. The 15 speakers who took the floor on the item commended the Institute on its work, without exception. Strong support was expressed for the Institute by Member States, many of which thanked the Government of the Netherlands and UNESCO for their respective roles. One country called the Institute "a shining light in the UNESCO family". A number of speakers recalled that many of their water professionals had benefited from postgraduate training at the UNESCO-IHE Institute for Water Education. The draft resolution contained in document 37 C/54 was therefore approved without modification, after which the Netherlands took the floor to reaffirm its dedication to the UNESCO water family.

40.35 I now turn to the last item on the agenda, item 5.7, of the Natural Sciences Commission, concerning the UNESCO Global Geoparks Initiative. In her introduction to the item, ADG/SC retraced the history of the relation between UNESCO and the Global Geoparks Network, which dated back to 2001. She informed the Commission that a number of geoparks were under development in Latin America and Africa, in order to create a more balanced geographical distribution. She recalled that the Executive Board, at its 191st session, had asked the Director-General to set up a working group to undertake "further consultations on the proposed initiative and its programmatic and legal implications". She then expressed satisfaction at the degree of cooperation within the working group among the Secretariat, Member States and the Global Geoparks Network.

40.36 A rich debate ensued, during which more than 30 Member States took the floor, some of them more than once. The great majority of speakers voiced support for the Global Geoparks Initiative. They recalled the benefits of geoparks for protecting geoheritage, building awareness of geohazards, local sustainable development, women's empowerment, research and education. Several speakers applauded the bottom-up approach of the Global Geopark Initiative at the local level. Several African countries underscored the richness of their geoheritage or announced plans to create a geopark. A number of speakers voiced concerns, however.

40.37 In her reply to the debate, ADG/SC remarked that the concerns fell into four main categories: (1) the need for greater synergies between geoparks and other UNESCO sites, as well as with other scientific programmes, such as the International Geoscience Programme (IGCP); (2) the financial issue, on which ADG/SC could confirm that the Global Geopark Initiative was a cost-effective model with no additional financial implications for UNESCO; (3) the issue of branding and quality control to maintain high standards; and (4) the need to expand the model to include countries from all around the world, which was one of the Network's main goals.

40.38 An amendment tabled by two Member States was debated at length, with the result that the draft resolution was adopted with an amendment calling on the Director-General to report to the Executive Board at its 194th session on possible ways to protect and strengthen brand recognition of biosphere reserves, World Heritage properties and proposed UNESCO global geoparks.

40.39 The Commission's fourth and final meeting began with an event that celebrated the International Year of Water Cooperation, for which UNESCO was the coordinating agency. The one-hour event consisted of a number of presentations by high-level speakers.

40.40 Madam President, this brings me to the conclusion of my oral report. I hope I have succeeded in capturing the essence of the rich debates and the orientations provided by the Commission for the programmes of the Natural Sciences Sector. Thank you for your attention.

41. **The President:**

Thank you, Your Excellency, for your presentation. My congratulations also go to you for a successful chairmanship of the Commission. Are there comments? Netherlands, please, you have the floor.

42. **Netherlands:**

Thank you, Madam President. We would like to thank the Chairperson of the Science Commission for having steered the debate in such an effective way and for this oral report. We would just like to make sure that the concern that we expressed during the debates regarding the financial implications of the implementation of an international year, such as the International Year of Light, does not only pertain to the financial implications because sometimes we tend to suggest that there are not any because it is covered by the regular budget, which is the case. Our question, especially pertaining to the operational consequences, concerned what it means in terms of activities, so that the Executive Board and the General Conference may have an idea of how much work it will generate. This is not because we are worried that it is not going to be possible to implement it, but on the contrary, we would like to make sure that it may be implemented in the right way and that we have sufficient information about the means of implementation. That was the concern that we wished to express by making these remarks. Thank you.

43. **The President:**

Thank you, Netherlands. It is noted. Are there any other comments? May I then consider that the General Conference takes note of the report of the Science Commission and hereby adopts the draft resolution proposed in document 37 C/72, subject to the decisions that the General Conference may take when adopting the Appropriation Resolution for 2014-2015. Thank you. *It is so decided.*

44. **The President:**

Before we break for an early lunch, I would like to suggest that we pay a tribute to the President of the 36th session of the General Conference, Ms Katalin Bogyay. The General Committee at its meeting this morning acknowledged the wisdom and grace with which Katalin Bogyay presided over the conference and therefore

recommended that the plenary adopt the draft resolution contained in document 37 C/plenary DR.2. Dear colleagues, if you so permit, I will ask the Secretary to read out the text of this resolution.

**Tribute to the President of the 36th session of the General Conference**  
**Hommage au Président de la 36<sup>e</sup> session de la Conférence générale**  
**Homenaje al Presidente de la 36<sup>a</sup> reunión de la Conferencia General**  
**Выражение признательности Председателю 36-й сессии Генеральной конференции**

إشادة برئيسة الدورة السادسة والثلاثين للمؤتمر العام

向大会第三十六届会议主席致敬

45. **The Secretary:**

Thank you, Madam President. The text reads as follows: *The General Conference, Mindful* of the fact that Her Excellency Ms Katalin Bogyay concluded her term of office as President of the General Conference at the opening of the 37th session, *Noting* with appreciation her steadfast commitment to equality and solidarity among the Member States of UNESCO, *Acknowledging* her untiring efforts to create harmony within the House through maintaining open channels of communication among the Member States, and to promote gender equality, and the role of women in conflict resolution and reconciliation, *Recognizing* her contribution to building trust between the different organs of UNESCO, and especially between the Member States and the Secretariat, *Recalling* the importance she has attached to cultural diplomacy as the tool for advancing UNESCO's mandate around the world, *Emphasizing* the singular contribution she has made to protecting and promoting cultural diversity, using art, poetry and music as means for bringing people together, *Conveys* its high esteem and gratitude to H.E. Ms Katalin Bogyay for the invaluable services and contributions she has rendered to UNESCO.

46.1 **The President:**

Ladies and gentlemen, may I take it that the General Conference adopts this resolution by acclamation?

(Applause)

46.2 **It is so decided.** Your Excellency, Katalin Bogyay, please, you have the floor.

47. **Ms Bogyay** (Hungary) (President of the 36th session of the General Conference):

Thank you, Madam President. Madam Chair of the Executive Board, Madam Director-General, dear Michael Millward, dear friends, Excellencies, I would just like really to thank you for these wonderful words and it will stay forever in the records. It was a real honour and privilege for me to serve this noble House and the Member States in the last two years and I thank the Member States again for this opportunity. As you know, using cultural, science or sport diplomacy has been a longstanding commitment in my life and I am intending to continue to do so. Although it was a very intense period, it was a beautiful period and I enjoyed every moment of it. So thank you very much.

48.1 **The President:**

Ladies and gentlemen, the round of applause shows our collective appreciation of Katalin Bogyay's leadership. On behalf of all Member States, including many of you, who would prefer to take the floor personally, I wish to thank her once again for her leadership. Your Excellency, Ms Bogyay, thank you very much.

48.2 Dear colleagues, we have thus finished our work for this morning. We will meet promptly at 3 p.m. this afternoon to examine the reports of the ED Commission (Education) and CI Commission (Communication and Information). Please be punctual. As you know we need to have a quorum in order to adopt these reports. Enjoy your lunch. *This meeting is adjourned.*

*The meeting rose at 12.00 p.m.*

*La séance est levée à 12 h 00*

*Se levanta la sesión a las 12.00*

*Заседание закрывается в 12.00*

*رفعت الجلسة في الساعة ١٢,٠٠ بعد الظه*

*会议于 12 时结束*



# Sixteenth plenary meeting

Tuesday 19 November 2013 at 3.10 p.m.  
President: **Ms Al Moosa** (Oman)

# Seizième séance plénière

Tuesday 19 novembre 2013 à 15 h 10  
Président : **Mme Al Moosa** (Oman)

# Decimosexta sesión plenaria

Martes 19 de noviembre de 2013 a las 15.10  
Presidenta: **Sra. Al Moosa** (Omán)

# Шестнадцатое пленарное заседание

вторник 19 ноября 2013 г. в 15.10  
Председатель: г-жа **Аль Мооса** (Оман)

# الجلسة العامة السادسة عشرة

الثلاثاء ١٩ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ٣,١٠ بعد الظهر  
الرئيسة: السيدة الموسى (عمان)

# 第十六次全体会议

2013年11月19日星期二 15时10分  
主席: **Al Moosa** 女士 (阿曼)

**Item 16.1: Venue of the 38th session of the General Conference (37 C/41)**

**Point 16.1 : Lieu de la 38<sup>e</sup> session de la Conférence générale**

**Punto 16.1 – Lugar de celebración de la 38<sup>a</sup> reunión de la Conferencia General**

**Пункт 16.1 – Место проведения 38-й сессии Генеральной конференции**

البند ١٦,١ : مكان انعقاد الدورة الثامنة والثلاثين للمؤتمر العام (٤١/م٣٧)

**項目 16.1 : 大会第三十八届会议的地点**

**1. The President:**

Good afternoon ladies and gentlemen, I declare open the sixteenth plenary meeting of the General Conference. This afternoon, we will examine the reports of the Education Commission and of the Communication and Information Commission. But first, we will decide where the General Conference will meet in two years' time. I therefore invite you to examine item 16.1 which concerns the venue of the 38th session of the General Conference. As you can see in document 37 C/41, the Executive Board has already made a recommendation on this matter through 192 EX/Decision 23 (III). I would like to ask if the General Conference wishes to adopt the draft resolution contained in paragraph 6 of document 37 C/41, which proposes that the 38th session of the General Conference be held at the Headquarters of the Organization in Paris. Are there any comments on this proposal? I see none, thank you. *It is so decided.*

**Report of the Education (ED) Commission (37 C/71)**

**Rapport de la Commission ED**

**Informe de la Comisión ED**

**Доклад Комиссии по образованию (ED)**

تقرير لجنة التربية (ED) (٧١/م٣٧)

**教育委员会 (ED) 的报告**

**2. The President:**

We will now examine the report of the Education Commission, which is contained in document 37 C/71. The Chairperson of the ED Commission, Mr El-Qallali, will now present this document. Your Excellency, you have the floor, thank you.

٣,١ السيد القلاي (ليبييا) (رئيس لجنة التربية):

بسم الله الرحمن الرحيم. السيدة رئيسة المؤتمر العام، السيدة رئيسة المجلس التنفيذي، السيدة المديرية العامة، السادة رؤساء الوفود، المندوبون الكرام، السيدات والسادة. أتمت لجنة التربية مداولاتها في إطار الدورة السابعة والثلاثين للمؤتمر العام، ويشرفني أن أقدم إليكم النتائج الرئيسية التي توصلنا إليها على أثر المناقشات المكثفة والبناءة التي أجريناها على مدى ثلاثة أيام وعالجنا فيها بنجاح ١٢ بنداً من جدول الأعمال.

٣,٢ السيدات والسادة، المندوبون الكرام، دعوني أذكركم بإيجاز، في مستهل كلامي، بالمسائل التي تم التطرق إليها في الجلسة الافتتاحية للجنة التي عُقدت يوم الخميس ٧ تشرين الثاني/نوفمبر. لقد ذُكرت اللجنة في ملاحظاتي الافتتاحية بأن الفترة ٢٠١٤-٢٠١٧ تمثل بداية حقبة بالغة الأهمية بالنسبة إلى التعليم على الصعيد العالمي إذا وضعنا في اعتبارنا عام ٢٠١٥ الذي حُدد موعداً نهائياً لتحقيق أهداف التعليم للجميع، وضرورة إعداد جدول أعمال جديد للتعليم لمرحلة ما بعد عام ٢٠١٥. وشددت أيضاً على الدور الهام الذي ينبغي أن تؤديه اليونسكو في تولى قيادة عملية التشاور الخاصة بفترة ما بعد عام ٢٠١٥. وأشارت في كلامي إلى منتدى الشباب وإلى تطوُّع الشباب والشبان إلى الانتفاع بتعليم يلي احتياجاتهم، وكذلك إلى ضرورة توافر مناهج دراسية تُبرز هذه الاحتياجات وتتيح الانتقال بسلاسة إلى عالم العمل والمشاركة في الحياة الاجتماعية والسياسية والاقتصادية. ودفع ذلك بي إلى إجراء مقارنة بحركة التغيير التي عمّت المنطقة العربية في السنة الماضية والتي انضوى بلدي، ليبيا، تحت لوائها بعزم، ولا سيما فيما يتعلق بتطوير التعليم والتدريب كي يتسنى تحويل الشباب إلى مواطنين عالميين.

٣,٣ سوف أنتقل الآن إلى المناقشة الأولى المتعلقة بالبند ١٢,٥ أي التعليم في فترة ما بعد عام ٢٠١٥. قدّم مساعد المديرية العامة للتربية البند المذكور والوثيقة ٣٧/م٥٦ التي تتضمن الرؤية المقترحة بشأن جدول الأعمال المقبل للتعليم، ودعا الدول الأعضاء إلى مناقشة هذا الاقتراح. كما قدّم لمحة موجزة عن الوضع فيما يخص التقدم المحرز نحو تحقيق أهداف التعليم للجميع الستة، موضحاً أنه على الرغم من إحراز تقدّم كبير في بلوغ بعض هذه الأهداف، فإن مهمة توفير التعليم للجميع لم تكتمل بعد، لا سيما فيما يتعلق بمعالجة القضايا المتصلة بالإنصاف وجودة التعليم وملاءمته. وشدد مساعد المديرية العامة على ضرورة جعل التعليم جزءاً لا يتجزأ من الخطة الإنمائية الدولية الأوسع نطاقاً لمرحلة ما بعد عام ٢٠١٥. وذكر بأن الهدف المتمثل في "توفير التعليم الجيد والتعلّم مدى الحياة للجميع بحلول عام ٢٠٣٠" اقترح اعتماده كهدف شامل خلال المشاورات التي تشاركت في قيادتها اليونسكو واليونسيف. وأعرب أيضاً عن الحاجة إلى تحويل هذا الهدف إلى غايات عملية قابلة للقياس وإلى مؤشرات محددة، مشيراً إلى أن اليونسكو ستعمل على إعداد إطار عمل في هذا الصدد. وقدّم مساعد المديرية العامة شرحاً لمختلف العمليات التشاورية التي أُجريت حتى الآن والتي ستجرى لاحقاً، بما في ذلك المؤتمرات الإقليمية التي ستمهد الطريق للمنتدى العالمي للتربية المرتقب عقده في أيار/مايو ٢٠١٥. وأكد مجدداً امتنانه لجمهورية كوريا التي ستستضيف هذا المنتدى.

٣,٤ استُهلّت مناقشة الدول الأعضاء للبند ١٢,٥ بحلقة تحاور ثرية أجراها وزراء التعليم أو نوابهم من كندا وكوستاريكا وكينيا وباكستان والسودان على التوالي، ومع بعض ممثلي المجتمع المدني المشاركين باسم الاتحاد الدولي للمعلمين والحملة العالمية من أجل التعليم. وانكب المشاركون على جدول أعمال التعليم لمرحلة ما بعد عام ٢٠١٥ وتناولوه من وجهات نظر مختلفة تنطلق من المنظور الوطني ومن منظور المجتمع المدني.

٣,٥ تناولت المناقشات قضايا الإنصاف وجودة التعليم وملاءمته وبخاصة القضايا المتعلقة بتدريب المعلمين وجدوى المناهج الدراسية؛ وأهمية التعليم والتدريب في المجال التقني والمهني؛ والتعليم العالي؛ وقضايا الجنسين المتعلقة بالتعليم؛ وأهمية سد الفجوة الرقمية؛ وضمان استدامة التمويل المخصص للتعليم؛ والتعلم باللغات المحلية؛ وأهمية تعليم الكبار والتعلم مدى الحياة؛ والتحديات التي تطرحها مشكلة المتسربين من المدارس التي تؤثر سلباً في البلدان النامية والمتقدمة على حد سواء. وأدلى مقرّر الأمم المتحدة الخاص المعني بالحق في التعليم عقب حلقة الحوار، ببيان موجز أكد فيه مجدداً الدور الجوهرى للتعليم، مسلطاً الضوء على الحق في التعليم بوصفه حقاً أساسياً من حقوق الإنسان وشرطاً مسبقاً لتحقيق الأهداف الإنمائية الأخرى وممارسة حقوق الإنسان الأخرى. كما شدد على الحاجة إلى صون التعليم بوصفه منفعة عامة.

٣,٦ ثم تناولت ٤٩ دولة عضواً وسبعة مراقبين الكلمة لمناقشة هذا البند الخاص بالتعليم في فترة ما بعد عام ٢٠١٥. ويمكن تلخيص المناقشات على النحو التالي: أعرب عن تأييد عام لوضع هدف شامل للتعليم يستند إلى المبادئ الأساسية المتمثلة في الانتفاع والإنصاف والجودة ويندرج في منظور التعلم مدى الحياة؛ وطلبت بعض الدول الأعضاء من المديرية العامة أن تواصل التشاور مع الدول الأعضاء والجهات المعنية بمجال التعليم بشأن جدول أعمال التعليم لمرحلة ما بعد عام ٢٠١٥، وذلك من خلال منتديات متنوعة؛ وأعربت بعض الدول الأعضاء عن ضرورة إيلاء قدر كافٍ من الأهمية لأهداف جدول أعمال التعليم للجميع التي لم تحقق بعد، وذلك في إطار جدول أعمال التعليم لمرحلة ما بعد عام ٢٠١٥ الذي من المزمع توسيعه؛ وشددت بعض الدول الأعضاء على ضرورة اتساق إطار الهدف الشامل بالمرونة ليتيح الاستجابة لأولويات التعليم الخاصة بكل بلد ومراعاة تنوع الأوضاع فيها؛ وتمثلت المجالات، التي دُكر أنها بحاجة إلى عناية مستمرة، في الرعاية والتربية في مرحلة الطفولة المبكرة، وتنمية المهارات لعالم العمل؛ وقضايا الجنسين ومحو الأمية وجودة المعلمين ودورهم وما يتعلق بذلك من مناهج دراسية وتربوية؛ والمواطنة العالمية؛ وثقافة التقارب؛ والتعليم العالي واستخدام تكنولوجيات المعلومات والاتصالات في التعليم؛ كما ذُكرت الحاجة إلى مراعاة جميع جوانب التعلم وبناء الجسور بين مراحل التعليم المختلفة؛ وذُكرت دول أعضاء كثيرة أهمية حقوق الإنسان والتنمية المستدامة بوصفهما الأساسين اللذين يقوم عليهما جدول أعمال فترة ما بعد عام ٢٠١٥ واتباع نهج للتعليم قائم على القيم؛ وأكدت عدة دول أعضاء مجدداً ضرورة ضمان استدامة التمويل المخصص للتعليم من مصادر محلية وخارجية على حد سواء. وسلطت الضوء أيضاً على الحاجة إلى زيادة التعاون بين المجتمع المدني والحكومات والقطاع الخاص وكذلك على أهمية مشاركة الشباب.

٣,٧ واستجابة للمناقشة، رحب مساعد المديرية العامة للتربية بالتأييد العام الذي أبدته الدول الأعضاء لاعتماد هدف شامل للتعليم في الإطار العالمي للتنمية، يستند إلى مبادئ رئيسية هي الانتفاع والإنصاف والجودة في منظور التعلم مدى الحياة، مؤكداً للدول الأعضاء أن المشاورات التي شُرع فيها بشأن خطة ما بعد عام ٢٠١٥ ستستمر لغاية عام ٢٠١٥. وأكد من جديد، في هذا السياق، أن الهدف الشامل المقترح سيتضمن غايات عملية سيجري تحويلها إلى غايات وأنشطة وطنية. ودعا الدول الأعضاء إلى دعم التعليم في خطة التنمية العالمية.

٣,٨ ثم انتقلت اللجنة إلى إقرار مشروع القرار الوارد في الوثيقة ٣٧/م٥٦. وأقر مشروع القرار مع التعديلات التي اقترحتها بعض الدول الأعضاء. واعتمدت اللجنة أيضاً مشروع القرار (٣٧/م٣٧/لجنة ED/م١/ق) المعدل الذي قدمته زامبيا و١٤ بلداً آخر، بشأن التقييم الذاتي للتعليم للجميع في أفريقيا جنوب الصحراء الكبرى، بعد إدخال بعض التعديلات الطفيفة عليه. وبعد إقرار هذين القرارين، انتقلت اللجنة إلى المناقشة الثانية التي تناولت البند ٥,٣ "تطبيق القرار ٣٦/م٨١ المتعلق بالمؤسسات التعليمية والثقافية في الأراضي العربية المحتلة". وأقر مشروع القرار المقترح بشأن هذا البند بدون مناقشة.

٣,٩ سيداتي، سادتي، دعوني انتقل إلى المناقشة الثالثة، التي تشمل بندين، أي البند ٤,٢ المتعلق بدراسة واعتماد مشروع البرنامج والميزانية للفترة ٢٠١٤-٢٠١٧ (٣٧/م٥) والبند ٥,٥ المتعلق بنتائج منتدى الشباب فيما يخص التعليم. كان مدير مكتب التخطيط الاستراتيجي أول من قدّم هذا البند. وفي معرض تقديمه للبند، ذُكر بمبدأ توسيع نطاق الاستراتيجية المتوسطة الأجل من ست إلى ثماني سنوات؛ وبأن تحتفظ الوثيقة ٣٧/م٥ لفترة الأعوام الأربعة بدورة الميزانية لفترة العامين؛ وبإدراج أحكام لتحديد آجال البرامج وتعديلات هيكلية لتحسين الكفاءة والفعالية والتركيز والاتساق.

٣,١٠ وقبل افتتاح مناقشة البند ٤,٢، قدم مساعد المديرية العامة للتربية تحليلاً موجزاً للإنجازات والتحديات التي واجهها القطاع خلال فترة العامين. وتضمنت بعض التحديات تقليص موارد البرنامج العادي المخصصة للبرنامج الرئيسي الأول - التربية، بما في ذلك تجميد نحو خمسين وظيفة في القطاع. وذكر من بين الإنجازات المحققة أمثلة على تعبئة الاهتمام السياسي المتزايد بالتعليم على الصعيد العالمي ودعم تسريع عجلة التقدم نحو تحقيق أهداف التعليم للجميع على المستوى القطري. وذكر أيضاً التعبئة الناجحة لنحو ٢٣٥ مليون دولار أمريكي من التمويل الخارج عن الميزانية، مما يشهد على ثقة العديد من الجهات المانحة في قطاع التربية. وعقب تقديم مساعد المديرية العامة للتربية، قدم مندوبان شابان من هولندا والنرويج على التوالي، عرضاً للتوصيات المنبثقة عن منتدى الشباب.

٣,١١ السادة المندوبين الزملاء، سيداتي، سادتي، دعونا نتقل الآن إلى المناقشة الواسعة النطاق بشأن مشروع البرنامج والميزانية للفترة ٢٠١٤-٢٠١٧ (الوثيقة ٣٧/م٥). فقد أخذت ٢٦ دولة عضواً ومراقب واحد الكلمة لتقديم آرائهم بشأن هذا البند. ويمكن تلخيص المناقشة كما يلي: أعربت دول أعضاء كثيرة عن دعمها للأهداف الاستراتيجية الثلاثة الواردة في مشروع الاستراتيجية المتوسطة الأجل للفترة ٢٠١٤-٢٠٢١ (٣٧/م٤) ومحاور العمل الرئيسية الثلاثة الواردة في مشروع وثيقة البرنامج والميزانية للفترة ٢٠١٤-٢٠١٧ (٣٧/م٥)، مؤكداً بصفة خاصة أهمية المجالات المواضيعية المتعلقة بالمعلمين، ومحو الأمية، والتعليم العالي، والتعليم والتدريب في المجال التقني والمهني، وبخاصة معالجة مسألة انتقال الشباب إلى عالم العمل. وذُكرت الحاجة إلى اتباع نهج كلي بشأن التعليم، يتناول التعليم النظامي وغير النظامي والتعليم غير الرسمي، مع التركيز على المهارات غير المعرفية مثل التفكير النقدي والقدرة على حلّ المشكلات. وأشارت عدة دول أعضاء إلى أهمية تكنولوجيا المعلومات والاتصالات باعتبارها وسيلة لتحسين فرص الانتفاع بالتعلم وجودته. وأعربت بعض الدول الأعضاء عن أسفها لعدم الإشارة إلى التعليم الابتدائي والثانوي. وذُكرت أيضاً الحاجة إلى كفاءة تعزيز الربط بين التعليم للجميع والتعليم من أجل التنمية المستدامة. وذُكرت دولتان عضوان أن التقرير العالمي لرصد التعليم للجميع، باعتباره منشوراً رائداً، ينبغي أن يحصل على أولوية تمويلية أعلى. وأبرز كذلك الدور الهام الذي ينبغي أن تضطلع به البحوث والدراسات الاستشارية في جدول أعمال التعليم لمرحلة ما بعد عام ٢٠١٥. وأعربت عدة دول أعضاء عن دعمها القوي لشبكة اليونسكو للمدارس المنتسبة والكراسي الجامعية لليونسكو، التي تُعتبر وسيلتين هامتين لتعزيز أعمال اليونسكو.



٣،١٢ وفي معرض الرد على المناقشة، رحب مساعد المدير العامة للتربية بالدعم الشامل الذي أبدته الدول الأعضاء لأهداف القطاع الاستراتيجية الثلاثة في مشروع الاستراتيجية المتوسطة الأجل ودعمها بصفة خاصة لحوار العمل الرئيسية الثلاثة للقطاع للسنوات الأربع المقبلة. وذكر أنه قد تمت تغطية جميع مجالات الأولوية التي اقترحها المتحدثون. وشدد على أن اليونسكو تتبع نهجاً كلياً بشأن التعليم وأكد للجنة أن المنظمة ستراعي في عملها مستويات التعليم الثلاثة كلها. بيد أنه أوضح ضرورة التركيز على المجالات ذات الميزة النسبية ومنحها الأولوية، على نحو ما طلبه التقييم الخارجي المستقل لليونسكو والمناقشات التي دارت في إطار المجلس التنفيذي. وأقر أيضاً بالتعليق المتصل بأهمية إدراج البحوث والدراسات الاستشرافية بشكل أبرز، مؤكداً ضرورة استعادة القطاع لوظيفته الفكرية. وشكر الدول الأعضاء على التقدير الذي أبدته لكل من شبكة اليونسكو للمدارس المنتسبة والكراسي الجامعية لليونسكو. وشكر ممثلي الشباب تبعاً للدول الأعضاء على إقرارها بدور الشباب، وبصفة خاصة التركيز على التعليم والتدريب في المجال التقني والمهني لصالح توظيف الشباب. وأشار أيضاً إلى أهمية وضع اتفاقية عالمية بشأن التعليم العالي وشهدا على دور الشباب كشركاء في الحاضر والمستقبل.

٣،١٣ ثم انتقلت اللجنة إلى إقرار مشروع القرار المتعلق بالبند ٤،٢ والوارد في المجلد الأول من الوثيقة ٥/م/٣٧. ولعلكم تتذكرون أن الدول الأعضاء قدمت خمسة مشروعات قرارات، ترد في الوثيقة ٨/م/٣٧ بشأن البرنامج الرئيسي الأول. وأقر من بين مشروعات القرارات الخمسة تلك مشروع القرار ٣/م/٣٧ ق ٣ في الصيغة التي اقترح بها، ولم يُقبل مشروع القرار ٣/م/٣٧ ق ٤؛ وأقر مشروع القرارين ٣/م/٣٧ ق ٢١ و٣/م/٣٧ ق ٧ بالصيغة التي تضمن تعديلات للجنة، في حين سحب مقدم مشروع القرار ٣/م/٣٧ ق ٨ اقتراحه، كما تم توضيحه في التقرير الكتابي للجنة الوارد في الوثيقة ٧١/م/٣٧.

٣،١٤ حضرات الزملاء المندوبين، أيتها السيدات، أيها السادة، سنتقل الآن إلى المناقشة الرابعة التي تضمنت دراسة ثلاث وثائق تقنية وبنداً متعلقاً بالتصنيف الدولي المقنن للتعليم (إسكد). أما الوثائق التقنية الثلاث التي تم النظر فيها، فهي توصية عام ١٩٧٦ الخاصة بتنمية تعليم الكبار، وتوصية عام ٢٠٠١ المعدلة الخاصة بالتعليم التقني والمهني، والوثيقة التقنية العالمية المقترحة بشأن الاعتراف بمؤهلات التعليم العالي. وفي حين أقر مشروع القرارين المتعلقين بأول وثيقتين تقنيتين بصيغتهما المقترحة، أثار مشروع القرار الثالث المتعلق بالوثيقة التقنية العالمية المقترحة بشأن الاعتراف بمؤهلات التعليم العالي بعض الشواغل وأقر بعد أن عدله فريق صياغة غير رسمي. والمسألة الرئيسية التي طرحت في هذا الشأن هي ضرورة عقد مزيد من المشاورات الشاملة مع الدول الأعضاء والجهات الفاعلة المعنية من أجل التمعن في بحث القضايا الأساسية المرتبطة بوضع اتفاقية كهذه. كما تم تأكيد أهمية الاستمرار عند الاقتضاء في مراجعة الاتفاقيات الإقليمية المعمول بها في مجال التعليم العالي. أما مشروع القرار الوارد في الوثيقة ٥٢/م/٣٧ والمتعلق بالتصنيف الدولي المقنن للتعليم (إسكد)، فقد أقر بعد أن عدلته دولة عضو واحدة.

٣،١٥ حضرات الزملاء المندوبين، أود أن أنتقل الآن إلى المناقشة الخامسة التي تضمنت بندين تناول أحدهما تعديل النظم الأساسية لسبعة معاهد تربية من الفئة ١، وتناول الآخر إنشاء مركزين جديدين من الفئة ٢ معينين بالتربية. واستُهلّت الجلسة بتقديم رؤساء مجالس إدارة معاهد التربية من الفئة ١ التابعة لليونسكو تقارير عن الأنشطة المنفذة في عامي ٢٠١٢-٢٠١٣. وهذه المعاهد الستة هي مكتب التربية الدولي لليونسكو، ومعهد اليونسكو الدولي لتخطيط التربية، ومعهد اليونسكو للتعليم مدى الحياة، ومعهد اليونسكو لتكنولوجيات المعلومات في مجال التربية، ومعهد اليونسكو الدولي لبناء القدرات في أفريقيا، ومعهد اليونسكو الدولي للتعليم العالي في أمريكا اللاتينية والكاريبي. وفيما يخص معهد التربية السابع من الفئة ١ التابع لليونسكو، وهو معهد المهاتما غاندي للتربية من أجل السلام والتنمية المستدامة، فقد قدّم المدير المؤقت للمعهد التقرير الخاص به. وتلا عرض التقارير المرتبطة بالمعاهد، عرضٌ قدمه مدير مكتب اليونسكو في سانتياغو وتناول فيه مشروع التربية الإقليمي لأمريكا اللاتينية والكاريبي.

٣،١٦ وتبيّن من المناقشات التي دارت بعد ذلك أن الدول الأعضاء تقدّر عامة عمل المعاهد. وأقرت اللجنة التعديلات المقترحة إدخالها على النظم الأساسية لمعاهد الفئة ١، ما عدا التعديلات المقترحة إدخالها على النظام الأساسي لمعهد اليونسكو الدولي للتعليم العالي في أمريكا اللاتينية والكاريبي، إذ أوصت اللجنة المؤتمر العام في هذه الحالة بتفويض المجلس التنفيذي سلطة مراجعة هذا النظام الأساسي. وأود أن أشير إلى أنني قدمت تقريراً مفصلاً عن هذا البند بالتحديد من جدول الأعمال أثناء الجلسة العامة التي عُقدت في ١١ تشرين الثاني/نوفمبر ٢٠١٣. وتناول البند الثاني من جدول الأعمال، المدرج في إطار هذه المناقشة، المقترحات المتعلقة بإنشاء مركزين من الفئة ٢، أحدهما في المملكة العربية السعودية - وهو مركز إقليمي للجودة والتميز في التعليم العام - والآخر في مصر - وهو مركز إقليمي يُعنى بتعليم الكبار. وأيدت عدة دول أعضاء المقترحات المقدمة فيما يخص إنشاء المركزين فأقرّ البند بدون مناقشة.

٣،١٧ أيتها السيدات، أيها السادة، أنتقل بكم الآن إلى المناقشة السادسة والأخيرة التي أجريتها بشأن بندين وهما البند ٥،١٩ المتعلق بمتابعة عقد الأمم المتحدة للتعليم من أجل التنمية المستدامة بعد عام ٢٠١٤ - برنامج العمل العالمي، والبند ٥،٢٠ المتعلق بتنفيذ خطة العمل الدولية لعقد الأمم المتحدة لحو الألفية (٢٠٠٣-٢٠١٢) والتوصيات المحددة لمرحلة ما بعد العقد. وتناول الكلمة ممثلو ٢٥ بلداً ومرآب واحد لمعالجة هذين البندين. وفيما يخص البند ٥،١٩ (عقد الأمم المتحدة للتعليم من أجل التنمية المستدامة، ٢٠٠٥-٢٠١٤)، أكد مندوبو عدة دول أعضاء مجدداً الأولوية والأهمية اللتين توليهما دولهم لعقد الأمم المتحدة للتعليم من أجل التنمية المستدامة، وأعربوا عن تقديرهم لالتزام اليونسكو بعقد الأمم المتحدة للتعليم من أجل التنمية المستدامة في الماضي والحاضر وفيما بعد عام ٢٠١٤. وقد حظيت خطة العمل العالمية المقترحة لمتابعة عقد الأمم المتحدة للتعليم من أجل التنمية المستدامة بتأييد واسع النطاق. وحث العديد من المندوبين اليونسكو على العمل بنشاط وحيوية مع شبكات اليونسكو مثل شبكة اليونسكو للمدارس المنتسبة وكراسي اليونسكو الجامعية ومراكز الفئة ٢. وذكر بضعة مندوبين اللجنة بضرورة إقامة أوجه تآزر بين التعليم من أجل التنمية المستدامة والتعليم للجميع في الخطة الخاصة بفترة ما بعد عام ٢٠١٥. وأعادوا تأكيد أهمية العمل بصورة مشتركة بين القطاعات. كما أعرب عدد من المندوبين عن شكرهم لليابان على استضافتها للمؤتمر العالمي بشأن التعليم من أجل التنمية المستدامة في عام ٢٠١٤.

٣،١٨ وفي أعقاب النقاش، أعرب ممثل المدير العامة عن شكره للدول الأعضاء على تأييدها لبرنامج العمل العالمي للتعليم من أجل التنمية المستدامة. وأبلغ أيضاً المندوبين بأن الأمانة ستعد خارطة طريق بشأن تنفيذ برنامج العمل العالمي من الآن وحتى انعقاد المؤتمر العالمي للتعليم من أجل التنمية المستدامة، وأن تلك الخارطة ستتناول المسائل التي لم يشملها الاقتراح بصورة كاملة. كما حث الدول الأعضاء على تأييد خطة العمل العالمية حينما ستعرض على الجمعية العامة للأمم المتحدة في خريف عام ٢٠١٤.

٣،١٩ وفيما يخص البند ٥،٢٠ المتعلق بعقد الأمم المتحدة لمحو الأمية وبعض التوصيات المحددة لمرحلة ما بعد العقد، أبرز العديد من المندوبين أهمية ضمان احتلال محو الأمية موقع الصدارة في جدول الأعمال العالمي للتعليم لمرحلة ما بعد عام ٢٠١٥ لأنه حق أساسي من حقوق الإنسان وهو أمر ضروري لتحقيق التنمية البشرية. وشددوا على ضرورة إيجاد سبل ابتكارية، ومنها استخدام تكنولوجيات المعلومات والاتصالات في التعليم، بغية التصدي للتحديات الكبيرة التي لا تزال تعترض سبيل محو الأمية. كما أكدوا أنه يتعين على اليونسكو أن تواصل اتباع رؤية شاملة بخصوص محو الأمية الذي ينبغي تشجيعه بوصفه جزءاً لا يتجزأ من عمليتي التعليم من أجل التنمية المستدامة والتعليم للجميع. وطلبوا من اليونسكو أن تواصل الاضطلاع بدور ريادي في مجال محو الأمية من أجل تعزيز المبادرات الرئيسية الجارية وتعزيز التعاون على الصعيدين العالمي والإقليمي. وذكر مساعد المدير العامة في ملاحظاته الختامية بأن محو الأمية يمثل أحد المجالات ذات الأولوية في برنامج اليونسكو للفترة ٢٠١٤-٢٠١٧ (٥/م٣٧)، وأن اليونسكو ستراعي العناصر التي ذُكرت في المناقشة لدى تنفيذ البرنامج خلال السنوات الأربع المقبلة. فقد شدد مثلاً على أهمية الترويج القائم على البيئات لضمان إدراج محو الأمية في جدول أعمال التعليم لمرحلة ما بعد عام ٢٠١٥ وضرورة وضع آليات تنفيذ جديدة، ولا سيما من خلال استخدام تكنولوجيات المعلومات والاتصالات. وأشار إلى مؤتمر بيليم لعام ٢٠٠٩ باعتباره من المعالم البارزة في مجال تعلم الكبار. كما شجع الدول الأعضاء على أن تولي مزيداً من الاهتمام للفتات المهمشة، كالأشخاص ذوي الإعاقات، وأن تبرز أهمية إبقاء المساواة بين الجنسين في قائمة أولويات المنظمة. وأقر مشروع القرار المتعلق بهذا البند دون تعديل.

٣،٢٠ أيها المندوبين الكرام، أيها السيدات، أيها السادة، لقد بلغت نهاية عرضي لأعمال لجنة التربية. فاسمحوا لي بأن أحتتم هذا العرض بتهنئة أعضاء اللجنة عامة ونواب الرئيس خاصة على جعل هذا الاجتماع حافلاً بالمشاركات والمناقشات المكثفة والبناءة التي أعتقد أنها ستمكّن الآن قطاع التربية من المضي قدماً، وبصورة بناءة، في استعداده لعام ٢٠١٥ و لمرحلة ما بعد عام ٢٠١٥. وأود أن أتقدم بالشكر الجزيل أيضاً إلى مساعد المدير العامة للتربية، المدير العام المساعد السيد تشيان تانغ، على التوضيحات المفيدة التي قدمها إلى اللجنة للقيام بعملها، وإلى مدير مكتب التخطيط الاستراتيجي والمستشار القانوني على المساعدة الفنية التي أسديهاها إلى اللجنة. واسمحوا لي أيضاً أن أشكر أعضاء أمانة لجنة التربية لتفانيهم واحترافهم. والشكر قبل ذلك وبعده لكم جميعاً على حسن الاستماع. والسلام عليكم.

(3.1) **Mr El-Qallali (Libya)** (Chairperson of the ED Commission) (*translation from the Arabic*):

*Bismillāh ir-rahmān ir-rahīm* (In the name of God, the Merciful, the Compassionate), Madam President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Excellencies, heads and members of delegations, ladies and gentlemen, the ED Commission of the 37th session of the General Conference has completed its proceedings, and I have the privilege of submitting to you the main conclusions of our three days of intensive and constructive discussions, which successfully covered 12 agenda items.

(3.2) Ladies and gentlemen, distinguished delegates, let me start by recalling briefly the opening of the Commission on Thursday 7 November. In my opening remarks, I reminded the Commission that the period 2014-2017 is the threshold of a critical period for global education, taking into account the 2015 deadline set for the education for all (EFA) goals and the need to develop a new education agenda for the post-2015 period. I also highlighted the important role UNESCO should play in leading the post-2015 consultation process. I made reference to the Youth Forum and the fact that young people aspired to an education that responded to their needs and that school curricula should reflect those needs and allow an efficient transition to the world of work and to an active social, political and economic life. This led me to draw a parallel with the movement for change that swept the Arab region last year and which my country, Libya, also embraced vigorously, especially as concerns developing education and training that will transform the young population into global citizens.

(3.3) Let me now turn to the first debate, on item 5.12 "Education beyond 2015". The Assistant-Director General for Education introduced the item and document 37 C/56, which outlines a proposed vision for the future education agenda, and invited Member States to debate this proposal. He provided a brief overview of the status of progress with regard to the six EFA goals – arguing that while significant progress had been achieved on some goals, EFA remained an "unfinished agenda", especially in terms of addressing issues relating to equity, quality and relevance of education. He underscored the need to ensure that education is an integral part of the broader international post-2015 development framework. He recalled that the goal of "ensuring quality education and lifelong learning for all by 2030" had emerged as a proposed overarching goal from the consultations led jointly by UNESCO and UNICEF. He also expressed the need to translate that goal into measurable global targets and related indicators, and that UNESCO would work on the development of a "framework for action". He further explained the various consultation processes that had been held thus far and those forthcoming, including regional conferences which would lead up to the World Education Forum in May 2015. He reiterated his gratitude to the Republic of Korea for hosting the Forum.

(3.4) The debate among Member States on item 5.12 was launched by a rich panel discussion with ministers and vice-ministers of education from Canada, Costa Rica, Kenya, Pakistan, Sudan, and two representatives of civil society institutions, namely Education International and the Global Campaign for Education. They reflected on the post-2015 education agenda from different national and civil society perspectives.

(3.5) The discussions brought out issues of equity, quality and relevance of education, in particular issues of teacher training and curriculum relevance; the importance of technical and vocational education and training; higher education; gender issues related to education; the importance of bridging the digital divide; ensuring sustainable financing for education; learning in local languages; importance of adult education and lifelong learning and the challenging problem of drop-outs which affected developing and developed countries alike. Following the panel discussion, the United Nations Special Rapporteur on the Right to Education made a brief statement, in which he stressed the central role of education, emphasizing the right to education as an essential human right and a prerequisite for addressing other development goals and for the exercise of other human rights. He also underscored the need to preserve education as a public good.

(3.6) Some 49 Member States and 7 observers then took the floor to discuss this item, entitled "Education beyond 2015". The discussions may be summarized along the following lines: overall support was expressed for an overarching goal on education, based upon the key principles of access, equity and quality in the perspective of lifelong learning; some Member States requested the Director General to continue to consult Member States and relevant education stakeholders on the post-2015 education agenda through various fora; some members expressed the need to ensure that sufficient attention be paid to the unfinished EFA agenda within the expanded post-2015 education agenda. Some Member States also stressed the need for flexibility within the framework of an overarching goal to enable responsiveness to the education priorities of each country

with respect to the diversity of their situations. Areas mentioned as needing continued attention were early childhood care and education, skills development for the world of work; gender, literacy; quality and the role of teachers, including relevant curriculum and pedagogy; global citizenship; the culture of rapprochement; higher education and use of information and communication technologies in education. Mention was also made of the need to take account of all aspects of learning and to build bridges between the different levels of education. Many Member States mentioned the importance of human rights and sustainable development as the foundations for a post-2015 agenda, as well as a value-based approach to education. Several Member States also reiterated the need to ensure sustainable financing for education, from both domestic and external sources. They also highlighted the need for greater collaboration between civil society, governments and the private sector and the importance of youth participation.

(3.7) In responding to the debate, the Assistant Director-General for Education welcomed the Member States' general support for an overarching education goal within the global development framework based upon the key principles of access, equity and quality in the perspective of lifelong learning, while assuring Member States that the consultations initiated on the post-2015 agenda would continue up to 2015. He reiterated in this regard that the proposed overarching goal would comprise global targets that would be translated into national targets and actions. He called on Member States to support education in the global development agenda.

(3.8) The Commission then moved to approve the draft resolution contained in document 37 C/56. The document was approved with amendments proposed by some Member States. The draft resolution (37 C/COM.ED/DR.1 Rev) submitted by Zambia and 14 other countries, on the self-evaluation of EFA in sub-Saharan Africa, was also approved with minor amendments. Following this approval, the Commission moved to the second debate, which addressed item 5.3 "Implementation of 36 C/Resolution 81 concerning educational and cultural institutions in the occupied Arab territories". The draft resolution proposed on this item was approved without debate.

(3.9) Ladies and gentlemen, let me now turn to debate 3, which included two items, namely item 4.2 "Examination and adoption of the Draft Programme and Budget for 2014-2017" and item 5.5 "Conclusions of the Youth Forum" as regards education. The item was first introduced by the Director of the Bureau for Strategic Planning. In his introduction, he recalled the principle of the extended Medium-Term Strategy from six to eight years; the four-year document 37 C/5, which maintained a biennial budget cycle; the inclusion of sunset clauses for programmes and structural adjustments to enhance efficiency, effectiveness, focus and coherence.

(3.10) Prior to opening the debate on item 4.2, the Assistant Director-General for Education provided a brief analysis of achievements and challenges faced by the Sector over the last two years. Some of the challenges included the reduced regular programme resources allocated to Major Programme I (education), including some 50 frozen posts within the Sector. Among the achievements, he mentioned examples of increased political attention to education mobilized at the global level and support to accelerating progress towards the EFA goals at the country level. He also mentioned the successful mobilization of some \$235 million in extrabudgetary funding, attesting to the confidence placed in the Sector by several donors. The introduction by the Assistant Director-General for Education was followed by the presentation of the recommendations emanating from the Youth Forum by two youth delegates, from Netherlands and Norway.

(3.11) Fellow delegates, ladies and gentlemen, let us now turn to the wide-ranging debate on the Draft Programme and Budget for 2014-2017 (37 C/5). Some 26 Member States and one observer took the floor to share their views on this item. The debate may be summarized as follows: many Member States voiced support for the three strategic objectives of the Draft Medium-Term Strategy for 2014-2021 (37 C/4) and the three main lines of action (MLAs) in the Draft Programme and Budget for 2014-2017 (37 C/5), stressing in particular the important thematic areas of teachers, literacy, higher education and technical and vocational education and training in particular to address the issue of the transition of young people to the world of work. Mention was made of the need for a holistic approach to education addressing formal, non-formal and informal education, with focus also on non-cognitive skills such as critical thinking and problem-solving. Several Member States mentioned the importance of information and communication technologies as means to improving access to and quality of learning. A few Member States regretted the lack of reference to primary and secondary education. Mention was also made of the need to ensure the enhanced link between EFA and education for sustainable development (ESD). Two Member States indicated that the *EFA Global Monitoring Report*, as a flagship publication, should have higher funding priority. The important role that research and foresight should play in the post-2015 education agenda was also highlighted. Strong support was voiced by several Member States for the Associated Schools Project network (ASPnet) and the UNESCO Chairs, which were seen as important vehicles for promoting UNESCO's work.

(3.12) In his reply to the debate, the Assistant Director-General for Education welcomed the overall support of Member States for the Sector's three strategic objectives in the Draft Medium-Term Strategy and specific support to the Sector's three MLAs for the next four years. He said that the priority areas suggested by speakers were well covered. He stressed that UNESCO was pursuing a holistic approach to education, and he reassured the Commission that all levels of education would be taken into account in the Organization's work. He explained, however, the need for focus and prioritization in areas of comparative advantage, as requested in the independent external evaluation of UNESCO and in Executive Board discussions. He also acknowledged the comment pertaining to the importance of including more prominently research and foresight, arguing for the need for the Sector to regain its intellectual function. He thanked the Member States for their appreciation of the Associated Schools Project network (ASPnet) and the UNESCO Chairs. The youth representatives in turn thanked the Member States for recognizing the role of youth, and in particular the focus on technical and vocational education and training (TVET) with a view to youth employment. They also mentioned the importance of a global convention on higher education and stressed that young people were partners for today and tomorrow.

(3.13) The Commission then moved to approve the draft resolution on item 4.2 as contained in Volume I of document 37 C/5. You will recall that five draft resolutions were submitted by Member States, as contained in document 37 C/8 regarding Major Programme I. Of these five draft resolutions, 37 C/DR. 3 was approved as proposed; 37 C/DR.4 was not retained; 37 C/DR.21 and 37 C/DR. 7 were approved as amended by the Commission, and 37 C/DR.8 was withdrawn by its author, as explained in the written report of the Commission (37 C/71).

(3.14) Fellow delegates, ladies and gentlemen, we shall now turn to debate 4, which included the examination of three standard-setting instruments and one item relating to the International Standard Classification of Education, (ISCED). The three standard-setting instruments examined were the 1976 Recommendation concerning Adult Education, the 2001 Revised Recommendation concerning Technical and Vocational Education and the proposal for a global standard-setting instrument on the recognition of higher education qualifications. While the draft resolutions pertaining to the first two standard-setting

instruments were approved as proposed; the third draft resolution related to the proposal for a global standard-setting instrument on the recognition of higher education qualifications raised some concerns, and was approved as amended by an informal drafting group. The main issue concerned the need to undertake further comprehensive consultations with Member States and relevant stakeholders in order to further elaborate on key issues relating to the establishment of such a convention. They also stressed the importance to continue revising the existing regional higher education conventions as appropriate. The draft resolution contained in document 37 C/53 pertaining to ISCED was adopted as amended by one Member State.

(3.15) Fellow delegates, I would now like to turn to debate 5, which covered two items relating respectively to the revision of the statutes of seven education-related category 1 institutes and to the establishment of 2 new category 2 education centres. The meeting started with presentations of reports on the 2012-2013 activities by the Chairs of the governing boards of the six UNESCO category 1 institutes in education, namely the UNESCO International Bureau of Education (IBE), the UNESCO International Institute for Educational Planning (IIEP), the UNESCO Institute for Lifelong Learning (UIL), the UNESCO Institute for Information Technologies in Education (IITE), the UNESCO Institute for Capacity-Building in Africa (IICBA), and the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC). As concerns the seventh education-related category 1 institute, namely the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), its report was presented by the interim director of that Institute. The institutes' presentations were followed by a presentation by the Director of the UNESCO Santiago Office on the Regional Education Project for Latin America and the Caribbean.

(3.16) The discussions that ensued showed the overall appreciation of Member States for the institutes' work. The proposed revisions to the category 1 institutes' statutes were adopted by the Commission, with the exception of the revision of the Statutes of IESALC. For IESALC, the Commission recommended that the General Conference delegate to the Executive Board the authority to review these Statutes. I wish to recall that I made a thorough report to plenary on 11 November 2013 on this specific agenda item. The second agenda item under this debate dealt with the proposals for the establishment of two category 2 centres, one in Saudi Arabia – namely a regional centre for quality and excellence in education – and the other in Egypt – namely a regional centre working on adult education. The proposals to establish the centres were supported by several Member States and the item was approved without debate.

(3.17) Ladies and gentlemen, let me now turn to our sixth and last debate, which covered two items, namely item **5.19** "Follow-up to the United Nations Decade for Sustainable Development post-2014 – Global Action Plan" and item **5.20** "Implementation of the International Plan of Action for the United Nations Literacy Decade (2003-2012) and specific recommendations for the post-Decade period". Some 25 countries and 1 observer took the floor on these two items. On item **5.19** (United Nations Decade for Sustainable Development – 2005-2014), many Member States reiterated the priority and importance that they attached to the Decade and expressed their appreciation for UNESCO's commitment to ESD in the past, now and beyond 2014. Broad support was expressed for the proposed global action plan as follow-up to the Decade. Many urged UNESCO to work proactively with UNESCO networks such as the Associated School Project network, UNESCO Chairs, and category 2 centres. A few delegates reminded the Commission that synergies should be ensured between ESD and EFA in the post-2015 agenda, and reiterated the importance of working transsectorally. A number of delegates also expressed their thanks to Japan for hosting the World Conference on Education for Sustainable Development in 2014.

(3.18) In response to the debate, the representative of the Director-General thanked the Member States for their support for the Global Action Programme for Education for Sustainable Development. He further informed the delegates that the Secretariat would develop a roadmap on the implementation of the Global Action Programme from now until the World Conference on Education for Sustainable Development, and in that process, the issues which had not been fully captured in the proposal would be taken onboard. He further urged the Member States to give their support to the Global Action Plan when it was submitted to the United Nations General Assembly in the autumn of 2014.

(3.19) With regard item **5.20** on the United Nations Literacy Decade (2003-2012) and specific recommendations for the post-Decade period, many countries highlighted the importance of ensuring that literacy remained high on the post-2015 global education agenda, as literacy was a fundamental human right and was indispensable for human development. They stressed the need for innovative ways, including through ICTs in education, to address the significant literacy challenges that remained. They also stressed that UNESCO should pursue a holistic view of literacy which should be promoted as an integral part of ESD and EFA. They requested UNESCO to continue to play a lead role in literacy and to strengthen major on-going initiatives and promote global and regional collaboration. In his concluding remarks on this item, the Assistant Director-General for Education recalled that literacy was one of the priority areas of the UNESCO programme for 2014-2017 (37 C/5), and that UNESCO would take into account the elements mentioned in the debate when implementing the programme over the next four years. For example, he underlined the importance of evidence-based advocacy to ensure that literacy was included in the global post-2015 education agenda, and the need for new delivery mechanisms, including through ICTs. He referred to the Belém conference in 2009, as a milestone for adult learning. He also encouraged Member States to pay greater attention to marginalized populations, such as those with disabilities and the importance of maintaining the priority focus on gender. The draft resolution on this item was approved without amendment.

(3.20) Distinguished delegates, ladies and gentlemen, I have now completed my presentation on the work of the ED Commission. Allow me to conclude my presentation by congratulating the members of the Commission for a very participatory meeting with intense and constructive debates, which, I believe, will now allow the Education Sector to move forward constructively as it gears up to 2015 and the post-2015 period. I should also like to express sincere thanks to the Assistant Director-General for Education, Mr Qian Tang, for his useful clarifications, which enabled the Commission to perform its work, and to the Director of the Bureau of Strategic Planning and the Legal Adviser for the technical assistance they provided to the Commission. Allow me also to thank the secretariat of the Commission for their devotion and professionalism. And first and foremost, I thank you for your attention. *As-salāmu 'alaikum* (Peace be upon you).

الرئيسة ٤,١

أشكرك على عرضك الوافي.

- (4.1) **The President** (*translation from the Arabic*):  
I thank you for your comprehensive presentation.

(*The President continues in English*)

- 4.2 Are there any comments or suggestions on document 37 C/71? South Africa, you have the floor please.

5. **South Africa:**

Thank you Madam President. I would like to extend a word of thanks to the Chairperson of the Education Commission for his excellent report and also to express my appreciation for the hard work that has gone into this document. The South African delegation was part of the Education Commission when we discussed the document before us, or at least the decisions before us, and we concurred with those decisions. But in view of the fact that the document has not yet been approved in the Commission, and this is the first opportunity that we have had to consider the report as a whole as Member States in a gathering such as this, we had an opportunity to look at some of the specific elements of the report. One element which is not substantive at all relates specifically to an element of procedure, namely the post-2015 development agenda. I am referring specifically to page 2 of the English version, paragraph 6 of the draft resolution. In that paragraph there is a reference made inviting the Director-General to lead on the actions or the outcomes of the conference that is to be held in the Republic of Korea, and with that we fully concur. We have no issue with that, in fact it would be appreciated. But the part which does cause us a little discomfort is the reference to a "common position" and linking that common position to the post-2015 development agenda. As a regional group, for instance, Africa is currently negotiating a common position on the whole post-2015 development agenda, of which education for us is extremely important. But that process is ongoing and we also have discussions still to come on the post-2015 development agenda in New York. So, in a sense the reference to a "common position" in paragraph 6 preempts for us as Member States what we are going to do as Member States. We are willing to look at some kind of amendment. We proposed yesterday in the joint meeting of commissions the deletion or the replacement of the phrase "common position", with giving the Director-General the opportunity "to promote the outcomes of this global education conference in the context of the global development agenda post-2015". So, as an agency UNESCO will promote it when dealing with other agencies and we, as Member States, when we negotiate amongst ourselves; we will take this on board and we will also promote it. But we find linking the two ideas problematic, and this is not an issue of substance. The substance we fully concur with. And we fully concur with the rest of the content. Now we are willing to look at possible amendments, either splitting the paragraph or replacing those words, but we do have a procedural difficulty when it comes to the phrase "common position". Let me be clear – we do not have any issue at all with the substance of the paragraph. So Madam Chair, we came up with a proposal, which we made yesterday, to replace the words "as a common position on education and as part of" with "in the context of the global development agenda", which would free the Director-General's hand and UNESCO's hand to promote the outcomes of the Korea conference. Thank you Madam Chair.

6. **The President:**

Thank you South Africa. Does anybody have any comments regarding the amendment that he made, the change of the wording? El Salvador please, you have the floor.

7.1 **El Salvador:**

Quisiéramos en primer lugar agradecer al Presidente de la Comisión de Educación el informe detallado que nos ha presentado hoy para aprobación. Con respecto a la propuesta del Delegado de Sudáfrica, quisiéramos en primer lugar darle las gracias y decirle que entendemos perfectamente las explicaciones que nos ha dado. No obstante, este tema fue debatido en profundidad, aunque no con el tiempo que hubiéramos querido, en la reunión de la Comisión de Educación, en donde tratamos de llegar a un consenso con respecto a la resolución que nos ocupa.

7.2 Pensamos que, respecto de la agenda de la educación después de 2015, tenemos que llegar una posición común independientemente de los intereses nacionales y regionales de cada uno. En ese sentido, si para Sudáfrica es un problema adoptar una posición común, propondríamos que se dijera: "los resultados de esta Conferencia Mundial sobre la Educación como posición consensuada sobre la educación", porque consenso no es lo mismo que unanimidad. Gracias.

(7.1) **El Salvador** (*translation from the Spanish*):

Firstly, we would like to thank the Chairperson of the Education Commission for the detailed report which he has presented to us today for approval. Regarding the proposal made by the South African delegate, we would firstly like to thank him and to tell him that we fully understand his explanations. However, this issue was discussed in detail, although it was not given as much time as we would have liked, in the meeting of the Education Commission, in which we tried to reach consensus regarding the resolution in question.

(7.2) We believe that, with regard to the post-2015 education agenda, we must arrive at a common position independent of the national and regional interests of each Member State. Therefore, if it is a problem for South Africa to adopt the wording "a common position", we propose instead the wording "the outcomes of this global education conference as an agreed position on education", as consensus is not the same as unanimity. Thank you.

8. **The President:**

Thank you El Salvador. Brazil please.

9. **Brazil:**

Thank you Madam Chair. Let me please start by congratulating the Chairperson of the Education Commission on his report. Considering the suggestion made by South Africa, our concern is that if we change anything in this text, which we have already agreed on during the work of the Education Commission, we could weaken UNESCO's position in advocating for education in the context of the post-2015 development agenda. We would like to hear from Assistant

Director-General Tang if possible. What is his opinion of these changes and what would the consequences be if we change the wording of the text, because we really think that UNESCO must be there to advocate for education in the name of its Member States in the context of promoting the outcomes of the global education conference which will take place in the Republic of Korea in the spring of 2015. Thank you.

10. **The President:**

Thank you Brazil. The Netherlands, you have the floor please.

11. **Netherlands:**

Thank you. I would just like to make a suggestion. Would Member States feel comfortable if we replaced the word "position" by "effort" in order to keep this part of the sentence "as a common effort on education", so that we keep this spirit of commonness? Thank you.

12. **The President:**

Thank you. China, you have the floor.

13. **China:**

Thank you, Madam President. The Chinese delegation agrees with the opinions expressed by the Brazilian representative just now. The text of the draft resolution, which was discussed within the Education Commission, reflects the views of various delegations and the efforts made by the Organization to contribute to the development of the post-2015 education agenda, scheduled to be adopted at the United Nations summit in September 2015. If no common position could be reached on education at the World Education Forum in spring 2015, the Organization's commitment to establishing the post-2015 development agenda would be compromised. As such, we maintain that the text of the draft resolution proposed by the Education Commission be left as it stands. While we understand the concerns of the representative of South Africa, we do believe that time constraints should not imply any excuse for delays; they should instead be a reason for us to accelerate our work and reach consensus as soon as possible. Thank you.

14. **The President:**

Thank you China. United Kingdom, you have the floor please.

15. **United Kingdom of Great Britain and Northern Ireland:**

Thank you Madam President. I would agree with the spirit of the South African proposed amendment. It is the same Member States which meet in New York and discuss these issues there as discuss them here, and we need to be careful that we are being consistent in our positions. I know that this was a long discussion and I was not part of it, however I am slightly concerned that the wording as it stands is possibly open to misinterpretation. It might be seen to tie our hands, because all of us as Member States participate in a range of different organizations and fora, for example, regional fora. The European Union has discussed its position on the post-2015 goals, including those on education. I know that other regional fora also have these discussions and I think we are slightly uncomfortable with something which might be seen to tie our hands. At the same time, we respect the decision of the Commission and we do not really want to reopen the debate on this. I am quite attracted, if others are amenable, to the proposal made by the Netherlands which seems perhaps to better capture the spirit of the position that was taken in the Commission, but I do not know if that is acceptable to others in the room. Thank you.

16. **The President:**

Thank you. Denmark, you have the floor please.

17. **Denmark:**

Thank you Madam President. We support the intervention and the proposed amendment by South Africa. I think we should remember that we are talking about a conference which is one-and-a-half years ahead of us and it is premature to talk about a potential common position on a document, on a direction, which has not been negotiated and which is therefore not finalized, so we would be in favour of amending it. To those who think we should stick to the wording from the Commission I also want to recall that this General Conference has done away with the adoption of the reports in the commissions and put this to the plenary in the understanding that it is possible to actually make amendments during the plenary adoption of the decisions from the commissions. So in this spirit I would support the intent of the South African amendment but like others I find that the Netherlands proposal might be an acceptable common ground for all of us and we would be ready to go along with that. Thank you very much Madam President.

18. **The President:**

Thank you Denmark. India, you have the floor.

19. **India:**

Thank you Madam President. It is very difficult at the end of a long process that began with the Ad Hoc Working Group, has been through the Executive Board and the Education Commission and is now here in the plenary, to begin to rethink, rework and re-nuance what we are doing. I think we were agreed at the Education Commission that we want UNESCO to be at the high table, to be an active participant in the processes that will take place over the next year and a half. It was a commitment that we wanted a collective body to make, not in detail, but in spirit and intent. On principle, Madam President, I think we would oppose renegotiation; re-nuancing something that has already been through a long, complex, participative process. We would support China's position on this. Thank you, Madam President.

20. **The President:**

Thank you India. Bolivarian Republic of Venezuela, you have the floor please.

21.1 **República Bolivariana de Venezuela:**

En primer lugar, deseáramos felicitar y dar las gracias al Presidente por su excelente informe, compartir las observaciones de la Delegación de El Salvador y sumarnos a las consideraciones de los representantes del Brasil y China, entre otros.

21.2 Señora Presidenta, nosotros creemos que este tema fue suficientemente debatido en la Comisión de Educación. En líneas generales, el espíritu es fortalecer el liderazgo de la UNESCO en la agenda de la educación para después de 2015. No hay en ello nada prematuro, sino un compromiso político por una prioridad global que debe ser el centro de las preocupaciones de esta Organización y de toda la comunidad internacional.

21.3 Creemos que es muy importante ratificar el espíritu de este párrafo. Este compromiso nos invita a todos a declarar que la educación es una prioridad y una emergencia internacional. Por ello creemos que no hay que abrir más debates sobre este tema y que es muy importante, según ha dicho el Brasil, invitar al Subdirector General de Educación a que nos apoye y ratifique esta posición. No entendemos que se abra de nuevo un debate sobre algo que ha sido suficientemente debatido en la Comisión de Educación e instamos a reflexionar al respecto. La educación es la prioridad de las prioridades de esta casa y la UNESCO es la organización rectora que debe apoyarla. Muchas gracias.

(21.1) **Bolivarian Republic of Venezuela** (*translation from the Spanish*):

First, we would like to thank and congratulate the Chairperson for his excellent report. We share the opinion of the representative of El Salvador and support the remarks of the representatives of Brazil and China, among others.

(21.2) Madam President, we believe that this issue was sufficiently discussed in the Education Commission. Overall, the spirit is to strengthen UNESCO's leadership in the post-2015 education agenda. This is not at all premature; it is a political commitment for a global priority that must be central to the concerns of the Organization and the entire international community.

(21.3) We believe that it is very important to support the spirit of this paragraph. This commitment invites us all to declare that education is a priority and an international emergency. We therefore believe that further discussion should not be opened on this issue and that it is very important, as stated by the representative of Brazil, to invite the Assistant Director-General for Education to support us and confirm this position. We do not believe that we should reopen a discussion on something that has been sufficiently discussed in the Education Commission and we urge Member States to reflect upon it. Education is our highest priority and UNESCO, the leading organization in this field, must support it. Thank you very much.

22. **The President:**

Thank you Bolivarian Republic of Venezuela. Germany, you have the floor please.

23. **Germany:**

Thank you very much Madam President and congratulations to the Chairperson of the Education Commission for the very good report. Germany supports the proposal which was made by South Africa for the same reasons as were already expressed by Denmark. We also agree that it seems a bit premature now to already invite the Director-General to promote the outcomes of a conference which has not taken place yet and that is why we support the proposal made by South Africa. Thank you very much.

24. **The President:**

Thank you Germany. We will give the floor to France and then I think we can hear Mr Tang. Thank you France, go ahead.

25. **France :**

Merci, Madame la Présidente. La Commission ED a mené un débat approfondi, comme cela a été rappelé. Je voudrais, à cet égard, lire le paragraphe qui figure un peu plus loin dans le texte : « Reconnaisant le rôle de chef de file de l'UNESCO dans le domaine de l'éducation, ainsi que de leader mondial de l'EPT ». La Commission s'est accordée sur cette formulation. Eu égard à ce rôle essentiel, il ne nous semble pas souhaitable de paraître l'amoindrir en rouvrant le débat, de surcroît ici, sans la présence des experts. Peut-être la proposition faite par El Salvador – qui exprime, me semble-t-il, une position consensuelle plutôt qu'une position commune – constitue-t-elle la voie à suivre. Merci.

26. **The President:**

Thank you France. Mr Tang, you have the floor please.

27. **Mr Tang** (Assistant Director-General for Education):

Thank you Madam President. I think when we had a lengthy debate in the Education Commission over this draft resolution, the idea was to see the mandate which is given to UNESCO by Member States to lead this debate on the global post-2015 education agenda. Hence the importance given to the conference which is going to take place in 2015 in the Republic of Korea. And I think the idea here in the text is to ask the Director-General to lead the results, the actions, to have close collaboration with Member States and also to promote the outcomes. Here the "outcome" refers to the consensus which will be reached during the conference. We believe this would probably be the same as what happened in the year 2000 in Dakar, Senegal. At that time we set up the education for all agenda, which was then adopted as part of the United Nations Millennium Development Goals (MDGs). So this, I think, is basically about the mandate given by Member States for UNESCO to lead this debate. We hope the text originally agreed by the Commission as a "common position" can be maintained at this conference and also the contribution to the global debate in New York. So we really hope that this can be maintained, but of course in the end if you the Member States have a different opinion, that is your decision. Thank you.

28. **The President:**

Thank you Mr Tang. As we heard from Mr Tang, do we agree with what he is suggesting or do we still insist on some changes? South Africa.

29. **South Africa:**

Thank you Madam President, the intention was never to open a debate and we accept that there are very strong views and positions on this matter but we must accept that there are strong views and positions on both sides. We are quite comfortable with the leading role, we are quite comfortable with supporting the role of UNESCO and we have never suggested otherwise. What we do have a difficulty with is creating a consistent and coherent approach to this across organizations. We have to all acknowledge that our governments participate in various fora and therefore we need to make sure that what we say here is actually going to be worth something and will be implementable. Now I think El Salvador made a useful proposal. We would have been happy to delete this paragraph to be quite frank with you, but we think that would be unnecessarily negative, so we were trying to work with it. If El Salvador is suggesting the word "agreement" we would be able to go along with that. "Common" does have a certain connotation for us as a Member State, and especially as a Member State that functions within a regional group where we have formal common positions. That is why we find the current wording problematic. We do not have any difficulty with UNESCO being the champion of education and, as we said, our President is a Member State Champion of the United Nations Global Education First Initiative. We are fully committed to the whole concept and to the Organization's role, but it must be appreciated that Member States do function in a certain way and that needs to be recognized. So if for other delegations, El Salvador's proposal could work, we would be willing to go along with that. Thank you.

30. **The President:**

Thank you South Africa. As we heard, are there any comments about El Salvador's amendment? I will give the floor now to Denmark, please.

31. **Denmark:**

Thank you Madam President. Just in line with South Africa we would go along with an "agreed position" or a "common effort" as proposed by the Netherlands, but if "agreed position" is the one we choose then that could also be a compromise by those who proposed this wording in the first place; I think we could have common ground there.

33. **The President:**

Brazil.

34. **Brazil:**

Thank you Madam President. Firstly I would like to say that we would tend to agree with the suggestion made by El Salvador, but I would first like to hear the opinion of the Assistant Director-General for Education Mr Tang about this proposal and perhaps also the opinion of the Legal Adviser to see if it weakens in any way the possibility that UNESCO advocates for education in the context of the post-2015 agenda. The second thing is that we would like as a country to stress that the only universal intergovernmental organization that will advocate for education as a whole in the context of the post-2015 agenda is UNESCO. So this is the Organization, this is our Organization, our intergovernmental Organization which represents Member States all over the world. It is not the Organisation for Economic Co-operation and Development (OECD), it is not the Union of South American Nations (UNASUR), it is not any other regional organization. It is up to UNESCO to defend education in the context of the post-2015 agenda, under no circumstances can we accept the argument that we will weaken UNESCO's position and that UNESCO will be just another one of the organizations discussing this issue. UNESCO is the leading organization and it is the only organization that represents all of us in the world. Thank you.

35. **The President:**

Thank you Brazil. Nicaragua you have the floor please.

36. **Nicaragua:**

Queremos sumarnos a la propuesta de consenso presentada por El Salvador, ya que la educación está en el corazón y en la acción de nuestra Organización y, en este sentido, debemos continuar trabajando para que la educación sirva para erradicar la pobreza y para propiciar el desarrollo. Muchas gracias.

(36) **Nicaragua** (*translation from the Spanish*):

We support the consensus proposal submitted by El Salvador because education is central to the action of our Organization. In this regard, we must continue working to ensure that education serves to eradicate poverty and promote development. Thank you very much.

37. **The President:**

Thank you Nicaragua. Ecuador you have the floor.

38. **Ecuador:**

La Delegación del Ecuador desea sumarse a la propuesta de El Salvador que permite proseguir el debate. Queremos también reafirmar el liderazgo internacional que debe ejercer la UNESCO respecto de la agenda de la educación. Muchas gracias.

(38) **Ecuador** (*translation from the Spanish*):

Ecuador supports the proposal by El Salvador, which allows us to further the discussion. We also reaffirm that UNESCO must exercise international leadership with regard to the education agenda. Thank you very much.

39. **The President:**

Thank you. Barbados you have the floor.



40. **Barbados:**

Thank you Madam President. While Barbados understands very clearly the position articulated by South Africa and understands its concerns, we nevertheless support what Brazil and others have expressed about the fact that we have absolutely no desire to run the risk of weakening UNESCO's position as it presents the Member States' views on education as being of prime importance to us all. We would therefore support El Salvador's position and use the term an "agreed position" instead of "common position". Thank you.

41. **The President:**

It seems like there is consensus in the room about El Salvador's suggestion. Do we go along with the suggestion of El Salvador? I think we have reached consensus. Are we agreed on the amendment of El Salvador? El Salvador, please could you read it one more time.

42. **El Salvador:**

Muchas gracias a los países que han apoyado la posición de El Salvador y a la República de Sudáfrica por ser flexible. Obviamente todos queremos que la UNESCO siga ejerciendo su liderazgo. Queremos también que el Foro Mundial sobre la Educación de 2015 que se celebrará en Corea se plasme en resultados que sean fruto de un acuerdo y que permitan a la Directora General seguir liderando la acción en este terreno. Nosotros lo que habíamos propuesto era una posición consensuada. Muchas gracias.

(42) **El Salvador** (*translation from the Spanish*):

Thank you very much to those countries that have shown their support for the proposal by El Salvador and the Republic of South Africa for being flexible. Naturally, we all want UNESCO to continue exercising its leadership in the field of education. We also want the World Education Forum 2015, held in Korea, to achieve results through agreement thus enabling the Director-General to continue leading UNESCO's action in this field. What we proposed was an agreed position. Thank you very much.

43. **The President:**

Very well, I will have the Secretariat read it out.

44. **The Secretary:**

Thank you Madam. The paragraph as amended by the proposal of El Salvador would read as follows: "*further invites* the Director-General to lead the resulting actions in close collaboration with Member States and to promote the outcomes of this global education conference as a consensual position on education and as part of the global development agenda post-2015" etcetera. Thank you.

45. **The President:**

Denmark.

46. **Denmark:**

I am sorry, I am not a native speaker but to me "consensual" and "common" sound like the same word. What we heard in the discussion was an "agreed position" which has a slightly different meaning so we would prefer in English an "agreed position".

47. **The President:**

Thank you Denmark. United Kingdom you have the floor.

48. **United Kingdom of Great Britain and Northern Ireland:**

Just to say that I was listening initially to the English interpretation as it was translated when El Salvador made their proposal. It came through in the English translation as "agreed position". Thank you.

49. **The President:**

El Salvador, is that agreeable with you, the word "agreed"?

50. **El Salvador:**

Si ha habido un error de interpretación, tiene que quedar claro que El Salvador dijo, efectivamente, "consensuado".

(50) **El Salvador** (*translation from the Spanish*):

If there has been a misunderstanding, it must be made clear that El Salvador did indeed say "*consensuada*" in Spanish.

51. **The President:**

No comments, so we agree with "agreed". If there are no more comments then may I take it that the General Conference takes note of the report of the Education Commission and adopts the draft resolutions as amended contained therein, subject to the decisions that the Conference may take on budgetary issues when adopting the Appropriation Resolution for the next biennium? I see no objections. El Salvador, please, you have the floor.

52. **El Salvador:**

Señora Presidenta. Lo que importa es saber si lo que nosotros hemos propuesto en español es lo mismo que *agreed* en inglés y en los demás idiomas. De no ser así, tal vez el Subdirector General de Educación podría allanar el camino.

(52) **El Salvador** (*translation from the Spanish*):

Madam President, what matters is whether what we have proposed in Spanish is reflected in the word "agreed" in English and in the other languages. Otherwise, perhaps the Assistant Director-General for Education could help.

53. **The President:**

Thank you El Salvador. I am not even getting all the translations. Mr Tang, you can have the floor please.

54. **Mr Tang** (Assistant Director-General for Education):

Thank you Madam President. I think first of all I would like to thank all the speakers who have shown their support for UNESCO to play the leading role via the Director-General. I think the idea is to really try to give UNESCO the mandate to lead this debate and also to lead the setting-up of the global agenda. So in the end I think if everyone feels comfortable, "agreed position" should be fine with us. Thank you.

55. **The President:**

Thank you Mr Tang. So I see no objections, are there any? France you have the floor.

56. **France :**

Merci, Madame la Présidente. Désolé, j'avais, je crois, levé mon chevet avant votre intervention. Je veux juste parler de la traduction en français, qui est l'une des deux langues de travail de l'ONU, et donc de l'UNESCO. L'espagnol et le français sont des langues cousines, voisines, latines. Je ne saurais me prononcer sur l'anglais mais, s'agissant de la traduction française, je me permets d'insister pour que « *posición consensual* » soit traduit par « position consensuelle ». Merci.

57. **The President:**

Thank you France. South Africa you have the floor.

58. **South Africa:**

Thank you, Madam President. I think we were fairly close there and what we mentioned and what we agreed to as a sign of flexibility and not trying to hold up the work was to agree with El Salvador. What we heard was "agreed" and I think we also heard from the podium now that that will not present any difficulties for the Secretariat. I do not care what the word is in the other languages. If in the English text it is "agreed" we can live with it. Thank you very much.

59. **The President:**

Thank you South Africa. Tonga, you have the floor.

60. **Tonga:**

Sorry for my late intervention but Tonga would like to retain the original paragraph, that is to keep the word "common". I believe that we are always proud to refer to UNESCO as the lead agency for education and we should stand in solidarity with that. Thank you.

61. **The President:**

I thank you, but it seems like we had consensus on the word "agreed" in the English. No comments? It is so **decided**. I would like to thank Mr El-Qallali for his successful chairing of the ED Commission. Thank you very much. I also wish to congratulate and thank all members of the Education Commission for their commitment and efficiency. Thank you.

#### **Report of the Communication and Information (CI) Commission (37 C/75)**

#### **Rapport de la Commission CI**

#### **Informe de la Comisión CI**

#### **Доклад Комиссии по коммуникации и информации (CI)**

#### **تقرير لجنة الاتصالات والمعلومات (CI) (٧٥/م٣٧)**

#### **传播和信息委员会 (CI) 的报告**

62. **The President:**

Ladies and gentlemen, we will now examine the report of the Communication and Information Commission. I am pleased to give the floor to Her Excellency, Ms Maria Laura da Rocha who will introduce the report of the CI Commission. The report is contained in document 37 C/75. Your Excellency, you have the floor.

63.1 **Mme da Rocha** (Brésil) (Présidente par intérim de la Commission CI) :

Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Excellences, Mesdames et Messieurs, c'est pour moi un honneur que de présenter ce rapport oral au nom de la Commission Communication et information (CI), qui s'est réunie pendant deux jours pour examiner neuf points de l'ordre du jour dans le cadre d'une série de sept débats. M. Anders Ahnlid (Suède) a présidé la Commission. Les Vice-Présidents du Bureau ont été : M. Ludovit Molnar (Slovaquie), Mme Maria Laura da Rocha (Brésil), M. Mohammed Sheya (République-Unie de Tanzanie) et M. Sami Ghazali de Tunisie. M. Davoud Karimi (République islamique d'Iran) a fait office de Rapporteur.

63.2 Dans son allocution d'ouverture, M. Ahnlid a souligné le lien historique qui existe entre la paix, la démocratie, le développement social et la libre circulation des informations et des idées, invitant les délégués à « convertir ces actifs en savoir ». Cette allocution a été suivie d'observations liminaires faites par le représentant de la Directrice générale, M. Jānis Kārklīš, ainsi que par les Présidents des deux programmes intergouvernementaux de la Commission CI, à savoir le Programme international pour le développement de la communication (PIDC) et le Programme Information pour

tous (PIPT). Pour sa part, M. Kārklīš a mis en avant les résultats obtenus par le Secteur de la communication et de l'information (CI) pendant l'exercice écoulé, notant les progrès accomplis puisque ce sont, au total, 32 657 226 dollars de fonds extrabudgétaires qui ont été mobilisés, dont 19,4 millions de dollars recueillis par des bureaux hors Siège. Pour le PIDC, M. Jyrki Pulkkinen a fait savoir à la Commission que l'assistance apportée aux médias par le programme avait totalisé 3,2 millions de dollars au cours de l'exercice biennal précédent, 34 % des fonds étant allés à l'Afrique. Il a ajouté que le Bureau du PIDC avait approuvé divers documents stratégiques pour rationaliser ses travaux. En particulier, il a informé les délégués du lancement d'une nouvelle initiative spéciale destinée à promouvoir un « développement des médias fondé sur le savoir ». De son côté, le Président du PIPT, M. Evgeny Kuzmin, a présenté l'approche intégrée recommandée par le Programme pour l'élaboration de politiques fondées sur des données factuelles dans les domaines de l'accès à l'information, de l'information pour le développement, de la préservation de l'information, des médias et du cyberspace. À cet égard, il a appelé à intensifier la collaboration entre experts de pays développés et experts de pays en développement.

63.3 Permettez-moi tout d'abord de résumer les points saillants des débats. Le premier a porté sur l'adoption du Projet de programme et de budget pour 2014-2017, ainsi que sur l'examen des conclusions du 8<sup>e</sup> Forum des jeunes. En préambule, le Sous-Directeur général pour la planification stratégique, M. Hans d'Orville, a présenté les principaux éléments du débat, y compris le Projet de stratégie à moyen terme pour 2014-2021 (37 C/4), les priorités globales Afrique et Égalité des genres et le plan de dépenses de 507 millions de dollars (37 C/5 Add.2. Rev.). En ce qui concerne directement la Commission CI, il a expliqué que, par suite de la décision prise par la Conférence générale d'adopter certaines recommandations faites par le Conseil exécutif dans le document 37 C/6, le budget du Secteur CI avait été porté de 30 428 000 à 32 714 600 dollars. Dans ses propres observations liminaires, Monsieur Kārklīš a réaffirmé la détermination du Secteur à promouvoir des médias libres, indépendants et pluralistes, notamment dans le cadre du Plan d'action des Nations Unies sur la sécurité des journalistes et la question de l'impunité et du PIDC, et à favoriser l'accès de tous les individus à l'information et au savoir dans le cadre du Programme Mémoire du monde, du programme relatif aux ressources éducatives libres, du PIPT et du SMSI. Il a brièvement présenté le budget, dont le montant, tel qu'annoncé dans le plan de dépenses, était inférieur à celui qui avait été mentionné dans le 37 C/5. Pendant le débat, les délégués ont également entendu Mexind Suko Utomo, âgé de 24 ans, qui a appelé les États membres à améliorer l'infrastructure et la maîtrise des médias pour faciliter le dialogue et la collaboration entre les décideurs et les jeunes. Il a exhorté les États membres à protéger les médias en ligne et hors ligne, qui sont un espace ouvert où les jeunes peuvent collaborer.

63.4 Permettez-moi maintenant d'aborder les commentaires des 32 États membres et de l'observateur qui sont intervenus lors du débat consacré au 37 C/5. Ils peuvent être résumés comme suit : les États membres ont réaffirmé qu'ils approuvaient le programme du Secteur et sa contribution à la promotion du développement durable par la liberté d'expression, le développement des médias et le libre accès à l'information. Un soutien résolu a été apporté au Plan d'action des Nations Unies sur la sécurité des journalistes et la question de l'impunité, ainsi qu'au Programme Mémoire du monde. De nombreux États membres ont exprimé leur préoccupation quant à l'impact de la réduction budgétaire sur l'exécution du programme, appelant à redoubler d'efforts pour recueillir des fonds extrabudgétaires, nouer et renforcer des partenariats, y compris avec des entités du secteur privé, et intensifier la collaboration intersectorielle. Plusieurs États membres ont proposé des amendements au Programme afin de souligner l'importance de composantes incluant le PIDC et le PIPT. Au moins deux États membres ont insisté sur la nécessité d'instaurer un équilibre entre liberté de la presse et respect de la déontologie journalistique.

63.5 En réponse à certaines questions posées par des États membres, M. Kārklīš a répété que les composantes CI affectées à d'autres programmes avaient été réintégrées et que l'intitulé du programme figurant dans le 37 C/5 redeviendrait « Secteur de la communication et de l'information ». En ce qui concerne la coopération entre les Secteurs CI et ED dans le domaine des TIC, il a évoqué l'élaboration et le déploiement du Cadre de compétences des enseignants en matière de TIC, ajoutant que cette coopération se poursuivrait. Il a fait savoir aux délégués que le rapport sur les tendances mondiales en matière de liberté d'expression et de développement des médias en était au stade final de sa préparation et qu'un résumé de cette publication était disponible. Il a assuré aux États membres que l'UNESCO continuerait d'associer les commissions nationales à la mise en œuvre de son programme. Il a salué l'offre faite par la Lettonie d'accueillir en 2015 les célébrations de la Journée mondiale de la liberté de la presse. La Commission a recommandé à la Conférence générale d'adopter le C/5 tel que modifié par le C/6 et les documents connexes, ainsi que par les documents 37 C/DR.23 et 37 C/DR.5. Elle a également recommandé à la Conférence générale d'approuver l'ouverture des crédits demandés au titre du grand programme V et le plan de dépenses de 507 millions de dollars. Enfin, elle a pris note des documents 37 C/5 Add.3, relatif à la Stratégie opérationnelle pour la priorité Afrique, 37 C/5 Add.4, relatif au Plan d'action de l'UNESCO pour la priorité Égalité des genres, et 37 C/19, relatif aux recommandations du Forum des jeunes. J'en arrive à la fin de mon rapport sur le premier débat.

63.6 Le deuxième débat a porté sur les questions relatives à Internet, notamment l'accès à l'information et au savoir, la liberté d'expression, le respect de la vie privée et la dimension éthique de la société de l'information. Après la présentation, par M. Kārklīš, des principaux éléments du document de travail (37 C/61), 58 États membres et deux observateurs ont pris la parole, la plupart d'entre eux se félicitant qu'un tel débat ait lieu. Toutefois, des préoccupations ont été exprimées quant à l'absence de consensus sur la nécessité d'un instrument normatif, ou sur le contenu de celui-ci. Certains États membres ont estimé qu'il ne fallait pas se précipiter, notamment en raison de la grande complexité de la question et du fait qu'elle ne pouvait pas être traitée intégralement dans un laps de temps restreint. À l'issue de délibérations longues et approfondies, le Président a ajourné le débat sur ce point et mis en place un groupe informel à participation non limitée, composé de représentants de chaque groupe régional et chargé de dégager un consensus sur la base du projet de résolution 37 C/COM.CI/DR.3, ainsi que des propositions d'amendement présentées lors des discussions consacrées au projet. Le groupe a été animé par M. Dankert Vedeler (Norvège), qui a ultérieurement

présenté la position consensuelle du groupe. Je dois souligner qu'à titre exceptionnel, celui-ci a bénéficié de services d'interprétation. En temps normal, aucun service d'interprétation n'est fourni à ce type de groupe.

63.7 Après la présentation du rapport du groupe, la Commission est passée à l'approbation du projet de résolution - tel qu'amendé – correspondant à ce point, pour adoption par la Conférence générale. Une fois adopté le projet de résolution tel qu'amendé, plusieurs États membres se sont félicités du niveau du débat. Ils ont salué le consensus auquel le groupe était parvenu et se sont réjouis à la perspective de poursuivre leur collaboration. Le troisième débat a porté sur le projet de résolution (37 C/18 Partie XVI), portant sur la désignation de l'Institut international pour le dialogue interculturel et le journalisme sensible aux conflits (IIDCSR), de l'Université d'Oregon (États-Unis), comme institut de catégorie 2 placé sous l'égide de l'UNESCO. À l'issue d'une brève présentation faite par M. Kārklīšs, le projet de résolution a été approuvé sans débat.

63.8 Permettez-moi maintenant de résumer les conclusions du quatrième débat, consacré au Rapport sur l'examen de la mise en œuvre du Plan stratégique du Programme Information pour tous. M. Kārklīšs a présenté les principaux aspects du débat, rappelant que la discussion devait se concentrer sur le rapport d'examen et non sur la totalité des activités du PIPT. Vingt-deux États membres et un observateur ont pris la parole. Certains États membres ont salué l'esprit d'ouverture du processus d'examen, déclarant qu'il avait été tenu compte de leurs observations critiques dans le rapport. D'autres ont estimé que les États membres n'avaient pu y prendre une part active. S'agissant du projet de résolution présenté, la plupart des États membres se sont prononcés en faveur de son adoption, mais certains ont jugé que le document aurait dû contenir une évaluation plus fiable et plus approfondie du PIPT. En dernière analyse, la Commission a recommandé à la Conférence générale d'adopter, à sa 37<sup>e</sup> session, le projet de résolution tel qu'amendé.

63.9 J'aimerais, à présent, faire quelques brèves remarques au sujet du cinquième débat de la Commission, consacré au Rapport de la Directrice générale sur la mise en œuvre des résultats du Sommet mondial sur la société de l'information (SMSI). Après un exposé du Directeur de la Division des sociétés du savoir, M. Indrajit Banerjee, 25 États membres sont intervenus, la plupart félicitant le Secrétariat d'avoir accueilli la Réunion d'examen SMSI + 10 en dépit de crédits budgétaires modestes. Ils ont souligné la nature multipartite de la réunion et noté l'importance que revêt le SMSI en ce qu'il facilite l'examen de diverses questions, dont la sécurité des journalistes, la liberté d'expression, le développement des médias, l'éthique et le respect de la vie privée dans le cyberspace, la maîtrise de l'information et le multilinguisme, ou encore l'universalité d'Internet. Tandis que certains États membres ont encouragé l'UNESCO à approfondir l'ébauche du concept d'universalité d'Internet dans le cadre de la poursuite de son travail sur les grandes orientations du Sommet, d'autres ont appelé l'attention sur les politiques et les activités mises en œuvre au niveau des pays, qui complètent l'action que l'UNESCO mène pour promouvoir l'accès à l'information et au savoir. Plusieurs États membres ont noté que l'UNESCO occupait une position idéale pour aider à renforcer la place des TIC dans le programme de développement pour l'après-2015 et jouer un rôle moteur encore plus important dans le cadre de l'élaboration et de la mise en place de ce programme. Certains États membres ont suggéré d'organiser des forums en plus grand nombre pour permettre une participation accrue des États membres. Un délégué au moins a souligné l'importance des radios associatives interactives, des contenus locaux et du renforcement de la coopération avec des acteurs et partenaires internationaux, éléments essentiels des futures activités de mise en œuvre des grandes orientations du SMSI. Un État membre a demandé que le rapport oral mentionne spécifiquement les besoins particuliers des petits États insulaires en développement (PEID), notamment dans le domaine des TIC et du changement climatique. Un observateur qui participait à ce débat a proposé d'appuyer les activités liées au SMSI à titre gracieux, préconisant d'améliorer la coopération entre les ONG et le secrétariat du PIPT.

63.10 Pour conclure le débat, M. Banerjee a remercié les États membres pour le soutien qu'ils avaient apporté à la réunion d'examen SMSI + 10. Il a souhaité que la Déclaration finale qui en est issue soit prise en compte lors de la prochaine réunion d'examen, qui sera organisée par l'Union internationale des télécommunications (UIT). Enfin, la Commission a recommandé à la Conférence générale de prendre acte de la Déclaration finale, qui figure dans le document 37 C/55. Pendant le sixième débat, les États membres se sont penchés sur (i) les Recommandations sur la maîtrise de l'information et des médias et (ii) le Manifeste pour des bibliothèques accueillant les personnes handicapées face au texte imprimé, deux documents que la Fédération internationale des associations de bibliothécaires et des bibliothèques (IFLA) les avaient invités à approuver. Les représentants des Philippines et de l'Allemagne ont présenté les principaux éléments du débat. Les projets de résolution relatifs à ce point ont été adoptés sans discussion.

63.11 Permettez-moi, à présent, d'aborder le septième et dernier débat de notre Commission, consacré à l'étude préliminaire sur les aspects techniques, financiers et juridiques liés à l'opportunité d'élaborer, dans le cadre du Programme Mémoire du monde, un instrument normatif sur la préservation et l'accessibilité du patrimoine documentaire. Après une brève introduction dans laquelle Monsieur Banerjee a indiqué que la Directrice générale avait engagé une réflexion sur l'évaluation et le renforcement du Programme Mémoire du monde en application de la résolution 36 C/59, 35 États membres et un observateur ont pris la parole. Dans l'ensemble, les États membres ont souscrit aux principes qui sous-tendent le projet de résolution et salué le rôle que joue le Programme Mémoire du monde au titre de la promotion de l'accessibilité et de la préservation du patrimoine documentaire. Ils ont été nombreux à mentionner spécifiquement l'utilité du programme pour leurs pays respectifs. Compte tenu de l'importance du programme, les délégués ont dans leur ensemble estimé que, pour le renforcer, il fallait élaborer un instrument normatif. Toutefois, certains d'entre eux ont demandé s'il était urgent d'établir un tel instrument, arguant que l'action menée par l'UNESCO en faveur de la préservation du patrimoine documentaire pouvait être intensifiée par d'autres moyens. Il a été noté qu'un tel instrument serait particulièrement bénéfique en ce qu'il jouerait un rôle de catalyseur dans les pays qui ont besoin d'un cadre juridique national et/ou sont fortement exposés au risque de perdre leur patrimoine documentaire en raison d'infrastructures insuffisantes, de phénomènes naturels, de destructions intentionnelles et de négligences. En réponse à une préoccupation exprimée par au moins trois États membres, le Président s'est engagé à reconnaître, dans le présent rapport oral, que le patrimoine numérique faisait partie intégrante du patrimoine documentaire. Il s'est également engagé

à inclure dans le rapport la question importante de la mobilisation de ressources extrabudgétaires à l'appui de l'élaboration de l'instrument normatif envisagé dans le projet de résolution.

63.12 Le débat s'est achevé par l'adoption du projet de résolution 37 C/48 tel qu'amendé. Mesdames et Messieurs les délégués, j'en arrive à la fin de mon rapport sur les délibérations fructueuses de la Commission CI. Je vous remercie de votre attention. Merci Madame la Présidente, Madame la Présidente du Conseil exécutif, Madame la Directrice générale, Excellences, Mesdames et Messieurs. C'est pour moi un honneur que d'avoir présenté ce rapport oral au nom de la Commission CI.

64. **The President:**

Thank you Your Excellency for a clear and comprehensive report. I also wish to thank all members of the Commission for their work. Dear colleagues, are there any comments on document 37 C/75? I see none. May I then assume that the General Conference takes note of the report of the CI Commission contained in document 37 C/75, and adopts the draft resolutions also contained therein, subject to the decisions that the Conference may take on budgetary issues when adopting the Appropriation Resolution for the next biennium? I see no objections. It is so *decided*. Dear colleagues, we have thus finished our work for today. The plenary will meet tomorrow morning at 10 a.m. to examine the remaining reports of the commissions. I wish you a pleasant evening. And I come to my favourite part – *this meeting is adjourned*.

*The meeting rose at 4.55 p.m.*  
*La séance est levée à 16 h 55*  
*Se levanta la sesión a las 16.55*  
*Заседание закрывается в 16.55*  
*رفعت الجلسة في الساعة ٤,٥٥ بعد الظهر*  
*会议于 16 时 55 分结束*

# Seventeenth plenary meeting

Wednesday 20 November 2013 at 10.20 a.m.  
President: **Mr Hangawatte** (Sri Lanka)

# Dix-septième séance plénière

Mercredi 20 novembre 2013 à 10 h 20  
Président : **M. Hangawatte** (Sri Lanka)

# Decimoséptima sesión plenaria

Miércoles 20 de noviembre de 2013 a las 10.20  
Presidente: **Sr. Hangawatte** (Sri Lanka)

# Семнадцатое пленарное заседание

среда 20 ноября 2013 г. в 10.20  
Председатель: г-н **Хангаватте** (Шри Ланка)

# الجلسة العامة السابعة عشرة

الأربعاء ٢٠ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ١٠,٢٠ صباحاً  
الرئيس: السيد **هانغاواتي** (سري لانكا)

# 第十七次全会

2013年11月20日星期三 10时20分  
主席：**Hangawatte** (斯里兰卡)

**Report of the Culture Commission (CLT) (37 C/74)**  
**Rapport de la Commission CLT (Culture) (37 C/74)**  
**Informe de la Comisión de Cultura (CLT) (37 C/74)**  
**Доклад Комиссии по культуре (CLT) (37 C/74)**

تقرير لجنة الثقافة (CLT) (٧٤/م٣٧)

**文化委员会 ( CLT ) 的报告 ( 37 C/74 )**

**1. The President:**

Good morning, ladies and gentlemen. I declare open the seventeenth plenary meeting of the General Conference. The last day of the 37th session will be dedicated to the examination of the remaining reports of the commissions and committees and to the adoption of the Appropriation Resolution. Without further ado, ladies and gentlemen, I invite you to examine the report of the Culture Commission which is contained in document 37 C/74. I invite her Excellency Ms Melbarde, who presided over the Culture Commission, to present this document. You have the floor, Madam.

**2.1 Ms Melbarde (Latvia) (Chairperson of the Culture Commission):**

Thank you, Mr President, Director-General of UNESCO, distinguished delegates, ladies and gentlemen, I would like to thank the Member States of UNESCO for having entrusted me with the important and rewarding task of chairing the Culture Commission. The members of our Commission actively participated in the debate, with commitment and efficiency, which enabled us to conduct our discussions in a productive manner. The meeting started on 14 November and finished ahead of schedule on 15 November 2013. The recommendations of the Culture Commission are reflected in document 37 C/74.

**2.2** The Bureau, elected by the Commission, included three Vice-Chairpersons: Mr Luis Brea from the Dominican Republic, Mr Michael Manalo from the Philippines and Mr Pierre Akpona from Benin; and the Rapporteur was Mr Francesco Tafuri from Italy.

**2.3** The Commission adopted the proposed timetable, which divided its work into five debates, without change. A total of 335 interventions were made over two days.

**2.4** As a side event of the Commission, on 14 November 2013, the third edition of the United Nations Creative Economy Report was launched by the Director-General of UNESCO together with the United Nations Development Programme (UNDP). The event was also attended by representatives of the United Nations Conference on Trade and Development (UNCTAD) and the World Intellectual Property Organization (WIPO). The report, co-published with UNDP, focuses on the creative economy in developing countries and clearly demonstrates its potential for job creation, income generation, and the increase of export earnings.

**2.5** In its first debate, the Commission considered item **4.2** on the Draft Programme and Budget (2014 – 2017) and item **5.5** on the conclusions of the Youth Forum. The two youth delegates presented the Forum's conclusions related to culture, notably to protect world heritage, safeguard the living heritage of communities, prevent trafficking of cultural property, foster intercultural dialogue so as to combat discrimination and celebrate creativity. The Member States fully endorsed its conclusions.

**2.6** Item **4.2** on the Draft Programme and Budget for 2014-2017 for Major Programme IV was introduced by the representatives of the Director-General, Mr Hans d'Orville, Assistant Director-General for Strategic Planning, and Mr Francesco Bandarin, Assistant Director-General for Culture.

**2.7** Mr d'Orville first introduced the general framework of document 37 C/4 which includes two strategic objectives for culture, namely strategic objective 7 and strategic objective 8, as well as two global priorities, namely Africa and gender equality. As regards document 37 C/5, Mr d'Orville informed the Culture Commission of the global budgetary features for 2014-2017 and the methodology for establishing the expenditure plan. Among others, Mr d'Orville recalled that the Memory of the World Programme had been transferred to the Communication and Information Sector and that \$2 million would be transferred from the Education Sector to the Culture Sector.

**2.8** Further, Mr Bandarin presented the Draft Programme and Budget for Major Programme IV with seven expected results organized around the main lines of action, one on heritage and the other on creativity. It was made clear that the expenditure plan translated into a budget of some \$40.9 million for the Culture Sector. Mr Bandarin also explained that the budget for Major Programme IV included high fixed costs related to statutory activities.

**2.9** During the debate, a total of 62 Member States, one observer and three non-governmental organizations took the floor. Member States emphasized the importance they attached to the implementation of all six UNESCO conventions making up the Organization's standard-setting framework in the field of culture for both heritage and creativity. They emphasized the relevance of the conventions as a unique vector of social and economic development and a platform for international cooperation. A number of Member States appreciated the evaluation of the standard-setting work of UNESCO's Culture Sector, undertaken by the Internal Oversight Service of UNESCO this year.

**2.10** As regards the 1972 World Heritage Convention, numerous Member States recognized its continuing importance as a flagship of UNESCO and referred also to its 40th anniversary in 2012 and the "Kyoto Vision" which summarized the achievements and the challenges of the Convention.

**2.11** Regarding the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, which is celebrating its 10th anniversary this year, a number of delegations highlighted the good results of the global capacity-building strategy.

2.12 Many delegates emphasized the importance of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. The statutory mechanism established in 2012 was considered crucial for enhancing its visibility and for promoting international cooperation.

2.13 There was also an overwhelming appreciation for the implementation of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Many delegations underlined the key role it played in fostering creative industries as drivers of social cohesion and sustainable local development.

2.14 Many speakers recalled the pivotal role of the development of arts education and the effectiveness of the Creative Cities Network programme, while emphasizing the role that they could play in promoting creativity and sustainable local development.

2.15 Several Member States voiced their support for the global priorities of UNESCO. In this regard the relevance of the 20th anniversary of the Slave Route project and the International Decade for People of African Descent (2013-2022) were mentioned. Concerning the Global Priority Gender Equality, emphasis was placed on the importance of women's empowerment and their increased access to cultural life.

2.16 Building on the debate of the Leaders' Forum, the Culture Commission had fruitful discussions on the post-2015 development agenda. This is particularly relevant as culture was absent from the Millennium Development Goals (MDG) agenda. Building on projects funded by the MDG Achievement Fund on culture and development, in the two resolutions on culture and development adopted by the United Nations General Assembly in 2010 and 2011, and relevant events on culture and development such as the Hangzhou International Congress (May 2013), the United Nations General Assembly thematic debate (June 2013) and the Economic and Social Council (ECOSOC) Annual Ministerial Review (July 2013), UNESCO has taken the lead in the advocacy of the mobilization of culture as an essential asset for any sound development policy at the global level.

2.17 Members of the Commission said that culture provided peoples and communities with a strong sense of identity and social cohesion, that it allowed development policies to be effective and sustainable, and that only policies responsive to cultural contexts could yield sustainable, inclusive and equitable development outcomes. Culture is an important resource for creating jobs and addressing both the economic and social dimensions of poverty through cultural heritage and cultural and creative industries, while providing innovative and effective solutions to cross-cutting issues, such as education, health, gender equality and the environment. In that sense, the members of the Commission concurred that culture had an economic impact. Culture also had a social impact and could contribute a positive response to environmental challenges. Culture could thus bring solutions to the three main pillars of development.

2.18 In connection with that subject, the delegation of Italy informed the Commission that the third edition of the UNESCO World Forum on Culture and Cultural Industries, also known as FOCUS, would be held in Florence in 2014 on the theme of culture and sustainable development.

2.19 Overall, representatives of Member States largely reiterated the need to ensure that the post-2015 agenda explicitly recognized the role of culture as an enabler and a driver of sustainable development.

2.20 The Assistant Director-General for Culture conveyed his appreciation for the overwhelming support expressed by the Member States for UNESCO's efforts at both the global and country levels in the advocacy on the role of culture for sustainable development. While stating that the six conventions in the field of culture formed a system that allowed the international community to deal with heritage and creativity in all its forms, he expressed his hope that the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict, the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property and the 2001 Convention on the Protection of the Underwater Cultural Heritage would welcome new States Parties in the near future. While expressing his thanks for the broad support for arts education and the Creative Cities Network, the Assistant Director-General clarified that the programmes operated entirely on extrabudgetary resources and that they would require continued support from Member States; the same went for its actions in post-conflict or in-conflict situations, museums and the Slave Route programme.

2.21 Following this exchange of views, the Commission recommended to the General Conference that it adopt the resolution proposed in Volume 1 of document 37 C/5 for Major Programme IV (paragraph 04000).

2.22 The Culture Commission then recommended that the General Conference adopt paragraphs 41 to 56 contained in document 37 C/6, and Part V paragraphs 1 to 3 of document 37 C/6 Add. and Corr., which concern Major Programme IV, of the Draft Programme and Budget for 2014-2017.

2.23 The Commission then considered the five draft resolutions which had been submitted by the Member States under item 4.2 deemed admissible following the criteria established by the Executive Board. Following the comments of the Director-General contained in document 37 C/8 CLT, the Commission decided not to retain draft resolutions 37 C/DR.2, 37 C/DR.17, 37 C/DR.18 and 37 C/DR.22.

2.24 After in-depth and constructive debates the Commission has recommended that the General Conference adopt draft resolution 37 C/DR.20, which was submitted by Brazil. Building on the related decisions of the Executive Board, this draft resolution acknowledges that advocacy should be pursued on the role of culture as an enabler and driver of sustainable development. Since the post-2015 agenda will be the roadmap for the United Nations system action at the country level, the visibility and full implementation of UNESCO's normative tools also need to be pursued. Concerning this draft resolution, the delegation of the United Kingdom asked me to convey its concern that the Culture Commission should not anticipate the discussion on the post-2015 development agenda as regards the way culture would be reflected in the post-2015 agenda. The position of the delegation of the United Kingdom was supported by the



delegations of Denmark, Norway and Sweden.

2.25 The Commission concluded its first debate by recommending that the General Conference approve document 37 C/5 Corr.8 (paragraph 04000), in light of the decision taken by the General Conference on the budget ceiling. The Commission also recommended that it endorse the implementation plan related to Major Programme IV, as indicated in document 37 C/5 Add.2 Rev. The Commission thus endorsed 37 C/5 Volume I as amended by the Executive Board and took note of Addenda 3 and 4 of 37 C/5 on Priority Africa and Gender Equality, as well as 37 C/19 on the Youth Forum.

2.26 Dear colleagues, I will now move to the second debate on our agenda. Under item **5.4**, "Establishment of category 2 institutes and centres under the auspices of UNESCO", the Commission considered proposals for the establishment of two category 2 centres: a regional centre in Algiers, Algeria, for safeguarding intangible cultural heritage in Africa, and a centre in Dehradun, India, for world natural and heritage management and training for the Asia and Pacific region. The Commission, without debate decided to recommend to the General Conference the adoption of the draft resolutions contained in documents 37 C/18 Parts XV and XIV.

2.27 The Commission then considered item **5.16**, "Proposal for the establishment, in the premises of Villa Ocampo, Buenos Aires, Argentina, of a regional centre for arts and culture, as a category 2 centre under the auspices of UNESCO". The Assistant Director-General for Culture said that a feasibility study would be submitted at the 194th session of the Executive Board, should the General Conference decide to delegate to it the examination of the finalized draft agreement and if deemed appropriate to grant category 2 status to the centre.

2.28 Under the second debate, the Culture Commission also discussed item **8.1** "Preliminary study on the technical, legal and museological aspects relating to the desirability of a standard-setting instrument on the protection and promotion of museums and collections". The Assistant Director-General for Culture explained that the initiative aimed to prepare a new recommendation on the protection and promotion of museums and collections, based on a preliminary study. The existing instruments dealing with museums, dating back to the 1960s and 1970s, mainly addressed issues related to access to museums and conservation. Many speakers recognized the changing role of museums, especially in the social, economic and educational spheres and they were in favour of the elaboration of a new normative instrument. Several Member States, on the other hand, expressed doubts as to the need to develop a new legal instrument, given UNESCO's current difficult financial situation, as it might create duplication, and therefore suggested that it might be better to develop existing legal instruments and to support the work of the International Council of Museums.

2.29 After a lengthy discussion, the Culture Commission recommended the adoption of the proposed resolution with some amendments as reflected in paragraph 10 of document 37 C/47. The amendments emphasize that this standard-setting instrument would be non-binding, that it would complement existing standard-setting instruments and that it would concern various aspects of the roles of museums, including research-related activities.

2.30 The delegation of Egypt asked me to mention its gratitude to UNESCO for assisting the country after the looting of precious collections, following recent political unrest in the country. The delegation also informed the Commission of Egypt's plan to create a regional category 2 centre to promote capacity building for museum professionals in the Middle East and Africa.

2.31 During the same debate, following the introduction by the representative of the Director-General, the Commission adopted, by consensus and without debate, the two draft resolutions submitted by Palestine and the United Arab Emirates on item **5.2** "Jerusalem and the implementation of 36 C/Resolution 43", and item **5.3** "Implementation of 36 C/Resolution 81 concerning educational and cultural institutions in the occupied Arab territories".

2.32 At the fourth debate, the Commission took note without discussion of the reports concerning the main activities and decisions taken in 2012 and 2013 by the intergovernmental committees of the following three conventions: the 1972 Convention for the Protection of the World Cultural and Natural Heritage, the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, and the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.

2.33 Following the presentation by the Chairperson of the Administrative Council of the International Fund for the Promotion of Culture (IFPC), the Commission also took note without debate of the report on the activities of the Fund (2012-2013) (37 C/REP/24).

2.34 During the fifth debate the Commission considered UNESCO's association with the World Performing Arts Capital, initiated by the International Theatre Institute which aims to promote performing arts. The Culture Commission recommends that the General Conference adopt at its plenary session draft resolution 37 C/COM.CLT/DR.1, submitted by the United Arab Emirates and co-sponsored by the Philippines. Egypt, the Russian Federation and Sudan expressed their wish to also become co-sponsors of this draft resolution.

2.35 Ladies and gentlemen, I cannot help realizing once again how the unique mandate of UNESCO in the field of culture contributes to shaping the better world that we strive for. One delegate mentioned that "development starts with culture and comes back to culture" and I think that this sums up the necessity of UNESCO's action in the interrelated fields of culture and heritage. Unfortunately, the debate of the Commission was coloured by the current context of particularly difficult financial constraints. However, our meeting did not depart from our main objectives and aspirations; and I am grateful to all the delegations who participated to have contributed so constructively. My gratitude also goes to my colleagues in the Bureau of this Commission and in particular to the Secretary of the Commission, Ms Denise Bax who provided continuous support to me.

2.36 Distinguished delegates, ladies and gentlemen, culture is a power of humanity and the backbone of the new humanism so convincingly and passionately presented by the Director-General of UNESCO Irina Bokova as a new vision

of UNESCO. Latvia, the country I come from, at the end of the twentieth century regained its independence without resorting to violence, using the power of culture. This was emphasized by Secretary-General of the United Nations Ban Ki-moon during his recent visit to Latvia. On 15 November, just a few days ago, he opened the conference "Historical perspectives on the establishment and restitution of the Latvian State" praising the success of the singing revolution through traditional culture and the Latvian folk songs in particular. He called the songs "a bridge to the future" and stressed the path of culture and non-violence as being in line with the values of the United Nations system.

2.49 Being myself certain and proud of the power the Latvian folk songs embody, let me conclude my presentation by building a bridge from my heart to yours, presenting to you a Latvian folk song. This folk song invites you to enjoy your life, to put all your worries and sorrows under a stone and to jump over it by singing:

"Bedu manu lielu bedu,  
Es par bedu nebedaj'.  
Liku bedu zem akmena,  
Pari gaju dziedadam"

Thank you.

### 3.1 **The President:**

Thank you very much for a clear presentation and an enjoyable one, too. Are there any comments or suggestions on document 37 C/74? I see none. May I then assume that the General Conference takes note of the report of the Culture Commission and adopts the draft resolutions contained therein, subject, of course, to the decisions that the Conference may take on the budgetary issues when adopting the Appropriation Resolution this afternoon? I see no objections. *It is so **decided**.*

(Applause)

3.2 I see that the United Kingdom has a comment to make. You have the floor.

### 4.1 **United Kingdom of Great Britain and Northern Ireland:**

Thank you very much, Mr President. I am very grateful to the Chair of the Culture Commission for her report and for her excellent chairing of some very interesting and complex issues and also for her singing.

4.2 Mr President, UNESCO's General Conference is the supreme governing body of the Organization. Its functioning and effectiveness depends on Member States and the Secretariat working together effectively and everyone knowing their role and the boundaries upon it. We take decisions which are supposed to be first and foremost the wishes of the Member States rather than the UNESCO staff preferences. With so many people coming from capital, people not always steeped in our sometimes arcane rules and procedures, the General Conference also relies heavily on trust. I regret to say that during this conference, the behaviour of some members of the Secretariat has led me to question whether that trust can remain.

4.3 On the night of Thursday last week, my delegation received a phone call from the Culture Sector asking for an explanation of some wording of a proposed resolution which had been approved in the Culture Commission. I explained and as the draft resolution had been approved, I thought nothing more of it.

4.4 The following morning, the Commission started around 35 minutes late and it soon became clear that this was because the Secretariat were guiding the Chair to illegally, without the two-thirds majority necessary, reopen the draft resolution in order to return to their preferred wording.

4.5 That the Secretariat would do this and guide the Chair so incorrectly is reprehensible and that no one had the courtesy to mention it to the sponsoring delegation before they took the action is discourteous to the point of being contemptuous. The only reason we are not seeking to prevent the adoption of the draft resolution here is because the principal discussion will in any case be in New York, rather than at UNESCO.

4.6 This was unfortunately not the only problem. In more than one Commission, the delegates were told that they were forbidden from amending draft resolutions. This is incorrect. In several Commissions, delegates were prevented from seeing amendments on the screen unless they made great protest. This was despite the fact that the screen writers were paid and present in every room. The Director-General rightly emphasized that there is a need to build trust between Member States and the Secretariat as this is essential for our good functioning. When the Secretariat seeks to overturn decisions they do not like, when the Secretariat seeks to prevent legitimate discussions and amendments, and when the Secretariat makes it difficult or impossible for Member States to follow the decisions they are taking, those actions seriously undermine that trust. I very much regret that it has reached a point where I felt the need to make such a statement.

### 5.1 **The President:**

Thank you very much. It is duly noted. Saint Lucia has the floor.

### 6. **Saint Lucia:**

Thank you, Mr President. I would like to fully associate myself with the statement made by the United Kingdom. Thank you.

### 7. **The President:**

Ms Melbarde, I wish to thank you and all the members of the Culture Commission for your commitment. The Bolivarian Republic of Venezuela has the floor.

8. **República Bolivariana de Venezuela:**

Gracias, señor Presidente. Mi delegación también quisiera asociarse a los planteamientos expuestos por el Reino Unido y San Vicente y las Granadinas con respecto a los "errores" que suelen deslizarse en algunos documentos presentados por la Secretaría. Además, con respecto a la proyección en pantalla, recuerdo que en la Comisión de Ciencias Sociales y Humanas no estaba previsto el uso de las pantallas para presentar los proyectos de decisión propuestos, aunque facilitan la incorporación de las enmiendas que presentan los Estados Miembros. Creo que este tipo de fallas no debieran seguirse presentando, porque crean problemas de credibilidad en el funcionamiento de las normas internas de la Secretaría. Muchas gracias.

(8) **République bolivarienne du Venezuela (traduit de l'espagnol) :**

Merci, Monsieur le Président. Ma délégation souhaite elle aussi s'associer aux déclarations du Royaume-Uni et de Saint-Vincent-et-les Grenadines au sujet des « erreurs » qui se glissent souvent dans certains documents présentés par le Secrétariat. De plus, s'agissant de la projection sur écran, je rappelle qu'au sein de la Commission SHS (Sciences sociales et humaines), il n'était pas prévu d'avoir recours à des écrans pour l'examen des projets de décision proposés, bien que cela facilite l'incorporation des amendements présentés par les États membres. À mon sens, il faudrait veiller à ce que ce genre de fautes ne se reproduisent plus, car elles entament la crédibilité du fonctionnement interne du Secrétariat. Je vous remercie.

9. **The President:**

Democratic Republic of the Congo has the floor.

10. **République démocratique du Congo :**

Merci, Madame la Présidente. J'étais également présente dans la salle en ma qualité de déléguée de la République démocratique du Congo. Je m'associe à la remarque de la délégation du Royaume-Uni : le fait de ne pas tout afficher sur les écrans est une source de confusion. Nous ne sommes pas sûrs d'avoir tout compris. Merci.

11. **The President:**

Saint Vincent and Grenadines has the floor.

12. **Saint Vincent and the Grenadines:**

Thank you, Mr President. I would like to support what has been said by the United Kingdom. Thank you very much.

13. **The President:**

Since I believe that the report has been adopted, Ms Melbarde, I wish to thank you and all the members of your Commission for your commitment and efficiency. Thank you.

**Report of the Social and Human Sciences Commission (SHS) (37 C/73)**

**Rapport de la Commission SHS (Sciences sociales et humaines) (37 C/73)**

**Informe de la Comisión de Ciencias Sociales y Humanas (SHS) (37 C/73)**

**Доклад Комиссии по социальным и гуманитарным наукам (SHS) (37 C/73)**

**تقرير لجنة العلوم الاجتماعية والإنسانية (SHS) (٣٧/٣٧)**

**社会科学及人文科学委员会 (SHS) 的报告 (37 C/73)**

14. **The President:**

Ladies and gentlemen, we will now examine the report of the Social and Human Sciences (SHS) Commission contained in document 37 C/73. I am pleased to give the floor to Mr Abad Ortiz who successfully chaired the Commission. Sir, you have the floor.

15.1 **M. Abad (Équateur) (Président de la Commission SHS) :**

Merci, Monsieur le Président, Monsieur le Vice-Président de la Conférence générale, Monsieur le Vice-Président du Conseil exécutif, Madame la Directrice générale. Distingués délégués, Mesdames et Messieurs, chers amis. J'ai le privilège de partager avec vous les points saillants des débats de la Commission SHS (Sciences sociales et humaines). Nos travaux ont été organisés en trois séances, dont une prolongée. Au total, 74 représentants d'État membre ont pris la parole. Vos interventions, comme vous allez le constater, ont été suffisamment riches pour permettre à l'UNESCO d'élaborer un programme cohérent et solide pour les années à venir.

15.2 J'ai voulu mettre en exergue quelques considérations qui constituent à mon sens des conditions *sine qua non* pour un programme de sciences sociales et humaines dynamique, motivant et crédible. J'ai été heureux de constater que mes vues coïncidaient avec celles de la grande majorité de ceux qui se sont exprimés lors de nos débats. En particulier, j'ai insisté sur la nécessité d'un changement institutionnel qui aurait vocation à confirmer la mission intellectuelle du Secteur des sciences sociales et humaines en tant que catalyseur de transformations au profit de toutes les populations, et notamment des plus défavorisées.

15.3 L'expérience acquise par l'UNESCO, ainsi que l'action menée par les organismes internationaux et régionaux dans le domaine des sciences sociales (dont beaucoup doivent leur création à des initiatives et à l'appui de l'UNESCO), plaident clairement pour l'adoption d'un double objectif par le Secteur des sciences sociales et humaines. Le premier axe de son travail serait la promotion du développement institutionnel des sciences sociales, point d'appui pour l'émergence d'une pensée originale et autonome. En s'inspirant des travaux de ses partenaires, l'UNESCO devrait pouvoir jouer au niveau mondial un rôle unique dans la production de connaissances qui permettent de trouver des réponses adéquates aux défis majeurs d'aujourd'hui, tels que la pauvreté et l'exclusion. Ces réponses refléteraient toute la complexité des problèmes actuels et prendraient en considération leur enracinement dans la nature des systèmes socioéconomiques, leurs modèles de production et de consommation ainsi que la distribution des richesses. Le deuxième axe serait dédié à

la construction de ponts entre, d'une part, la recherche et le savoir, et, d'autre part, la recherche et la formulation de politiques publiques sur des thèmes comme la lutte contre la pauvreté, le respect et la promotion des droits humains et du dialogue interculturel, la bioéthique, la jeunesse, l'éthique de l'environnement, l'éducation physique et le sport ou la lutte contre le dopage. L'UNESCO demeure le seul organisme des Nations Unies qui puisse fédérer les efforts en faveur d'un dialogue aussi fructueux.

15.4 Avant de passer à l'examen du Projet de programme et de budget pour 2014-2017, la Commission des sciences sociales a écouté deux interventions qui ont éclairci les débats. En premier lieu, le Rapporteur du CIG-MOST a lu la déclaration conjointe des présidents des cinq programmes scientifiques intergouvernementaux et internationaux de l'UNESCO et de la Commission océanographique intergouvernementale. La priorité accordée, dans la Stratégie à moyen terme de l'UNESCO, à la mobilisation des sciences pour le développement durable et le renforcement de l'interface sciences-politique-société dans le contexte du programme de développement pour l'après-2015 a reçu un soutien unanime. En second lieu, trois jeunes délégués ont présenté devant la Commission les recommandations du 8<sup>e</sup> Forum des jeunes de l'UNESCO, axé sur les trois volets de la Stratégie opérationnelle pour la jeunesse pour 2014-2021, ainsi que les 15 projets ayant reçu le label du 8<sup>e</sup> Forum.

15.5 Distingués délégués, Mesdames et Messieurs, je passe maintenant au résumé de nos débats sur le point de l'ordre du jour relatif à l'examen et à l'adoption du Projet de programme et de budget pour 2014-2017. Le Sous-Directeur général pour la planification stratégique a rappelé les principales caractéristiques programmatiques et budgétaires du 37 C/5 ainsi que le plan révisé d'exécution sur la base de la situation de trésorerie attendue pour 2014-2015. Concernant les ajustements de structure, il a notamment rappelé que le Conseil exécutif avait décidé, à sa 192<sup>e</sup> session, de reporter la décision concernant la création d'un centre pour les transformations sociales et le dialogue interculturel à la 38<sup>e</sup> session de la Conférence générale. Cependant, cette décision n'affectera pas le transfert prévu de ressources relatives à la culture de la paix, au dialogue interculturel et à la prospective du Bureau de la planification stratégique au Secteur des sciences sociales et humaines, aux fins de la mise en œuvre des activités proposées pour le centre et recommandées par le Conseil exécutif. Le Sous-Directeur général a ensuite invité la Commission à prendre pour base de ses délibérations le titre révisé de l'objectif stratégique 6 du Projet de stratégie à moyen terme tel qu'approuvé par le Conseil exécutif : « Soutenir le développement social inclusif, favoriser le dialogue interculturel pour le rapprochement des cultures et promouvoir les principes éthiques ».

*(L'orateur poursuit en anglais)*

15.6 Distinguished delegates, ladies and gentlemen, the Assistant Director-General for Social and Human Sciences noted that Major Programme III addresses a complex set of problems all linked to a systematic way ranging from transformations affecting whole societies to the impact of the anthropocene on humankind and to the concept of converging techno-sciences on human civilization.

15.7 It would support inclusive social development, intercultural dialogue and the rapprochement of cultures with a foresight approach which constituted strategic objective 6 of the Draft Medium-Term Strategy for 2014-2021 in document 37 C/4.

15.8 On main line of action 1, she stressed that social inclusion and intercultural dialogue were key challenges of our time and that there was consensus on the importance on strengthening UNESCO's support to Member States in managing social transformation, in making social inclusion possible in situations of rising diversity, in anticipating the need for better public policy, and in that respect, she reaffirmed the importance of the Management of Social Transformations (MOST) Programme.

15.9 In line with the ethical mandate of the Organization, main line of action 2 will address the ethical, legal and societal implications of scientific and technological challenges towards inclusive social development. Main line of action 3 will be devoted to building policies through a participatory process with stakeholders in both the fields of youth and sport; supporting youth, development and civic engagement and promoting a human rights-based approach in UNESCO's programme.

15.10 Sixty-four Member States and three observers took the floor on this debate. The debate revealed a consensus concerning the high relevance of social sciences for addressing a global context of profound societal changes, of persisting poverty, continued discrimination and increasing inequalities. Therefore social science should be at the core of the Sector's approach when implementing the three main lines of action. With this in mind, the Bolivarian Republic of Venezuela, supported by a significant number of delegates, expressed the wish to see these issues debated in the forthcoming sessions of the Executive Board.

15.11 The outcome of such interactions could shape UNESCO's contribution to inter-agency processes such as the post-2015 development agenda. Some delegates called for the further strengthening of the programme, expressing their concern for the ever declining resources within the regular programme and the growing dependence upon extrabudgetary funds.

15.12 The Commission regarded Major Programme III as a strategic pillar that could nurture the intellectual reflection of all programmes of UNESCO, by promoting, *inter alia*, the effective linkages between research, policymaking and society which are at the heart of MOST.

15.13 To foster the transversal role of Major Programme III, many delegates called for strengthened synergies and cross-sectoral cooperation. Many noted in particular the need to further reinforce the interface between the natural and the social and human sciences under the umbrella of such emerging concepts as sustainability science. Many delegations appreciated the attention paid to Priority Africa and gender mainstreaming in the programmes of the Sector.

15.14 Turning to comments on specific programme areas, MOST received an overwhelming support as a unique and inclusive platform for promoting reflection on pressing societal challenges and new paradigms to effectively respond thereto.

15.15 Numerous speakers stressed that social inclusion was among the most important challenges facing societies today, with the acceleration of social transformation, the increasing inequalities and the diversity of societies, putting models of cohesion and integration to the test. Several speakers appealed to UNESCO for technical assistance in establishing and maintaining MOST national liaison committees and for a stronger South-South, North-South cooperation within the framework of MOST.

15.16 Some delegates noted with appreciation the introduction of a foresight approach. The partnership with renowned international social science institutions such as the Latin American Faculty of Social Sciences (FLACSO), the Latin American Social Sciences Council (CLACSO) and the Council for the Development of Social Science Research in Africa (CODESRIA) was very much welcomed. In this connection, speakers commended UNESCO's involvement in the 2013 World Social Science Report on changing global environments jointly produced with the International Social Science Council (ISSC) and the Organisation for Economic Co-Operation and Development (OECD), presented at a side-event during the session of the Commission.

15.17 One delegate requested the replacement of the term "indigène" in the French text of the report, as it was associated with colonialism. In Latin America, the term we use is "pueblos originarios" to refer to the population living in the continent before the European conquest.

15.18 Several speakers called for greater support for the José Martí Project for International Solidarity. Certain speakers encouraged the greater youth involvement and focus within the MOST programme mechanisms. One speaker commended the work of the Social and Human Sciences Sector (SHS) on internal migration in India while reference was made to the work of the Centurion University in the same country.

15.19 Another delegate proposed the holding of an international conference to consider the issue of social policies in post-conflict and post-disaster settings. Many delegates highlighted the need to give youth a prominent place across all programmes and decision-making structures across UNESCO. Delegates endorsed the upgraded place of the youth programme which aimed to harness young people's unique potential to act as agents of positive change.

15.20 The eighth UNESCO Youth Forum was unanimously supported, with the Member States welcoming its recommendations and praising the forum's innovative and youth-driven character and format. Speakers urged UNESCO to ensure the follow-up of all recommendations and of the 15 action projects that received the Forum's label.

15.21 They also welcomed the place accorded to the UNESCO operational strategy on youth and called for a direct engagement of youth in all its implementation phases, underscoring the importance of mobilizing appropriate resources. Much emphasis was placed on youth participation in decision-making processes, including within the General Conference debates and sessions.

15.22 The commitment of Member States to youth issues was also demonstrated by the numerous examples of national and local initiatives, ranging from the establishment of youth policies, ministries and youth councils to operational activities engaging, particularly, youth-led and civil society organizations.

15.23 There was important support to work for a culture of peace and human rights. Several delegates voiced support for the coalitions of cities against racism and discrimination as a platform with a great potential to promote social inclusion policies and exchange of good practices at local level. Some speakers called for further work on the rights within UNESCO's competence, cultural rights in particular. The delegations requested that an evaluation be conducted on achievements in the implementation of the 2003 human rights strategy particularly in relation to the integration of a human rights-based approach.

15.24 Several speakers welcomed the connection between social transformation, intercultural dialogue and a culture of peace, and invited UNESCO to build upon previous initiatives at global and regional levels. For some the proposed framework of performance indicators for the programme did not adequately take up the aspects related to a culture of peace and intercultural dialogue.

15.25 There was a unanimous recognition of the success of the bioethics programme. It was praised for its clear objectives, good reputation and tangible input to Member States. The development of curricula on ethics teaching and capacity building in support of national bioethics committees, especially in Africa, were particularly appreciated as was the work of the Intergovernmental Bioethics Committee (IGBC), the International Bioethics Committee (IBC) and the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST).

15.26 Creating stronger synergies among these three bodies was seen as highly desirable for promoting coherence and efficiency. UNESCO was called upon to play a leading role in driving an international agenda on bioethics and ethics of science particularly in relation to global environmental change. Several delegates noted UNESCO's unique mandate within the United Nations system in the field of bioethics.

15.27 In the area of physical education and sport, many speakers commended the International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS) and urged UNESCO to invest in its follow-up. They regarded its declaration as a comprehensive roadmap for the Organization. Delegates commended the work on anti-doping and the implementation of the relevant convention.

15.28 Some delegates were concerned by the receding place of philosophy in the programme of the Sector. In their

opinion, philosophy was not only an indispensable discipline to stimulate reflection in these times of crisis and effervescence, but also the theoretical reference of all social sciences.

*(The speaker continues in French)*

15.29 Mesdames et Messieurs, en réponse aux nombreuses interventions, les délégués du Forum des jeunes ont exprimé leur appréciation pour l'appui apporté à leurs recommandations. Ils ont également lancé un appel aux États membres pour que des jeunes soient impliqués à toutes les étapes de la mise en œuvre de ces recommandations, et pour que leur participation aux processus de la Conférence générale devienne systématique. La Sous-Directrice générale pour les sciences sociales et humaines a pour sa part remercié les États membres du soutien qu'ils avaient manifesté au programme du secteur, et notamment ceux qui sont le plus étroitement associés à la réalisation de programmes spécifiques, comme le Viet Nam, qui accueillera un forum des ministres du développement social de l'Asie de Sud-Est, et la Colombie, qui a accueilli la première réunion de suivi de la cinquième Conférence internationale des ministres et hauts fonctionnaires responsables de l'éducation physique et du sport. Ensuite, elle a réaffirmé la détermination du secteur à renforcer l'intersectorialité, en citant l'exemple du Forum des jeunes, et à promouvoir l'égalité des genres, comme en témoigne l'allocation de 40 % du budget à cette priorité globale. À la fin du débat, la Commission SHS a adopté le projet de résolution concernant le grand programme III (Sciences sociales et humaines) – tel qu'amendé par le Conseil exécutif à sa 192<sup>e</sup> session et à la lumière du projet de résolution présenté par la République islamique d'Iran (DR.6), compte tenu des observations de la Directrice générale (37 C/8 SHS) – ainsi que l'ouverture des crédits demandés. Enfin, la Commission a adopté le plan révisé d'exécution sur la base de la situation de trésorerie attendue pour 2014-2015 (document 37 C/5 Add.2 Rev.), en apportant une correction à la présentation condensée des résultats du grand programme III.

15.30 Distingués délégués, la Commission SHS a également examiné quatre points spécifiques. Permettez-moi de commencer par le point **5.4** relatif à la création à Chungju (République de Corée) d'un centre international des arts martiaux pour le développement et la participation de la jeunesse, en tant que centre de catégorie 2 placé sous l'égide de l'UNESCO. La Sous-Directrice générale a rappelé que le Conseil exécutif avait examiné l'étude de faisabilité à sa 192<sup>e</sup> session et recommandé à la Conférence générale d'approuver la création du centre. Ensuite, le représentant de la République de Corée (Monsieur le Maire de Chungju) a souligné dans son intervention le rôle particulier que jouent les arts martiaux en faveur de l'engagement social et du renforcement de l'estime de soi parmi les jeunes. Le représentant du Japon a tenu à féliciter la République de Corée et a confirmé la coopération de son gouvernement avec le centre. La Commission a adopté le projet de résolution correspondant au point **5.4**. Ensuite, la Commission a examiné le point **5.13** relatif à la cinquième Conférence internationale des ministres et hauts fonctionnaires responsables de l'éducation physique et du sport (MINEPS V). Cette Conférence a adopté à l'unanimité la « Déclaration de Berlin » et a invité la Directrice générale à présenter ses propositions de suivi de MINEPS V à la 37<sup>e</sup> session de la Conférence générale. Notre Commission a examiné un projet de résolution présenté par l'Allemagne et un amendement présenté par le Brésil sur ce point. Le délégué de l'Allemagne, dans son intervention relative au projet de résolution, a souligné que la Déclaration de Berlin constituait une extraordinaire feuille de route pour le programme de l'UNESCO dans le domaine de l'éducation physique et du sport. Celle-ci pourrait permettre à l'Organisation de jouer un rôle de chef de file dans ce domaine grâce notamment à une coopération étroite avec le Comité intergouvernemental pour l'éducation physique et le sport (CIGEPS). Ce délégué a également informé la Commission de l'appui apporté au suivi lors la première réunion de suivi de MINEPS V pour l'Amérique latine et les Caraïbes, qui s'est tenue en Colombie en octobre 2013.

15.31 Trente-huit délégués ont pris la parole lors de l'examen du projet de résolution et de l'amendement en question. Nombre d'entre eux ont remercié l'Allemagne pour l'excellente qualité de MINEPS V et certains ont exprimé leur appréciation à la Colombie pour la réunion de suivi qu'elle avait organisée. Mais plusieurs délégués ont dit craindre qu'un projet de résolution portant sur tous les sujets énoncés dans la Déclaration de MINEPS V n'amène l'UNESCO à outrepasser son mandat. Des réserves ont été exprimées notamment en ce qui concerne un engagement potentiel de l'UNESCO dans la lutte contre la corruption et la criminalité organisée pour prévenir la manipulation de compétitions sportives, ou dans le contexte de la révision des modalités régissant des événements sportifs majeurs. À cet égard, il a toutefois été mentionné que l'appel à la mise en œuvre de l'ensemble des recommandations de MINEPS V figurant dans le projet de résolution était adressé aux États membres et qu'il n'engageait pas le Secrétariat. Par ailleurs, il a été souligné que le projet de résolution ne prenait pas suffisamment en compte le rôle du sport dans la promotion d'une culture de la paix, ainsi que dans la lutte contre toutes les formes de discrimination. Il a aussi été suggéré d'y faire référence aux jeux et sports traditionnels. Le Brésil, soutenu par plusieurs intervenants, a affirmé qu'il serait approprié d'entretenir la dynamique de MINEPS V et de réviser la Charte à plus brève échéance que celle proposée par la Directrice générale. Certains délégués ont alors fait observer que MINEPS V n'était pas contraignante pour la Conférence générale et qu'il convenait de respecter strictement les procédures en vigueur à l'UNESCO lorsqu'il serait procédé à ladite révision. La Commission a décidé de déléguer au Conseil exécutif, à sa 194<sup>e</sup> session, le pouvoir de se prononcer sur l'opportunité d'une révision de la Charte, sur la base d'un rapport qui lui serait soumis par la Directrice générale. Le projet de résolution a été adopté tel qu'amendé par la Commission.

15.32 Le point **5.21** de l'ordre du jour portait sur la proclamation par les Nations Unies d'une journée internationale du sport et de l'activité physique, le 6 avril. La Sous-Directrice générale a fait savoir que l'UNESCO s'associerait à la célébration de la Journée internationale du sport au service du développement et de la paix, déjà proclamée par l'Assemblée générale des Nations Unies en août dernier, et inscrirait ses propres initiatives dans le cadre du suivi de MINEPS V, du travail du CIGEPS et du Programme anti-dopage et sport. La mise en œuvre de cet engagement serait fonction de la disponibilité des ressources extrabudgétaires voulues. Une délégation a insisté pour que la question de l'égalité des sexes soit prise en compte et a exprimé sa préoccupation quant à l'insuffisance des ressources disponibles à l'UNESCO pour répondre aux attentes des États membres et d'autres parties prenantes à ce sujet. Le projet de résolution correspondant au point 5.21 a été adopté sans amendements. Le dernier point **9.4** examiné par la

Commission SHS portait sur la révision de la Recommandation concernant la condition des chercheurs scientifiques, adoptée par la Conférence générale en 1974. Présentant ce point de l'ordre du jour, la Sous-Directrice générale a rappelé le processus participatif qui avait présidé à l'étude préliminaire menée pour déterminer s'il était opportun de réviser cette Recommandation et a souligné la valeur de cette démarche. Elle a précisé que l'organisation de réunions en sus de celles qui étaient déjà prévues nécessiterait des fonds extrabudgétaires. Neuf délégués ont exprimé leur soutien à la révision de la Recommandation ainsi qu'au calendrier et aux modalités proposés. Plusieurs délégués ont demandé que les savoirs traditionnels, les recherches menées par les peuples autochtones et la dimension philosophique soient dûment pris en compte dans le processus de révision, ainsi que la situation particulière qui était celle des femmes, mais aussi des jeunes chercheurs, dans le secteur de la recherche. Le débat a fait ressortir la nécessité de s'appuyer sur une démarche intersectorielle, en exploitant notamment les études menées dans le domaine de la bioéthique, les résultats des conférences mondiales sur la science et l'enseignement supérieur, ainsi que les instruments internationaux de référence, tels que la Déclaration universelle sur la bioéthique et les droits de l'homme.

15.33 Distingués délégués, Mesdames et Messieurs, chers amis, nous vivons un moment critique et déterminant dans la vie de notre Organisation. En même temps, l'UNESCO continue de présenter des avantages relatifs inestimables par rapport aux autres membres de la famille des Nations Unies. Vos interventions lors des travaux de notre Commission ont confirmé avec éloquence la pertinence de la mission qui est celle de l'UNESCO dans le domaine spécifique des sciences sociales et humaines. C'est à mon avis sur cette base que l'action de l'Organisation devrait être conçue et consolidée dans les années à venir. Ainsi pourra-t-on redonner toute leur place aux sciences sociales et humaines à l'UNESCO.

*(L'orateur poursuit en espagnol)*

15.34 Distinguidos delegados, queridos colegas: al término de la lectura de este informe oral de la Comisión de Ciencias Sociales y Humanas, quisiera agradecer la confianza que depositaron en mí nombrándome Presidente de este órgano. Muchos de ustedes conocen ya el estrecho vínculo que me une al programa de ciencias sociales y humanas por haber ejercido diversas funciones en ese sector. Por ello, ha sido un gran placer para mí haber podido aportar mi modesto grano de arena a esta construcción. Espero haber reflejado fielmente sus declaraciones e ideas. Quisiera asimismo expresar mi agradecimiento a todos los Estados Miembros que han tomado la palabra durante la reunión de nuestra Comisión.

15.35 La pertinencia y la claridad de sus intervenciones han sido la fuente de inspiración de un debate profundamente enriquecedor que alimentará la elaboración de los planes de trabajo para 2014-2017. Cabe destacar que el respeto mutuo que reinó durante nuestras sesiones nos permitió concluir eficazmente el examen de todos los puntos asignados a la Comisión y evitar complicaciones lingüísticas o semánticas.

15.36 Quisiera para terminar este informe referirme al legado que un ilustre militante de los derechos humanos, Stéphane Hessel, nos dejó al invitarnos a indignarnos en favor de la justicia y la libertad. En esta época de cambios angustiantes que nos ha tocado enfrentar, tanto en el Norte como en el Sur, cabe que esa indignación nos guíe para atrevernos a convertirla en un verdadero cambio de época que vuelva a abrir el camino de la esperanza. Muchas gracias.

(15.34) Distingués délégués, chers collègues, en conclusion du présent rapport oral de la Commission Sciences sociales et humaines, je voudrais vous remercier de la confiance que vous m'avez témoignée en me nommant Président de cette instance. Beaucoup d'entre vous connaissent déjà mon attachement profond au Secteur des sciences sociales et humaines au sein duquel j'ai exercé diverses fonctions. Ce fut donc un immense plaisir pour moi que d'avoir pu apporter mon modeste grain de sable à cet édifice. J'espère avoir fidèlement reflété vos déclarations et opinions. Je souhaiterais également remercier tous les États membres qui ont pris la parole lors des travaux de notre Commission.

(15.35) La pertinence et la clarté de vos interventions ont été la source d'inspiration d'un débat extrêmement enrichissant qui viendra alimenter l'élaboration des plans de travail pour 2014-2017. Il convient de souligner que le respect mutuel qui a régné pendant nos séances nous a permis de mener efficacement l'examen de tous les points inscrits à l'ordre du jour de la Commission et d'éviter les complications d'ordre linguistique ou sémantique.

(15.36) Enfin, je voudrais évoquer l'héritage laissé par Stéphane Hessel, illustre militant des droits de l'homme, qui nous invitait à nous indigner pour la justice et pour la liberté. En ces temps de changements angoissants auxquels nous devons faire face, au Nord comme au Sud, cette indignation doit nous guider pour oser faire de cette époque un véritable changement d'ère ouvrant la voie à l'espoir. Je vous remercie.

16. **The President:**

Thank you, Your Excellency, for a clear report. I also wish to thank all of the members of the SHS Commission for their work. Dear colleagues, are there any comments on document 37 C/73? I see none. May I then assume that the General Conference takes note of the report of the SHS Commission contained in document 37 C/73 and adopts the draft resolutions contained therein, of course subject to the decisions that the Conference may take on budgetary issues when adopting the Appropriation Resolution for the next biennium? I see no objections. *It is so **decided**.*

**Report of the Nominations Committee (37 C/82)**

**Rapport du Comité des candidatures (37 C/82)**

**Informe del Comité de Candidaturas (37 C/82)**

**Доклад Комитета по кандидатурам (37 C/82)**

**تقرير لجنة الترشيحات (٨٢/م٣٧)**

**提名委员会的报告 ( 37 C/82 )**

**17. The President:**

We will now examine the report of the Nominations Committee which is contained in document 37 C/82. The Chairperson of the Committee, Ms Assel Utegenova, will now present this document. Your Excellency, you have the floor.

**18.1 Ms Utegenova (Kazakhstan) (Chair of the Nominations Committee):**

Thank you very much, Mr President. Distinguished delegates, ladies and gentlemen, the report you have before you, document 37 C/82, reflects the final proposals of the Nominations Committee concerning the composition of the Headquarters Committee, Legal Committee and other subsidiary organs of the General Conference following the results of the elections held on Thursday 14 November 2013 in Room IV.

18.2 Distinguished delegates, ladies and gentlemen, firstly, I should like to thank you all for your intense and productive cooperation throughout the duration of the General Conference in support of the work of the Nominations Committee. This has enabled the Committee to carry out its tasks in a collegial and effective manner, namely, to organize the election of Members of the Executive Board for the period 2013-2017 in accordance with item 15.1 of the agenda thereon, and subsequently to organize and conduct the elections of the various subsidiary organs of the General Conference pursuant to items 15.2 to 15.5 of the approved agenda.

18.3 Before moving to the electoral process, I would like to inform you that concerning the grouping of Member States for the purpose of elections to the Executive Board, what we usually call electoral groups, the Nominations Committee approved by acclamation the membership of Palestine in Group V(b). The Nominations Committee would therefore like the plenary of the General Conference to take note of the membership of Palestine in Group V(b) for the purpose of elections to the Executive Board.

18.4 While it is true that any electoral process is in itself complex because of the framework of rules within which it takes place, I feel bound to say that the Member States as a whole have displayed great civic concern, reflected in their wholehearted participation in that process, while respecting the mandate given to the Nominations Committee under Rule 35 of the Rules of Procedure of the General Conference.

18.5 In this regard, I should like to emphasize both the very high turnout for all the elections as well as the cooperative spirit among electoral groups in reaching agreement on submissions of the number of candidates equal to the number of seats to be filled.

18.6 I will start first with a brief report of the work carried out by the Nominations Committee in the course of which seven meetings were held in a quite condensed manner during the first ten days of the Conference.

18.7 The first task of the Committee, which coincided with the first meeting of the 37th session of the General Conference, consisted of the submission to the General Conference of the list of nominations for the post of President of the General Conference, its Vice-Presidents and Chairpersons of the Programme Commissions, APX Commission, and the Committees including that entrusted to me, in compliance with the recommendations adopted by the Executive Board in 191 EX/Decision 21 (IV) and 192 EX/Decision 23 (IV).

18.8 The Committee then undertook to complete in the shortest time possible the composition of the Bureaux of the Programme Commissions, the APX Commission and Nominations Committee. This task proved to be somewhat tedious and time-consuming as certain electoral groups did not finalize their respective consultations and were not in a position to propose their respective candidates or agree among themselves for the posts of Vice-Chairpersons and particularly Rapporteurs. Despite certain delays, I am pleased to inform you that I was able to announce the full composition of each Bureau at the first meeting of each Commission.

18.9 As all will recall, the Committee organized the elections of Members of the Executive Board, item 15.1. The Nominations Committee examined lists of candidates for election as Members of the Executive Board during three of its meetings and benefited from the active and constructive participation of Member States.

18.10 In the context of these discussions, Member States raised the issue of a clear distinction of the division of vacant seats available for election of Members of the Executive Board within Group V and Group III. Member States requested that the separation of vacant seats between Group V(a) and Group V(b) be effectively indicated in all relevant General Conference documents from the onset of publication of lists of candidates. Concerning Group III and the division of seats between Latin American countries and Caribbean Community countries, Member States required the distinction to be clearly established in all relevant documents providing lists of candidates for the Executive Board.

18.11 The election of Members of the Executive Board took place on Wednesday 13 November and was carried out successfully in conformity with the Rules of Procedures of the General Conference governing these elections. I am pleased to report that we had a very remarkable historic turnout during that election as all 185 Member States entitled to vote in that election took part in the democratic process.

18.12 These figures are impressive and give legitimacy to our electoral processes and their outcomes. I will now turn



to the elections of the Headquarters Committee, the Legal Committee and other subsidiary organs of the General Conference, items **15.2-15.15**, which were held on Thursday 14 November.

18.13 Among the 186 Member States entitled to vote, 169 took part in these elections. Due to fruitful consultations among the electoral groups and achievement of clean slates in many of them, only 10 secret ballots were held out of a possible total of 81. The elections were held in a harmonious and collegial manner. The results of these elections were announced the same day.

18.14 Please recall that following the amendments to the Statutes of the International Bureau of Education (IBE) and resulting reduction in the number of members of the IBE Council, the Nominations Committee elected six new IBE Council members, one from each regional group who replaced the 14 outgoing members whose terms of office expired at the end of this 37th session of the General Conference.

18.15 It is nevertheless regretful that not enough candidatures were received for the Legal Committee, the Headquarters Committee, the Conciliation and Good Offices Commission Responsible for Seeking the Settlement of any Disputes that may arise between States Parties to the Convention against Discrimination in Education, and the Executive Committee of the International Campaign for the Establishment of the Nubia Museum in Aswan and the National Museum of Egyptian Civilization in Cairo.

18.16 Finally, I would like to bring to your attention observations made in the Nominations Committee during the examination of lists of candidates for the Executive Board, Headquarters Committee, Legal Committee, and other subsidiary organs of the General Conference.

18.17 In the context of these discussions, certain Member States raised questions regarding the Rules of Procedure of the General Conference regarding the eligibility of those Member States which had lost their voting rights due to failure to submit credentials and/or to make mandatory financial contributions to submit their candidatures for elections to the Executive Board and subsidiary organs of the General Conference.

18.18 The representative of the Office of International Standards and Legal Affairs explained that no provision in the Constitution or the Rules of Procedure of the General Conference prevents Member States which had have lost their voting rights from submitting their candidatures for elections to the Executive Board and subsidiary organs of the General Conference.

18.19 Certain Member States were of the view that applicable legal texts should be amended so that only Member States that had not lost their voting rights would be eligible to submit their candidatures for elections to the Executive Board and subsidiary organs of the General Conference.

18.20 As requested, I present this information in my present oral report to the plenary.

18.21 Mr President, allow me to thank you personally for your interest and continued support in the work of our Committee, and the electoral process. I would like to thank most sincerely my dear colleague, His Excellency Mr Harald Stranzl, Vice-President of the General Conference, for his leadership and supervision of the election of Members of the Executive Board.

18.22 I also take this opportunity to express my gratitude to the tellers for the time and effort they devoted to the electoral process: Ms Manon Girard (Canada), Ms Bea Pole-Bokor (Hungary), Mr José Federico Samudio Falcón (Paraguay), Ms Akmaral Oraziman (Kazakhstan), Mr Marthinus Van Schalkwyk (South Africa), Mr Ziad Taan (Lebanon), Mr Murat Sogangoz (Turkey), Mr Michal Dvorak (Czech Republic), Ms Rosa Esther Moreira de Lemoine (El Salvador), Ms Petchanok Bouavongs (Thailand), Mr Amidou Doucoure (Mali) and Mr Mounir Anastas (Palestine).

18.23 I wish to extend my thanks also to the Vice-Chairpersons and to the Rapporteur of the Nominations Committee for their support and wise counsel and in particular, Ms Melek Sina Baydur who chaired the fourth meeting of the Nominations Committee in my place.

18.24 My thanks also go to the interpreters, technical and support staff of the UNESCO Secretariat and the Secretariat of the General Conference for their invaluable contribution to the Committee's work.

18.25 Finally, let me express my appreciation to the Secretariat of the Nominations Committee, to Ms Marimar Marcos, Ms Patricia Denoyelle, Ms Rosanna Karam, Ms Diane Vicuna, Mr Michee Detinho, and the Secretary of the Committee, Ms Magda Landry, for their professionalism, devotion and conscientious dedication to their work. Thank you very much.

19. **The President:**

Thank you very much for your presentation, Excellency. Are there any comments or suggestions on document 37 C/82? I see none. May I then assume that the General Conference takes note of the report of the Nominations Committee and adopts it? Yemen has the floor.

اليمن: ٢٠

أود أمام هذه الجلسة العامة أن أعلمكم بالشيء الحزين الذي تم يوم أمس في لجنة التراث العالمي، والذي هو في اعتقادي لا يخدم التراث ولا يخدم قضية الدول الأعضاء. هذه اللجنة في اعتقادي لا بد أن تخضع للقواعد المعمول بها في اليونسكو والمطبقة في كل اللجان التي تعرض أنشطتها على المؤتمر العام لليونسكو. بالأمس البعيد أبعدت المجموعة الثانية من لجنة التراث العالمي، وأمس أبعدت المجموعة الأفريقية. لم يفز في الانتخابات دولة أفريقية واحدة. أنا أعتبر أن هذا وضع غير طبيعي وأن هذه اللجنة لا بد أن تخضع لأنظمة وقواعد اليونسكو وأن يكون فيها توزيع جغرافي عادل، كما هو شأن اللجان التي استمعنا إليها توأ. أرجو أن تسجل هذه الملاحظة في محاضر المؤتمر العام لليونسكو. وشكراً جزيلاً.

(20) **Yémen** (*traduit de l'arabe*) :

En cette séance plénière, je souhaiterais vous faire part d'un fait regrettable qui s'est produit hier lors de la session du Comité du patrimoine mondial et qui, à mon avis, n'est pas de nature à faire avancer ni les efforts de protection du patrimoine ni les causes des États membres. J'estime que ce comité doit se soumettre aux règles en vigueur à l'UNESCO, lesquelles s'appliquent à tous les comités tenus de rendre compte de leurs activités à la Conférence générale de l'Organisation. Il n'y a pas si longtemps, le Groupe II a été exclu du Comité du patrimoine mondial. Cela a également été le cas, hier, du Groupe Afrique. Pas un seul État africain n'a été élu membre du Comité. Je considère que cette situation est loin d'être normale et que le Comité doit se soumettre aux règles et règlements de l'UNESCO, et garantir une répartition géographique équitable à l'instar des autres comités dont les membres viennent de s'exprimer. Je souhaite que ces remarques soient consignées dans les comptes rendus de la Conférence générale. Je vous remercie.

21. **The President:**

Thank you. It will be noted. I see no objections. Sudan has the floor.

22. **Sudan:**

Thank you, Mr President. Sudan seconds what was said by the distinguished delegate of Yemen. We think that it is completely unacceptable for Africa to be excluded from any commission. We agree that this issue has to be addressed urgently. Thank you.

23. **The President:**

Democratic Republic of the Congo has the floor.

24. **République démocratique du Congo :**

Merci beaucoup, Monsieur le Président. Je viens à mon tour appuyer la déclaration du Yémen, parce qu'il est inadmissible que tout un continent, toute une région, ne participe pas aux élections au Comité du patrimoine. Merci beaucoup.

25. **The President:**

Côte d'Ivoire has the floor.

26. **Côte d'Ivoire :**

Merci, Monsieur le Président. Je viens à mon tour appuyer la déclaration du Yémen au nom de la Côte d'Ivoire. Je vous remercie.

27. **The President:**

Mali has the floor.

28. **Mali :**

Merci, Monsieur le Président. Monsieur le Président, ma délégation appuie la déclaration du Yémen. La situation était d'autant plus dramatique hier que trois membres sortants du Comité représentaient des États africains et qu'aucun représentant de pays d'Afrique n'y a été élu en remplacement. Il faut donc vraiment s'attaquer à cette question et trouver une solution. Merci, Monsieur le Président.

29. **The President:**

Thank you. Senegal has the floor.

30. **Sénégal :**

Je vous remercie, Monsieur le Président. Monsieur le Président, le Sénégal est actuellement le seul pays africain représenté au Comité du patrimoine, donc nous joignons notre voix à celles des délégations qui nous ont précédées et souhaitons qu'une attention particulière soit accordée à ce point lors de la réunion qui sera consacrée aux élections en tout début d'après-midi, afin d'obtenir une répartition plus équitable des sièges. Nous avons reçu des propositions en ce sens, mais la réflexion devra être poursuivie pour qu'une telle situation ne se reproduise pas. Je vous remercie.

31. **The President:**

Thank you. Burkina Faso has the floor.

32. **Burkina Faso :**

Merci, Monsieur le Président. Notre délégation voudrait également appuyer la proposition du Yémen, comme tous ceux qui sont intervenus dans ce sens, car la situation actuelle est véritablement inadmissible et il serait souhaitable d'y remédier. Merci, Monsieur le Président.

33. **The President:**

Thank you. Ghana has the floor.

34. **Ghana:**

Thank you, Mr President. Ghana shares the concerns of previous speakers, especially the sentiments expressed by Yemen. Thank you.

35. **The President:**

Thank you. Nigeria has the floor.

36. **Nigeria:**

Thank you, Mr President. Nigeria supports the remarks made by Yemen and agrees completely with the statements made by subsequent delegations. Thank you.

37. **The President:**  
Thank you. Gambia has the floor.
38. **Gambia:**  
Thank you, Mr President. We support the remarks made by other Member States and add that Africa has a rich culture and it is therefore very sad that we are not represented. We hope that this will be rectified. Thank you very much.
39. **The President:**  
Thank you. The Bolivarian Republic of Venezuela has the floor.
40. **República Bolivariana de Venezuela:**  
Gracias, señor Presidente. Venezuela también quiere asociarse a los anteriores oradores que han hecho uso de la palabra, particularmente a la intervención del Embajador del Yemen, y señalar que deberíamos empezar a hacer modificaciones en la forma de elección de los miembros del Comité del Patrimonio Mundial, que haya una verdadera representación geográfica, para que un continente que representa más de 50 Estados no quede excluido de esa lista. Gracias, señor Presidente.
- (40) **République bolivarienne du Venezuela (traduit de l'espagnol) :**  
Merci, Monsieur le Président. Le Venezuela tient lui aussi à s'associer aux interventions des orateurs précédents, en particulier celle de l'Ambassadeur du Yémen, et à dire que nous devrions commencer à modifier le mode d'élection des membres du Comité du patrimoine mondial afin d'assurer une véritable représentation géographique, de sorte qu'un continent qui représente plus de 50 États n'en soit plus exclu. Merci, Monsieur le Président.
41. **The President:**  
Thank you. Peru has the floor.
42. **Perú:**  
Muchas gracias, señor Presidente. La delegación del Perú se suma a lo expresado por el distinguido delegado del Yemen. Al margen de lo que establezcan las normas procedimentales, realmente es injusto que África no esté debidamente representada en este Comité. Por ello, el Perú lamenta profundamente esta situación y estamos dispuestos a hacer todo lo posible para corregirla. Gracias.
- (42) **Pérou (traduit de l'espagnol) :**  
Merci, Monsieur le Président. La délégation du Pérou joint sa voix à celle du distingué représentant du Yémen. Indépendamment de ce que prévoient les règles de procédure, il est véritablement injuste que l'Afrique ne soit pas dûment représentée au sein du Comité du patrimoine mondial. C'est pourquoi le Pérou déplore profondément cette situation et se déclare disposé à tout mettre en œuvre pour y remédier. Je vous remercie.
43. **The President:**  
Thank you. Madagascar has the floor.
44. **Madagascar :**  
Merci, Monsieur le Président. Madagascar se joint à toutes les délégations qui ont appuyé la proposition du Yémen. Merci.
45. **The President:**  
Thank you. The United Republic of Tanzania has the floor.
46. **United Republic of Tanzania:**  
Thank you, Mr President. I would like to take this opportunity to join the previous speakers who have expressed their concern about the non-representation of Africa in the World Heritage Committee. I think that it is important for UNESCO to uphold the values which are very dear to us, namely values of social justice.
47. **The President:**  
Thank you. Uruguay has the floor.
48. **Uruguay:**  
Muchas gracias señor Presidente. Somos sensibles y comprendemos la posición y lo manifestado por varios representantes, sobre todo del continente africano, y pensamos que ya es hora de empezar a trabajar para lograr una mejor distribución geográfica en este Comité. Muchas gracias.
- (48) **Uruguay (traduit de l'espagnol) :**  
Merci, Monsieur le Président. Nous sommes sensibles à la position exprimée par plusieurs représentants, en particulier du continent africain, et nous la comprenons. Nous pensons qu'il est temps de commencer à agir pour parvenir à une meilleure répartition géographique au sein du Comité du patrimoine mondial. Je vous remercie.
49. **The President:**  
Thank you. Niger has the floor.
50. **Niger :**  
Merci, Monsieur le Président. Le Niger associe lui aussi sa voix aux autres orateurs, et appuie la déclaration du Yémen. Merci.
51. **The President:**  
Thank you. Malawi has the floor.
52. **Malawi:**  
Thank you, Mr President. Malawi also supports the position taken by Yemen and all other speakers on the

matter. Thank you.

53. **The President:**

Thank you. Botswana has the floor.

54. **Botswana:**

Botswana supports the remarks by Yemen and subsequent speakers on the issue under discussion.

55. **The President:**

Thank you. Mauritania has the floor.

56. **Mauritanie :**

Merci, Monsieur le Président. La Mauritanie appuie la position des délégations qui ont pris la parole précédemment à propos des élections au Comité du patrimoine mondial qui se sont déroulées hier. Je vous remercie.

57. **The President:**

Thank you. South Africa has the floor.

58. **South Africa:**

Thank you, Mr President. We would like to thank the honourable representative of Yemen for raising this issue and we note the contradiction that while Africa is one of UNESCO's priorities, it is not represented on one of its very important committees. Thank you.

59. **The President:**

Thank you. Algeria has the floor.

60. **Algérie :**

Merci, Monsieur le Président. La délégation algérienne s'associe aux déclarations qui viennent d'être faites sur cette question. Merci beaucoup.

61. **The President:**

Thank you. Cuba has the floor.

62. **Cuba:**

Gracias, señor Presidente. No sé qué impacto pueda tener el debate que está teniendo lugar sobre las sesiones que al mismo tiempo se desarrollan en la sala XII, donde se celebra la reunión del Comité del Patrimonio Mundial. En todo caso, nos parece saludable que esta Conferencia alce su voz sobre lo que a todas luces fue un acontecimiento escandaloso, cuando todo un continente quedó excluido del Comité del Patrimonio Mundial, me refiero a África. El Comité del Patrimonio Mundial se parece cada vez más a la FIFA, donde un grupo de 12 clubes de los ricos administran y gestionan el juego de todos. Si el patrimonio es universal, universal debe ser su gerencia y su disfrute. Cuba considera que es indispensable, es urgente, buscar una distribución geográfica equitativa en este Comité. Poco haríamos solo con lamentarnos si no actuamos. Hay una propuesta sobre la mesa, e invito a todos los que han hablado a que cuando se levante esa sesión acudamos allá y apoyemos la propuesta que el Brasil y Palestina han presentado. Muchas gracias.

(62) **Cuba (traduit de l'espagnol) :**

Merci, Monsieur le Président. Je ne sais quel impact peut avoir le débat en cours sur les séances du Comité du patrimoine mondial qui se tiennent parallèlement en salle XII, mais quoi qu'il en soit, il nous paraît salutaire que cette conférence élève la voix au sujet d'une situation de toute évidence scandaleuse, où tout un continent, à savoir l'Afrique, se retrouve exclu du Comité du patrimoine mondial. Ce dernier ressemble de plus en plus à la FIFA, au sein de laquelle un groupe de 12 clubs des pays riches administrent et gèrent le jeu pour tout le monde. Si le patrimoine est universel, sa gestion et sa jouissance doivent également l'être. Cuba estime qu'il est indispensable, et urgent, de chercher comment assurer une répartition géographique équitable au sein de ce comité. Mais il ne sert à rien de nous lamenter si nous n'agissons pas. Une proposition vient d'être faite, et j'invite tous ceux qui se sont exprimés à se rendre là-bas, une fois cette séance levée, afin d'appuyer la proposition présentée par le Brésil et la Palestine. Je vous remercie.

63. **The President:**

Thank you. Ecuador has the floor.

64. **Ecuador:**

Gracias, señor Presidente. Señor Presidente: el delegado de Cuba dijo una parte de lo que iba a decir. Efectivamente, esta tarde tenemos una sesión de la Asamblea General de los Estados Partes en la Convención del Patrimonio Mundial, en la que se va a presentar un proyecto elaborado por el Brasil y copatrocinado, entre otros, por mi país. Esa es la oportunidad de expresar lo que hemos dicho aquí, que no quede en declaraciones, señor Presidente, que podamos llegar a un acuerdo hoy, para que haya una distribución razonable de los puestos en el Consejo. Lo que le pasó el día de ayer a África, le ha venido pasando, quizás sin tanto dramatismo, a la región de América Latina. Hay ocasiones en que logramos poner uno o dos miembros en ese Comité, pero nos cuesta mucho. El proceso de negociación de votos para el Comité se ha convertido en una especie de barajillo, así que hacemos un llamado a todos los países que han intervenido y a todos los demás para que esta tarde podamos llegar a un acuerdo en esta materia, un acuerdo saludable para todos. Gracias, señor Presidente.

(64) **Équateur (traduit de l'espagnol) :**

Merci, Monsieur le Président. Monsieur le Président, le représentant de Cuba a dit, en partie, ce que je m'apprêtais à dire. Effectivement, cet après-midi se tient une séance de l'Assemblée générale des États parties à la Convention du patrimoine mondial au cours de laquelle sera présenté un projet élaboré par le Brésil et appuyé, entre autres, par mon pays. Ce sera l'occasion de faire entendre ce que nous avons exprimé ici, et de faire en sorte que l'on ne s'en tienne pas à des déclarations, Monsieur le Président, et que nous parvenions à un accord aujourd'hui en vue d'une répartition raisonnable des

sièges au sein du Comité. Ce qui est arrivé hier à l'Afrique est également arrivé, peut-être dans une moindre mesure, à l'Amérique latine. Il arrive que nous réussissions à faire élire un ou deux membres au sein de ce comité, mais il nous en coûte beaucoup. Le processus de négociation des voix pour l'élection au Comité s'est transformé en une espèce de braderie. Aussi lançons-nous un appel à tous les pays qui sont intervenus et à tous les autres afin que nous puissions parvenir cet après-midi à un accord en la matière, un accord salubre pour tous. Merci, Monsieur le Président.

65. **The President:**

Thank you. Democratic Republic of the Congo has the floor.

66. **République démocratique du Congo :**

Merci beaucoup, Monsieur le Président. La délégation de Cuba vient d'exprimer en partie ce que je m'apprêtais à dire. En effet, le patrimoine mondial est géré par une convention, et c'est au niveau de l'assemblée des États parties que tout problème susceptible de se poser doit être examiné. La Conférence est tenue informée par les rapports que le Comité du patrimoine mondial lui soumet. Aussi, je partage l'amertume des pays qui ont récemment posé leur candidature sans succès et je propose que, cet après-midi, nous fassions bloc dans la salle XII pour que le problème qui nous occupe soit examiné sérieusement. Je vous remercie.

67. **The President:**

Thank you. Zambia has the floor.

68. **Zambia:**

Thank you, Mr President. Zambia would like to thank Yemen for raising this contradiction between principle and action and we look forward to its resolution. Thank you.

69. **The President:**

Thank you. Somalia has the floor.

70. **Somalie :**

Merci, Monsieur le Président. Je joins ma voix à celles des délégations qui m'ont précédé et, dans cet esprit je voudrais appuyer la proposition présentée par le Yémen, que je remercie chaleureusement. Merci beaucoup.

71. **The President:**

Thank you. We have had many countries on the list and there are nine more. We understand the message and I hope you will not mind if I close this discussion now. I will give the floor to the nine speakers that are left but thereafter, the discussion will be closed as the message seems to be the same so far. Kenya has the floor.

72. **Kenya:**

I thank you, Mr President. Kenya also joins the voices of the previous speakers with regard to the representation on the World Heritage Committee. Indeed there is a need to ensure equitable representation of all geographical regions and we hope that this will be rectified in the near future. Thank you.

73. **The President:**

Thank you. Morocco has the floor.

74. **Maroc :**

Merci, Monsieur le Président. Le Maroc, en tant que pays africain, appuie les déclarations faites précédemment et nous réitérons ce que nous avons déjà dit hier après les résultats des élections. Nous exprimons ici notre déception et notre tristesse quant à l'absence de tout un continent au sein d'un comité aussi important. À cet égard, le Maroc espère que cet après-midi, l'assemblée des États parties atteindra un consensus concernant les deux projets de résolution palestinien et brésilien. Je vous remercie.

75. **The President:**

Thank you. Angola has the floor.

76. **Angola :**

Merci Monsieur le Président. Beaucoup a déjà été dit et, quoi qu'il en soit, la délégation de l'Angola voulait aussi s'associer à la déclaration de la délégation du Yémen, ou l'appuyer, et en remercier vivement ses auteurs. Merci.

77. **The President:**

Thank you. Brazil has the floor.

78. **Brazil:**

Thank you, Mr President. I would just to associate Brazil with the previous speakers, specifically with Cuba. It was a sad day for UNESCO, but we hope that a solution can soon be found. [It is very hard to hear what the speaker says at the end of the sentence]

79. **The President:**

Thank you. Saudi Arabia has the floor.

المملكة العربية السعودية: ٨٠

وفد المملكة العربية السعودية يشكر ممثل اليمن على ما طرحه ونؤيد ما قالته الدول الأخرى. كذلك، نؤكد أولوية أفريقيا ونرى أن خروجها من هذه اللجنة مفارقة كبيرة، ونشدد على ضرورة التوزيع الجغرافي العادل. وشكراً.

(80) **Royaume d'Arabie saoudite (traduit de l'arabe) :**

La délégation du Royaume d'Arabie saoudite remercie le représentant du Yémen pour ses remarques. Elle appuie

également les observations formulées par les représentants des autres États membres. Nous tenons à cet égard à réaffirmer la priorité accordée à l'Afrique. Nous estimons qu'il est fort paradoxal que les États africains soient absents du Comité du patrimoine mondial et soulignons la nécessité d'assurer une répartition géographique équitable. Je vous remercie.

81. **The President:**  
Thank you. Seychelles has the floor.
82. **Seychelles:**  
Thank you, Mr President. Seychelles looks forward to this unacceptable situation being addressed and redressed in the meeting this afternoon.
83. **The President:**  
Thank you. South Sudan has the floor.
84. **South Sudan:**  
Thank you, Mr President. South Sudan would like to associate itself with the comments made by the previous Member States. It is obvious that this is not acceptable and we therefore need to find a solution to this problem. We would like to propose that the principle to be used be equitable geographical distribution or representation and this needs to be reflected in a resolution to be adopted by the General Conference. I thank you very much.
85. **The President:**  
Thank you. Kuwait has the floor.

الكويت: ٨٦

إن دولة الكويت تؤيد مقترح اليمن وتشكره على ذلك. وإنما تشعر بالحسرة والأسى لغياب الحد الأدنى من أولوية أفريقيا خلال جلسة يوم أمس فيما يتعلق بلجنة التراث العالمي. شكراً، سيدي الرئيس.

(86) **Koweït (traduit de l'arabe) :**

L'État du Koweït souscrit aux propos du représentant du Yémen et l'en remercie. Le Koweït considère qu'il est triste et regrettable que la priorité accordée à l'Afrique n'ait pas été respectée lors de la session d'hier du Comité du patrimoine mondial. Je vous remercie, Monsieur le Président.

87. **The President:**  
Thank you. Tunisia has the floor.
88. **Tunisie :**  
Merci, Monsieur le Président. La Tunisie apporte aussi son appui à la proposition du Yémen.
89. **The President:**  
Thank you. The last speaker, Comoros has the floor.
90. **Comores :**  
Merci, Monsieur le Président. Les Comores remercient vivement le Yémen et s'associent aux déclarations des délégations qui ont précédé.
- 91.1 **The President:**  
Thank you for all your comments. I believe the report of the Nominations Committee is adopted with no objections. If so, *it is so decided.*
- 91.2 Your Excellency, Ms Utegenova, I wish to thank you and the members of the Nominations Committee for your commitment and very successful work. Dear colleagues, we have thus finished our work for this morning. The last meeting of the plenary will start at 4 p.m. this afternoon when we will examine the reports of the Joint Meeting of the Commissions and adopt the Appropriation Resolution before closing the session. I now give the floor to the Secretary.
92. **The Secretary:**  
Thank you, Mr Chair. Just to remind you that the Joint Meeting of the Commissions will convene at 12 noon in Room II. Thank you.
93. **The President:**  
Thank you. *The meeting is now adjourned.*

*The meeting rose at 11.55 a.m.*  
*La séance est levée à 11 h 55*  
*Se levanta la sesión a las 11.55*  
*Заседание закрывается в 11.55*  
*رُفعت الجلسة في الساعة ١١,٥٥ صباحاً*  
*会议于 11 时 55 分结束*



# Eighteenth plenary meeting

Wednesday 20 November 2013 at 4.40 p.m.  
President: **Mr Majidi** (Islamic Republic of Iran)

# Dix-huitième séance plénière

Mercredi 20 novembre 2013 à 16 h 40  
Président : **M. Majidi** (République islamique d'Iran)

# Decimooctava sesión plenaria

Miércoles 20 de noviembre de 2013 a las 16.40  
Presidente: **Sr Majidi** (República Islámica de Irán)

# Восемнадцатое пленарное заседание

среда 20 ноября 2013 г. в 16.40  
Председатель: г-н **Маджиди** (Исламская Республика Иран)

# الجلسة العامة الثامنة عشرة

الأربعاء ٢٠ تشرين الثاني/نوفمبر ٢٠١٣، الساعة ٤,٤٠ بعد الظهر  
الرئيس: السيد مجيدي (جمهورية إيران الإسلامية)

# 第十八次全体会议

2013年11月20日星期三 16时40分  
主席：Majidi先生（伊朗伊斯兰共和国）



1. **The President:**

Good afternoon ladies and gentlemen, dear colleagues, I declare open the eighteenth plenary meeting, which will be the last meeting of this session of the General Conference. Over the past 14 working days, we have accomplished a lot together, and our work is almost done. However, there are two very important items which we need to consider today – the examination of the report of the joint meeting of commissions, and the adoption of the Appropriation Resolution for 2014-2015. Let us therefore start by examining the report of the joint meeting of commissions. The joint meeting was chaired by the Chairperson of the APX Commission, Mr Matthew Sudders, who will present the report contained in document 37 C/69. Your Excellency, you have the floor.

**Report of the joint meeting of commissions (37 C/69)**

**Rapport de la réunion conjointe des commissions (37 C/69)**

**Informe de la reunión conjunta de las comisiones (37 C/69)**

**Доклад совместного заседания комиссий (37 C/69)**

تقرير الاجتماع المشترك للجان (٦٩/٢٣٧)

各委员会联席会议的报告

2.1 **Mr Sudders** (United Kingdom of Great Britain and Northern Ireland) (Chairperson of the joint meeting of commissions):

Thank you very much Mr President. Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, Excellencies, distinguished delegates and dear colleagues, I had the honour of chairing the joint meeting of commissions, which examined four items in four sessions held on 6 and 18 November, and this very morning, 20 November. It is now with great pleasure that I submit to you for consideration this last but not least report of the 37th session of the General Conference.

2.2 The draft resolutions that the commissions jointly recommended to the General Conference for adoption are contained in document 37 C/69. The draft appropriation resolution for 2014-2015 was examined this morning at the last joint meeting, and is contained in a separate document, 37 C/13. There is a correction that needs to be made to the document we saw this morning, which I will mention later.

2.3 The first joint meeting of commissions, held on Wednesday 6 November, discussed item 4.2 and the procedure for the examination and adoption of the Draft Programme and Budget for 2014-2017 (37 C/5) as a matter of priority. Based on a recommendation of the General Committee of the General Conference and the plenary, which adopted the same recommendation on the same day, members of the joint meeting endorsed the recommendations of the Executive Board as contained in paragraph 58 of document 37 C/6 that changed the programme transfers and budgetary shifts to several major programmes that had been proposed in the draft 37 C/5 document. The joint meeting of commissions also endorsed paragraph 65 of document 37 C/6 that recommended revising the relevant parts of the major programmes in document 37 C/5 affected by paragraph 58. These decisions enabled the programme commissions to examine the corresponding draft resolutions which had been duly revised by the Secretariat to reflect those changes.

2.4 The first joint meeting of commissions also endorsed paragraph 16 of document 37 C/6 Part II that recommended that the General Conference make an amendment to the draft appropriation resolution in response to the expected cash-flow situation. I shall come back to this matter later on in my report when we come to the item on the draft appropriation resolution.

2.5 Finally, the members of the commissions present at the joint meeting endorsed the Executive Board's recommendations contained in 37 C/6 Addendum concerning the expenditure plan based on the expected cash flow of \$507 million for 2014-2015. Let me recall that this expenditure plan, which was presented to the General Conference in document 37 C/5 Addendum 2, was prepared in conformity with the principles contained in paragraph 6 of the Executive Board's decision taken at its special session in July this year, and that the members of the joint meeting of commissions also fully endorsed. By endorsing at a very early stage of the General Conference those relevant paragraphs contained in the 37 C/6 documents, the joint meeting of commissions provided a clear direction for the work subsequently undertaken in programme commissions, as was reported to you separately by the chairperson of each commission yesterday and earlier this morning.

2.6 Mr President, let me now give you a brief overview of the discussions that took place in the second joint meeting, when we examined item 3.1 on the consideration and adoption of the Draft Medium-Term Strategy for 2014-2021 (37 C/4), which Member States debated in conjunction with the Executive Board's recommendations contained in document 37 C/11. They also considered the proposed operational strategy for Priority Africa, the Priority Gender Equality Action Plan and the Operational Strategy on Youth as well as six draft resolutions by Member States.

2.7 With regard to the draft resolutions tabled, the majority of members expressed their strong support for the draft resolution on the action plan for the International Decade for the Rapprochement of Cultures, highlighting UNESCO's role as a lead agency for the Decade and in providing a solid platform for intercultural dialogue. With regard to the draft resolution concerning the Silk Road Online Platform, many members underlined the importance of the global dimension of the Silk Road project and its role in the dialogue and rapprochement of cultures. The novelty of the project was also emphasized, especially through the use of information and communication technologies (ICTs) in promoting tangible and intangible heritage.

2.8 With regard to the draft resolution concerning the Slave Route project (37 C/4 DR.5), members also expressed their support and noted that it would prove instrumental in raising awareness of the consequences of slavery and the

slave trade for modern societies. In the same vein, support was expressed for the draft resolution on the *General History of Africa*, with members emphasizing the importance of its inclusion in the curricula of schools in Africa as well as the production of educational materials for countries in other regions, particularly those with citizens of African descent and having historical ties with Africa. Members also welcomed the draft resolution on small island developing States (SIDS) and expressed their support for its adoption, calling on UNESCO to redouble its efforts and work jointly with SIDS on a programme of work encompassing climate change, education for sustainable development, tangible and intangible cultural heritage and youth, among other things.

2.9 In expressing their support for the draft resolution on supporting the global citizenship agenda through education for democracy, members highlighted the important contribution of UNESCO to the promotion of education for democracy and global citizenship and empowering learners with the skills and attitudes to engage fully in building equitable and democratic societies. Mr President, I am pleased to report that during the debate many members took the floor to express their desire to be co-sponsors, and that all six draft resolutions were adopted by acclamation.

2.10 With regard to document 37 C/4, overall, members expressed satisfaction with the Director-General's proposal and underlined the Organization's important lead role and the relevance of its mandate, especially in view of the post-2015 development agenda. Members also welcomed the structuring of the Medium-Term Strategy around the two overarching objectives relating to peace and sustainable development. In this regard, members called for further enhancing the interdisciplinary character of the nine strategic objectives. Members also highlighted the role of UNESCO in the fields of sustainability science (strategic objective 5) and freedom of expression (strategic objective 9), as well as that of the UNESCO Institute for Statistics (UIS) in the provision of evidence-based data analysis. Delegates also endorsed the recommendations of the Executive Board contained in documents 37 C/11 and 37 C/11 Corr. Rev.2 and Addendum. In this regard, they reiterated the Executive Board's recommendation that the proposed document should be both shorter and more focused, thereby making it live up to its strategic title.

2.11 With regard to the strategies presented by the Secretariat alongside the C/4 document, members noted the improvement in the revised Operational Strategy for Priority Africa and, while expressing broad support, stressed the need to ensure an appropriate level of resources for the implementation of flagship programmes, requesting that a large part of these resources be decentralized to the field and not kept here at Headquarters. They also welcomed the revised Priority Gender Equality Action Plan, while placing particular emphasis on the education of girls. Some members, however, emphasized that there was still room for improvement, especially with regard to monitoring and evaluation aspects and the need to define baselines and adequate indicators to measure progress. The importance of both the Operational Strategy for Priority Africa and the Priority Gender Equality Action Plan was reflected in the members' request for the Director-General to include an analytical and impact-oriented yearly report on both priorities in her statutory reporting to the Executive Board. Last but not least, members of the joint meeting expressed support for the Operational Strategy on Youth. It was noted in general that particular attention should be paid to harnessing synergies between these three strategies.

2.12 I would be remiss if I did not recall here the question of "how should the Medium-Term Strategy be approved" which gave rise to a very lively debate. Members agreed that a definitive version of the C/4 document cannot be approved at this stage as the redrafting required by previous Executive Board decisions has yet to be carried out. Some members advocated entrusting the Director-General with the responsibility of amending the C/4 document in line with the decision of the General Conference, while others favoured delegating the General Conference's authority to the Executive Board to ensure that the final version is in line with the General Conference's decisions. The representative of the Director-General reminded members that there was always a time gap between the approval of the C/4 document by the General Conference and its finalization by the Director-General. In this regard, he suggested that the rolling character of the Medium-Term Strategy could help address Member States' concerns regarding the validation and adoption process.

2.13 Mr President, I am pleased to report that the chairpersons of the respective programme commissions who were invited to take the floor, prior to the examination of the global draft resolution on this item, all confirmed that the debates that took place at the joint meeting were in sync with the discussions in their respective commissions. I am also pleased to inform you that following the lively debates that I mentioned earlier on, the draft resolution on item 3.1 was finally adopted by consensus. However, it should be noted that one member stated that it would have been preferable to adopt only the non-contentious parts of document 37 C/4 and to see the remaining part revised by the Director-General for submission to the General Conference at its 38th session. Another member expressed reservations regarding the decision to use the term "adopt" when referring to document 37 C/4.

2.14 Mr President, at this juncture, let me recall something from the past. The first time that a draft medium-term plan was submitted to the General Conference was in 1977, covering the period from 1977 to 1982. At that point in time, it was necessary to set out why a medium-term strategy was needed. There were three relevant considerations that were considered to be particularly important: first, the Constitution gave the ultimate goals of the Organization, but these are stated in very general terms. They are of a permanent and consequently timeless character. The ideals that they stem from are unimpeachable, but the guidance they provide for the elaboration of a short-term programme is of necessity too broad and general. The medium-term plan, in fact, establishes the basis for a searching debate on the future activities of the Organization. There is the need to realign the programme and bring it into sharper focus through recourse to appropriate methods and instruments. As in all administrative structures, there are forces favourable to change and forces in favour of the status quo, but these forces would be ineffective unless they were backed by rational arguments. To establish the basis for such a debate, a means of identifying criteria for the choice of activities is, without doubt, one of the principal reasons for the introduction of medium-term planning. Mr President, I believe that at times it is important to follow the doctrine of Confucius and "study the past if you will define the future".

2.15 Allow me now to move on to item **5.23** on UNESCO's participation in the preparations for a post-2015 development agenda. This matter was discussed extensively at this session of the General Conference, first during the Leaders' Forum, and then in the programme commissions. In that respect, the five chairpersons of the commissions took the floor to briefly present the conclusions of deliberations within their respective commissions to the joint meeting. The members of the joint meeting of commissions endorsed, by and large, the all-encompassing draft resolution that was proposed for their examination. In this regard, it was emphasized that the text was elaborated with a view to reflecting strictly the discussions that had taken place in the programme commissions and the draft resolutions that had been recommended for adoption by two of them, namely the Education and Culture Commissions.

2.16 In the ensuing debate, two members voiced reservations concerning certain specific paragraphs of the text on education. As the paragraphs in question were taken from the resolution that had been recommended by the Education Commission for adoption by the plenary, the proposed amendments were placed in square brackets and subsequently discussed at the plenary meeting yesterday, 19 November 2013. You will undoubtedly all recall the conclusions of that debate in the plenary and the amendments agreed upon yesterday will be duly reflected in the final documents of the General Conference.

2.17 As regards social and human sciences, some members wished to see the role of youth in social and economic transformation underlined. Concerning communication and information, the importance of freedom of expression and access to information to build knowledge societies was emphasized. Minor amendments to the draft resolution were proposed to reflect these views and were endorsed by the members. Lastly, as concerns culture, one Member State observed that discussions on a possible separate goal for culture should not be prejudged at this point in time.

2.18 Mr President, in the last joint meeting this morning following the approval of the relevant parts of documents 37 C/6 and 37 C/6 Addendum and Corrigendum by each programme commission, members endorsed these documents in their entirety. As is customary at the last joint meeting, we also examined the draft appropriation resolution under item **4.3** of the agenda. Members endorsed the recommendation made by the Executive Board to authorize the Director-General to enter into commitments within the limits of the \$653 million ceiling or, in case of a cash flow reduced to \$507 million, within the limits of that ceiling, as per the expenditure plan. The draft appropriation resolution is contained in document 37 C/13 for consideration and adoption by the General Conference in plenary. There is, however, one printing error in the document which we should remove and I have checked with the Secretariat. At the bottom of the first page of the table there is noted a figure as the "Reserve for after-service health insurance (ASHI) long-term liability." This was not part of the discussions at this General Conference. It does not form part of the \$507 million expenditure plan and when Member States took a decision on it, they only took a decision on it from the beginning of the next biennium. So we should delete in our copies the reserve for the after-service health insurance liability and this will be accurately reflected in the records of the General Conference.

2.19 Mr President of the General Conference, Madam Chair of the Executive Board, Madam Director-General, dear colleagues, in concluding this last report of the General Conference, I wish to express my deep gratitude to all the distinguished delegates who participated actively in the debates of the joint meeting of commissions. I thank most particularly the chairpersons and vice-chairpersons of all the commissions who were at my side in our meetings and provided valuable information on the conclusions of their commissions. Finally, let me also express my thanks to the representatives of the Director-General, in particular Mr Hans d'Orville, Assistant Director-General for Strategic Planning (ADG/BSP) and his team: Mr Jean Yves Le Saux and Ms Ranwa Safadi and to the Legal Adviser, who were available to provide us with the necessary clarifications. Thanks as ever to the interpreters, translators, conference room clerks and all the technicians, and finally to the Secretary of the joint meeting, Mr Sachin Bhatt and his team. Thank you for your attention.

3. **The President:**

Thank you for your report, Ambassador Sudders. I wish to thank and congratulate you for chairing so successfully the joint meeting of commissions. Dear colleagues, we will first adopt document 37 C/69. Are there any comments on this document? Denmark, you have the floor.

4. **Denmark:**

Thank you Mr President and thank you to the Chairperson of the joint meeting of commissions for his excellent and comprehensive report which does full justice to the rich debates of the joint meetings of commissions. I have a comment relating to 37 C/DR.1 and 37 C/DR.2 and the way they are presented in the set of decisions in relation to the Medium-Term Strategy. I recall that yesterday, during the meeting, the representative of the Director-General pointed to the fact that the wording of the strategic objectives as reflected in these draft resolutions is not the final wording of the strategic objectives. I would like that to be corrected. There is also a reference to a specific major programme which is the wrong major programme and it would be preferable, as the strategic objectives are objectives for the whole programme of the Organization, that the reference to that major programme be struck out. These very valid and important comments by Mr d'Orville have not been taken into account and it was my understanding that the commissions agreed and this would be reflected in the final version of the resolutions. Thank you very much Mr Chairperson.

5. **Le Président :**

*Thank you very much.* Monsieur l'Ambassadeur de la République démocratique populaire lao, vous avez la parole.

6.1 **République démocratique populaire lao :**

Merci beaucoup, Monsieur le Président. Je voudrais tout d'abord remercier l'Ambassadeur Sudders pour la présentation du rapport de la Réunion conjointe des commissions. C'est avec beaucoup de satisfaction que nous

constatons les qualités de celui qui dirige cette Commission avec brio et un grand talent. M. Sudders, nous vous remercions.

6.2 Je voudrais maintenant revenir sur le point **5.23**. J'ai évoqué, lors de la discussion consacrée à ce point, le texte du paragraphe 4.1 du projet de résolution correspondant, qui concerne le domaine de l'éducation. Dans la partie I de ce projet de résolution, j'ai noté à l'alinéa (v) un écart par rapport à la pratique en vigueur. Je cite : « Prend acte avec satisfaction des efforts déployés par la Directrice générale en collaboration avec les partenaires de l'EPT, en vue de promouvoir un objectif primordial sur l'éducation ». C'est la suite qui n'est pas conforme à l'usage ni à la pratique. Nous ne pouvons pas écrire « Nous, États membres », dans le texte d'une résolution. Il s'agit plutôt là d'une déclaration. C'est pour ça que je me permets de proposer une modification. Nous pourrions écrire ceci : « Encourage les États membres à promouvoir cet objectif lors des discussions internationales consacrées à l'agenda mondial pour l'éducation en se fondant sur les principes... ». La suite resterait identique. Je crois qu'en adoptant cet amendement, nous nous mettrions en conformité avec l'usage et la pratique.

7. **Le Président :**

Merci beaucoup, cher collègue. Monsieur l'Ambassadeur, est-ce que vous pouvez répéter votre suggestion ? Mr Sudders, you have the floor.

8. **Mr Sudders** (United Kingdom of Great Britain and Northern Ireland) (Chairperson of the joint meeting of commissions):

Thank you Mr President. The set of resolutions that we approved, we approved with the proviso that specifically the education text on agenda item **5.23** would be updated in line with the decision of the plenary yesterday on the outcome of the education debate. If there is a mismatch we can correct that in the records, but when we adopted our text we placed both that point and one other in square brackets with a view to having a final version based on the outcome of plenary debate yesterday on education. So my suggestion is that we double-check and make sure that it is case.

9. **The President:**

Thank you very much, Mr Sudders. Are there any other suggestions or comments? I give the floor to Mexico.

10. **México:**

Muchas gracias, señor Presidente. Quiero hacer referencia al párrafo 4 del punto 3.1, a la resolución que empieza en el punto 2: "Aprueba sin perjuicio de los párrafos 7 y 8 del documento 37...", pero al voltear la hoja no hay párrafos 7 y 8. La propuesta original es que esos párrafos 7 y 8 correspondieran a los dos párrafos siguientes, es decir, a los ahora número 3 y número 4, ya que el 7 y el 8 ya no existen; se corrió el numeral pero ese cambio no se reflejó en el texto. Mi propuesta es decir: "Aprueba sin perjuicio de los párrafos 3 y 4 abajo del documento 37 C/4". Eso fue lo que mi delegación entendió que se aprobaba. Quisiera entonces hacer esa corrección, pero quisiera sobre todo tener muy claro qué es lo que estamos aprobando aquí. Le agradezco mucho, señor Presidente, por su trabajo.

(10) **Mexico** (*translation from the Spanish*):

Thank you very much, Mr President. I wish to refer to document 37 C/69, paragraph 4, under item 3.1. Paragraph 2 of the resolution begins: "Adopts, without prejudice to paragraphs 7 and 8, document 37 C/4...", but there are no paragraphs 7 and 8. In the original proposal, paragraphs 7 and 8 corresponded to the following two paragraphs in the resolution, which are now numbered 3 and 4, and paragraphs 7 and 8 no longer exist. Although the numbers were changed, this has not been reflected in the text. I propose changing the wording to: "Adopts, without prejudice to paragraphs 3 and 4, document 37 C/4...", which is what my delegation understood to have been approved. I therefore request this correction and, above all, more clarity concerning what we are approving here. Thank you very much, Mr President, for your work.

11. **Le Président :**

La France, vous avez la parole.

12. **France :**

Merci, Monsieur le Président. Je voudrais revenir brièvement sur la réserve de quatre millions programmée par erreur au titre de l'assurance maladie après cessation de service. Je voudrais juste saisir cette occasion pour rappeler la recommandation instantane du Commissaire aux comptes réitérée lors de la 192<sup>e</sup> session du Conseil exécutif. Il est urgent et de la plus haute importance de trouver une solution rapide au problème de la dette accumulée au titre de l'assurance maladie après cessation de service. Le système actuel n'est pas viable, ce sont ses propres mots. Si rien n'est fait, cette dette avoisinera bientôt le milliard de dollars des États-Unis. Les États membres ne sauraient rester indifférents à cette grave situation. Cette erreur en forme d'acte manqué était finalement, peut-être, la bienvenue. Merci.

13. **The President:**

Thank you very much. Mr Sudders.

14. **Mr Sudders** (United Kingdom of Great Britain and Northern Ireland) (Chairperson of the joint meeting of commissions):

Thank you. Just to note that the Mexican Ambassador is entirely correct. The sentiment of the decision we took was that we were adopting without prejudice to the following two paragraphs in the draft resolution, which should now be numbered three and four.

15. **The President:**

Thank you. I give the floor to Mr Millward, Secretary.

16. **Le Secrétaire :**

Merci, Monsieur le Président. Pour revenir à la proposition de correction faite par l'Ambassadeur de la République démocratique populaire lao, je vais donc relire le texte de sa proposition. Elle porte sur l'alinéa (v) de la

partie I du projet de résolution correspondant au point **5.23**, à la page 13 de la version française du document 37 C/69. D'après ce que je comprends, l'alinéa (v) serait scindé en deux. La première partie se lirait comme suit : « Prend acte avec satisfaction des efforts déployés par la Directrice générale en collaboration avec les partenaires de l'EPT en vue de promouvoir un objectif primordial sur l'éducation ». La deuxième partie serait libellée comme suit. Je lis un peu plus lentement : « Encourage les États membres à promouvoir cet objectif lors des discussions internationales... », le reste demeurant, je crois, inchangé : « ...consacrées à l'agenda mondial pour l'éducation en se fondant sur les principes fondamentaux de l'accessibilité, de l'égalité et de la qualité dans la perspective de l'apprentissage tout au long de la vie ». Voici la proposition d'amendement. Merci.

17. **Le Président :**

Merci M. Millward. El Salvador, vous avez la parole.

18. **El Salvador:**

Muchas gracias, señor Presidente. Primeramente, quisiéramos agradecer al Presidente de la Comisión Conjunta por el informe completo que nos ha presentado. En segundo lugar, señor Presidente, quisiéramos saber qué repercusión jurídica tiene el hecho de que la parte I de esta resolución sobre el punto **5.23**, relativa a la educación, sea igual que la resolución de la Comisión de Educación que aprobamos ayer por la tarde con respecto a la educación después de 2015. Quisiéramos saber qué repercusión tiene el hecho de que se aprobara una resolución de la Comisión de Educación y ahora, tratándose del mismo tema, haya otra diferente. Gracias.

(18) **El Salvador** (*translation from the Spanish*):

Thank you very much, Mr President. First, I would like to thank the Chairperson of the joint meeting of commissions for the comprehensive report submitted to us. Second, I would like to know the legal implications of the fact that Part I of the resolution on item **5.23** on education is the same as the resolution of the ED Commission (Education) that we approved yesterday afternoon regarding education beyond 2015. We wish to know the potential impact of having approved a resolution of the ED Commission and approving another one now, on the same theme. Thank you.

19. **The President:**

Thank you very much El Salvador. Mr Sudders, you have the floor.

20. **Mr Sudders** (United Kingdom of Great Britain and Northern Ireland) (Chairperson of the joint meeting of commissions):

Thank you Mr President. We are in the hands of the plenary, but I just wish to emphasize again that in the joint meeting of commissions we agreed to place the two parts of the education section that had reservations from Member States in square brackets and that we would take without alteration the decision that was eventually adopted in plenary by the Education Commission. In the Education Commission there was a great deal of debate around this section and I believe they have adopted it. This is in the hands of plenary, but I just wish to emphasize what we agreed in the joint meeting of commissions.

21. **The President:**

Thank you Mr Sudders. Saint Vincent and the Grenadines, you have the floor.

22. **Saint Vincent and the Grenadines:**

Thank you Mr President. I would like to thank the Chairperson of the joint meeting of commissions for his excellent report. I would just like to add Saint Vincent and the Grenadines as co-sponsors of the draft resolution because that has been overlooked. Thank you.

23. **The President:**

Thank you very much. If there are no more comments or suggestions, may I then assume that the General Conference takes note of the report of the joint meeting of commissions and adopts the draft resolutions contained in it, as amended, subject to the decisions that the Conference may take on budgetary issues when adopting the Appropriation Resolution for the next biennium? Thank you. *It is so **decided**.*

**Item 4.3: Adoption of the Appropriation Resolution for 2014-2015 (37 C/13)**

**Point 4.3: Adoption de la résolution portant ouverture de crédits pour 2014-2015 (37 C/13)**

**Punto 4.3: Resolución de consignación de créditos para 2014-2015 (37 C/13)**

**Пункт 4.3: Резолюция об ассигнованиях на 2014-2015 гг. (37 C/13)**

البند ٤,٣: اعتماد قرار فتح الاعتمادات المالية لعامي ٢٠١٤-٢٠١٥ (١٣/٢٣٧)

项目 4.3: 2014-2015 年拨款决议

24. **The President:**

Dear colleagues, the last item remaining on our agenda is item **4.3** "Adoption of the Appropriation Resolution for 2014-2015". The document pertaining to this item is document 37 C/13. In his report, Ambassador Sudders presented the draft appropriation resolution, which the six commissions, at their joint meeting, recommended for adoption. There is one amendment as the Secretary mentioned. Mr Sudders, you have the floor.

25. **Mr Sudders** (United Kingdom of Great Britain and Northern Ireland) (Chairperson of the joint meeting of commissions):

I would like to reiterate that this was just an amendment to the table, which mistakenly had a line for funding the after-service health insurance. That line was not something that had been agreed and it was decided that that it would possibly come into play from the next budget. So the line should not exist, but the figure needs to stay there and it would actually be part of anticipated cost increases.

26. **The President:**

Thank you very much Mr Sudders. Are there any comments on this resolution? I see none. May I take it that the General Conference takes note of the report of the Chairperson of the APX Commission and adopts the Appropriation Resolution for 2014-2015 contained in document 37 C/13 as amended? *It is so **decided**.*

**Tribute to the Chair of the Executive Board**

**Hommage au Président du Conseil exécutif**

**Homenaje al Presidente del Consejo Ejecutivo**

**Выражение признательности Председателю Исполнительного совета**

إشادة برئيس المجلس التنفيذي

向执行局主席致敬

27. **The President:**

Ladies and gentlemen, before we close this session, I wish to inform you that the General Committee yesterday morning decided to pay tribute to the Chair of the Executive Board, Her Excellency Ms Alissandra Cummins. The Committee recognized her professionalism, diplomatic skills and the dedication with which she presided over the Board over the past two years. It therefore decided to recommend to the plenary the adoption of the draft resolution contained in document 37 C/PLEN/DR.3. Dear colleagues, I now give the floor to the Secretary of the General Conference, who will read out this text. Mr Millward, you have the floor.

28. **Mr Millward** (Secretary of the General Conference):

Thank you Mr President. The text of document 37 C/PLEN/DR.3 reads: "Tribute to the Chair of the Executive Board. The General Conference, *noting* that Ms Alissandra Cummins will conclude her term of office as Chair of the Executive Board, which she has held since 11 November 2011, at the end of the 37th session of the General Conference, *recognizing* her enduring support for UNESCO's mandate in education, the sciences, culture and communication and information, her reaffirmation of the Organization's ethical role within the United Nations system and her insightful advocacy for UNESCO's relevance in, *inter alia*, cultural and documentary heritage, culture and sustainable development, small island developing States (SIDS) and the post-2015 international development agenda, *acknowledging* that the Executive Board, under Ms Cummins' able leadership, has been vigilant and responsive in addressing the unprecedented challenges faced by UNESCO due to the serious budgetary shortfall for the 2012-2013 biennium, as well as in proactively monitoring the reform and restructuring of the Organization to ensure long-term sustainability and viability, *further acknowledging* the important efforts the Executive Board has made, under her guidance, *inter alia*, to oversee the transition of the Organization from a biennial to quadrennial planning cycle, to identify programmatic priorities for the Draft Programme and Budget for 2014-2017 (37 C/5) in case of continued budgetary shortfall, and to conduct in a transparent and exemplary manner the procedures relating to the election of the Director-General, *appreciating* her role in reinforcing the use of inter-sessional and enhanced participation mechanisms to ensure wider consultation on the work of the Executive Board, including, *inter alia*, the examination of the Draft Medium-Term Strategy for 2014-2021 (37 C/4) and the Draft Programme and Budget for 2014-2017 (37 C/5), *commending* her integrity, transparency and resilience in steering the Executive Board through a very difficult mandate, *expresses* its profound gratitude to Ms Alissandra Cummins for the invaluable services she has rendered to UNESCO".

29. **The President:**

Thank you Mr Millward. Dear friends, may I take it that the General Conference adopts this resolution by acclamation? Okay, thank you. *It is so **decided**.* Ladies and gentlemen, let me now give the floor to Ms Cummins, who wishes to make a brief statement.

30.1 **Ms Cummins** (Barbados) (Chair of the Executive Board):

Madam Director-General, distinguished delegates of the General Conference, distinguished Members of the Executive Board, dear friends and colleagues, I am extremely touched and humbled by your most generous tribute. Although these words have been ascribed to me in my capacity as Chair of the Executive Board, I must emphasize that the important work completed by the Board over these last two years is in every sense of the word the shared accomplishment of each and every Board Member, as well as of each and every Member State that has actively engaged with the Board in its proceedings. I am especially thankful to the members of the Bureau of the Executive Board for their wise counsel and close collaboration throughout this biennium. Indeed, our accomplishments would not have been possible without the comprehensive and invaluable support provided by the Director-General and the Secretariat at all levels. In short, this has truly been a team effort, and it is only befitting that I, in turn, wish to applaud you as you have applauded me.

30.2 Ladies and gentlemen, this has been a very difficult mandate. The withholding of almost a third of UNESCO's funding has had wide-ranging implications for the Organization, and continues to seriously undermine its ability to thoroughly respond to the expectations of Member States. In fact, this biennium could have ended with our affairs in a much worse position were it not for the vigilance and commitment of both the Board and the Director-General in seeking ways to implement the programme and to maintain the relevance of UNESCO at the international level. For this, I am deeply appreciative.

30.3 While the Director-General and her team have focused their efforts on reforming the Organization for enhanced efficiency and visibility – and rightfully so I might add – as Chair of the Board, I have sought to concentrate the Board's attention on strengthening the credibility and integrity of its governance role, and through that, the credibility and integrity of the Organization as a whole. In my opinion, it is through this concerted effort of both the Board and the Secretariat that we have been able to move forward constructively in the reform process. Here, I would like to take this opportunity to

especially thank the External Auditors for the excellent support provided to the Board throughout its work. The audit reports have been instrumental in bringing greater clarity on critical elements concerning the functioning of the Organization, and have enabled the Board to take informed decisions. I also wish to extend my thanks to the Legal Adviser and her team who have at all times sought to ensure that we did not deviate from the rules of the Organization.

30.4 However, the reform of our beloved Organization is not yet complete. Mirroring the soul-searching exercise occurring throughout the United Nations system, we need to continuously reflect on how the Organization is to address the concerns, issues and needs of today and tomorrow. One positive outcome of our struggles these past two years is the emergence of a better understanding amongst Member States of the true value of UNESCO. We have seen that there is indeed universal appreciation for the unique combination of multidisciplinary competencies within this House. We have seen that UNESCO matters to the world.

30.5 From this point on, we need to have the courage to innovate so as to better leverage these competencies for today's realities. We need to innovate to ensure that UNESCO matters to the world of tomorrow. Similarly, drawing from lessons learnt around the issue of governance within the United Nations system, the Executive Board should, in the coming years, consider what is necessary for it to have the flexibility to test new approaches in the execution of its function. Here, I would also like to highlight the dialogue that is ongoing amongst Member States throughout the United Nations system on strengthening the procedures related to the appointment of senior posts within United Nations entities. This dialogue stems from an increased awareness of and commitment to democratic principles by Member States, and should be seen as a positive trend to be encouraged.

30.6 We have had the important duty of making a recommendation to the General Conference with respect to the election of a Director-General. I am pleased to have had the opportunity to be part of this important and infrequent event. It has been an unprecedented situation for the Organization in which an incumbent has had to contest such an election, and I would like to underscore that throughout this process, Ms Bokova has at all times conducted herself in an exemplary fashion, with the calm dignity which we would expect within an organization that places respect for human dignity at the core of its credo. I wish to extend to her once again my personal congratulations and indeed echo her comments at her investiture in thanking the other two candidates who offered themselves for your consideration.

30.7 Dear friends and colleagues, my time as Chair of the Board, and as the representative of Barbados to the Board before this, has confirmed my steadfast belief that the mandate of UNESCO is critically important for the world. I am personally very honoured by the trust which has been placed in me by my colleagues in the Board. I have also been deeply touched by the support shown me by my colleagues from the Latin America and Caribbean Group (GRULAC) region, Group III, throughout. But most especially I am entirely overwhelmed by the confidence afforded me by my country Barbados to execute, to the best of my ability, the responsibilities required of the Chair of the Board. I should like to take this opportunity to offer my best wishes to my successor to be elected on Friday and to assure that I stand ready to assist in any way at any time.

30.8 Throughout my mandate as Chair, I have been inspired by one key ideal as expressed by our late Prime Minister, Mr Errol Barrow, on Barbados' assumption of membership to the United Nations. He said essentially that Barbados would be guided in its activities within the United Nations family of nations by the principles of fairness and equality. He pledged that Barbados would be "a friend to all, and a satellite to none". This is the credo I have lived by throughout. One that starts from the premise of mutual respect irrespective of race, class, religion, or the size or wealth of a Member State. We are all relying on UNESCO to uphold and promote the ideals that will create a better world for humanity, a humanity that transcends narrow self-interests, while at the same time celebrating the uniqueness of each and every individual, a humanity built on solidarity, justice and dignity, a humanity that is at peace with itself. In the words of Albert Einstein, "Peace cannot be kept by force, it can only be achieved by understanding". To further quote Eleanor Roosevelt, "It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it".

30.9 Ladies and gentlemen, herein lies the true mission of UNESCO – to work at building peace, to work at building mutual understanding. Let us together strive to keep moving forward on this mission. Let us renew our commitment to create a better world for our children, to all those generations of children as yet unborn, to the future generations of humanity. Dear colleagues, I thank you all for the confidence you have placed in me as your Chair of the Executive Board, and for the opportunity to serve this most noble House. Thank you for your attention.

31. **The President:**

Thank you Your Excellency. Ladies and gentlemen, allow me now to give the floor to the Director-General who wishes to say a few words.

32.1 **La Directrice générale :**

Merci beaucoup, Monsieur le Président de la Conférence générale, Madame la Présidente du Conseil exécutif, Excellences, Mesdames et Messieurs. Permettez-moi de remercier Mme Cummins pour ce discours tellement courageux, je dirais même visionnaire et source d'inspiration. C'est aussi, comme toujours, un plaisir de saluer le travail accompli durant l'exercice biennal par le Conseil exécutif, sous l'impulsion de sa Présidente, Mme Cummins, surtout lorsque l'exercice biennal a été aussi important que celui-ci, comme elle l'a bien indiqué il y a quelques minutes, et que la Présidente du Conseil n'est autre qu'Alissandra Cummins. Je voudrais aussi vous remercier pour vos paroles si gentilles à mon égard lors de la cérémonie d'avant-hier, et aussi pour le plaisir que le Secrétariat – je parle en son nom – a eu à travailler avec vous.

32.2 Je pense aussi me faire la porte-parole de tous en saluant la manière toujours très directe, très franche, avec laquelle vous avez su animer les débats et donner aux États membres une image fidèle et réaliste de la situation : les

contraintes associées à un budget ramené à 507 millions de dollars, ses conséquences pour l'Organisation, la nécessité d'accélérer la réforme, de se concentrer sur les priorités de l'Organisation. Et comme vous l'avez très bien dit, Madame la Présidente, l'UNESCO a su faire face à une crise financière d'une ampleur inouïe, qui a mis à l'épreuve les défenses de notre Organisation, comme rarement au cours de notre histoire.

32.3 Cette épreuve nous a révélé à nous-mêmes notre capacité collective de faire front avec unité et ce résultat, nous le devons aussi à votre direction éclairée et à la manière dont vous avez su garder tous les membres du Conseil mobilisés, non seulement pendant les sessions, mais également entre les sessions. Cette continuité de l'action menée sera impérative à l'avenir pour l'UNESCO, dont la gestion demande, plus que jamais, une concertation permanente. Je voudrais aussi remercier, à travers vous, les membres du Conseil exécutif pour leur contribution inestimable au bon déroulement de nos travaux, et je salue le bureau, les vice-présidents, et les deux présidents de Commission.

*(La Directrice générale poursuit en anglais)*

32.4 Madam Chair, you did all this with strength and vision, and, most of all, I would say always with humour and sometimes a strong dose of understatement. This has been a testing biennium for Member States and for the Organization, calling for the best of all of us, for our fullest solidarity and cooperation. This has called for true leadership, for an ability to bring people together, to remind them, as you did sometimes firmly, sometimes gently, but always with a conviction of the vision they share and their responsibilities towards this. So, if you allow me dear Alissandra, you have done all of this, acting with grace in trying times, with determination in moments of general uncertainty.

32.5 In your opening remarks to the first plenary meeting of this General Conference, you stated, and I quote: "Now is the time we must seriously reflect, at the highest level of our governments, on the depth of our collective investment in education, the sciences, culture and communication and information as pillars of long-term human progress. Now is also the time for Member States to take the message that UNESCO matters for the world". A message that you yourself just pronounced again with the firm conviction and firm commitment that you hold. So these are the words, Madam Chair, that will guide us also in our future work.

32.6 At this time of opportunity and challenge, I am confident these words will help guide us in moving forward, to meet the great ambitions of our mandate. So it is also in this spirit, I am honoured to present you in a while with a medal which represents a Duho armchair, a masterpiece of Taïno art, made by the Arawak Indians of the Greater Antilles. I was thinking that it may seem a bit ironic to offer a medal representing a chair to someone who is constantly on the move and constantly having the inspiration of learning about the world, of contributing to the world, for understanding this world and making the most of what UNESCO can do for the rest. And also a while ago, a colleague from the Secretariat said I should not offer you a chair when you are constantly on the move and even dancing in such a wonderful way when we had Magic System here singing "*Bouger Bouger*". But I really believe that you deserve this medal as a symbol of cultural diversity, as a symbol of heritage. It was used in ritual ceremonies for the highest personalities. I think this is a testimony of the high esteem we all have for you and I would like to say on behalf of UNESCO I am deeply honoured to present this medal in recognition of everything that you have done for this Organization in very trying times these last two years.

*(Applause)*

**33. The President:**

Thank you very much Madam Director-General. Dear Ms Cummins, just like the gold medal, the numerous rounds of thunderous applause are a sign of the General Conference's strong appreciation of your able leadership. On behalf of all of us here today, including many delegations who would have preferred to take the floor personally, I want to thank you very much again for your service and able guidance.

**Closure of the 37th session of the General Conference**

**Clôture de la 37<sup>e</sup> session de la Conférence générale**

**Clausura de la 37<sup>a</sup> reunión de la Conferencia General**

**Заккрытие 37-й сессии Генеральной конференции**

**اختتام الدورة السابعة والثلاثين للمؤتمر العام**

**大会第三十七届会议闭幕**

**34. The President:**

Ladies and gentlemen, we have thus finished our agenda for this session of the General Conference. Allow me now to give the floor to the Director-General who wishes to say a few words as this session draws to a close.

**35.1 The Director-General:**

Mr President of the General Conference, Madam Chair of the Executive Board, Excellencies, ladies and gentlemen, in closing this session, I wish to thank all Member States for their commitment to UNESCO. From every country, from all parts of the world, we have heard a resounding endorsement of UNESCO's mandate. This 37th session of the General Conference occurred at a critical juncture on the global agenda, at a time when the planet faces increasing pressures, when countries are accelerating towards the Millennium Development Goals and education for all by 2015. And this is the first message I take with me – accelerating to reach the Millennium Development Goals and education for all objectives must remain our first priority, and it is definitely my first priority.

35.2 We have a little bit more than two years left before the deadline and in many areas, we can do it – it is doable. This is a development issue, and it is also a credibility issue. We must keep the promises we made in 2000 to be credible in setting a new one to follow. As every country today is seeking new sources of dynamism and cohesion, to design new



approaches to development, I have also heard the strong message from Member States about the importance and relevance of UNESCO to propose new ways of reaching sustainability, new multipliers for change. Education, culture, the sciences, communication and information, knowledge sharing, freedom of expression – all of these are key drivers of sustainability. They are forces for social justice, eradication of poverty, maternal health and inclusion. These are the human dimensions of human development.

35.3 I am more determined than ever to promote inclusive quality lifelong learning. I am determined to mobilize the power of sciences, technology and innovation policies and frameworks for sustainable development. I am determined to move forward with the agenda of culture and put it in the development debate. These are drivers to strengthen societies, to tackle the challenges of our time – interdependence, inequalities and issues of vulnerability, as shown by the tragic typhoon that struck the Philippines. This also draws our attention to the increasing fragility of all States today, and to the pressing need for all of us to work together.

35.4 UNESCO is the universal platform for dialogue and for action to tackle these challenges. This is the importance of our work today: to support societies in managing change, to shape it towards a more peaceful, inclusive and sustainable future for all. In this respect, I would like to say that I took also very good note of the intervention by Ambassador Sudders this morning, when he shared concerns about the work of the commissions and the contribution of the Secretariat. As I have said on many occasions, the primary goal of the Secretariat is to serve Member States in the common interest of the Organization. I am cognizant that decisions here at the General Conference are taken by Member States and I can assure Ambassador Sudders and all Member States that I will continue to remind all staff of their duties in fulfilling their work and to ensure such concerns have no grounds to arise.

*(The Director-General continues in French)*

35.5 Mesdames et Messieurs. Je tiens à remercier les chefs d'État et de gouvernement du Tchad, du Costa Rica, de l'Équateur, de la Lituanie et de la Tunisie, ainsi que Son Altesse royale la Princesse Marie du Danemark et le Prince et Grand Maître de l'Ordre de Malte, d'avoir partagé leurs vues avec nous. Le Forum des dirigeants a donné lieu à des échanges très riches et équilibrés sous l'impulsion de Sashi Tharoor, Secrétaire d'État pour le développement des ressources humaines de l'Inde, et de Steven Cole, présentateur de la chaîne de télévision Al-Jazeera. Je remercie également les 140 personnalités, Vice-Présidents, Vice-Premiers Ministres, Ministres et autres éminents représentants des États membres. Je remercie les observateurs, les organisations internationales et les organisations non gouvernementales pour leur participation. Je salue tout spécialement les délégués du 8<sup>e</sup> Forum des jeunes – certainement l'un des plus dynamiques de notre histoire – qui ont imprimé un ton positif et énergique à nos débats.

35.6 Cette Conférence générale, Mesdames et Messieurs, nous a permis de renouveler notre attachement à nos valeurs communes, et même d'agrandir la famille de l'UNESCO, avec l'adhésion d'Anguilla. Nous disposons d'une Stratégie à moyen terme, d'un Programme et budget, et donc d'un cadre et d'une feuille de route pour avancer. Je suis déterminée à accélérer la réforme de l'UNESCO, dans l'esprit des recommandations issues de l'évaluation externe indépendante, et même à aller au-delà.

35.7 Ensemble, nous allons réussir, en dépit des difficultés financières, à construire une UNESCO plus efficace, plus visible et plus performante. Merci.

**36.1 The President:**

Thank you, Madam Director-General, for your wise words. Excellencies, distinguished colleagues, allow me now to deliver a closing statement on behalf of His Excellency Mr Hao Ping, President of the General Conference.

36.2 "Madam Chair of the Executive Board, Madam Director-General of UNESCO, ministers and heads of delegations, Excellencies, we have come to the end of our General Conference. Over the course of the last 15 days, we have received over 3,000 delegates and we have been honoured with the visits of 140 ministers, four heads of State, one prime minister, Her Royal Highness Princess Marie of Denmark and the Prince and Grand Master of the Order of Malta. Over 700 staff, both permanent and temporary, were mobilized to assist in the organization of the General Conference. We have successfully overseen the re-election of our Director-General, Ms Irina Bokova, with an overwhelming majority of 92%. The new Members of the Executive Board were elected smoothly and the work of the committees and commissions has been completed in a most effective and transparent manner.

36.3 This milestone achievement was made possible thanks to your wisdom, sincerity and confidence. We were all guided by the spirit of harmony and an atmosphere of trust, thus enabling us to achieve what could have been considered unachievable at the outset; for this was the shortest session ever tasked with covering the largest number of documents in the Organization's history. Therefore, I thank you for your collaboration and unfailing support for me. I also would like to take this opportunity to thank all of the Vice-Presidents of the 37th session of the General Conference. I have called upon you throughout these past two weeks and have relied on your wisdom in carrying out my functions. Thank you so much for your support. My respectful and warm thanks also go to the Chair of the Executive Board, Ms Alissandra Cummins, my dear friend from whom I have learned a great deal. Thanks to her and the whole Board, this session has been converted into a success.

36.4 Madam Director-General, I would also like to thank you and your core team for the continued support you have given me. You know the great esteem I have for you, Ms Irina Bokova. I am pleased to count you among my friends, and I can say, on behalf of all the Member States which have re-elected you, that you will continue to have our firm support. I would also like to acknowledge the commitment and enthusiasm of the Secretariat, led by the Director-General and her Deputy Director-General, Mr Getachew Engida, the energetic work of the Assistant Director-General of the Bureau of Strategic Planning (BSP) and his very able team which guided us throughout the Leaders' Forum, and the patience of all the Assistant Directors-General who had been present at the meetings to offer their helpful advice whenever required. I

would also like to take this opportunity to thank the Secretariat of the General Conference, an extremely dedicated team of highly professional colleagues carefully managed by the Secretary of the Governing Bodies, Mr Michael Millward. This team includes: Mr Luis Salamanques, Mr Edmond Moukala, Mr Boris Falatar, Ms Anna Bonetti, Ms Catherine Thiounn and Ms Irma Gonzalez. Let me also thank those who we do not always see, but who have ensured the smooth functioning of the Conference: the interpreters who have ensured that we are understood; the technicians who have made sure everything worked like clockwork; the clerks inside and outside of this room, who have made sure that we have the documents needed to do our business; and the coffee ladies who have ensured that during our late meetings we had the sustenance needed to continue until the very end. Over the course of these weeks, I visited several of the secretariats of the commissions and committees, and I was impressed by their hard work and I was informed that some of them had even worked past midnight. Madam Director-General, please convey to them and the entire Secretariat our thanks and appreciation for their continued support in furthering our collective work. I think they all deserve a round of applause on our behalf.

*(Applause)*

36.5 Ladies and gentlemen, as the 37th session of the General Conference comes to an end, our harmonious symphony is just starting, and like that of Schubert, it is an “unfinished symphony”. The world context is one that challenges UNESCO to live up to its extraordinary mandate. Today, our mission to build the defences of peace in the minds of women and men is more crucial than ever. At times, I have the impression that UNESCO’s Constitution was meant for this present generation. As you go on to your responsibilities in your respective countries, remember that you are the ambassadors of our Organization; the weighty responsibility of promoting the values of UNESCO still lies on your shoulders. As an ambassador of our dear Organization, I strongly encourage you to continue to mobilize support, to enable our Director-General to smoothly implement the numerous and far-reaching tasks that we have entrusted her with for the well-being of our people and nations.

36.6 Over the course of these two weeks, the Director-General has clearly unveiled to us her inspiring strategic programme that will lead us over the next four years and that will make UNESCO more relevant, more effective and more efficient in responding to global challenges to peace and development. You know that since the beginning of her first term, and in a particularly critical financial time, she has succeeded in sharpening the focus of UNESCO’s programmes, positioning the Organization closer to the field, broadening its range of partnerships with the private sector, civil society and other intergovernmental organizations, and has reinforced its role, more than before, within the United Nations system. I know that we all appreciate the fact that we have an experienced hand to guide us over the next four years, yet the enormity of the task entrusted to her will require our unwavering support to her in order to ensure the well-being of our people and nations. Thank you.”

36.7 Ladies and gentlemen, distinguished colleagues and friends, we have thus come to the end of our last plenary meeting. On behalf of the President of the General Conference, His Excellency Mr Hao Ping, and in my own name, I wish to thank you for your active participation, thoughtful statements, and wise decisions over the past two weeks. I bid you farewell and wish you a safe journey home. Before I use the gavel one last time to mark the end of this session, we will listen to a short programme of Chinese Guang Dong music and a chorus from Verdi’s *Traviata*, prepared by Maestro Jorge Lozano-Corres and performed by soloists Hye-Young Stoullig and Paul Gaugler, and orchestra.

*(Musical interlude)*

37. **The President:**

Thank you very much, maestro, for bringing this Conference session to a harmonious close as the President would have wished. I now **declare closed** the 37th session of the General Conference of the United Nations Educational, Scientific and Cultural Organization.

*The meeting rose at 6.05 p.m.  
La séance est levée à 18 h 05  
Se levanta la sesión a las 18.05  
Заседание закрывается в 18.05  
رفعت الجلسة في الساعة ٦,٠٥ بعد الظهر  
会议于 18 时 05 分结束*



List of delegates,  
representatives and observers

Liste des délégués,  
représentants et observateurs

Lista de delegados,  
representantes y observadores

Список делегатов,  
представителей и наблюдателей

قائمة بأسماء أعضاء  
الوفود والممثلين والمراقبين

代表团成员、代表及观察员名单

1. Names and titles included in this document are those provided by the governments and the organizations concerned. The designations employed do not imply the expression of any opinion on the part of the Secretariat concerning the legal status of any country or territory, or of its authorities, or concerning the delimitations of the frontiers of any country or territory. This applies also to titles of members of delegations.
2. In the absence of the Head of Delegation, it is understood that the first listed delegate present becomes Head of Delegation, unless otherwise specifically stated.

- 
1. Les noms propres et titres qui figurent dans ce document sont ceux qui ont été donnés par les gouvernements et les organisations intéressés. Les désignations employées ne sauraient être interprétées comme exprimant une prise de position du Secrétariat sur le statut légal ou le régime d'un pays ou d'un territoire quelconque, non plus que sur le tracé de ses frontières. Cet avertissement vaut également pour les titres des membres des délégations.
  2. Sauf indication contraire, il est entendu qu'en absence du chef de la délégation, c'est le premier délégué présent mentionné après le chef de la délégation sur la liste qui remplace celui-ci en cette qualité.

- 
1. Los nombres y títulos que figuran en este documento son los facilitados por los gobiernos y organizaciones respectivos. Las denominaciones utilizadas no entrañan, por parte de la Secretaría, la expresión de una opinión acerca del estatuto jurídico de ningún país o territorio, o de sus autoridades, ni respecto de las demarcaciones de las fronteras de país o territorio alguno. Lo mismo es aplicable a los títulos de los miembros de las delegaciones.
  2. A menos que se indique lo contrario, se entiende que, en ausencia del Jefe de la delegación, le reemplazará el primer delegado presente que figure en la lista después de aquél.

- 
1. Фамилии и звания, указанные в настоящем документе, взяты из списков, представленных соответствующими правительственными организациями. Принятые здесь наименования отнюдь не отражают мнения Секретариата о юридическом статусе какой-либо страны или территории, ее властей, равно, как и границ какой-либо страны или территории. То же самое относится к званиям членов делегаций.
  2. В отсутствие главы делегации предполагается, что указанный первым в списке делегат является лицом, заменяющим главу делегации, если нет других указаний.

- 
- ١ - إن الأسماء والألقاب الواردة في هذه الوثيقة هي التي قدمتها الحكومات والمنظمات المعنية، ولا يجوز تأويل التسميات المستخدمة على أنها تعبر عن موقف السكرتارية من الوضع القانوني لأي بلد أو إقليم، أو من حدوده، أو من السلطات القائمة فيه. وينطبق هذا التنبيه أيضاً على ألقاب أعضاء الوفود.
- ٢ - من المفهوم أنه في حالة غياب رئيس الوفد، يحل محله في هذه الصفة أول مندوب حاضر ورد اسمه بعد اسم رئيس الوفد على القائمة، إلا إذا نصّ على غير ذلك.

- 
1. 本文件中出现的专有名词和头衔系由有关政府和组织提供。所使用的称呼不应该被理解为秘书处对某国或某一区域的合法地位或制度以及边界划分的表态。对于各代表团成员的头衔，本通知同样适用。
  2. 除非有相反的指示，在代表团团长缺席的情况下，出席的代表名单中第一名代表（位于团长后的）不言而喻将接替团长的职务。

Les États et les organisations sont mentionnés suivant l'ordre alphabétique de leur nom en français.

States and organizations are shown in the French alphabetical order of their names.

Los Estados y las organizaciones se mencionan en el orden alfabético de los nombres en francés.

Страны и организации перечислены в порядке французского алфавита.

أدرجت أسماء الدول والمنظمات وفقاً للترتيب الهجائي الفرنسي.

各国和各国国际组织的排列均按其法文名称的字母顺序。

**États membres  
Member States  
Estados Miembros  
Государства-члены**

الدول الأعضاء

会员国

**Afghanistan/Afganistán/Aфганистан/**

أفغانستان / 阿富汗

**Délégués:**

S.Exc. M. Ghulam Farooq Wardak  
Ministre de l'Education nationale  
(*Chef de la délégation*)

S.Exc. M. Mohammad Kacem Fazelly  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

M. Salem Shah Ibrahim  
Coordinateur des programmes internationales pour  
l'éducation  
Ministère de l'Education nationale

M. Ahmadullah Amiri  
Troisième secrétaire  
Délégation permanente auprès de l'UNESCO

Mme Khadija Amiri  
Deuxième secrétaire  
Délégation permanente auprès de l'UNESCO

**Suppléants:**

M. Sifatullah Rahimee  
Assistant du Ministre  
Ministère de l'Education nationale

**Afrique du Sud/South Africa/Sudáfrica/**

Южная Африка/جنوب افريقيا/南非

**Delegates:**

H.E. Ms Angelina Motshekga  
Minister of Basic Education  
(*Head of Delegation*)

H.E. Mr Bonginkosi Emmanuel Nzimande  
Minister of Higher Education and Training  
Mr Mohamed Enver Surty  
Deputy Minister of Basic Education

H.E. Ms Dolana Msimang  
Ambassador Extraordinary and Plenipotentiary to France  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Mr Marthinus Van Schalkwyk  
Director for Social Development  
Department of International Relations and Cooperation

**Alternates:**

Mr Thivhilaeli Eric Makatu  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO  
Department of International Relations and Cooperation

Mr Mvuyo Mhangwane  
Deputy Director for Social Development  
Department of International Relations and Cooperation

Mr Carlton Mukwevho  
Secretary-General  
National Commission for UNESCO

Mr Yusuf Gabru  
Chairperson, Director of Basic Education  
National Commission for UNESCO

Mr Phil Mjwara  
Director-General  
Department of Science and Technology

**Advisers:**

Ms Linda Chrisholm  
Department of Basic Education

Ms Caire Dyer  
Department of Basic Education

Mr Paul Sehlabelo  
Chief of Staff  
Department of Basic Education

Mr Steve Mabua  
Department of Basic Education

Mr Ghaleep Jeppie  
Department of Higher Education and Training

Ms Troy Airon Martens  
Spokesperson  
Department of Basic Education

Ms Sarah Gravett  
Professor  
Department of Basic Education

Ms C van Wyk  
Department of Basic Education

Ms Carol Nuga-Deliwe  
Department of Basic Education

Ms Morongwa Ramarumo  
Chief Executive Officer Khari Gude  
Department of Basic Education

Mr Tshifhiwa Netshituni  
Deputy Director  
National Commission for UNESCO

Ms Zinhle Zungu  
Personal Assistant  
Department of Basic Education

Mr Qetelo Moloji  
Director  
Department of Basic Education

Mr John Pampallis  
Department of Higher Education and Training

Mr Bernadus van de Spuy  
Sports and Recreation South Africa

Mr Whitefield Green  
Chief Director  
Department of Higher Education and Training

Ms Nomonde Mbadi  
Department of Higher Education and Training

Mr Simon Motlanke  
Acting Director  
Department of Higher Education and Training

Mr Louise Graham  
Chief Director  
Department of Arts and Culture

Ms Cleon Noah  
Department of Arts and Culture

Mr Mbangiseni Nepfumbada  
Department of Water Affairs

Mr Sylvester Mpandeli  
Research Manager  
Department of Water Affairs

Mr Ramogale Sekwele  
Department of Water Affairs

Mr Graham Jewitt  
Department of Water Affairs

Ms Skumza Mancotywa  
Department of Environmental Affairs

Ms Thumeka Ntloko  
Department of Environmental Affairs

Mr Caiphus Khumalo  
Deputy Director  
Department of Environmental Affairs

Ms Mampei Chaba  
Department of Science and Technology

Ms Lindiwe Gama  
Deputy Director  
Department of Science and Technology

Ms Johanna Murcott  
Chief Executive Officer  
National Science and Technology Forum

Mr Siviwe Mkoka  
National Youth Development Agency

Mr Lucky Masuku  
Department of Higher Education and Training

Ms Smangele Khanyile  
Deputy Director  
Department of Social Development

Ms Nozipho Sihlahla  
Department of Communications

Mr Coetzee Bester  
University of Pretoria

Ms Lefika Chetty  
Deputy Director  
National Commission for UNESCO

Ms Nchedi Maphokga-Moripe  
Chief Director  
Department of Women, Children and People with  
Disabilities

Mr Frans Matraas  
Embassy in France

Mr Peter Mahafha  
Embassy in France

Mr Kwena Mokgalane  
Embassy in France

Ms Nolitha Vukuza-Linda  
Embassy in France

Mr Thabo Maloja  
President  
South African University Students and Southern  
Association for College Students Affairs

Mr Wiseman Magasela  
Department of Social Development

Mr Vusithemba Ndima  
Acting Deputy Director-General  
Department of Arts and Culture  
Mr Paul Kgobe  
Director  
Centre for Education Policy Development

Mr Mohale Ramosunya  
President  
South African Further Education and Training Students  
Association

#### **Albanie/Albania/Албания/ألبانيا/阿尔巴尼亚**

##### ***Delegates:***

Mr Sokol Dervishaj  
Deputy Minister of Foreign Affairs  
(*Head of Delegation*)

H.E. Ms Besiana Kadare  
Ambassador Extraordinary and Plenipotentiary,  
Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Ms Venera Domi  
Secretary-General  
National Commission for UNESCO

Ms Eriona Haxhij  
Second Secretary  
Permanent Delegation to UNESCO

**Algérie/Algeria/Argelia/Алжир/الجزائر/阿尔及利亚**

**Délégués :**

S.Exc. M. Abdelatif Baba Ahmed  
Ministre de l'Education nationale  
(*Chef de la délégation*)

S.Exc. M. Amar Bendjama  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

Mme Taous Feroukhi  
Directrice générale des affaires politiques et de sécurité  
internationale  
Ministère des Affaires étrangères

M. Mohamed El Amine Benchérif  
Directeur des droits de l'Homme, du développement  
social et des affaires culturelles,  
scientifiques et techniques internationales  
Ministère des Affaires étrangères

M. Lahcène Bessikri  
Sous-Directeur des affaires culturelles  
Ministère des Affaires étrangères

**Suppléants :**

M. Saïd Khelifi  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

Mme Dalila Nedjraoui  
Secrétaire générale  
Commission nationale pour l'UNESCO

Mme Saïda Ait Yahia  
Conseiller  
Délégation permanente auprès de l'UNESCO

M. Nacer Moussa-Bakhti  
Chargé d'études et de synthèses  
Ministère de l'Education nationale

M. Bey Benhamadi  
Inspecteur central  
Ministère de l'Education nationale

**Conseillers :**

M. Arezki Saidani  
Directeur de la coopération et des échanges  
interuniversitaires  
Ministère de l'Enseignement supérieur

M. Mustapha Haouchine  
Directeur de la formation supérieure graduée  
Ministère de l'Enseignement supérieur

Mme Nacera Mezaache  
Directrice d'études  
Ministère de l'Enseignement supérieur

Mme Nouria Remaoun  
CRASC Oran

M. Samir Grimes  
Enseignant

Mme Rachida Zadem  
Chargée d'études et de synthèse  
Ministère de la Culture

M. Mourad Bouteflika  
Directeur de la conservation et de la restauration du  
patrimoine culturel  
Ministère de la Culture

M. Mourad Betrouni  
Directeur de la protection légale des biens culturels  
Ministère de la Culture

M. Slimane Hachi  
Directeur  
Centre national de recherches préhistoriques

M. Zouhir Zaky Riabi  
Sous-directeur de l'organisation de l'orientation et du  
suivi pédagogique  
Ministère de la Formation

M. Rabeh Acha  
Directeur du suivi des établissements des jeunes  
Ministère de la Jeunesse

M. Hanafi Si Larbi  
Directeur de la coopération et de la formation  
Ministère de la Communication

Mme Zakia Ighil  
Secrétaire des affaires étrangères  
Ministère des Affaires Etrangères

Mme Naïma Ait Mesbah  
Sous-Directrice de la sensibilisation et de l'éducation  
environnementale  
Ministère de l'Aménagement du Territoire et de  
l'Environnement

**Allemagne/Germany/Alemania/Германия/**

ألمانيا / 德國

**Delegates:**

H.E. Ms Cornelia Pieper  
Minister of State  
Federal Ministry of Foreign Affairs  
(*Head of Delegation*)

H.E. Mr Michael Worbs  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Mr Walter Hirche  
President  
National Commission for UNESCO

H.E. Mr Andreas Meitzner  
Ambassador, Director of Cultural Relations Policy  
Ministry of Foreign Affairs



Dr Verena Metze-Mangold  
Vice-President  
National Commission for UNESCO

**Alternates:**

Mr Ermano Meichsner  
Acting Head of Office for the Minister  
Ministry of Foreign Affairs

Dr Roland Bernecker  
Secretary- General  
National Commission for UNESCO

Ms Sigrid Prause  
Head of Division  
Ministry of Foreign Affairs

Mr Reinhard Hassenpflug  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Dr Birgitta Ringbeck  
Desk Officer, Multilateral Cultural and Media Policy  
Ministry of Foreign Affairs

**Advisers:**

Mr Wolfgang Schulze  
Deputy Head of European Union and International Sport  
Affairs Section  
Federal Ministry of Interior

Dr Lutz Möller  
Head of Division for Science and Human Rights  
National Commission for UNESCO

Dr Mr. Jens Streckert  
Chargé de Mission  
Permanent Delegation to UNESCO

Ms Katja Römer  
Head of Division for Communication, Information,  
Inclusive Education  
National Commission for UNESCO

Ms Mayke Stauch  
National Commission for UNESCO

Ms Christina Pott  
Desk Officer  
National Commission for UNESCO

Ms Anna Veigel  
Head of Division, Volunteer Service "Kulturweit"  
National Commission for UNESCO

Ms Christine Merkel  
Head of Division for Culture, Memory of the World  
National Commission for UNESCO

Dr Barbara Malina  
Head of Division for Education  
National Commission for UNESCO

Mr Uwe Noack  
Second Secretary  
Permanent Delegation to UNESCO

Dr Ms Monika Tabaka-Dietrich  
Desk Officer, Multilateral Cultural and Media Policy  
Ministry of Foreign Affairs

Mr Eckart Lilienthal  
Policy Issues, Internationalization Strategies  
Federal Ministry of Education and Research

Mr Marc Auer  
Federal Ministry for the Environment, Nature  
Conservation and Nuclear Safety

Ms Tatjana Jurek  
European and Multilateral Issues  
Standing Conference of the Ministers of Education and  
Cultural Affairs of the Länder in the Federal Republic  
of Germany

Ms Norzin Grigoleit-Dagyab  
Desk Officer, Education  
Federal Ministry for Economic Cooperation and  
Development

Ms Birgitta Ryberg  
European and Multilateral Issues  
Standing Conference of the Ministers of Education and  
Cultural Affairs of the Länder in the Federal Republic  
of Germany

Ms Margarita Mathiopoulos  
History Institute of the University of Potsdam

Mr Fried Nielsen  
Responsible, Department of Culture  
Embassy in France

Dr Johannes Cullman

**Andorre/Andorra/Андорра/أندورا/安道尔**

**Délégués :**

S.Exc. M. Albert Esteve  
Ministre de la Culture  
(*Chef de la délégation*)

S.Exc. Mme Maria Ubach  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

M. Andreu Jordi  
Premier Secrétaire, Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

Mme Elisenda Vives  
Présidente  
Commission nationale pour l'UNESCO

M. Joan Miquel Armengol  
Secrétaire général  
Commission nationale pour l'UNESCO

**Suppléants :**

Mme Geraldine Sasplugas  
Conseiller  
Délégation permanente auprès de l'UNESCO

Mme Anna Estel  
Desk Officer pour les affaires multilatérales  
Ministère des Affaires étrangères

**Angola/Ангола/أنغولا/安哥拉**

**Délégués :**

S.Exc. M. Pinda Simão  
Ministre de l'Education  
Chef de la délégation

S.Exc. M. Manuel Domingos Augusto  
Secrétaire d'Etat  
Ministère des Relations extérieures

S.Exc. M. João Sebastião Teta  
Secrétaire d'Etat  
Ministère de la Science et la Technologie

S.Exc. M. José Diekumpuna Sita Nsadisi  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

M. Manuel Teodoro Quarta  
Secrétaire permanent  
Commission nationale pour l'UNESCO

**Suppléants :**

M. Afonso Valentim  
Directeur du Cabinet des études, planification et  
statistiques  
Ministère de la Culture

M. Gabriel Luís Miguel  
Directeur général du Centre technologique national  
Ministère de la Science et Technologie

M. Sebastião Zivendele  
Conseiller du Ministre de l'Education

M. Jose Henriques Leitão  
Conseiller du Ministre de l'Education supérieure

Mme Elisabeth de Fátima da Conceicao de Vera Cruz  
Conseillère du Ministre de la Jeunesse et des Sports

**Conseillers:**

M. Pedro Nsingui- Barros  
Ministre-Conseiller  
Ambassade en France

M. Virgilio Coelho  
Professeur universitaire

M. Valeriano Valodia Mbemba  
Conseiller  
Délégation permanente auprès de l'UNESCO

Mme Maria Ilda Teles Carreira  
Attachée de presse  
Délégation permanente auprès de l'UNESCO

Mme Angélica Costa Jesus  
Premier Secrétaire  
Ministère des Relations extérieures

Mme Lucinda Jamba Seteco  
Premier Secrétaire  
Délégation permanente auprès de l'UNESCO

M. Cristovão António Bragança  
Chef du Département des organisations internationales  
Ministère de la Communication sociale

Mme Maria Piedade de Jesus  
Archéologue  
Ministère de la Culture

M. Tomas João Cassanga  
Ministère de l'Education

M. Pedro Manuel Sampaio da Silva  
Ministère de l'Education

M. Paulo da Rosa Lopes  
Protocole  
Ministère de Science et Technologie

Mme Teresa Pata Pedro  
Secrétaire  
Ministère de Science et Technologie

M. Fernando Muelihakua  
Ministère des Relations extérieures

**Arabie saoudite/Saudi Arabia/Arabia Saudita/**

**Саудовская Аравия/المملكة العربية السعودية/**

**沙特阿拉伯**

**Delegates:**

H.E. Mr Khaled Bin Abdallah Al Sabti  
Vice-Minister of Education  
(Head of Delegation)

H.E. Mr Ziad Bin Abdallah Aldrees  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Dr Ali Bin Ibrahim Al Ghabban  
Vice-President of Antiquities and Museums  
Saudi Commission for Tourism and Antiquities

Dr Abdullah Bin Rajeh Al Bukumi  
Director-General of the General Administration of  
University Relations  
Ministry of Higher Education

Dr Ghanem Bin Saad Al Ghanem  
Director-General of Quality  
Ministry of Education

**Alternates:**

Mr Ghurmallah Bin Saleh Al Ghamdi  
Secretary General  
National Commission for UNESCO

Mr Tariq Almohiza  
Counsellor for Culture  
Permanent Delegation to UNESCO

Dr Mansour Alosaimi  
Counselor of Education  
Permanent Delegation to UNESCO

Dr Hanan Ankawi  
Counsellor of Higher Education  
Permanent Delegation to UNESCO  
M Hamad Bin Nasser Al Mohraj

**Advisers:**

Mr Jamal Bin Saad Omar  
Director-General, Center for Research and Studies  
Saudi Commission for Tourism and Antiquities

Mr Sultan Bin Hamad Al Jabrayn  
Legal Advisor  
Saudi Commission for Tourism and Antiquities

Mr Salman Bin Abdallah Alkhalifa  
Planning Expert  
King Abdulaziz City for Science and Technology

Ms Albandari Bint Abdallah Al Ashkar  
National Commission for UNESCO

Mr Nasser Bin Ibrahim Al Othman  
Secretary  
Bureau of the Vice Minister for Education, Culture and  
Science

Dr Ibrahim Alshafi  
Assistant Vice-Governor  
Technical and Vocational Training Corporation

**Argentine/Argentina/Аргентина/الأرجنتين/阿根廷****Delegados:**

Excmo. Sr. Alberto Sileoni  
Ministro de Educación  
(*Jefe de la Delegación*)

Excma. Sra. Alicia Kirchner  
Ministro de Desarrollo Social de la Nación

Excmo. Sr. Miguel Ángel Estrella  
Embajador, Delegado Permanente  
Delegación permanente ante la UNESCO  
(*Jefe Adjunto de la Delegación*)

Sra. Monica Guariglio  
Directora Nacional de Políticas Culturales  
Secretaría de Cultura de la Nación

Sra. Elisabeth Wimpfheimer  
Ministro  
Delegación permanente ante la UNESCO

**Suplentes:**

Licenciada Sra. Juliana Burton  
Secretaría  
Comisión Nacional con la UNESCO

Sra. Noelia Dutrey  
Segunda Secretaria  
Delegación Permanente ante la UNESCO

Sra. Marta Genre Bert  
Asistente administrativa  
Delegación permanente ante UNESCO

Sra. María Florencia Noya Dive  
Comisión Nacional con la UNESCO

Sra. Nelida Maria Contreras  
Dirección de Organismos internacionales  
Ministerio de Relaciones Exteriores y Culto

**Consejeros:**

Sra. Concepción Díaz y Díaz  
Asistente administrativa  
Delegación permanente ante la UNESCO

Sr. Enrique Chico  
Asistente administrativo  
Delegación permanente ante la UNESCO

Sr. José Fernández Arias  
Delegación permanente ante la UNESCO

Sra. Adriana Arce  
Directora  
Consejo de Administración Centro internacional para la  
Promoción de los Derechos Humanos (CIPDH)

Doctora Sra. María Virginia Blando  
Centro Internacional para la Promoción de los Derechos  
Humanos

Sra. Romina Caravello  
Directora Nacional de la Responsabilidad Social  
Ministerio de Desarrollo Social de la Nación

Sra. Matilde Morales  
Secretaria Ejecutiva  
Consejo Nacional de Coordinación de Políticas Sociales

Sr. Lucas Serna  
Director de Asuntos Federales y Electorales  
Ministerio de Relaciones Exteriores y Culto

Sra. Margarita Zelaya  
Asesora Unidad Ministro  
Ministerio de Desarrollo Social de la Nación

**Arménie/Armenia/Армения/أرمينيا/亚美尼亚****Delegates:**

H.E. Mr Edward Nalbandian  
Minister of Foreign Affairs  
President  
National Commission for UNESCO  
(*Head of Delegation*)

H.E. Mr Charles Aznavour  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

H.E. Mr Levon Sayan  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

H.E. Mr Viguen Tchitetchian  
Ambassador Extraordinary and Plenipotentiary to France  
(*Deputy Head of Delegation*)

H.E. Mr Vahram Kazhoyan  
Head of the International Organizations Department,  
Ministry of Foreign Affairs  
Secretary-General  
National Commission for UNESCO  
(*Deputy Head of Delegation*)

**Alternates:**

Mr Ara Mkrtchian  
Head of UNESCO Division  
Ministry of Foreign Affairs

Ms Hasmik Tolmajian  
Assistant to the Minister  
Ministry of Foreign Affairs

Mr Tigran Balayan  
Spokesman  
Ministry of Foreign Affairs

Mr Vahe Vahramian  
Counsellor  
Permanent Delegation to UNESCO

Ms Olga Davtyan  
First Secretary, Embassy in France  
Permanent Delegation to UNESCO

**Advisers:**

Mr Hovhannes Virabyan  
Attaché  
Ministry of Foreign Affairs

Ms Hayarpi Papikyan  
Consultant  
Permanent Delegation to UNESCO

**Australie/Australia/Австралия/ استراليا / 澳大利亚****Delegates:**

H.E. Mr George Mina  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Head of Delegation*)

Ms Annmaree O'Keeffe  
Chair  
National Commission for UNESCO

Mr Martin Hadlow  
Vice-Chair  
National Commission for UNESCO

Ms Anne Siwicki  
Policy Officer  
Permanent Delegation to UNESCO

Mr Michael Cutts  
First Secretary  
Permanent Delegation to UNESCO

**Alternates:**

Ms Janine Pitt  
Minister Counsellor, Education and Employment  
Australian Delegation to the OECD

Ms Katherine Feros  
Director, International Heritage Section  
Wildlife, Heritage and Marine Division  
Department of the Environment

Ms Shelagh Whittleston  
Education Manager  
Embassy to Belgium and Luxembourg, and Mission to  
the European Union

Ms Johanna Stratton  
Executive Officer  
United Nations and Commonwealth Section  
Department of Foreign Affairs and Trade

Mr Alexander Palin  
First Secretary  
Embassy in France

**Adviser:**

Ms Elizabeth Manning  
Research Assistant  
Embassy in France

**Autriche/Austria/Австрия/ النمسا / 奥地利****Delegates:**

H.E. Ms Claudia Schmied  
Federal Minister for Education, Arts and Culture  
(*Head of Delegation*)

H.E. Mr Martin Eichinger  
Ambassador, Director General  
Department for Cultural Policy  
Federal Ministry for European and International Affairs  
(*Deputy Head of Delegation*)

H.E. Ms Ursula Plassnik  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Mr Bernhard Chabera  
International Multilateral Affairs  
Federal Ministry for Education, Arts and Culture

H.E. Ms Eva Nowotny  
President  
National Commission for UNESCO

**Alternates:**

Ms Elke Atzler  
Federal Ministry for European and International Affairs

H.E. Mr Harald Stranzl  
Ambassador, Alternate Permanent Delegate  
Permanent Delegation to UNESCO

Mr Clemens Mantl  
Federal Ministry for European and International Affairs

Ms Christina Zimmermann  
Federal Ministry for Science and Research

Ms Gabriele Eschig  
Secretary-General  
National Commission for UNESCO

**Advisers:**

Ms Susanne Preuer  
Head of Minister's Office  
Federal Ministry for Education, Arts and Culture

Ms Anna Steiner  
Bilateral and Multilateral Cultural Affairs  
Federal Ministry for Education, Arts and Culture

Ms Margit Wogowitsch  
Federal Ministry for Science and Research

Mr Günter Köck  
Austrian Academy of Sciences

Ms Mona Mairitsch  
National Commission for UNESCO

Mr Dietrich Schüller  
Austrian Academy of Sciences

Mr Robert Ottitsch  
Hope 87

Ms Therese Walder-Wintersteiner  
National Commission for UNESCO

Ms Teresa Habjan  
Youth Advisory Panel

Ms Anna Walch  
Permanent Delegation to UNESCO

Ms Helga Grabner  
Permanent Delegation to UNESCO

Ms Jasmina Rupp  
Permanent Delegation to UNESCO

**Azerbaïdjan/Azerbaijan/Azerbaiyán/Азербайджан/  
أذربيجان/阿塞拜疆**

**Delegates:**

H.E. Mr Mikayil Jabbarov  
Minister of Education  
(*Head of Delegation*)

H.E. Ms Sevda Mammadaliyeva  
Deputy Minister of Culture and Tourism

Mr Anar Karimov  
Charge d'affaires a.i.  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Ms Gunay Efendiyeva  
Acting Secretary General  
National Commission for UNESCO

Mr Fariz Rzayev  
Head of the International Relations Department  
Ministry of Education

**Alternates:**

Mr Alyar Tamirov  
Director of the Regulation Department  
Ministry of Communications and Information  
Technologies

Ms Tamilla Aliyeva  
Deputy Head of the International Relations Department  
Ministry of Education

Mr Eldar Mammadov  
Second Secretary  
Permanent Delegation to UNESCO

Mr Vagif Agayev

Second Secretary  
Permanent Delegation to UNESCO

Ms Gunay Akhundova  
Attaché  
Permanent Delegation to UNESCO  
**Advisers:**  
Mr Mustafa Shabanov  
Attache  
National Commission for UNESCO

Mr Ramil Abbakirov  
Chief expert of the Division for Cooperation with  
International Organizations and Cultural Programmes  
Ministry of Culture and Tourism

Mr Eldar Salayev  
Youth delegate  
National Commission for UNESCO

**Bahamas/Багамские Острова/البهاما/巴哈马**

**Delegates:**

Hon. Mr Damien Gomez, MP  
Minister of State  
Ministry of Legal Affairs  
(*Head of Delegation*)

H.E. Dr Elwood Donaldson  
Ambassador to UNESCO  
National Commission for UNESCO

Dr Leon Higgs  
Secretary-General  
National Commission for UNESCO

**Bahrein/Bahrain/Бахрейн/البحرين/巴林**

**Delegates:**

H.E. Mr Majed Bin Ali Al Noaimi  
Minister of Education  
(*Head of Delegation*)

H.E. Mr Nasser Al Balooshi  
Ambassador to France, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Mr Mohammed Mubarak Jomaa  
Assistant Undersecretary for Human Resources  
Ministry of Education  
(*Deputy Head of Delegation*)

Mr Ghazi Issa Al Marzooq  
Secretary-General  
National Commission for UNESCO  
(*Deputy Head of Delegation*)

Mr Sabah Abdel-Rahman Al Zayani  
Counsellor, Deputy Permanent Delegate  
Permanent Delegation to UNESCO

**Alternates:**

Ms Safeya Mohamed Shamsan  
Responsible for Schools, Programme for the  
Improvement of School Performance  
Ministry of Education

Ms Khalood Ahmed Showater  
Responsible for Schools, Programme for the  
Improvement of School Performance  
Ministry of Education

Ms Latifa Rashed Al Dalhan  
Chargée d'affaires for the Head of Service for Teaching  
Technology  
Ministry of Education

Ms Amal Abdallah Al Kabi  
Responsible for Schools, Programme for the  
Improvement of School Performance  
Ministry of Education

Mr Jassim Mohamed Al Mohandy  
Head of Service for Counsel in Psychology,  
Department for Student Services  
Ministry of Education

**Advisers:**

Mr Ibrahim Mohamed Janahi  
President  
University of Bahreïn

Mr Jafer Al Shaikh  
Ministry of Education  
Ms Rawya Alqossibi  
Permanent Delegation to UNESCO

**Bangladesh/Бангладеш/بنغلاديش/孟加拉国**

**Delegates:**

Dr Kamal Abdul Naser Chowdhury  
Secretary  
Ministry of Education  
(Head of Delegation)

H.E. Mr Shahidul Islam  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Mr Md. Monjur Hossain  
Secretary  
National Commission for UNESCO

Mr Shelley Salehin  
Senior Assistant Secretary  
Ministry of Foreign Affairs

Ms Farhana Ahmed Chowdhury  
Second Secretary, Deputy Permanent Delegate  
Permanent Delegation to UNESCO

**Barbade/Barbados/Барбадос/بربادوس/巴巴多斯**

**Delegates:**

Hon. Mr Ronald Jones  
Minister of Education, Science Technology and  
Innovation  
(Head of Delegation)

H.E. Mr Samuel Chandler  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(Deputy Head of Delegation)

Ms Cecile Humphrey  
Permanent First Secretary

Ministry of Education, Science Technology and  
Innovation

Ms Juliette Griffith  
Secretary-General  
National Commission for UNESCO

Ms Alissandra Cummins  
Director, Barbados Museum and Historical Society  
Chairperson  
National Commission for UNESCO

**Alternates:**

Dr Roderick Rudder  
Senior Education Officer, Planning, Research and  
International Relations  
Ministry of Education, Science, Technology and  
Innovation

Ms Celia Toppin  
Deputy Permanent Secretary  
Ministry of Culture, Sports and Youth  
Member, National Commission for UNESCO

Mr Steve Devonish  
Director, Natural Heritage Department  
Member, National Commission for UNESCO

Ms Joyce Grazette  
First Secretary  
Permanent Delegation to UNESCO

Mr Tyrone Brathwaite  
Counsellor  
Permanent Delegation to UNESCO

**Bélarus/Belarus/Belarrús/Беларусь/بيلاروس/白俄罗斯**

**Delegates:**

H.E. Mr Sergei Maskevich  
Minister of Education  
(Head of Delegation)

H.E. Mr Pavel Latushka  
Extraordinary and Plenipotentiary Ambassador to France  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(Deputy Head of Delegation)

Ms Inna Vasilevskaya  
Senior Counsellor of the General Department of  
Multilateral Diplomacy  
Ministry of Foreign Affairs

Ms Ilona Yurevich  
Counsellor, Embassy to France  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

**Advisers:**

Mr Dmitry Veremeichik  
First Secretary, Embassy to France

**Belgique/Belgium/Bélgica/Бельгия/ بلجیکا /比利时**

**Délégués :**

S.Exc. Mme Fadila Laanan  
Ministre de la Culture, de l'Audiovisuel, de la Santé et de  
l'Égalité des Chances  
Communauté française de Belgique  
(*Chef de la délégation*)

S.Exc. M. Yves Haesendonck  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

M. Nic Vandermarliere  
Représentant du Gouvernement flamand en France  
(*Chef adjoint de la délégation*)

Mme Fabienne Reuter  
Directrice, Chargée de mission  
Wallonie-Bruxelles International  
(*Chef adjoint de la délégation*)

M. Marc Vervenne  
Président  
Commission flamande pour l'UNESCO

**Suppléants :**

M. Philippe Potjes  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

M. Dries Willems  
Délégué adjoint  
Délégation flamande en France, Délégation permanente  
auprès de l'UNESCO

M. Yves De Greef  
Conseiller  
Délégation Wallonie-Bruxelles à Paris, Délégation  
permanente auprès de l'UNESCO

M. Tijs D'Hoest  
Secrétaire général  
Commission flamande pour l'UNESCO

M. Marien Faure  
Chef de Département Multilatéral mondial, Wallonie-  
Bruxelles International  
Secrétaire général, Commission belge francophone et  
germanophone pour l'UNESCO

**Conseillers:**

M. Nicolas Fragneau  
Directeur de Cabinet adjoint du Ministre  
Ministère de la Culture, de l'Audiovisuel, de la Santé et  
de l'Égalité des chances, Gouvernement de la  
Fédération Wallonie -Bruxelles

Mme Aurore Dierick  
Porte-parole du Ministre  
Ministère de la Culture, de l'Audiovisuel, de la Santé et  
de l'Égalité des chances Gouvernement de la  
Fédération Wallonie-Bruxelles

M. Paul Verwilghen  
Chef de Cabinet de la Ministre

Ministère de l'Enseignement obligatoire et de Promotion  
sociale du Gouvernement de la Fédération Wallonie-  
Bruxelles

M. Henri Benkoski  
Expert, Direction relations internationales  
Gouvernement de la Fédération Wallonie-Bruxelles

Mme Kim Mai Dang Duy  
Attachée  
Gouvernement de la Fédération Wallonie-Bruxelles

Mme Nathalie Jauniaux  
Directrice de l'Observatoire de l'enseignement supérieur  
Gouvernement de la Fédération Wallonie-Bruxelles

Mme An Tampere  
Collaboratrice  
Délégation Wallonie-Bruxelles, Délégation permanente  
auprès de l'UNESCO

M. Jean-Pierre Dehouck  
Président  
UNESCO Platform Vlaanderen

M. Marino Bultinck  
Information Officer  
UNESCO Platform Vlaanderen

Mme Géraldine Jaffré  
Attachée, Service du Patrimoine culturel  
Gouvernement de la Fédération Wallonie Bruxelles

**Belize/Belice/Белиз/ بلیز /伯利兹**

**Delegates:**

Rev. Dr Rudolph Anthony  
Secretary-General  
National Commission to UNESCO  
(*Head of Delegation*)

H.E. Mr Bassam Freiha  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Ms Mireille Cailbault  
Permanent Delegation to UNESCO

**Bénin/Benin/Бенин/ بنين /贝宁**

**Délégués :**

S.Exc. M. Eric Kouagou N'Da  
Ministre des Enseignements Maternel et Primaire  
Président  
Commission nationale pour l'UNESCO  
(*Chef de la délégation*)

M. Babalola Jean-Michel Hervé Abimbola  
Ministre de la Culture, de l'Alphabétisation, de l'Artisanat  
et du Tourisme

S.Exc. M. Nassirou Bako Arifari  
Ministre des Affaires Etrangères de l'intégration africaine,  
de la Francophonie et des Béninois de l'extérieur  
(*Chef adjoint de la délégation*)

S.Exc. M. Jean Bio Chabi Orou  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

M. Ambroise E.D. Adanklounon  
Ministre Conseiller  
Délégation permanente auprès de l'UNESCO

**Suppléants:**

M. Abioyé Pierre Akpona  
Premier Conseiller  
Délégation permanente auprès de l'UNESCO

M. N'Dah Marcel Oya  
Secrétaire général  
Commission nationale pour l'UNESCO

M. Didier HOUENOUE  
Conseiller technique de la Culture  
Ministère des Enseignements Maternel et Primaire

Mme Françoise MEDEGAN  
Directrice des Relations économiques et commerciales  
internationales  
Ministère des Affaires étrangères, de l'intégration  
africaine, de la Francophonie et des Béninois de  
l'extérieur

M. El Farouk Soumanou  
Directeur du Fonds National pour le Développement des  
Activités de Jeunesse, de Sport et des Loisirs

**Conseillers:**

M. Amadou Tomon  
Attaché aux Affaires Educatives  
Délégation permanente auprès de l'UNESCO

M. Jacob Ali Kekere  
Chef de Service centralisation du budget  
Ministère de l'Economie et des Finances

M. Abdou Wahidi Bello  
Directeur Général du Centre de formation des  
personnels d'encadrement de l'éducation nationale

Mme Marguerite Kogui N'Douro Yallou  
Consèillere  
Délégation permanente auprès de l'UNESCO

**Bhoutan/Bhutan/Bhután/Бутан/ 不丹 / بوتان**

**Delegates:**

H.E. Mr Mingbo Dukpa  
Minister of Education  
(*Head of Delegation*)

Mr Dorji Pasang  
Trashigang Dzongkhag District Education Officer  
Ministry of Education

Ms Jamyang Choeden  
Assistant Secretary-General  
National Commission for UNESCO

Ms Pema Tshomo  
Second Secretary  
Permanent Mission to the United Nations, Geneva,  
Switzerland

**Bolivie/Bolivia/Боливия/ بوليفيا / 玻利维亚**

**Delegados:**

S.Exc. M. Roberto Aguilar  
Ministre de l'Education  
Chef de la délégation

S.Exc. M. Sergio Caceres García  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

Mme Susana Postigo  
Responsable des Relations Internationales  
Ministère de l'Education

Mme Pamela Inés Mamani Espejo  
Deuxième Secrétaire  
Délégation permanente auprès de l'UNESCO

Mme Isabel Collazos  
Attaché de cabinet  
Délégation permanente auprès de l'UNESCO

**Bosnie-Herzégovine/Bosnia and Herzegovina/  
Bosnia y Herzegovina/Босния и Герцеговина/**

البوسنة والهرسك / 波斯尼亚— 黑塞哥维那

**Delegates:**

H.E. Mr Sredoje Nović  
Minister of Civil Affairs  
(*Head of Delegation*)

H.E. Ms Nina Sajić  
Ambassador Extraordinary and Plenipotentiary to France,  
Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Ms Sabahka Radjo  
Chief of the Department for United Nations and other  
International organizations  
Ministry of Foreign Affairs

Ms Emina Merdan  
Counsellor, Embassy to France  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Mme Dunja Šmitran  
Interpreter  
Ministry of Civil Affairs

**Botswana/Ботсвана / بوتسوانا / 博茨瓦纳**

**Delegates:**

Hon. Dr Pelonomi Venson  
Minister of Education and Skills Development  
(*Head of Delegation*)

Ms Grace Muzila  
Permanent Secretary  
Ministry of Education and Skills Development  
(*Deputy Head of Delegation*)



H.E. Mr Samuel Outlule  
Ambassador to the European Union  
Permanent Delegate to UNESCO  
Embassy in Belgium  
(Deputy Head of Delegation)

Mr Lucky Tebalebo Moahi  
Coordinator  
Botswana Education Hub  
(Deputy Head of Delegation)

Mr Osenotse Arnold Seeketso  
UNESCO Desk  
Embassy in Belgium

**Alternates:**

Ms Amangwe Madisakwane  
Private Secretary to the Minister  
Ministry of Education and Skills Development

Mr Rahim Khan  
Chairperson  
National Commission for UNESCO

Ms Kgomotso Motlotle  
Secretary-General  
National Commission for UNESCO

Mr Oteng B. Mokowe  
Programme Officer, Communication and Information  
National Commission for UNESCO

Ms Kholeka Moilwa  
Programme Officer, Natural Sciences  
National Commission for UNESCO

**Advisers:**

Ms Dineo B. Modimakwane  
Programme Officer, Education  
National Commission for UNESCO

Dr James J. King  
Chairperson, Science and Natural Sciences Committee  
National Commission for UNESCO

Mr Ralecha K. Mmatli  
TVET Revitalization Project  
Ministry of Education and Skills Development

Mr Sonny Mooketsi  
Regional Director (Chobe)  
Ministry of Education and Skills Development

Ms Lesego Motoma  
Director, Research, Science and Technology

Mr Abraham Mathodi  
Principal Education Officer, Research

Mr Gaogakwe Phorano  
Botswana National Museums

**Brésil/Brazil/Brasil/Бразилия/ البرازيل /巴西**

**Delegates:**

H.E. Mr Aloizio Mercadante  
Minister of Education  
(Head of Delegation)

H.E. Ms Maria Laura da Rocha  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(Deputy Head of Delegation)

Mr. Marcelo Dantas  
Minister-Counsellor, Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Mr Fabio Mendes Marzano  
Minister-Counsellor  
Permanent Delegation to UNESCO

Ms Janine-Monique Bustani  
Counsellor  
Permanent Delegation to UNESCO

**Alternates:**

Mr Angelo Oswaldo de Araújo Santos  
President  
Brazilian Institute of Museums-IBRAM

Mr Paulo Speller  
Secretary for Higher Education  
Ministry of Education

Mr Jorge Guimarães  
President of the Coordination for the Improvement of  
Higher Education Personnel (CAPES)  
Ministry of Education

Mr Gustavo da Veiga Guimarães  
Head of Division of Cultural Agreements and Multilateral  
Matters  
Ministry of External Relations

Mr Nilo Dytz Filho  
Counsellor  
Permanent Delegation to UNESCO

**Advisers:**

Ms Luciana Rocha Mancini  
Counsellor, International Advisor  
Ministry of Education

Mr Alexandre Barbosa  
Manager of the Center of Studies on Information and  
Communications  
Category 2 Regional Centre of Studies for the  
Development of the Information Society

Mr Ronaldo Lima Vieira  
Secretary  
Permanent Delegation to UNESCO

Mr Ruy de Freitas Ciarlini  
Secretary  
Permanent Delegation to UNESCO

Mr Adam Jayme Muñoz  
Secretary  
Permanent Delegation to UNESCO

Mr Rodrigo Morães Abreu  
Secretary  
Permanent Delegation to UNESCO

Ms Najara Sena de Carvalho  
Secretary  
National Commission for UNESCO

Ms Ingrid Stein Vieira  
Chancery Officer  
National Commission for UNESCO

Ms Priscilla Craveiro da Costa Campos  
Technical Advisor  
Ministry of Education

Mr Diogo Henrique Carvalho  
International Advisor  
Brazilian Institute of Museums-IBRAM

Ms Fabiana Duarte de Paula  
Consultant  
Brazilian Institute of Museums-IBRAM

**Brunéi Darussalam/Brunei Darussalam/Бруней-  
Даруссалам/ بروني دار السلام / 文莱达鲁萨兰国**

**Delegates:**

Hon. Mr Pehin Dato Abu Bakar Apong  
Minister of Education  
(*Head of Delegation*)

H.E. Mr Dato Zainidi Sidup  
Ambassador Extraordinary and Plenipotentiary to France,  
Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Dr Haji Junaidi Abd Rahman  
Permanent Secretary (Core Education), Ministry of  
Education  
Secretary-General  
National Commission for UNESCO  
(*Deputy Head of Delegation*)

Mr Khalid Mahmood  
Head of Division, International Affairs Unit  
Ministry of Education  
National Commission for UNESCO

Mr Nur Erawadi Hj Ibrahim  
Education Attaché  
Permanent Delegation to UNESCO

**Alternates:**

Mr Hj Aminudin Mohd. Yaakub  
Desk Officer, International Relations Unit  
Ministry of Education  
National Commission for UNESCO

Mr Albi Ibrahim  
Personal Assistant to the Minister  
Ministry of Education

Ms Rosita Abdullah  
Head of Division, Science and Technology, Research  
and International  
Ministry of Development

Ms Nur Masitah Jaafar  
Second Secretary  
Permanent Delegation to UNESCO

Ms Dk Norázah Pg Mahmud  
Engineer, Permanent Secretary Office  
Ministry of Development

**Advisers:**

Ms Kolam Gaspar  
Curator of Conservation and Restoration, Brunei  
Museums Department  
Ministry of Culture, Youth and Sports

Ms Hajah Rozinani Haji Zaini  
Education Officer  
Ministry of Education

Ms Norhalizawati Jupri  
Education Officer  
Ministry of Education

**Bulgarie/Bulgaria/Болгария/ بلغاريا / 保加利亚**

**Délégués :**

S.Exc. M. Kristian Vigenin  
Ministre des Affaires étrangères  
(*Chef de la délégation*)

S.Exc. M. Peter Stoyanovich  
Ministre de la Culture  
(*Chef adjoint de la délégation*)

M. Todor Churov  
Vice-Ministre des Affaires étrangères

Mme Atanaska Teneva  
Vice-Ministre de l'Education et de la Science

Mme Velislava Krasteva  
Vice-Ministre de la Culture

**Suppléants :**

Mme Maya Todorova  
Vice-Ministre de la Jeunesse et des Sports

S.Exc. M. Alexandre Savov  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

Mme Gergana Stoyanova  
Chef du cabinet politique du Ministre de la Culture

M. Rayko Raytchev  
Directeur général de la Direction générale Affaires  
globales  
Ministère des Affaires étrangères

Mme Roumiana Mitreva  
Chef du département UNESCO, Ministère des Affaires  
étrangères  
Secrétaire générale  
Commission nationale pour l'UNESCO

**Conseillers :**

Prof. Stoyan Denchev  
Président  
Université des Sciences de l'information et des  
bibliothèques de Sofia

Prof. Ivan Momtchev  
Doyen de la Faculté « Ingénierie électronique avec  
l'apprentissage de la langue française »  
Université technique de Sofia

Prof. Mila Santova  
Académicien à l'Institut d'ethnologie et de folklore  
Académie des Sciences

Mme Neli Makedonska-Goranova  
Conseiller du Ministre  
Ministère de la Culture

M. Boris Danailov  
Conseiller du Ministre  
Ministère de la Culture

Mme Deyana Danailova  
Chef du Département politique culturelle  
Ministère de la Culture

Mme Ulyana Maleeva  
Chef du Département patrimoine culturel  
Ministère de la Culture

Mme Desislava Hranova  
Chef du Département coopération internationale  
Ministère de la Jeunesse et des Sports

Mme Chritina Yotova  
Déléguée permanente adjointe  
Délégation permanente auprès de l'UNESCO

Mme Krasimira Todorova  
Expert dans le Département coopération internationale  
et européenne  
Ministère de l'Education et de la Science

Mme Mima Stoilova  
Conseillère spéciale dans le département UNESCO  
Ministère des Affaires étrangères

Mme Stanislava Nishkova  
Experte dans le département UNESCO  
Ministère des Affaires étrangères

Mme Kalina Kostadinova  
Experte dans le département UNESCO  
Ministère des Affaires étrangères

**Burkina Faso/Буркина-Фасо/ بورکينا فاسو /**  
布基纳法索

**Délégués :**

S.Exc. Prof. Moussa Ouattara  
Ministre des Enseignements secondaire et supérieur  
(*Chef de la délégation*)

S.Exc. M. Eric Y. Tiare  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

Prof. Afsata Pare  
Conseillère, Déléguée permanente adjointe  
Délégation permanente auprès de l'UNESCO

M. Songré Etienne Sawadogo  
Conseiller culturel adjoint  
Délégation permanente auprès de l'UNESCO

M. John Kabore  
Conseiller technique  
Délégation permanente auprès de l'UNESCO

**Suppléants :**

M. Robert Foro  
Conseiller technique  
Ministère des Enseignements secondaire et supérieur

M. Ahmed Baba Soulama  
Secrétaire général  
Commission nationale pour l'UNESCO

Mme Bibata Barro  
Secrétaire  
Délégation permanente auprès de l'UNESCO

Prof. Basile L. Guissou  
Délégué général  
Centre national de la recherche scientifique et  
technologique

Prof. Jean-Marie Ouadba  
Directeur de recherche, Département production  
forestière  
Institut de l'Environnement et de la recherche agricole

**Conseillers:**

M. Emmanuel W. Goabaga  
Secrétaire général  
Ministère de l'Education nationale et de l'Alphabétisation

M. Jean-Claude Dioma  
Secrétaire général  
Ministère de la Culture et du Tourisme

M. Soulémane Ouedraogo  
Directeur général de la radiodiffusion et de la télévision  
Ministère de la Communication

M. Apollinaire Ouedraogo  
Conseiller des affaires étrangères  
Ministère des Affaires étrangères et de la Coopération  
régionale

M. Oumarou Nao  
Chef du Département de la culture, de la jeunesse, de  
l'éducation et de l'emploi au Premier Ministère

M. Ibrahim Sanou  
Conseiller technique  
Ministère de l'Education nationale et de l'Alphabétisation

M. Jean-Noël Poda  
Directeur général  
Ministère de la Recherche scientifique et de l'innovation

M. Ousmane Ganaba  
Directeur régional du budget du Nord  
Ministère de l'Economie et des finances

M. Hamadé Ouedraogo  
Conseiller technique du Ministre  
Ministère du Développement de l'économie numérique  
et des postes

M. Seydina Oumar Traore  
Directeur général des aménagements hydrauliques  
Ministère de l'Eau, des aménagements hydrauliques et  
de l'assainissement

M. Martin Sanou  
Conseiller technique du Ministre  
Ministère de la Promotion de la Femme et du genre

M. Bazoin Bako  
Directeur des études et de la planification  
Ministère des Sports et des loisirs

Mme Larba Oubda  
Chef de la Division des sciences sociales et humaines  
Commission nationale pour l'UNESCO

M. Apollinaire Baghnyan  
Attaché de presse  
Ambassade en France

Mme Yvette Dembele  
Coordinatrice  
Centre international pour l'éducation des filles et des  
femmes en Afrique (UA-CIEFFA)

M. Rasmané Ouedraogo  
Directeur  
Centre régional des arts vivants en Afrique (CRAVA)

M. Pierre Balima  
Ministère de l'Education nationale et de l'Alphabétisation

Mme Sanata Sawadogo Congo  
Directrice régionale, Enseignement de base du Nord  
Ministère de l'Education nationale

#### **Burundi/Бурунди/ بوروندي / 布隆迪**

##### **Délégués :**

S.Exc. Dr Joseph Butore  
Ministre de l'Enseignement Supérieur et de la  
Recherche scientifique  
(*Chef de la délégation*)

S.Exc. M. Dieudonné Ndabarushimana  
Ambassadeur, Délégué Permanent  
Délégation Permanente auprès de l'UNESCO

M. Aloys-David Mugemancuro  
Premier Conseiller  
Ambassade en France

M. Nestor Ntahobari  
Deuxième Conseiller  
Ambassade en France

Mme Jacqueline Niyonzima  
Premier Secrétaire  
Ambassade en France

##### **Suppléants:**

M. Salvator Nyabenda  
Secrétaire Permanent  
Commission Nationale pour l'UNESCO

#### **Cabo Verde/Cabo Verde/Кабо-Верде/ الرأس الأخضر / 佛得角**

##### **Délégués:**

S.Exc. M. Antonio Correia E Silva  
Ministre d'Etat de l'Enseignement supérieur et sciences  
(*Chef de la délégation*)

M. Antonio Jesus Lima  
Chargé d'Affaires a.i.  
Délégation permanente auprès de l'UNESCO

Mme Margarida Maria Silva Santos  
Directrice nationale pour l'Education  
Ministère de l'Education et Sport

M. Hamilton Jair Fernandes  
Curateur de Cidade Velha (Patrimoine mondial)

Mme Gloria Ribeiro  
Secrétaire exécutive  
Commission nationale pour l'UNESCO

##### **Conseillers :**

M. Manuel Lopes Roberto  
Assesseur  
Ministère de l'Enseignement supérieur et Sciences

M. David Leite  
Attaché culturel  
Délégation permanente auprès de l'UNESCO

M. Antonino De Oliveira  
Attaché Administratif et Commercial  
Délégation permanente auprès de l'UNESCO

Mme Ana Paula Heineken  
Assistante au Chef de mission  
Ambassade en France

#### **Cambodge/Cambodia/Camboya/Камбоджа/ كمبوديا / 柬埔寨**

##### **Délégués :**

S.Exc. M. An Sok  
Vice-Premier Ministre  
Président de la Commission nationale pour l'UNESCO  
(*Chef de la délégation*)

S.Exc. M. Chuon Naron Hang  
Ministre de l'Education, de la Jeunesse et des Sports

S.Exc. M. Tani Chan  
Secrétaire d'Etat  
Présidence du Conseil des ministres

S.Exc. M. Bunroeun Nath  
Secrétaire d'Etat  
Ministère de l'Education, de la Jeunesse et des Sports

S. Exc. M. Narang Nouth  
Ambassadeur Extraordinaire et Plénipotentiaire, Délégué  
permanent  
Délégation permanente auprès de l'UNESCO

**Suppléants :**

Mme Theany Tan  
Secrétaire générale  
Commission Nationale pour l'UNESCO

M. Borath Ros  
Président  
Comité national du patrimoine mondial

M. Peou Hang  
Directeur général adjoint  
Autorité APSARA

M. Viseth Kem Reth  
Directeur de Cabinet du Vice-Premier Ministre  
Présidence du Conseil des ministres

M. Eav Lav Chhiv  
Recteur  
Université royal Phnom Penh

**Conseillers :**

M. Sopheap Chan  
Secrétaire général adjoint  
Haut Conseil de l'Economie nationale

M. Bunlay Nith  
Directeur adjoint  
Département d'étude universitaire

M. Sophann Ket  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

M. David Measketh  
Conseiller  
Délégation permanente auprès de l'UNESCO

Mme Dara Mang  
Deuxième secrétaire  
Délégation permanente auprès de l'UNESCO

Prof. Azedine Beschouch  
Secrétaire scientifique  
Comité International de Coordination pour Angkor

M. Vibol Mao  
Conseiller du Vice-Premier Ministre  
Présidence du Conseil des Ministres

M. Sangvar Sok  
Secrétaire général adjoint  
Ministère du Tourisme

Mme Helen Jarvis  
Conseillère, Présidence du Conseil des Ministres

Mme Sywatha Po  
Troisième Secrétaire  
Délégation permanente auprès de l'UNESCO

M. Saline Suon  
Ministre Conseiller  
Délégation permanente auprès de l'UNESCO

S.Exc. M. Yara Suos  
Député de la Province de Preah Vihear  
Vice-Président de la Commission des Affaires étrangères  
Assemblée nationale

**Cameroun/Cameroon/Camerún/Kamepyh/ الكامرون /**

喀麦隆

**Délégués :**

S.Exc. Mme Hadidja Alim Youssouf  
Ministre de l'Education de base  
Présidente de la Commission nationale pour l'UNESCO  
(*Chef de la délégation*)

S.Exc. M Lejeune Mbella Mbella  
Ambassadeur Extraordinaire et Plénipotentiaire en France  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

M. Akolla Ekah Rigobert  
Chargé de mission  
Secrétariat général de la Présidence de la République

Prof. François-Xavier Etoa  
Conseiller technique  
Services du Premier Ministre

Mme Jeanne Aimée Ngobo Ekotto  
Secrétaire générale  
Ministère de l'Emploi et de la formation professionnelle

**Suppléants :**

Mme Rebecca Madeleine Ebelle Etame  
Secrétaire générale  
Ministère de la Recherche scientifique et l'innovation

Prof. Marceline Nnomo  
Inspecteur général des Affaires académiques  
Ministère de l'Enseignement supérieur

M Joseph Atangana  
Ministre conseiller, Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

M. Mairiga Sally  
Directeur du suivi de l'enseignement privé de base  
Ministère de l'Education de base

M. Victor Tchatchouwo  
Premier conseiller  
Délégation permanente auprès de l'UNESCO

**Conseillers:**

Mme Brigitte Njock  
Deuxième conseiller  
Délégation permanente auprès de l'UNESCO

M. Keye Ndogo  
Deuxième conseiller  
Délégation permanente auprès de l'UNESCO

M. Antoine Wongo Ahanda  
Conseiller pour les affaires culturelles  
Délégation permanente auprès de l'UNESCO

Mme Elizabeth Manga Bessem  
Premier secrétaire  
Délégation permanente auprès de l'UNESCO

M. Philip Fouda Tsila Otto  
Premier secrétaire  
Délégation permanente auprès de l'UNESCO

M. Sylvestre Onana  
Premier secrétaire  
Délégation permanente auprès de l'UNESCO

M. Félix Eboa Ebongue  
Premier secrétaire  
Délégation permanente auprès de l'UNESCO

M Dieudonné Wouassi  
Conseiller technique

M. Mabou Mabou  
Conseiller technique  
Ministère de la Communication

Mme Dorothée Ndeme  
Deuxième secrétaire  
Délégation permanente auprès de l'UNESCO

M. Jean-Philippe Soh  
Sous-Directeur de la sensibilisation et de l'éducation  
environnementale  
Ministère de l'Environnement, de la Protection de la  
nature et du Développement durable

M Simon-Pierre Fouda  
Sous-directeur de l'enseignement primaire  
Ministère de l'Éducation de base

Mme Jeanne Bidima Kodo  
Chef de la cellule des études, de la planification et de la  
coopération  
Ministère des Arts et de la culture

M. Nazaire Mbiok Biwole  
Coordonnateur du centre d'excellence de micro-  
sciences  
Ministère des Enseignements secondaires

Mme Armelle Tchago Emassi  
Chef de service p.i des institutions spécialisées à  
caractère économique et technique  
Ministère des Relations extérieures

M. Ada Owona  
Chargé d'études  
Commission nationale pour l'UNESCO

Mme Ango Mengue  
Chargé d'études, Secteur éducation et formation  
Commission nationale pour l'UNESCO

M. Oumara Ousmanou  
Inspecteur des services  
Point focal de l'Organisation islamique pour l'éducation,  
les sciences et la culture

Mme Lydia Linjouom Ntake  
Attaché pour les affaires culturelles  
Délégation permanente auprès de l'UNESCO

Mme Emilienne Ngo Holl épouse Ngoutouga  
Inspectrice générale  
Ministère des Arts et de la Culture

M. Emmanuel Marie-Claude Ateba  
Chef de la cellule des études et des projets

## Canada/Canadá/Канада/ كندا / 加拿大

### **Délégués :**

L'honorable M. Christian Paradis  
Ministre du Développement international et Ministre de  
la Francophonie  
(*Chef de la délégation*)

S.Exc. M. Jean-Pierre Blackburn  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

S.Exc. Mme Marie Malavoy  
Ministre de l'Éducation, du Loisir et du Sport du Québec  
Gouvernement du Québec

M. Nicolas Dimic  
Conseiller, Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

Mme Michèle Stanton-Jean  
Représentante du gouvernement du Québec  
Délégation permanente auprès de l'UNESCO

### **Suppléants :**

M. Paul Charlton  
Premier Secrétaire  
Mission permanente auprès de l'Office des Nations  
Unies, de la Conférence du désarmement et de  
l'Organisation mondiale du commerce

M. Vincent Garneau  
Conseiller en politiques pour l'UNESCO, Direction des  
Nations Unies  
Ministère des Affaires étrangères, Commerce et  
Développement

Mme Dominique Levasseur  
Responsable principale de programme  
Délégation permanente auprès de l'UNESCO

M. Saïd Bala  
Conseiller principal en politiques  
Patrimoine canadien

M. Axel Meisen  
Président  
Commission nationale pour l'UNESCO

### **Conseillers :**

Mme Margaux Stastny  
Directrice des Communications  
Cabinet du Ministre du Développement international et  
Ministre de la Francophonie

Mme Antonella Manca-Mangoff  
Coordonnatrice, International  
Conseil des ministres de l'Éducation

M. Marcel Courchesne  
Analyste, International  
Conseil des ministres de l'Éducation

M. Jean Bissonnette  
Directeur de cabinet adjoint  
Ministère de l'Éducation, du Loisir et du Sport du  
Québec  
Gouvernement du Québec

Mme Anne Rhéaume  
Coordonnatrice aux affaires de l'UNESCO  
Ministère des Relations internationales, de la  
Francophonie et du commerce extérieur du Québec

Mme Catherine Vallières-Roland  
Conseillère à la diversité culturelle et au pupitre  
UNESCO  
Ministère des Relations internationales, de la  
Francophonie et du commerce extérieur du Québec

Mme Isabelle Tremblay  
Conseillère  
Ministère de l'Éducation, du Loisir et du Sport du  
Québec

Mme Rachel Isabelle Aquino  
Conseillère en affaires internationales  
Direction des affaires internationales et des relations  
intergouvernementales  
Ministère de la Culture et des communications du  
Québec

Mme Pauline Dugré  
Chargée de programme, communication et information  
Commission nationale pour l'UNESCO

Mme Dominique Potvin  
Chargée de programme, sciences naturelles  
Commission nationale pour l'UNESCO

Mme Angèle Cyr  
Chargée des affaires publiques  
Commission nationale pour l'UNESCO

Mme Marie-Hélène Parizeau  
Professeur titulaire  
Faculté de Philosophie, Université Laval, Québec  
Vice-présidente de la COMEST

Mme Manon Girard  
Conseiller  
Délégation permanente auprès de l'UNESCO

#### **Chili/Chile/Чили/ شيلي /智利**

##### **Delegados:**

Excmo. Sr. Luis Lillo  
Embajador, Director de Política Multilateral  
Ministerio de Relaciones Exteriores  
(*Jefe de la Delegación*)

Sr. Alvaro Jara  
Encargado de Negocios  
Delegación permanente ante la UNESCO  
(*Jefe Alterno de la Delegación*)

Sr. Patricio Brickle  
Jefe de Relaciones Internacionales  
Ministerio de Educación

Sra. Beatriz Rioseco  
Delegación permanente ante la UNESCO

Sra. Stefanie Butendieck  
Comisión Nacional de Cooperación con la UNESCO

##### **Suplentes:**

Sra. Lya Vallejos  
Delegación permanente ante la UNESCO

#### **Chine/China/Китай/ الصين /中国**

##### **Delegates:**

H.E. Mr Ping Hao  
Vice-Minister of Education  
(*Head of Delegation*)

H.E. Mr Guiren Yuan  
Minister of Education  
(*Deputy Head of Delegation*)

H.E. Mr Shaozhong You  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Mr Yue Du  
Secretary-General  
National Commission for UNESCO  
(*Deputy Head of Delegation*)

Mr Lei Wang  
Director-General, Department of International  
Cooperation  
Chinese Academy of Social Sciences

##### **Alternates:**

Mr Changwei Qin  
Deputy Secretary-General  
National Commission for UNESCO

Mr Jiagui Zhou  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Mr Xiaodong Zhu  
Director-General  
State Administration of Cultural Heritage

Mr Jun Liu  
Counsellor, Department of International Cooperation  
Ministry of Science and Technology

Mr Baoli Liu  
Director-General, Department of International  
Cooperation and Exchanges  
Ministry of Education

##### **Advisers:**

Ms Yan Zhong  
Permanent Delegation to UNESCO

Mr Leyong Gao  
Permanent Delegation to UNESCO

Mr Zhong Tian  
First Secretary  
Permanent Delegation to UNESCO

Mr Meng Wang  
Permanent Delegation to UNESCO

Ms Wei Guo  
Permanent Delegation to UNESCO

Mr Xiao Zhang  
Permanent Delegation to UNESCO

Ms Yiling Shen  
Director of Division  
National Commission for UNESCO

Ms Xiaoping Yu  
Director of Division  
National Commission for UNESCO

Mr Weiliang Shao  
Deputy Director of Division  
National Commission for UNESCO

Mr Jian Hou  
Ministry of Education

Mr Baosong Pan  
Programme Officer, Department of Finance  
Ministry of Education

Ms Jia You  
Programme Officer  
National Commission for UNESCO

Ms Siying Ge  
Programme Officer  
National Commission for UNESCO

Ms Nan Jia  
Programme Officer  
National Commission for UNESCO

Mr Zhijun Yi  
Deputy Director, Department of International  
Cooperation  
Chinese Academy of Sciences

Ms Kai Feng  
Programme Officer, Department of International  
Cooperation  
Chinese Academy of Sciences

Mr Cheng Liu  
Director, International Center on Erosion and  
Sedimentation  
Ministry of Water Resources

Mr Changyi Shi  
Deputy Director-General  
Chinese Academy of Geological Sciences

Mr Dexiong Song  
Deputy Director-General  
Chinese Academy of Engineering

Mr Qi Tian  
Director  
Chinese Academy of Engineering

Mr Xueqiu Wang  
Director  
Chinese Academy of Geological Sciences

Mr Bolong Wu  
Director of Division  
Chinese Academy of Social Sciences

Ms Ling Zhang

Deputy Director, Foreign Liaison Bureau  
Ministry of Culture

Ms Yiyuan Yang  
Programme Officer  
Ministry of Culture

Ms Liping Duan  
Deputy Director, Institute of Scientific and Technical  
Information  
Ministry of Science and Technology

Mr Yunhao Hou  
Deputy Director-General  
State Council Information Office

Mr Zhongbo Xu  
Deputy Director-General  
Ministry of Education

Mr Yubiao Shen  
Deputy Director of Division, Department of International  
Cooperation and Exchanges  
Ministry of Education

Mr Zhe Li  
Director of Division  
Ministry of Housing and Urban-Rural Development

Mr Jun Fu  
Professor  
Peking University

Mr Dali Chen  
Ministry of Education

Mr Yuzhong Ren  
Associate Research Fellow  
Peking University

Ms Youwen Li  
Director  
Beijing Foreign Studies University

Mr Hao Wang  
Ministry of Foreign Affairs

Mr Guolei Cai  
Deputy Director  
Ministry of Industry and Information Technology  
Ms Jing Pan  
Engineer  
Chinese Academy of Engineering

Mr Weiming Lu  
Engineer  
Chinese Academy of Engineering

**Chypre/Cyprus/Chipre/Кипр/ قبرص /塞浦路斯**

**Délégués :**  
S.Exc. M. Kyriakos Kenevezos  
Ministre de l'Education et de la Culture  
(*Chef de la délégation*)

S.Exc. M. Marios Lyssiottis  
Ambassadeur extraordinaire et plénipotentiaire en  
France, Délégué permanent  
Délégation permanente auprès de l'UNESCO



Mme Photini Panayi  
Déléguée permanente adjointe  
Délégation permanente auprès de l'UNESCO

Mme Elena Mina  
Première conseillère  
Ambassade en France

Mme Anna Papasavva  
Deuxième secrétaire  
Ambassade en France

**Suppléants :**

Mme Niki Papa  
Chef des Affaires européennes et international  
Ministère de l'Education et de la Culture

Mme Antigoni Polyniki  
Officier  
Commission nationale pour l'UNESCO

Mme Thekla Papantoniou  
Officier  
Commission nationale pour l'UNESCO

Mme Monika Asimenou  
Attaché  
Délégation permanente auprès de l'UNESCO

M. Konstantinos Phanis  
Coordinateur national de SEMEP  
Ministère de l'Education et de la Culture

**Conseillers :**

Mme Zelia Gregoriou  
Maître de conférence  
Université de Chypre

Mme Eirini Petridou  
Officier  
Ministère de l'Education et de la Culture

Mme Chrissy Apostolou

**Colombie/Colombia/Колумбия/كولومبيا/哥伦比亚**

**Delegados:**

Sr. Sergio Restrepo  
Ministerio Plenipotenciario, Encargado de Negocios  
Delegación Permanente ante la UNESCO  
(*Jefe de la Delegación*)

Sra. María Fernanda Forero  
Coordinadora del Grupo de Trabajo UNESCO  
Comisión Nacional de Cooperación con la UNESCO

Sra. Juliana Angulo  
Consejera  
Delegación Permanente ante la UNESCO

Sr. Francisco Gutiérrez  
Segundo Secretario  
Delegación Permanente ante la UNESCO

Sra. Mónica Isaza Bordamalo  
Tercer Secretario  
Ministerio de Relaciones Exteriores

**Consejeros:**

Sr. Efrain Mayorga  
Delegación Permanente ante la UNESCO

Sra. Valentina Velasquez  
Delegación Permanente ante la UNESCO

**Comores/Comoros/Comoras/Коморские Острова/جزر القمر/科摩罗**

**Délégués :**

S.Exc. Dr. Mohamed Abdoukarim  
Ministre de l'Education nationale, de la Recherche, des  
Arts, chargé de la jeunesse  
(*Chef de la délégation*)

S.Exc. M. Ali Amir  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

M. Abdou Ahamada Saïd Abdou  
Secrétaire général  
Commission nationale pour l'UNESCO

Mme Amina Hassane Alfeine  
Conseillère  
Délégation permanente auprès de l'UNESCO

M. Moussa Youssouf  
Enseignant-Chercheur  
Université de Comores

**Suppléants :**

M. Soifiyouline Dhoinine  
Conseiller chargé des affaires européennes

Mme Fatima Boyer  
Présidente  
Collectif du Patrimoine des Comores

M. Saïd Abdallah Abdoukarim  
Enseignant  
Université de Comores

**Congo/Конго/الكونغو/刚果**

**Délégués :**

S.Exc. M. George Moyen  
Ministre de l'Enseignement supérieur  
(*Chef de la délégation*)

S.Exc. M. Jean-Marie Adoua  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

M. Louis Bakabadio  
Conseiller à l'éducation, science et technologie auprès  
du Chef de l'État

M. Rufin Bidounga  
Conseiller technique du Président de la République  
Chargé du dossier Système des Nations Unies

M. Gabriel Bokoumaka  
Secrétaire général  
Commission nationale pour l'UNESCO

**Suppléants :**

M. Samuel Mawete  
Conseiller à la réforme de l'éducation et de  
l'alphabétisation  
Ministère de l'Enseignement primaire, secondaire et  
d'Alphabétisation

M. Joachim Mondavo  
Conseiller  
Délégation permanente auprès de l'UNESCO

M. Jean Pierre Tathy  
Directeur général  
Ministère de la Recherche scientifique et de l'Innovation  
technologique

M. Samuel Kidiba  
Directeur général du Patrimoine  
Ministère de la Culture et des arts

M. Wilfrid Anasth Mbossa  
Directeur de l'Agence congolaise d'information  
Ministère de la Communication et des relations avec le  
parlement

**Conseillers :**

Mme Muriel Nelly Hobie Mampouya  
Conseillère aux affaires sociales et aux œuvres  
universitaires  
Ministère de l'Enseignement supérieur

M. Macaire Batchi  
Directeur de la coopération  
Ministère de l'Enseignement supérieur

M. Bernard Mabila  
Directeur des Nouvelles technologies de l'information et  
de la Communication  
Ministère de l'Enseignement supérieur

M. Albert Bengo  
Attaché  
Présidence de la République

Mme Annette Régine Ikouebe-Miabandza  
Secrétaire  
Délégation permanente auprès de l'UNESCO

Mme Estelle Mbete  
Attachée de presse  
Ministère de l'Enseignement supérieur

Mme Marthe Moumbolo Ngouambari  
Attachée aux relations publiques, Chef du protocole  
Ministère de l'Enseignement supérieur

M. Donatien Yokamiya  
Ministère de l'Enseignement supérieur  
Mme Denise Bénédicte Nkounkou  
Chargée de la communication  
GRSEN

M. Georges Bolondo  
Assistant du Directeur du Cabinet

Ministère de la Promotion de la Femme et de  
l'Intégration de la Femme au Développement

**Costa Rica/Коста-Рика/ كوستاريكا /**

哥斯达黎加

**Delegados:**

S.Exc. M. Manuel Obregón López  
Ministre de la Culture et la Jeunesse  
(*Chef de la délégation*)

Mme Dyaláh Calderón  
Ministre adjointe académique  
Ministère de l'Éducation  
(*Chef adjoint de la délégation*)

S.Exc. M. Jacques Sagot Martino  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

M. Christian Kandler Rodríguez  
Directeur  
Musée National du Costa Rica

Mme Ana Elena Pinto Lizano  
Ministre Conseiller  
Délégation permanente auprès de l'UNESCO

**Suppléants :**

Mme Miroslava Barrantes  
Assistante  
Délégation permanente auprès de l'UNESCO

Mme Vanessa Carmiol  
Délégation permanente auprès de l'UNESCO

**Côte d'Ivoire/Кот-д'Ивуар/ كوت ديفوار /科特迪瓦**

**Délégués :**

S.Exc. Mme Kandia Camara Kamissoko  
Ministre de l'Éducation nationale et de l'Enseignement  
technique  
(*Chef de la délégation*)

S.Exc. Mme Anne Désirée Ouloto  
Ministre de la Solidarité, de la Famille, de la Femme et  
de l'Enfant

S.Exc. M. Maurice Kouakou Bandaman  
Ministre de la Culture et de la Francophonie

S. Exc. M. Cisse Ibrahima  
Ministre de l'Enseignement Supérieur et de la  
Recherche scientifique

S. Exc. Denise Houphouët-Boigny  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

**Suppléants :**

S.Exc. M. Serge Gba  
Ambassadeur, Directeur du département des ONU-IS  
Ministère de la Solidarité, de la Famille, de la Femme et  
de l'Enfant

M. Lou Mathieu Bamba  
Secrétaire général  
Commission nationale pour l'UNESCO

Prof. Asseypo Hauhouot  
Conseiller technique  
Porte-parole du Conseil économique et sociale

M. Loukou Kouadio  
Premier Conseiller  
Délégation permanente auprès de l'UNESCO

M. Ehui Bruno Koffi  
Directeur de formation  
Ministère de l'Emploi, des Affaires sociales et de la  
Formation professionnelle

**Conseillers :**

M. Jules Doua  
Conseiller  
Délégation permanente auprès de l'UNESCO

Mme Kouassi Mélanie Afferi  
Conseiller  
Délégation permanente auprès de l'UNESCO

Mme Kohou Victoire Deine  
Conseiller  
Délégation permanente auprès de l'UNESCO

Mme Kiya Colette Epse Traore Toure  
Conseiller du directeur  
Côte d'Ivoire –Tourisme

M. Kouadio Affian  
Vice-Président  
Université Félix Houphouet-Boigny

M. Gérard Lezou Dago  
Titulaire de la Chaire UNESCO pour la culture de la Paix

Mme Euphrasie Hortense Kouassi Yao  
Co-titulaire de la Chaire UNESCO Eau, femmes et  
pouvoir de décisions  
Chargé des questions de développement et du genre

Dr. Diéneba Doumbia  
Directrice, département de la recherche de la Paix  
Fondation Félix Houphouet-Boigny pour la recherche de  
la Paix

M. Souleymane Yeo  
Enseignant-Chercheur  
Université Félix Houphouet-Boigny

M. Gougou Gnanagbe  
Enseignant-Chercheur, Directeur de cabinet  
Université Félix Houphouet-Boigny

Mme Ramata Bakayoko-Ly  
Présidente  
Université Félix Houphouet-Boigny

Mme Rachel N'cho  
Enseignant-Chercheur  
Université Alassane Ouattara de Bouaké

M. N'dri Marcel Kouassi  
Enseignant-Chercheur  
Université Alassane Ouattara de Bouaké

Prof. Lazare Marcelin Poame  
Président, Commission science sociales et humaines  
Université Alassane Ouattara de Bouaké

M. Lacina Coulibaly  
Vice-Président  
Université Nangui Abrogoua

Mme Georgette Luciane Kanon  
Chef de Service  
Ecole normale supérieure

M. Alhassane Cisse  
Directeur  
Ecole normale supérieure

M. Foua Honoré Zan Bi  
Directeur de l'éducation civique  
Ministère de la Promotion de la Jeunesse, des Sports et  
Loisirs

M. Lassiné Diomande  
Directeur de la vie associative et des activités socio-  
éducatives  
Ministère de la Promotion de la Jeunesse, des Sports et  
Loisirs

M. Nibé Dramane Silue  
Chef de Service éducation pour un développement  
durable  
Ministère de l'Environnement, de la Salubrité urbaine et  
du Développement durable

M. Kouassi Bertin Yao  
Conseiller technique du Ministre  
Ministère auprès du Président de la République chargé  
de la Défense

Dr Joséphine Diabate Conombo  
Directrice générale de la lutte contre le SIDA  
Ministère de la Santé et de la Lutte contre le SIDA

Mme Kokoré Valérie Oka  
Conseiller technique  
Ministère de l'Intégration africaine et des Ivoiriens de  
l'extérieur

M. Fofana Siaka  
Conseiller technique  
Ministère de la Justice, des Droits de l'Homme et des  
Libertés publiques

Mme Eman Marceline Malaba  
Chef de service coopération  
Ministère des Eaux et Forêts

Mme Martine Gauze Tahoux  
Directeur  
Ministère des Sciences exactes et naturelles

M. Seindou Cisse  
Conseiller technique  
Ministère

Mme Avo Bilé Bernadette Ehui  
Conseiller technique  
Ministère des Sciences exactes et naturelles

M. Kouadio Kossonou Assale  
Sous-Directeur  
Ministère

M. Salia Gnanou  
Chef de Service des relations extérieures  
Ministère de la Communication

Mme Marie P. Kouadio Kone  
Directrice des instituts de formation et d'éducation  
féminine  
Ministère de la Solidarité, de la Famille, de la Femme et  
de l'Enfant

M. N'guessan Epiphane Kouakou  
Directeur  
Ministère de la Solidarité, de la Famille, de la Femme et  
de l'Enfant

Mme Nakadidjata Bakayoko  
Conseiller  
Ministère

Mme Berthe Chaudron  
Chargée d'études  
Commission nationale pour l'UNESCO

Mme Maman Coulibaly Ouattara  
Chef de service autonome de l'alphabétisation et de  
l'éducation non formelle  
Ministère de la Solidarité, de la Famille, de la Femme et  
de l'Enfant

M. Brahim Sangare  
Conseiller technique du Ministre  
Ministère de l'Education nationale et de l'Enseignement

M. Koffi Foffie  
Directeur  
Ministère de l'Education nationale

M. Amara Kamate  
Conseiller technique du Ministre  
Ministère de l'Emploi, des Affaires sociales et de la  
Formation professionnelle

M. Monni Benoît Michel Avoaka  
Chef de service de la coopération internationale  
Ministère de la Santé et de la Lutte contre le SIDA

M. N'cho Virgile Akiapo  
Sous-Directeur des ONU  
Ministère des Affaires étrangères

M. Yao Tano  
Président de l'UNA  
Université Nangui Abrogoua

M. N'Da Philippe N'Guessan  
Ministère

M. Kouassi Aimé Malanhoua  
Directeur administratif  
Chaire UNESCO pour la Culture de la Paix

M. Serges Coffie  
Conseiller technique  
Ministère de l'Emploi, des Affaires sociales et de la  
Formation professionnelle

Mme Léa Akissi  
Ministère de l'Education nationale

Prof. Kanvaly Fadiga  
Académie des Sciences, des Arts, des Cultures  
d'Afrique et des Diasporas africaines

Mme Kiya Colette Toure Traore  
Conseiller du Directeur  
Office nationale du tourisme

M. Kouadio Jean Yao  
Conseiller technique chargé de la Coopération  
internationale  
Ministère de l'Enseignement supérieur et de la  
Recherche scientifique

**Croatie/Croatia/Croacia/Хорватия/كرواتيا /**  
克罗地亚

**Delegates :**

H.E. Ms Andrea Zlatar Viočić  
Minister of Culture  
(Head of Delegation)

H.E. Mr Željko Jovanović  
Minister of Science, Education and Sport

H.E. Mr Ivo Goldstein  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(Deputy Head of Delegation)

Mr Saša Zelenika  
Deputy Minister of Science, Education and Sport

Ms Tamara Perišić  
Assistant to the Minister  
Ministry of Culture

**Alternates:**

Ms Sabina Glasovac  
Assistant to the Minister  
Ministry of Science, Education and Sport

Ms Ružica Beljo Lučić  
Assistant to the Minister  
Ministry of Science, Education and Sport

Mr Krešimir Partl  
Chief of Cabinet  
Ministry of Culture

Ms Rut Carek  
Secretary-General  
National Commission for UNESCO

Ms Alida Matković  
Minister-Counsellor  
Permanent Delegation to UNESCO

**Advisers:**

Ms Kristina Ferara Blašković  
Head of Sector for Development of Science and  
Technology  
Ministry of Science, Education and Sport

Mr Luka Juroš  
Head of Sector for Higher Education Operations and  
Student Support  
Ministry of Science, Education and Sport

Ms Ivana Kecur  
Senior Advisor in the Department for UNESCO  
Ministry of Culture

Ms Marija Cvetić  
Senior Advisor in the Department for UNESCO  
Ministry of Culture

Dr Zrinjka Perusko  
Professor  
Faculty of Political Sciences, Zagreb

### **Cuba/Kyba/ كوبا / 古巴**

#### **Delegados:**

Excma. Sra. Ena Elsa Velázquez Cobiella  
Ministra de Educación  
(*Jefe de la Delegación*)

Excma. Sra. María de los Angeles Florez Prida  
Embajadora extraordinaria y plenipotenciaria, Delegada  
Permanente  
Delegación Permanente ante la UNESCO

Excmo. Sr. Juan Antonio Fernández Palacios  
Embajador, Presidente  
Comisión Nacional para la UNESCO

Sra. Aurora Fernández González  
Viceministra  
Ministerio de Educación Superior

Sr. Arnaldo Rivero Fuxá  
Vicepresidente  
Instituto de Deporte, Educación Física y Recreación

#### **Suplentes:**

Sra. María Josefa Vilaboy Morales  
Especialista Principal  
Ministerio de Cultura

Sra. Mariana Natasha Díaz-Arguelles Ramírez-Corría  
Primera Secretaria  
Comisión Nacional para la UNESCO

Sra. Lissette Sánchez Almeida  
Especialista  
Ministerio de Educación

Sra. Yahima Esquivel Moynelo  
Tercera Secretaria  
Delegación Permanente ante la UNESCO

### **Danemark/Denmark/Dinamarca/Дания/**

الدنمارك / 丹麦

#### **Delegates:**

HRH Princess Marie of Denmark

H.E. Ms Christine Antorini  
Minister of Education  
(*Head of Delegation*)

Mr Klavs A. Holm  
Ambassador Extraordinary and Plenipotentiary,  
Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Mr Jesper Fisker  
Permanent Secretary  
Ministry of Education  
(*Deputy Head of Delegation*)

Mr Arne Eggert  
Director-General  
Ministry of Education

#### **Alternates:**

H.E. Mr Uffe Andreassen  
Ambassador  
Ministry of Foreign Affairs

Mr Jens Dalsgaard  
Minister, First Deputy  
Permanent Delegation to UNESCO

Ms Christina Barford-Høj  
Head of Division  
Ministry of Education

Ms Bodil Mørkov Ullerup  
Secretary-General, Senior Adviser  
Ministry of Education

Ms Britt Siesbye  
Private Secretary to the Princess

#### **Advisers:**

Ms Linda Nielsen  
Chairman  
National Commission for UNESCO

Mr Tyge Trier  
Vice-Chairman  
National Commission for UNESCO

Mr Niels-Georg Lundberg  
National Commission for UNESCO

Mr Jens Jørgen Gaardhøje  
National Commission for UNESCO

Ms Inger Sjørnslev  
National Commission for UNESCO

Ms Winnie Vitzansky  
National Commission for UNESCO

Ms Annette Kornerup  
Head of Section  
Ministry of Culture

Ms Sofie Louise Munch-Jakobsen  
Head of Section  
Ministry of Culture

Ms Malene Nielsen Mansour  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Ms Dorthe Wendt  
Counsellor  
Permanent Delegation to UNESCO

Ms Dorthe Krog Christensen  
Head of Section  
Ministry of Education

Ms Irene Holse  
Head of Section  
Ministry of Education

Mr Jakob Khron  
Head of Section  
Ministry of Science, Innovation and Higher Education

#### **Djibouti/Djibuti/Джибути/ جيبوتي /吉布提**

##### **Délégués :**

S.Exc. M. Rachad Farah  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef de la délégation*)

S.Exc. M. Ziad Ahmed Doualeh  
Ambassadeur auprès de la Confédération suisse

S.Exc. M. Aden Mohamed Dileita  
Ambassadeur auprès de la République fédérale  
d'Allemagne

Mme Fathia Moumin Bahdon  
Conseillère  
Délégation permanente auprès de l'UNESCO

M. Mohamed Omar Djama  
Deuxième conseiller  
Ambassade en France

#### **Égypte/Egypt/Egipto/Египет/ مصر /埃及**

##### **Delegates:**

H.E. Prof. Hossam Issa  
Deputy Prime Minister and Minister of Higher Education  
(*Head of Delegation*)

H.E. Dr Mohamed Sameh Amr  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

H.E. Ms Hala El Ghanam  
Ambassador  
Ministry of Foreign Affairs

##### **Alternates:**

Prof. Ali Mahmoud Abou Leila  
Secretary-General  
National Commission for UNESCO

Prof. Mohamed Samir Hamza  
Chief of Division of Cultural Affairs  
Ministry of Higher Education

Dr Ghada Omar  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Mr. Omar Shalaby  
Counsellor  
Permanent Delegation to UNESCO

Ms Zeinab El Wakeel  
Senior Specialist, Cultural Department  
National Commission to UNESCO

##### **Advisers:**

Ms Nermine Ibrahim El Saadani  
Director-General of International Relations Division  
Ministry of Communications

Ms Nashwa Gad  
Director for Strategic Affairs  
Ministry of Communications

Dr Shadia Mohamed Salem Mahmoud  
Director-General of International Organizations Division  
Ministry of State for Antiquities Affairs

Mr. Mostafa Alabyad  
Attaché  
Permanent Delegation to UNESCO

#### **El Salvador/Сальвадор/ السلفادور /萨尔瓦多**

##### **Délégués :**

S.Exc. Dr. Lorena Sol de Pool  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef de la délégation*)

Mme Rosa Moreira de Lemoine  
Ministre Conseiller  
Délégation permanente auprès de l'UNESCO

Mme Lucie Calderón  
Ministre Conseiller  
Délégation permanente auprès de l'UNESCO

Mme Nanette Viaud Desroches  
Conseillère  
Délégation permanente auprès de l'UNESCO

#### **Émirats Arabes Unis/United Arab Emirates/ Emiratos Arabes Unidos/ Объединенные Арабские Эмираты/**

الإمارات العربية المتحدة /阿拉伯联合酋长国

##### **Delegates:**

H.E. Mr Humaid Mohammed Obaid Al Qutami  
Minister of Education  
(*Head of Delegation*)

Mr Jassim Al Ali  
Minister Plenipotentiary for the Section of International  
Organizations  
Ministry of Foreign Affairs

Mr Abdulla Alneami  
Permanent Delegate  
Permanent Delegation to UNESCO

Mr Mohammed Al Dhaheri  
Executive Director of School Operations Sector  
Abu Dhabi Education Council

Mr Hakam Al Hashimi  
Advisor to the Minister  
Ministry of Education

**Alternates:**

Ms Fawzia Badri  
Manager for Research and Educational Studies  
Ministry of Education

Ms Mahra Al Mutaiwei  
Director  
Regional Center for Education Planning

Ms Maryam Al Shehhi  
Head of Competitions and Adjudication Section  
Ministry of Education, Hamdan Award

Mr Mubarak Al Hammadi  
Head of Department for Student Activities and  
Educational Competitions  
Ministry of Education

Ms Khadija Albreiki  
Head of Department for Cultural Foreign Relations  
Department  
Ministry of High Education and Scientific Research

**Advisers:**

Mr Nasir Al-Ali  
ICT Specialist, Policy Programs Department

Ms Fozeya Al Mahmoud  
Director of Environmental Outreach Division  
Authority for Abu Dhabi Environment

Mr Habeeb Alattar  
Senior Director for Culture Activities  
Ministry of Culture and Social Development

Ms Shayma Al Kobaisi  
Associate Professor and Vice Dean  
College of Information Technology

Mr Awad Saleh Almessabi  
Strategic Advisor for International Cultural Collaborations  
Abu Dhabi Authority of Tourism and Culture

**Équateur/Ecuador/Эквадор/ اکوادور /厄瓜多尔**

**Delegados:**

Excmo. Sr. Guillaume Long  
Ministro Coordinador del Conocimiento y Talento  
Humano  
(*Jefe de la Delegación*)

Excmo. Sr. Augusto Espinosa  
Ministro de Educación

Excmo. Sr. Lautaro Pozo Malo  
Embajador Extraordinario y Plenipotenciario, Delegado  
Permanente  
Delegación Permanente ante la UNESCO  
(*Jefe Alterno de la Delegación*)

Excmo. Sr. Mauricio Montalvo

Subsecretario de Organismos Internacionales y  
Subregionales  
Ministerio de Relaciones Exteriores

Sr. Gonzalo Abad  
Presidente  
Comisión de Ciencias Sociales y Humanas

**Suplentes:**

Sr. Luis Mueckay  
Director de Promoción Cultural e Interculturalidad  
Ministerio de Relaciones Exteriores

Sra. María Luisa Ortega  
Asesora Relaciones Internacionales  
Ministerio Coordinador del Conocimiento y Talento  
Humano

Sr. Névil Montenegro Delgado  
Tercer Secretario  
Delegación Permanente ante la UNESCO

Sra. Bruna Duverger  
Asistente  
Delegación Permanente ante la UNESCO

Sr. Agustín Armas  
Asesor  
Ministerio Coordinador del Conocimiento y Talento  
Humano

**Consejeros:**

Sra. Fernanda Bermúdez  
Funcionaria  
Delegación Permanente ante la UNESCO

Sra. Brigitte Landet  
Funcionaria  
Delegación Permanente ante la UNESCO

**Érythrée/Eritrea/Эритрея/ اريتريا /厄立特里亚**

**Délégués:**

S.Exc. M. Semere Russom  
Ministre de l'Éducation  
(*Chef de la délégation*)

S.Exc. M. Fassil Ghebresslassie  
Ambassadeur Extraordinaire et Plénipotentiaire en  
France, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

M. Bereket Paulos  
Conseiller de l'Ambassadeur  
Ambassade en France

Mme Mehret Iyob  
Secrétaire générale  
Commission nationale pour l'UNESCO

**Suppléants :**

M. Fitsum Ghebre  
Membre de la délégation

**Espagne/Spain/España/Испания/اسبانيا/西班牙**

**Delegados:**

Excmo. Sr. Don José Ignacio Wert Ortega  
Ministro de Educación, Cultura y Deporte  
(*Jefe de la Delegación*)

Excmo. Sr. Don Juan Manuel de Barandica y Luxán  
Embajador, Delegado Permanente  
Delegación Permanente ante la UNESCO  
(*Jefe Alterno de la Delegación*)

Sr Don Gonzalo Robles Orozco  
Secretario General de Cooperación Internacional  
Vicepresidente, Agencia Española de Cooperación  
Internacional para el Desarrollo (AECID)  
Ministerio de Asuntos Exteriores y de Cooperación

Sr. Don Magí Castellort Claramunt  
Director del Gabinete del Ministro  
Ministerio de Educación, Cultura y Deporte

Sra. Doña Itziar Taboada Aquerreta  
Directora de Relaciones Culturales y Científicas  
Agencia Española de Cooperación Internacional para el  
Desarrollo (AECID)  
Ministerio de Asuntos Exteriores y de Cooperación

**Suplentes:**

Sr. Don Luis Ramallo Massanet  
Presidente  
Comisión Nacional de Cooperación con la UNESCO

Sr. Don Carlos Maldonado Valcárcel  
Jefe del Departamento de Coordinación de Relaciones  
Culturales y Científicas  
Agencia Española de Cooperación Internacional para el  
Desarrollo (AECID)  
Ministerio de Asuntos Exteriores y de Cooperación

Sr. Don José Antonio de Ory Peral  
Delegado Permanente Adjunto  
Delegación Permanente ante la UNESCO

Sr. Don Antonio López Soto  
Subdirector General de Cooperación Internacional  
Ministerio de Educación, Cultura y Deporte

**Consejeros:**

Sr. Don Basilio Rada Martínez  
Director del Organismo Autónomo Parques Nacionales  
Vicepresidente del Comité Español MaB  
Ministerio de Agricultura, Alimentación y Medio  
Ambiente

Sra. Doña Ángeles Muñoz Fernández de Bastida  
Subdirectora General de Promoción Exterior Educativa  
Ministerio de Educación, Cultura y Deporte

Sra. Doña Elisa de Cabo de la Vega  
Subdirectora General de Protección del Patrimonio  
Histórico  
Dirección General de Bellas Artes y Bienes culturales y  
de Archivos y Bibliotecas  
Ministerio de Educación, Cultura y Deporte

Sra. Doña Montserrat Fernández  
Directora Adjunta

Organismo Autónomo Parques Nacionales y Vocal del  
Comité Español MaB  
Ministerio de Agricultura, Alimentación y Medio  
Ambiente

Sr. Don Javier Muñoz Sanchez-Brunete  
Consejero de Educación  
Delegación Permanente ante la UNESCO

Sr. Don Manuel Martín Ruíz  
Consejero de Medio Ambiente  
Representación Permanente ante la OCDE

Sr. Don Alfonso Gentil Alvarez-Ossorio  
Subdirector General Adjunto de Cooperación  
Internacional  
Ministerio de Educación, Cultura y Deporte

Sra. Doña Esther Rodríguez García  
Subdirectora General Adjunta de Protección del  
Patrimonio Histórico  
Ministerio de Educación, Cultura y Deporte

Sr. Don Vicente Mas Taladriz  
Jefe de Área Multilateral  
Departamento de Coordinación de Relaciones  
Culturales y Científicas  
Agencia Española de Cooperación Internacional para el  
Desarrollo (AECID)  
Ministerio de Asuntos Exteriores y de Cooperación

Sr. Don Francisco Gutiérrez Soto  
Jefe de Área de Educación, Departamento de  
Cooperación Sectorial  
Agencia Española de Cooperación Internacional para el  
Desarrollo (AECID)  
Ministerio de Asuntos Exteriores y de Cooperación

Sr. Don Francisco José Cantos Mengs  
Jefe de Área de Proyección y Desarrollo de la Red  
Secretario del Comité Español del Programa MaB  
Ministerio de Agricultura, Alimentación y Medio  
Ambiente

Sr. Don Ángel Santamaría Barnola  
Consejero Técnico  
Subdirección General de Cooperación Internacional  
Ministerio de Educación, Cultura y Deporte

Sra. Doña Yolanda Zárata  
Jefa de Área de Unión Europea y Organismos  
Multilaterales  
Subdirección General de Promoción Exterior Educativa  
Ministerio de Educación, Cultura y Deporte

Sra. Doña María Agúndez Leria  
Jefa de Área de Convenciones de UNESCO  
Subdirección General de Protección del Patrimonio  
Histórico  
Ministerio de Educación, Cultura y Deporte

Sra. Doña Laura de Miguel Riera  
Jefa de Servicio de Patrimonio Mundial  
Subdirección General de Protección del Patrimonio  
Histórico  
Ministerio de Educación, Cultura y Deporte



Sra. Doña Teresa Udaondo Gascón  
Técnico Superior  
Subdirección General de Cooperación Internacional  
Ministerio de Educación, Cultura y Deporte

Sra. Doña Carmen Pinar  
Secretaría General Adjunta  
Comisión Nacional de Cooperación con la UNESCO

Sra. Doña Nuria Carrasco Triguero  
Técnico de Cooperación  
Comisión Nacional de Cooperación con la UNESCO

Sra. Doña Natalia Velasco  
Asesor Técnico de Educación  
Delegación Permanente ante la UNESCO

Sr. Don Pío Rodríguez  
Delegación Permanente ante la UNESCO

Sra. Doña Clara Ybáñez  
Delegación Permanente ante la UNESCO

Sr. Don Ignacio Ruíz-Gallardón  
Delegación Permanente ante la UNESCO

Sr. Don Salvador Alemany  
Presidente de Abertis y de la Fundación Abertis

Sr. Don Sergi Loughney  
Director de la Fundación Abertis

Sra. Doña Pilar Tena  
Coordinadora de la Fundación Abertis

Sra. Doña Rufina Moreno  
Coordinadora Nacional  
Red de Escuelas Asociadas a la UNESCO en España

Sr. Don Alberto Guerrero  
Vicepresidente de la Confederación de Centros y Clubs  
UNESCO  
Presidente del Centro UNESCO de Getafe

Sr. Don Martín Sánchez González  
Centro UNESCO Getafe

Sr. Don Guillermo Ponce Morales  
Presidente de la Comisión de Afrohispanos  
Centro UNESCO de Getafe

Sr. Don Vicente Mas Tallariz  
Jefe de Departamento  
Agencia Española de Cooperación Internacional para el  
Desarrollo (AECID)  
Ministerio de Asuntos Exteriores y de Cooperación

Sra. Doña Susana Piñeiro  
Delegación Permanente ante la UNESCO

Sra. Doña Marta Senar  
Delegación Permanente ante la UNESCO

Sra. Doña Mercé Asensi  
Delegación Permanente ante la UNESCO

Sra. Georgina Flamme  
Responsable de la Fundación Abertis

Sr. Martí Boada  
Coordinador Científico de la Fundación Abertis

#### **Estonie/Estonia/Эстония/ استونيا / 爱沙尼亚**

##### **Delegates:**

H.E. Mr. Marten Kokk  
Ambassador Extraordinary and Plenipotentiary,  
Permanent Delegate  
Permanent Delegation to UNESCO  
Permanent Representative to the OECD  
(*Head of Delegation*)

Ms Kerli Gutman  
Secretary-General  
National Commission for UNESCO

Ms Margit Siim  
Coordinator of Culture Programmes  
National Commission for UNESCO

Ms Reet Palis  
Senior Specialist, International Relations Department  
Ministry of Culture

Ms Eve Sirp  
Counsellor, First Political Department  
Ministry of Foreign Affairs

##### **Alternates:**

Ms Kersti Kirs  
Cultural Counsellor, Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Ms Heli Aru  
Counsellor  
Permanent Representation to the OECD and UNESCO

Ms. Hanna-Liis Kaarlõp-Nani  
Coordinator of Education Programmes  
National Commission for UNESCO

Mr. Kadri Jõgi  
Assistant to the Ambassador  
Permanent Delegation to UNESCO

Ms Liisa Lillemets  
Representative  
Estonian Youth Council

#### **États-Unis d'Amérique/United States of America/**

**Estados Unidos de América/Соединенные Штаты**

**Америки/الولايات المتحدة الأمريكية/美利坚合众国**

##### **Delegates:**

H.E. Mr David Killion  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Head of Delegation*)

##### **Alternates:**

Ms Beth Poisson  
Deputy Chief of Mission  
Permanent Delegation to UNESCO

Ms Kelly Siekman  
Office Director  
U.S. Department of State

Mr. Scott Turner  
Political Officer  
Permanent Delegation to UNESCO

**Advisers:**

Ms Lisa Blonder  
Senior Education Advisor  
U.S. Department of State

Ms Lyric Clark  
Senior Advisor, IO/MPR  
U.S. Department of State

Ms Jeanette Coombs  
Public Affairs Assistant  
Permanent Delegation to UNESCO

Ms Jennifer Eldridge  
Deputy Director, Office of UNESCO Affairs  
U.S. Department of State

Mr. Ryan Grizzle  
Education Officer  
Permanent Delegation to UNESCO

Ms Janel Heird  
Science Officer  
Permanent Delegation to UNESCO

Ms Amanda Hicks  
Culture, Communications and Information Officer  
Bureau of International Organizations Affairs  
Department of State

Ms Maria Kouroupas  
Director, Cultural Heritage Center  
Bureau of Educational and Cultural Affairs  
U.S. Department of State

Ms Megan Larson-Kone  
Public Affairs Officer  
Permanent Delegation to UNESCO

Ms Daniela Morich  
Management Officer  
Permanent Delegation to UNESCO

Ms Emily Pierce  
Attorney-Adviser, Office of the Assistant Legal Adviser  
for United Nations Affairs  
U.S. Department of State

Ms Allison Wright  
Executive Director  
National Commission for UNESCO  
U.S. Department of State

Prof Nigel Cameron  
President and Chief Executive Officer  
Center for Policy on Emerging Technologies  
UNESCO Chair, National Commission for UNESCO

Ms Phyllis Magrab  
Professor and Director, Center for Child and Human  
Development at Georgetown University

National Commission for UNESCO

Prof Daniel Wagner  
UNESCO Chair, University of Pennsylvania  
U.S. Department of State

Ms Heather Elmendorf  
Intern  
Permanent Delegation to UNESCO

**Éthiopie/Ethiopia/Etiopía/Эфиопия/ ائثيوبيا /  
埃塞俄比亚**

**Delegates:**

H.E. Mr Shiferaw Shegute Wolassa  
Minister of Education  
(*Head of Delegation*)

H.E. Mr Amin Abdulkadir Bereket  
Minister of Culture and Tourism  
(*Deputy Head of Delegation*)

H.E. Ms Frenesh Mekuriya Gobena  
State Minister  
Ministry of Women, Child and Youth Affairs  
(*Deputy Head of Delegation*)

H.E. Mr Nega Tsegaye Tessema  
Ambassador Extraordinary and Plenipotentiary,  
Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Prof Mitiku Haile Hailemariam  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

**Alternates:**

Mr Mebratu Berhan Berhe  
Secretary-General  
National Commission for UNESCO

Mr Yonas Desta Tsegaye  
Director-General  
Authority for Research and Conservation of Cultural  
Heritage

Ms Semunesh Golla Seyoum  
Director, Hydrology and Water Quality Directorate  
Ministry of Water and Energy

Mr Haddush Kassu Asressu  
Director, Communication Media Research and Capacity  
Building Directorate  
Government Communication Affairs Office

Ms Yamrote Alemu Haileselassie  
Assistant Deputy Permanent Delegate  
Permanent Delegation to UNESCO

**Advisers:**

Ms Feven Tewolde  
Assistant Deputy Permanent Delegate  
Permanent Delegation to UNESCO

**L'ex-République yougoslave de Macédoine/  
The former Yugoslav Republic of Macedonia/  
La ex República Yugoslava de Macedonia/  
бывшая югославская Республика Македония/  
جمهورية مقدونيا اليوغوسلافية السابقة /  
前南斯拉夫马其顿共和国**

**Délégués :**

S.Exc. Mme Elizabeta Kanceska-Milevska  
Ministre de la Culture  
Président de la Commission nationale pour l'UNESCO  
(*Chef de la délégation*)

S.Exc. M. Agron Budjaku  
Ambassadeur en France  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

Mme Irina Dimovska  
Conseiller d'Etat  
Ministère de la Culture

Mme Lidija Topuzovska  
Secrétaire générale  
Commission nationale pour l'UNESCO

M. Igor Popovski  
Ministre Conseiller  
Délégation permanente auprès de l'UNESCO

**Suppléants :**

Mme Natasha Janevska  
Conseiller d'Etat  
Ministère de l'Education

M. Dejan Panovski  
Chef d'unité pour la protection du lac Ohrid  
Direction pour la protection de l'environnement  
Ministère de l'Environnement

M. Zoran Pavlov  
Chef d'unité pour la documentation, la coopération  
internationale et l'administration  
Direction pour la protection du patrimoine culturel  
Ministère de la Culture

**Fédération de Russie/Russian Federation/  
Federación de Rusia/Российская Федерация/  
الاتحاد الروسي / 俄罗斯联邦**

**Delegates:**

Mr Vladimir Evguenievitch Fortov  
Deputy Chairman  
National Commission for UNESCO  
(*Head of Delegation*)

H.E. Mr Dmitri Livanov  
Minister of Education and Science

Mr Gennady Mikhailovitch Gatilov  
Deputy Minister of Foreign Affairs  
(*Deputy Head of Delegation*)

Mr Alexander Sergueevitch Dzassokhov  
National Commission for UNESCO  
(*Deputy Head of Delegation*)

H.E. Ms Eleonora Valentinovna Mitrofanova  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

**Alternates:**

Mr Grigori Edouardovitch Ordzhonikidze  
Secretary-General  
National Commission for UNESCO

Mr Mintimer Shaimiev  
National Commission for UNESCO

Mr Amir Bilalidtinov  
National Commission for UNESCO

Mr Alexander Boldyrev  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Mr Sergei Goncharov  
National Commission for UNESCO

**Advisers:**

Mr Valeriy Solomin  
National Commission for UNESCO

Mr Veniamin Kaganov  
Deputy Minister  
Federal Ministry of Education and Science

Mr Vladimir Tsvetnov  
Federal Ministry of Culture

Mr Yuri Dgebuadze  
National Commission for UNESCO

H.E. Mr Mikhail Shvydkoy  
Ambassador  
Federal Ministry of Foreign Affairs

Mr Alexander Frolov  
Federal Service for Hydrometeorology and  
Environmental Monitoring

Mr Alexander Grishchenko  
Federal Ministry of Communications and Mass Media

Mr Mikhail Gusman  
National Commission for UNESCO

Mr Zurab Tsereteli  
National Commission for UNESCO

Mr Ara Abramyan  
National Commission for UNESCO

Ms Margarita Ambartsumyan  
National Commission for UNESCO

Mr Evgeniy Ugrinovich  
Federal Ministry of Education and Science

Mr Andrei Cheshev  
National Commission for UNESCO

Mr Vladimir Grachev  
National Commission for UNESCO

Ms Kira Fedotova  
National Commission for UNESCO

Mr Airat Sibagatullin  
National Commission for UNESCO

Mr Dmitri Glushko  
National Commission for UNESCO

Mr Mikhail Sivtsev  
National Commission for UNESCO

Ms Irina Gonukova  
National Commission for UNESCO

Ms Irina Trutneva  
National Commission for UNESCO

Ms Tatiana Larionova  
Adviser  
National Commission for UNESCO

Mr Ivan Belevov  
National Commission for UNESCO

Mr Nikolai Khaustov  
National Commission for UNESCO

Ms Marina Yankova  
National Commission for UNESCO

Mr Evgeni Kuzmin  
National Commission for UNESCO

Ms Ksenia Gaverdovskaya  
National Commission for UNESCO

Ms Anna Burdyak  
National Commission for UNESCO

Ms Tatiana Mityushina  
National Commission for UNESCO

Mr. Nikolai Lozinski  
Federal Ministry of Foreign Affairs

Ms Maria Oreshina  
National Commission for UNESCO

Mr Anton Shmakov  
Federal Ministry of Foreign Affairs

Ms Aisur Belekova  
National Commission for UNESCO

Mr Alexander Surikov  
Federal Ministry of Foreign Affairs

Ms Natalia Polenova  
National Commission for UNESCO

Mr Vladimir Egorov  
National Commission for UNESCO

Ms Elizaveta Zagidullina  
National Commission for UNESCO

Mr Dmitri Sergeev  
Federal Ministry of Culture

Mr Anatoly Ovodenko  
National Commission for UNESCO

Ms Nadezhda Filatova  
Federal Ministry of Culture

Ms Natalia Larionova  
National Commission for UNESCO

Ms Nella Pruss  
National Commission for UNESCO

Mr Pavel Mosolov  
Federal Ministry of Culture

Mr. Pavel Yudin  
Federal Ministry of Culture

Mr. Oleg Kuznetsov  
Federal Ministry of Communications and Mass Media

Mr Kirill Bykov  
Counsellor  
Embassy in France

Mr Konstantin Volkov  
First Counsellor  
Permanent Delegation to UNESCO

Mr Nikita Sikachev  
Counsellor  
Permanent Delegation to UNESCO

Mr Sergey Galaktionov  
Counsellor  
Permanent Delegation to UNESCO

Ms Vera Sidorova  
Counsellor  
Permanent Delegation to UNESCO

Ms Inna Romanchenko  
First secretary  
Permanent Delegation to UNESCO

Mr Mikhail Velikanov  
Permanent Delegation to UNESCO

Mr Ivan Kobzev  
Third Secretary  
Permanent Delegation to UNESCO

Ms Evgenia Budanova  
Permanent Delegation to UNESCO

Ms Ekaterina Khokhlova  
Permanent Delegation to UNESCO

Ms Ekaterina Vybornova  
Permanent Delegation to UNESCO

Ms Elena Zhdanova  
Permanent Delegation to UNESCO

Ms Yana Kurdukova  
National Commission for UNESCO

Mr Vitaliy Ignatenko  
National Commission for UNESCO

Mr Vladimir Cherepanov  
National Commission for UNESCO

Mr Taymuraz Dzasokhov  
National Commission for UNESCO

Mr Alexander Popov  
First Secretary  
Federal Ministry of Foreign Affairs

Mr Sergey Saveliev  
National Commission for UNESCO

Mr. Igor Makovetskiy  
National Commission for UNESCO

Mr Sergey Galustyan  
Federal Ministry of Communication and Mass Media

Ms Inna Merkulova  
Russian Center for Science and Culture

**Fidji/Fiji/Фиджи/ فيجي /斐济**

**Delegates:**

H.E. Mr Peceli Vuniwaqa Vocea  
Ambassador  
Permanent Representative to the European Union  
(*Head of Delegation*)

Mr Amani Cirikisuva  
Secretary-General  
National Commission for UNESCO  
Ministry of Education

**Finlande/Finland/Finlandia/Финляндия/ فنلندا /芬兰**

**Delegates:**

H.E. Mr Paavo Arhinmäki  
Minister of Culture and Sport  
Ministry of Education and Culture  
(*Head of Delegation*)

H.E. Mr Okko-Pekka Salmimies  
Ambassador, Permanent Delegate  
Permanent Delegation UNESCO  
Permanent Delegate to OECD  
(*Deputy Head of Delegation*)

Ms Zabrina Holmström  
Deputy Director for International Relations  
Ministry of Education and Culture  
Secretary-General of the National Commission for UNESCO  
(*Deputy Head of Delegation*)

Ms Anne Huhtamäki  
Minister-Counsellor, Deputy Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Ms Katri Viinikka  
Director of Unit for United Nations and General Global Affairs  
Ministry of Foreign Affairs

**Alternates:**

Ms Jaana Palojärvi  
Director for International Relations  
Ministry of Education and Culture

Mr Reijo Aholainen  
Counsellor for Education  
Ministry of Education and Culture

Mr Tapio Markkanen  
Professor  
Chair of the National Commission for UNESCO

Ms Laura Mäkelä  
Counsellor for Cultural Affairs  
Ministry of Education and Culture

Ms Annu Jylhä-Pyykönen  
Counsellor of Education  
Department for Higher Education and Science Policy  
Ministry of Education and Culture,

**Advisers:**

Ms Kati Anttalainen  
Secretary for International Relations  
Ministry of Education and Culture

Mr Jukka-Pekka Flander  
Senior Adviser  
Ministry of the Environment

Ms Wiktoriina Hurskainen  
Assistant  
Permanent Delegation to UNESCO

Mr Jussi Karakoski  
Senior Education Adviser  
Ministry for Foreign Affairs

Ms Hanna Kauppinen  
Intern  
Permanent Delegation to UNESCO

Ms Minna Kelhä  
Political Adviser  
Ministry of Education and Culture

Ms Reetta Kettunen  
Secretary-General of the Committee for Public Information  
National Commission for UNESCO

Ms Marjaana Kokkonen  
Counsellor  
Ministry for Foreign Affairs

Mr Juhani Kostet  
Director-General  
National Board of Antiquities

Mr Gunvor Kronman  
Chief Executive Officer  
Hanasaari - the Swedish-Finnish Culture Centre  
National Commission for UNESCO

Ms Susanna Lindeman  
World Heritage Coordinator  
Metsähallitus, Natural Heritage Services

Ms Kirsi Lindroos  
Counsellor for Education  
Permanent Delegation to OECD

Mr Ville Majamaa  
University Student  
Finnish Youth Co-operation Allianssi

Mr Jussi Nuorteva  
Director-General of the Finnish National Archives  
National Commission for UNESCO

Mr Jyrki Pulkkinen  
Director of Development Evaluations  
Ministry for Foreign Affairs

Mr Juha Rekola  
Ombudsman of the Union of Journalists in Finland  
President of the Finnish Foundation for Media,  
Communication and Development  
National Commission for UNESCO

Ms Marja Richard  
Assistant  
Permanent Delegation to UNESCO

Ms Riia Rouhelo  
Intern  
Permanent Delegation to UNESCO

Ms Anitta Talja  
First Secretary, Unit for United Nations and General  
Global Affairs  
Ministry for Foreign Affairs

Mr Hannu Vainonen  
Special Advisor  
Ministry of Education and Culture

Ms Kristiina Volmari  
Counsellor of Education, Head of International Affairs  
Finnish National Board of Education

Mr Rauno Väisänen  
Director  
Metsähallitus Natural Heritage Services

Mr Stefan Wessman  
Senior Researcher  
National Board of Antiquities, Cultural Environment  
Protection, Heritage Policy and Guidance

#### **France/Francia/Франция/فرنسا/法国**

##### **Délégués :**

S.Exc. M. Laurent Fabius  
Ministre des Affaires étrangères  
(*Chef de la délégation*)

S.Exc. M. Philippe Lalliot  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

M. Nicolas de Rivière  
Directeur des Nations Unies, des Organisations  
internationales, des droits de l'Homme et de la  
Francophonie  
Ministère des Affaires étrangères

Mme Anne-Marie Descotes  
Directrice générale de la mondialisation, du  
développement et des partenariats  
Ministère des Affaires étrangères

M. Jean Audouze  
Président  
Commission nationale pour l'UNESCO

##### **Suppléants :**

Mme Nathalie Estival-Broadhurst  
Directrice adjointe des Nations Unies, des Organisations  
internationales, des droits de l'Homme et de la  
Francophonie  
Ministère des Affaires étrangères

Mme Pascale Trimbach  
Déléguée permanente adjointe  
Délégation permanente auprès de l'UNESCO

Mme Anne Grillo  
Directrice de la Coopération culturelle, Universitaire et  
de la Recherche  
Ministère des Affaires étrangères

Mme Caroline Malaussena  
Déléguée aux Affaires francophones  
Direction des Nations Unies, des Organisations  
internationales, des droits de l'Homme et de la  
Francophonie  
Ministère des Affaires étrangères

M. William Fabvre  
Secrétaire général  
Commission nationale pour l'UNESCO

##### **Conseillers :**

Mme Marie-Christine Delaunois  
Secrétaire générale  
Délégation permanente auprès de l'UNESCO

Mme Clarisse Bellamy  
Commission nationale pour l'UNESCO

Mme Béatrice Boisson-Saint-Martin  
Responsable du pôle patrimoine mondial UNESCO  
Direction générale des patrimoines  
Ministère de la culture et de la communication

Mme Lucile Bordet  
Mission des échanges culturels et de l'audiovisuel  
extérieur  
Ministère des Affaires étrangères

M. Isidore Boursier-Mougenot  
Sous-direction de la santé, de la sécurité alimentaire et  
du développement humain  
Ministère des Affaires étrangères

Mme Nathalie Brat  
Mission du soutien aux secteurs stratégiques  
Pôle économique et numérique  
Ministère des Affaires étrangères

Mme Marine de Carne  
Ministère de l'Ecologie, du Développement durable et de  
l'Energie

M. Daniel Charbonnier  
Inspecteur général  
Ministère de l'Education nationale

Mme Claire Chastanier  
Adjointe au Sous-Directeur des collections  
Ministère de la Culture et de la Communication

M. Damien Coudeville  
Direction générale de la mondialisation  
Mission du Soutien aux Secteurs stratégiques  
Ministère des Affaires étrangères

Mme Yolande de Courreges  
Chargée de mission  
Sous-direction des Affaires européennes et internationales  
Ministère de la Culture et de la Communication

Mme Anne Crozat  
Sous-Directrice des Affaires européennes et internationales  
Ministère de la Culture et de la Communication

M. Jean-Baptiste Cuzin  
Chef du bureau des Affaires internationales et multilatérales  
Service des Affaires juridiques et internationales,  
Ministère de la Culture et de la Communication

Mme Aude Debarle  
Pôle échanges scientifiques et recherche pour le développement  
Sous-direction de la Recherche et des échanges scientifiques  
Ministère des Affaires étrangères

M. Jean-Paul Delahaye  
Directeur général de l'enseignement scolaire  
Ministère de l'Education nationale

Mme Catherine Delobel  
Chargée de mission, Pôle sciences humaines et sociales  
Sous-direction de la Recherche et des échanges scientifiques  
Ministère des Affaires étrangères

M. Philippe Desgouttes  
Conseiller auprès du Directeur  
Centre international d'études pédagogiques

Mme Béatrice Dupoux  
Coordnatrice du réseau des Ecoles associées à l'UNESCO  
Commission nationale pour l'UNESCO

M. Fabien Dupuis  
Sous-direction de l'environnement et du climat  
Pôle eau, sols, pollution  
Ministère des Affaires étrangères

M. Pierre-Michel Eisemann  
Professeur et Vice-président  
Université de Paris 1

M. Jérôme Etifier  
Chargé de missions Patrimoine mondial (Biens naturels et mixtes)  
Sous-direction de la qualité du cadre de vie

Direction générale de l'Aménagement et de la Nature  
Ministère de l'Ecologie, du Développement durable et de l'Energie

M. Bruno Favel  
Chef du Département des affaires européennes et internationales  
Direction générale des patrimoines  
Ministère de la Culture et de la Communication

M. David Fajolles  
Directeur d'Etudes Procultura, Chargé de mission auprès du Secrétaire général  
Ministère de la Culture et de la Communication

Mme Divina Frau-Meigs  
Professeur en Sciences de l'information et de la communication  
Membre de la Commission nationale pour l'UNESCO

Mme Catherine Gallaud  
Commission nationale pour l'UNESCO

Mme Fanny Gazagne  
Sous-direction de la santé, de la sécurité alimentaire et du développement humain  
Pôle Genre et développement humain  
Ministère des Affaires étrangères

Mme Carole Godin  
Conseillère technique  
Commission nationale pour l'UNESCO

M. François Gorget  
Chef du département des Affaires communautaires et multilatérales  
Direction des relations européennes et internationales et de la coopération  
Ministère de l'Education nationale/ Ministère de l'Enseignement supérieur et de la Recherche

Mme Myriam Gourrin  
Mission des échanges culturels et de l'audiovisuel extérieur  
Pôle des partenariats et des politiques culturelles  
Ministère des Affaires étrangères

M. Eric Guichard  
Conseiller technique éducation  
Commission nationale pour l'UNESCO

Mme Suzy Halimi  
Professeur d'Université  
Vice-Présidente de la Commission nationale pour l'UNESCO

M. Daniel Janicot  
Conseiller d'Etat  
Président de l'association Procultura

Mme Michelle Jouhaneau  
Chef de projet Education et Formation, Pôle stratégique  
Commissariat général au développement durable  
Ministère de l'Ecologie, du Développement durable et de l'Energie

M. Chérif Khaznadar  
Président de la Maison des Cultures du Monde  
Vice-Président de la Commission nationale pour l'UNESCO

Mme Léa Khoury  
Rédactrice  
Délégation permanente auprès de l'UNESCO

M. Benoît Labat  
Chargé de mission à la Mission des Affaires européennes et internationales  
Direction générale de l'enseignement supérieur  
Ministère de l'Enseignement supérieur et de la Recherche

Mme Florence Le Roux  
Rédactrice  
Délégation permanente auprès de l'UNESCO

M. Sébastien Lobiau  
Adjoint au chef du département des affaires communautaires et multilatérales  
Ministère de l'Education nationale

M. Vincent Louis  
Délégation aux affaires francophones  
Direction des Nations-Unies, des Organisations internationales, des droits de l'Homme et de la Francophonie  
Ministère des Affaires étrangères

M. Michel Montsauret  
Responsable du département Coopération en éducation du Centre international d'études Pédagogiques  
Ministère de l'Education nationale

Mme Marie-Anne Mortelette  
Sous-direction de l'environnement et du climat  
Pôle biodiversité et forêts  
Ministère des Affaires étrangères

M. Jean Musitelli  
Conseiller d'Etat  
Membre de la Commission nationale pour l'UNESCO

M. Alexandre Palka  
Direction Générale de la mondialisation  
Mission du Soutien aux Secteurs stratégiques  
Ministère des Affaires étrangères

M. François Parain  
Chargé de mission au Département des Affaires européennes et internationales  
Direction générale de l'enseignement scolaire  
Ministère de l'Education nationale

M. François Perret  
Directeur du Centre international d'études pédagogiques  
Ministère de l'Education nationale

M. Roger Pilhion  
Directeur adjoint du Centre international d'études pédagogiques  
Ministère de l'Education nationale

Mme Patricia Pol  
Conseillère pour les Affaires européennes et internationales  
Direction de l'Enseignement supérieur et de la recherche  
Ministère de l'Enseignement supérieur

M. Jean-Pierre Poncet  
Deuxième Conseiller

Délégation permanente auprès de l'UNESCO

Mme Nadine Prost  
Chargée de mission "UNESCO Francophonie"  
Département des Affaires communautaires et multilatérales  
Ministère de l'Education nationale/ Ministère de l'Enseignement supérieur et de la Recherche

M. Jean-Pierre Regnier  
Consultant  
Ancien Secrétaire général adjoint de la Commission nationale pour l'UNESCO

M. Renaud Rhim  
Chef de service adjoint auprès du Directeur général de l'enseignement scolaire  
Direction générale de l'enseignement scolaire  
Ministère de l'Education nationale

M. Marc Rolland  
Chef de service et directeur par intérim des relations européennes et internationales et de la coopération  
Ministère de l'Education nationale

Mme Isabelle Ryckebush  
Mission des échanges culturels et de l'audiovisuel extérieur  
Ministère des Affaires étrangères

Mme Sabine Sabater  
Conseillère technique  
Commission nationale pour l'UNESCO

M. Jean-François Sabouret  
Président du Comité Sciences  
Membre de la Commission nationale pour l'UNESCO

Mme Claudine Serre  
Deuxième Conseiller  
Délégation permanente à l'UNESCO

M. François Sow  
Sous-direction de la Santé, de la sécurité alimentaire et du développement humain  
Pôle genre et développement humain  
Ministère des Affaires étrangères

Mme Catherine Souyri-Desrosier  
Mission des échanges culturels et de l'audiovisuel extérieur  
Pôle de l'audiovisuel extérieur de la France  
Ministère des Affaires étrangères

Mme Anna-Livia Susini  
Chef du département des relations européennes et internationales  
Direction générale de l'enseignement scolaire  
Ministère de l'Education nationale

Mme Emmanuelle Swynghedauw  
Sous-direction de l'environnement et du climat  
Pôle biodiversité et forêts  
Ministère des Affaires étrangères

M. Hervé Tilly  
Sous-directeur des Affaires européennes et multilatérales  
Direction des relations européennes et internationales et de la coopération



Ministère de l'Education nationale

M. Yves Vallat  
Chef de la mission des Affaires européennes et  
internationales  
Direction générale de l'Enseignement supérieur  
Ministère de l'Enseignement supérieur et de la  
Recherche

Mme Aïda Kergroach  
Chargée de mission  
Cabinet de Madame Pau-Langevin

Mme Marie-Claire Petit-Perrin  
Direction générale pour l'enseignement supérieur et de  
l'insertion professionnelle  
Ministère de l'Enseignement supérieur et de la  
Recherche

M. Jean-François Plard  
Conseiller technique chargé des relations européennes  
et internationales et du suivi de l'enseignement à  
l'étranger.  
Cabinet du Ministre de l'éducation

### **Gabon/Gabón/Габон / غابون/加蓬**

#### **Délégués :**

S.Exc. M. Séraphin Moundounga  
Ministre de l'Education nationale, de l'Enseignement  
supérieur et technique,  
de la Formation professionnelle et de la Recherche  
scientifique,  
Chargé de la Culture, de la Jeunesse et des Sports  
Président de la Commission nationale pour l'UNESCO  
(*Chef de la délégation*)

S.Exc. Mme Gisèle Marie Hortense Ossakedjombou-  
Ngoua Memiaghe  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

M. Juste Joris Tindy-Poaty  
Secrétaire général  
Commission nationale pour l'UNESCO

M. Paul Bekale  
Premier Conseiller  
Délégation permanente auprès de l'UNESCO

Mme Marie Madeleine Mborantsuo  
Présidente de la Cour constitutionnelle, Représentante  
du Président  
Cour constitutionnelle du Gabon

#### **Suppléants :**

Mme Annie Flore Assenguet Yogoulou-Joly  
Conseiller  
Délégation permanente auprès de l'UNESCO

Mme Adéline Agier  
Conseiller  
Délégation permanente auprès de l'UNESCO

Mme Joan Dana Mamboundou  
Conseiller  
Délégation permanente auprès de l'UNESCO

M. Patrick Florentin Malekou

Directeur de Cabinet du Président  
Conseil national de la Communication

M. Michel Mboumi  
Député  
Assemblée nationale du Gabon

#### **Conseillers :**

M. Pierre Moukili  
Conseiller du Président de la République

Mme Pierrette Manomba-Kombila Busugu  
Conseiller du Ministre  
Ministère de l'Education nationale

Mme Louise Cardot Damas  
Conseiller du Ministre du Budget, des Comptes publics  
et de la Fonction publique

Mme Yolande Moubelou  
Conseiller du Ministre de l'Economie  
Ministère de l'Economie

M. Kevin Ferdinand Ndjimba  
Conseiller du Ministre  
Ministère de la Justice

M. Bibang Ngomo  
Directeur général de l'Enseignement supérieur et  
technique  
Ministère de l'Enseignement supérieur

M. Jean Félix Moubouyi-Midoko  
Directeur général  
Promotion des Associations du Secteur de l'Action  
sociale et de la Famille  
Ministère de la Famille et des Affaires sociales

M. Claude Ahavi  
Directeur général de l'Institut national des postes et des  
technologies de l'information et de la communication  
Institut national des postes et des technologies de  
l'information et de la communication

M. Thierry Nzamba Nzamba  
Directeur général de la Culture  
Ministère de l'Education nationale

M. Alphonse Bandha  
Directeur général adjoint  
Ministère de l'Economie numérique, de la  
Communication et Poste

M. Philippe Martial Yenot  
Conseiller des Affaires étrangères  
Ministère des Affaires étrangères, de la Coopération  
internationale, de la Francophonie, Chargé du NEPAD  
et de l'Intégration régionale

M. Marcelin Nziengui  
Expert  
Ministère des Eaux et Forêts

M. Sidoine Mbouna  
Haut-Commissaire à l'Education nationale  
Ministère de l'Education nationale

M. Arthur Lemami  
Assistant du Président de la Cour constitutionnelle  
Cour constitutionnelle du Gabon

M. Chantry Gilles Ovoughou Ngayis  
Protocole  
Cour constitutionnelle du Gabon

M. Luemba Jonas Mbatshi  
Consultant extérieur  
Cour constitutionnelle du Gabon

M. Max Olivier Obame Ndong  
Presse  
Cour constitutionnelle du Gabon

Mme Dolorès Afriquita Agondjo  
Visionneuse de photos  
Cour constitutionnelle du Gabon

M. Christian Bingoumba Fernandes  
Juge  
Cour constitutionnelle du Gabon

M. Nosthene Nguinda  
Maître  
Cour constitutionnelle du Gabon

M. Théophile Junior Nzame Nze Biyoghe  
Délégué, Forum des Jeunes de l'UNESCO

**Gambie/Gambia/Гамбия/غامبيا/冈比亚**

**Delegates:**

Hon. Ms Nana Grey Johnson  
Minister of Information and Communication  
Infrastructure  
(*Head of Delegation*)

Ms Nancy Aminata Niang  
Permanent Secretary  
Ministry of Information and Communication Infrastructure

Mr Yahya Al-Matarr Jobe  
Acting Secretary-General  
National Commission for UNESCO

Ms Cordu L. Jabang Jobe  
Deputy Permanent Secretary  
Ministry of Tourism and Culture

Mr Momodou K. Touray  
Deputy Permanent Secretary  
Ministry of Higher Education, Research, Science and  
Technology

**Alternates:**

H.E. Mr Ousman Badjie  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Dr Pap Sey  
Permanent Secretary  
Ministry of Higher Education, Research, Science and  
Technology

Dr Fatoumata Sisay-Joof  
Vice-Chairperson  
National Commission for UNESCO

Mr Baba Ceesay  
Director-General

National Center for Arts and Culture

Mr Mohammed B.S. Jallow  
Director of Planning  
Ministry of Basic and Secondary Education

**Advisers:**

Ms Adelle Sock  
Deputy Ambassador  
Permanent Delegation to UNESCO

Ms Ida Fye Hydera  
Executive Director  
Women's Bureau

**Géorgie/Georgia/Грузия/جورجيا/格鲁吉亚**

**Delegates:**

H.E. Ms Maia Panjikidze  
Minister of Foreign Affairs  
(*Head of Delegation*)

H.E. Mr Miriane Odisharia  
Minister of Culture and Monument Protection

H.E. Ms Ekaterine Siradze-Delone  
Ambassador Extraordinary and Plenipotentiary,  
Permanent Delegate  
Permanent Delegation to UNESCO

Ms Marine Mizandari  
First Deputy Minister of Culture and Monument  
Protection

Mr Tamaz Marsagishvili  
Deputy Minister of Education and Science

**Alternates:**

Mr Merab Bochoidze  
Director-General  
Georgian National Agency for Cultural Heritage  
Preservation

Mr Gocha Javakhishvili  
Envoy Extraordinary and Minister Plenipotentiary  
Embassy to France, Permanent Delegation to UNESCO

Mr Besarion Jghenti  
Senior Councillor  
Embassy to France, Permanent Delegation to UNESCO

Mr Nodar Nutsbidze  
Senior Councillor  
Embassy to France, Permanent Delegation to UNESCO

Ms Ketevan Kandelaki  
Secretary-General  
National Commission for UNESCO

**Advisers:**

Ms Mariam Narchemashvili  
Head of the Press and Information Department  
Ministry of Foreign Affairs

Mr Giga Zedania  
Full Professor  
Iliia State University

Mr Lasha Saginadze  
Head of the Economic Department  
Ministry of Education and Science

Ms Rusudan Mirzikashvili  
Head of Unit  
National Agency for Cultural Heritage Preservation

Ms Natela Murachashvili  
PR Manager  
National Agency for Cultural Heritage Preservation

Mr Petre Metreveli  
Member of the Tbilisi City Hall  
Member of the National Commission to UNESCO

Ms Nato Tsintsabadze  
Secretary General  
ICOMOS Georgia

Ms Manana Tevzadze  
ICOMOS Georgia

Ms Klara Inga Karaia  
President  
ICOM National Committee, Advisor to the Minister of  
Culture and Monument Protection

Mr Giorgi Lagidze  
Press and Information Department  
Ministry of Foreign Affairs

#### **Ghana/ Гана/ غانا / 加纳**

##### **Delegates:**

Hon. Prof Naana Jane Opoku-Agyemang  
Minister for Education  
(*Head of Delegation*)

Mr Enoch H. Cobbinah  
Chief Director  
Ministry of Education  
Alternate, National Commission for UNESCO  
(*Deputy Head of Delegation*)

Ms Charity Amamoo  
Secretary-General  
National Commission for UNESCO

Prof Joshua Alabi  
Chairman, Special Committee on Social Sciences  
National Commission for UNESCO

Prof Yaw Ankomah  
Specialised Committee on Education  
Ghana Education Service  
National Commission for UNESCO

##### **Alternates:**

Prof Kingsley Buah-Bassuah  
Specialised Committee on Natural Sciences  
Ghana Education Service  
National Commission for UNESCO

Ms Bennedicta Naana Biney  
Director-General, Ghana Education Service  
Chairman, specialized Committee on Education  
National Commission for UNESCO

Mr Daniel Amlalo  
Chief Executive Officer  
Environment Protection Agency

Mr Akwasi Abayie Adomako  
Counsellor  
Permanent Delegation to UNESCO

Mr Riche-Mike Wellington  
Programme Officer, Legal and Administrative Matters  
National Commission for UNESCO

##### **Advisers:**

Mr Andy Quao  
National Commission for UNESCO

Ms Alberta Yaa Graham  
National Commission for UNESCO

Mr Joseph Coffie-Agoe  
Minister-Counsellor  
Embassy in France

Mr Joseph Ngminebayihi  
Minister-Counsellor, Embassy in France  
Permanent Delegation to UNESCO

Mr Kwesi Amuzu-Kpene  
Minister-Counsellor  
Permanent Delegation to UNESCO

Mr Michael Attipoe  
Director  
National Commission for Culture

#### **Grèce/Greece/Grecia/Греция/ اليونان/希臘**

##### **Délégués :**

S.Exc. M. Konstantinos Arvanitopoulos  
Ministre de l'Education et des Affaires religieuses  
(*Chef de la délégation*)

S.Exc. Mme Vasiliki Kollia  
Secrétaire d'Etat pour l'Egalité des Genres

S.Exc. Mme Katherina Daskalaki  
Ambassadeur, Déléguée permanente  
Délégation permanente auprès de l'UNESCO

Mme Stella Bezirtzoglou  
Déléguée permanente adjointe  
Délégation permanente auprès de l'UNESCO

Mme Ekaterini Papachristopoulou-Tzitzikosta  
Présidente  
Commission nationale pour l'UNESCO

##### **Suppléants :**

Mme Maria Andreadaki-Vlazaki  
Chef de la Direction générale pour les antiquités et le  
patrimoine culturel  
Ministère de la Culture et des Sports

Mme Athina Plessa-Papadaki  
Directrice adjointe des affaires éducationnelles  
européennes et internationales  
Ministère de l'Education

M. Nikolaos Zouros  
Professeur, Université d'Egée  
Coordinateur, Réseau européen des géoparcs

Mme Ekaterini Voutsas  
Direction pour la protection et la documentation des  
biens culturels  
Ministère de la Culture et des Sports

Mme Olga Zafeiri  
Direction des Relations Internationales  
Ministère de la Culture et des Sports

**Conseillers :**

Mme Christina Boulakaki  
Sous-secrétaire générale  
Commission nationale pour l'UNESCO

Mme Myrto-Kleopatra Dighi  
Conseillère Culturelle  
Commission nationale pour l'UNESCO

Mme Alkyoni Tzika  
Attachée  
Délégation permanente auprès de l'UNESCO

Mme Efthymia Syrigou  
Attachée  
Délégation permanente auprès de l'UNESCO

Mme Thalia Logaridi  
Conseiller  
Secrétariat d'Etat pour l'Egalité des genres

Mme Ekaterini Kouninioti  
Conseillère  
Commission nationale pour l'UNESCO

Mme Maria Kartelia  
Conseiller  
Cabinet du Ministre de l'Education et des Affaires  
Religieuses

M. Thomas Symeonidis  
Conseiller  
Délégation permanente auprès de l'UNESCO

Mme Eirini Arapantoni  
Attachée  
Commission nationale pour l'UNESCO

Mme Maria Zilemenou  
Conseiller  
Commission nationale pour l'UNESCO  
Mme Vera Dilari  
Ministère de l'Education

M. Panagiotis Kanellopoulos  
Secrétaire général pour la Jeunesse  
Ministère de l'Education et des Affaires religieuses

Mme Sofia Bouratsis  
Attachée  
Commission nationale pour l'UNESCO

**Grenade/Grenada/Granada/Гренада/**

غرينادا /格林纳达

**Délégués :**

H.E. Dr Hamza B. Alkholi  
Ambassadeur, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Head of Delegation*)

Ms Joan-Marie Coutain  
Secretary-General  
National Commission for UNESCO

Ms Chafica Haddad  
First Secretary  
Permanent Delegation to UNESCO

**Guatemala/Гватемала/غواتيمالا/危地马拉**

**Délégués :**

S.Exc. Mme Miriam Patricia Rubio  
Secrétaire nationale de Science et Technologie  
(*Chef de la délégation*)

S.Exc. M. Marco Tulio Chicas Sosa  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

Mme Marleni Gonzalez  
Directrice Adjointe de la Direction des Affaires Juridiques  
Ministère des Affaires étrangères

M. Arnaldo Alfredo Perez  
Sous-Directeur général des Limites et Eaux  
internationales

Mme Julissa Hengstenberg Delgado  
Troisième Secrétaire  
Délégation permanente auprès de l'UNESCO

**Suppléants :**

M. Ricardo Enriquez  
Troisième Secrétaire  
Delegation permanente auprès de l'UNESCO

Mme Demet Basaran  
Assistante pour la communication  
Délégation permanente auprès de l'UNESCO

**Guinée/Guinea/Гвинея/غينيا/几内亚**

**Délégués :**

S.Exc. M. Albert Damaltang Camara  
Ministre de l'Emploi, de l'Enseignement technique et de  
la Formation professionnelle  
(*Chef de la délégation*)

S.Exc. Dr Ibrahima Kourouma  
Ministre de l'Enseignement pré-universitaire et de  
l'Education civique  
(*Chef adjoint de la délégation*)

S.Exc. M. Ahmed Tidjani Cisse  
Ministre de la Culture, des Arts et du Patrimoine  
historique

S.Exc. M. Amara Camara  
Ambassadeur extraordinaire et plénipotentiaire, Délégué permanent  
Délégation permanente auprès de l'UNESCO

Prof. Abdoulaye Diakite  
Secrétaire général  
Ministère de l'Enseignement supérieur et de la Recherche scientifique

**Suppléants :**

M. Harouna Berete  
Directeur de Cabinet du Premier Ministre

M. Ibrahima Solo Conde  
Secrétaire général  
Commission nationale pour l'UNESCO

M. Jean-Baptiste Grovogui  
Premier Conseiller chargé des affaires politiques et culturelles  
Délégation permanente auprès de l'UNESCO

M. Mody Sory Barry  
Conseiller principal  
Ministère de l'Emploi, de l'Enseignement technique et de la Formation professionnelle

Dr Moussa Kourouma  
Chef du Département culture, communication et information  
Commission nationale pour l'UNESCO

**Conseillers :**

M. Mohamed Conde  
Secrétaire général  
Ministère de la Communication

Dr Aly Gilbert Ifono  
Professeur, ancien Ministre

M. Mamoudou Diakite  
Professeur  
Direction nationale de la Recherche scientifique

Dr Lansana Sylla  
Directeur national de l'enseignement supérieur privé

Mme Soukeynatou Kourouma  
Delegation permanente auprès de l'UNESCO

M. Mamadou Cellou Souare  
Fondateur  
Université de Nongo

M. Mickael Souare  
Université de Nongo

Mme Salimatou Diallo  
Fondatrice  
Université de René Levesque

M. Mamadou Diaby  
Fondateur  
Université Barack Obama

M. Mamadou Pathé Dieng  
Secrétaire général  
Université Amadou Dieng

**Guinée-Bissau/Guinea-Bissau/**

**Гвинея-Бисау/غينيا بيساو/几内亚比绍**

**Délégués :**

S.Exc Mme Hilia Garex Gomes Lima Barber  
Ambassadeur Extraordinaire et Plénipotentiaire,  
Déléguée permanente  
Délégation permanente auprès de l'UNESCO  
(*Chef de la délégation*)

M. Luis Mendes  
Conseiller affaires économiques et coopération, Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

M. Jean Mendy  
Assesseur culturel  
Ambassade en France

M. Malam Intchasso  
Attaché administratif auprès des services consulaires  
Ambassade en France

**Guinée équatoriale/Equatorial Guinea/**

**Guinea Ecuatorial/Экваториальная Гвинея/**

**غينيا الاستوائية /赤道几内亚**

**Délégués :**

S.Exc. M. Jesús Engonga Ndong  
Ministre de l'Education et de la Science  
(*Chef de la délégation*)

M. Lucas Mbenga Oba Abeme  
Secrétaire général  
Commission nationale pour l'UNESCO

M. Santiago Bivini Mangué  
Directeur général pour l'enseignement secondaire

S.Exc. M. Mariano Ebang Anguesomo  
Délégué permanent  
Délégation permanente auprès de l'UNESCO

M. Teodoro Ondo Mba  
Directeur général de l'Enseignement universitaire

**Suppléants :**

M. Diosdado Nguema Obono  
Secrétaire général  
UNGE

M. Robustiano Nculu Obama Abeme  
Chef de Cabinet  
Commission nationale pour l'UNESCO

S. Exc. M. Pancrácio Esono Mitogo Obono  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

Mme Maria Jesús Nkara Owono  
Doyenne de la Faculté des sciences humaines  
Université nationale de Guinée équatoriale

Mme Judith Asangono Michá Eyang  
Directeur général des Sports

**Conseillers :**

Mme Maria José Samba Ovono Obono  
Deuxième Secrétaire  
Délégation permanente auprès de l'UNESCO

**Guyana/Гайана/غيانا/圭亚那****Delegates:**

Hon. Ms Priya Manickchand, MP  
Minister of Education  
(*Chef de la délégation*)

Ms Marion Herbert  
Counsellor  
Higher Commission of Guyana in London

**Haïti/Haiti/Haïti/Гаити/هايتي/海地****Délégués :**

S.Exc. M. Vanneur Pierre  
Ministre de l'Education nationale et de la Formation  
professionnelle  
(*Chef de la délégation*)

M. Creutzer Mathurin  
Chef de cabinet  
Ministère de l'Education nationale et de la Formation  
professionnelle  
(*Chef adjoint de la délégation*)

S.Exc. Mme Vanessa Matignon  
Ambassadeur agréé, Déléguée permanente  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

M. Jean Coulanges  
Secrétaire permanent  
Commission nationale pour l'UNESCO  
(*Chef adjoint de la délégation*)

M. Emmanuel Jean-François  
Membre du cabinet  
Ministère de l'Education nationale et de la Formation  
professionnelle

**Suppléants :**

M. Miloddy Phaine Vincent  
Membre du cabinet  
Ministère de l'Education nationale et de la Formation  
professionnelle

M. Frisnel Azor  
Ministre-Conseiller  
Délégation permanente auprès de l'UNESCO

M. Garry Assad  
Premier Secrétaire  
Délégation permanente auprès de l'UNESCO

M. Dieufort Deslorges  
Assistant-Secrétaire permanent  
Commission nationale pour l'UNESCO

Mme Marie Ketheline Lindor Brailowsky  
Premier Secrétaire  
Délégation permanente auprès de l'UNESCO

**Honduras/Гондурас/هندوراس/洪都拉斯****Délégués :**

S.Exc. M. Alejandro Palma Cerna  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef de la délégation*)

M. Carlos Maradiaga Melara  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

M. José Antonio Fúnes  
Conseiller  
Délégation permanente auprès de l'UNESCO

**Hongrie/Hungary/Hungria/Венгрия/المجر/匈牙利****Delegates:**

H.E. Mr Zoltán Balog  
Minister of Human Resources  
(*Head of Delegation*)

H.E. Mr János Martonyi  
Minister of Foreign Affairs

H.E. Ms Katalin Bogyay  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Mr Szabolcs Takács  
Deputy State Secretary  
Ministry of Foreign Affairs

Mr Miklós Réthelyi  
Chairperson  
National Commission for UNESCO

**Alternates:**

Ms Bea Pole-Bokor  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Ms Katalin Csillag  
Secretary-General  
National Commission for UNESCO

Mr Zsolt Visy  
Chairperson, Cultural Committee  
National Commission for UNESCO

Mr Ervin Balázs  
Chairperson, Natural Sciences Committee  
National Commission for UNESCO

Mr Ferenc Miszlivetz  
Chairperson, Social Sciences Committee  
National Commission for UNESCO

**Advisers:**

Ms Katalin Novák  
Chief of Cabinet  
Ministry of Human Resources

Ms Kata András  
Head of Press  
Ministry of Human Resources

Ms Rozália Érdi Szekeres  
Head of Department for Nature Conservation  
Ministry of Rural Development

Mr László Baján  
Head of Department of International Organizations and  
Human Rights  
Ministry of Foreign Affairs

Ms Zsuzsanna Mátrai  
Deputy Head of Department  
Ministry of Foreign Affairs

Ms Katalin Buzás  
UNESCO Expert  
Ministry of Foreign Affairs

Ms Anna Erzsébet Miklós  
Advisor  
Cabinet of the Minister of Foreign Affairs

Ms Borbála Vadas  
Assistant  
Permanent Delegation to UNESCO

Mr Dániel Maksa  
Youth Delegate  
National Commission for UNESCO

Ms Júlia Berecz  
Trainee  
Permanent Delegation to UNESCO

**Îles Cook/Cook Islands/Islas Cook/Острова Кука/  
جزر كوك/库克群岛**

**Delegates:**

Hon. Mr Teinakore Bishop  
Minister of Education  
(*Head of Delegation*)

Ms Gail Heather Townsend  
Executive Director  
Ministry of Education

**Îles Salomon/(The) Solomon Islands/Islas Salomón/  
Соломоновы Острова/جزر سليمان/所罗门群岛**

**Delegates:**

Hon. Mr Reuben Dick Ha'amori, MP  
Minister for Education and Human Resource  
Development  
(*Head of Delegation*)

Mr Jean-Paul Carteron  
Ambassador Extraordinary and Plenipotentiary,  
Permanent Delegate  
Permanent Delegation to UNESCO

Mr Timothy Mathew Ngele  
Under Secretary and Secretary-General  
National Commission for UNESCO

Ms Christina Victoria Bakolo  
Chief Education Officer  
National Commission for UNESCO

**Inde/India/Индия/الهند/印度**

**Delegates:**

Hon. Dr Shashi Tharoor  
Minister of State of Human Resource Development  
(*Head of Delegation*)

Shri Rararshi Bhattacharya  
Secretary, School Education and Literacy  
Ministry of Human Resource Development  
Shri Vinay Sheel Oberoi  
Permanent Delegate  
Permanent Delegation to UNESCO

Smt. Vrinda Sarup  
Additional Secretary, School Education and Literacy  
Ministry of Human Resource Development

Shri Yogender Tripathi  
Joint Secretary and Financial Adviser  
Ministry of Human Resource Development

Dr Amarjit Singh  
Ministry of Human Resource Development

**Alternates:**

Shri Jagmohan Singh Raju  
Joint Secretary, Adult Education  
Mission Director, National Literacy Mission Authority

Shri Anurag Srivastava  
Joint Secretary (P&A)  
Ministry of Information & Broadcasting

Smt. Sadhana Relia  
Scientist, Department of Science and Technology  
Ministry of Science and Technology

Shri Parveen Srivastava  
Member Secretary, National Monument Authority and In-  
Charge  
Director-General, Archaeological Survey of India  
Ministry of Culture

Shri Madan Chaurasia  
Under Secretary  
Ministry of Culture

**Advisers:**

Shri Ratish Nanda  
Project Director, Aga Khan Trust of Culture  
Member of the Advisory Committee on World Heritage  
Matters  
Ministry of Culture

Sh. S. Senthil Kumar  
Legal Officer  
Ministry of External Affairs

Sh. Rakesh Adlakha  
First Secretary  
Permanent Delegation to UNESCO

Sh. S. S. Panicker  
First Secretary and HOC  
Permanent Delegation to UNESCO

**Indonésie/Indonesia/Индонезия/**

اندونيسيا / 印度尼西亚

**Delegates:**

H.E. Mr Mohammad Nuh  
Minister of Education and Culture  
(Head of Delegation)

H.E. Mr Rezlan Ishar Jenie  
Ambassador Extraordinary and Plenipotentiary to  
France, Permanent Delegate  
Permanent Delegation to UNESCO  
(Alternate Head of Delegation)

H.E. Mr Carmadi Machbub  
Ambassador, Alternate Permanent Delegate  
Permanent Delegation to UNESCO

Mr Iskandar Zulkarnaen  
Deputy Head of Earth Sciences  
Indonesian Institute of Science

Mr Arief Rachman  
Chairman  
National Commission for UNESCO

**Alternates:**

Mr Alzirman Djusan  
Head of Board of Research and Development  
Ministry of Communication and Information Technology

Ms Siti Nuramaliati  
Deputy of Life Science  
Indonesian Institute of Science

Mr Haswan Yunaz  
Deputy of Coordination for Culture, Tourism, Youth and  
Sport  
Ministry of Coordination for Social Welfare

Mr Ainun Na'im  
Secretary-General  
Ministry of Education and Culture

Ms Noor Mochtar  
National Coordinator on Education for Sustainable  
Development  
National Commission for UNESCO

**Advisers:**

Mr Djoko Santoso  
Director-General of Higher Education  
Ministry of Education and Culture

Mr Siswanto Roesyidi  
Deputy Social Welfare  
Cabinet of the Secretary of State  
Mr Kamarudin  
Senior Advisor to the Minister for Culture  
Ministry of Education and Culture

Mr Abdullah Alkaff  
Expert Staff for Organization and Management  
Ministry of Education and Culture

Mr Taufik Hanafi  
Expert Staff for Social and Economics of Education  
Ministry of Education and Culture

Mr Hery Harjono  
Director  
Asia Pacific Centre for Ecohydrology

Ms Henry Warsilah  
Researcher, Center for Social and Cultural Research  
Indonesian Institute of Science

Mr Ananto Kusuma  
Head of Bureau of Planning and International  
Cooperation  
Ministry of Education and Culture

Mr Yuhardi Jusuf  
Deputy Assistant of International Cooperation  
Ministry of Secretariat of State

Ms Hasnah Gasim  
National Coordinator, Associated Schools Project  
Network  
National Commission for UNESCO

Ms Yun Widiati  
Head of International Facilitation  
National Commission for UNESCO

Mr Purnomo Chandra  
Deputy Director for Socio-Cultural Affairs and  
International Organization of Developing Countries  
Ministry of Foreign Affairs

Mr Yosep Tutu  
First Secretary  
Permanent Delegation to UNESCO

Ms Fadhilah Mathar  
Head of Programme and Report Division  
Ministry of Communication and Information Technology

Mr Dimas Anindityo  
Head of Subdivision of Verification  
Secretariat for Human Resource  
Ministry of Communication and Information Technology

Mr Jaka Siswaya  
Head of Culture, Arts, and Films  
Ministry of Coordination for Social Welfare

Mr Dohardo Pakpahan  
Head of Division of History, Archaeology and World  
Heritage  
Ministry of Coordination for Social Welfare

Mr Dwiyanto S.H.  
Head of Subdivision for Environment, Culture and  
Tourism  
Cabinet of the Secretary of State

Ms Enny Sumiyaty  
Ministry of Coordination for Social Welfare

Mr Adi Nuryanto  
Head of Secretariat  
National Commission for UNESCO

Ms Santi Laila  
Education Section  
National Commission for UNESCO



Ms Silvia Meiryana  
Sector for Contribution and Candidacy  
Secretariat of Directorate General for Multilateral Affairs  
Ministry of Foreign Affairs

Ms Fatimah Zulfah  
Deputy of Scientific Services  
Indonesian Institute of Science

Ms Elly Purwantini

Ms Laily Rachmawaty

Mr Mexind Suko Utomo  
Intern  
Permanent Delegation to UNESCO

**République islamique d'Iran/**

**Islamic Republic of Iran/**

**República Islámica del Irán/**

**Исламская Республика Иран/**

جمهورية ايران الإسلامية / 伊朗伊斯兰共和国

**Delegates:**

H.E. Dr Reza Faraji Dana  
Minister of Science, Research and Technology  
(*Head of Delegation*)

H.E. Dr Mohammad Reza Majidi  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Mr Ahmad Jalali  
Ministry of Science, Research and Technology

Dr Mohammad Reza Saeid Abadi  
Secretary-General  
National Commission for UNESCO

Mr Hojatollah Darvishpour  
Member of Parliament

**Alternates:**

Mr Nasrollah Jahangard  
Vice Minister of Information and Communication  
Technology  
Head of the Information Technology Organization

Dr Alireza Daemi  
Vice-Minister for Planning and Economic Affairs  
Ministry of Energy

Mr Rahim Meidani  
Vice-Minister for Water and Wastewater (ABFA)  
Ministry of Energy

Dr Morteza Hamissi  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Mr Davod Karimi  
Head of the Department for International Social  
Cooperation  
Ministry of Foreign Affairs

**Advisers:**

Dr Mohadeseh Mohebbosseini

Head of the Education Department  
National Commission for UNESCO

Mr Ali Hajilari  
Third Counsellor  
Ministry of Foreign Affairs

Dr Farhad Etemadi  
Head of the Communication and Information Department  
National Commission for UNESCO

Dr Sheida Mahnam  
Head of the Social and Human Sciences Department  
National Commission for UNESCO

Dr Mahmoud Mehr Mohammadi  
Rector  
Farhangiyani University

Mr Hadi Maleki Parast  
Director-General for Research and Network  
Development  
Information Technology Organization

Mr Mohammad Reza Meshkatoddini  
Counsellor

**Iraq/ Iraq / العراق / 伊拉克**

**Délégués :**

S.Exc. Dr. Mohammed Tameem  
Ministre de l'Education  
(*Chef de la délégation*)

M. Hasanain Mualla  
Secrétaire général  
Commission nationale pour l'UNESCO  
(*Chef adjoint de la délégation*)

Dr Ismail Hasan  
Conseiller, Chargé d'Affaires  
Délégation permanente auprès de l'UNESCO

Mme Dalal Najimaldin  
Délégué permanente adjointe  
Délégation permanente auprès de l'UNESCO

Mme Asmaa Alshehabet  
Directrice, Commission Nationale Consulat  
Ministère de l'Education

**Suppléants :**

M. Jabar Al-Mashhadani  
Directeur de la télévision pédagogique  
Ministère de l'Education

M. Saad Eskander  
Directeur  
Bibliothèque nationale irakienne

Mme Elham Al Safer  
Directrice  
Ministère de la Communication

M. Abbas Al-Mahdi  
Directeur pour la restitution des objets  
Ministère du Tourisme et des Antiquités

M. Samir Raouf  
Directeur  
Ministère de la Science et de la Technologie

**Conseillers :**

Dr Salam Hasan Taha  
Sous-Secrétaire pour les affaires scientifiques et des relations internationales  
Ministère de l'Enseignement supérieur et de la Recherche scientifique

M. Bahaa Ibrahim Kazem  
Directeur général, Département des missions et des relations culturelles  
Ministère de l'Enseignement supérieur et de la Recherche scientifique

M. Firas Turki  
Directeur  
Ministère de la Culture

Mme Mayada Al-Adhammi  
Première Secrétaire, Conseiller  
Ministère des Affaires étrangères

Mme Helen Manea  
Responsable, Service de l'UNESCO  
Ministère de l'Education

Mme Camellia Kamil Alwan Al-Obaidi  
Deuxième secrétaire  
Ambassade en France

M. Abdullah Sarheed  
Directeur, Département pour les organisations internationales et les conventions  
Ministère de la Culture

M. Fahmi Muslim Frayyeh  
Directeur pour les organisations  
Ministère de la Culture  
Membre de la Commission nationale pour l'UNESCO

Mme Amenah Mustafa  
Ministère de l'Education  
Commission nationale pour l'UNESCO

Mme Nasrah Hussein  
Ministère de l'Education

M. Abdulsalam Abduhasan Esa  
Conseiller  
Ministère de la Communication

Dr Alaa H. Saleh  
Directeur pour les organisations internationales et arabes  
Direction des bourses et des relations culturelles  
Ministère de l'Enseignement supérieur et de la Recherche scientifique

M. Dhafir Muftin  
Directeur du Département des finances  
Ministère de l'Enseignement supérieur et de la Recherche scientifique

M. Mahmood Al-Mullakhalaf  
Conseiller culturel  
Ministère de l'Enseignement supérieur et de la Recherche scientifique

Mme Elham Hassan Ali Al Safer  
Ministère de la Communication

**Irlande/Ireland/Irlanda/Ирландия/**

ايرلندا / 爱尔兰

**Delegates:**

H.E. Mr Ciarán Cannon T.D.  
Minister for Training and Skills  
(Head of Delegation)

H.E Mr Michael Forbes  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(Deputy Head of Delegation)

Mr Séamus McLoughlin  
Principal Officer  
Department of Education and Skills

Ms Karen Tighe  
Higher Executive Officer, International Section  
Department of Education and Skills

Ms Deirdre May Culley  
Attaché  
Permanent Delegation to UNESCO

**Alternates:**

Ms Anne Griffin  
Private Secretary to Minister Cannon  
Department of Education and Skills

Mr Nigel Hutson  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Ms Niall Morris  
Attaché  
Permanent Delegation to UNESCO

Ms Grace Dunphy  
Administrator  
Permanent Delegation to UNESCO

Ms Annie Gautier  
Administrator  
Permanent Delegation to UNESCO

**Advisers:**

Dr Sarah Gatley  
Senior Geologist  
Head Geological Heritage and Planning Programme,  
Geological Survey of Ireland

**Islande/Iceland/Islandia/Исландия/ ايسلندا / 冰岛**

**Delegates:**

H.E. Mr Illugi Gunnarsson  
Minister of Education, Science and Culture  
(Head of Delegation)

H.E. Ms Berglind Asgeirsdottir  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(Deputy Head of Delegation)

Ms Asta Magnúsdóttir  
Permanent Secretary  
Ministry of Education, Science and Culture

Mr Jon Torfi Jonasson  
Chairperson  
National Commission for UNESCO

Mr Ingólfur Fríðriksson  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

**Alternates:**

Ms Aslaug Dóra Eyjólfsson  
Secretary-General  
National Commission for UNESCO

Mr Ólafur Sigurðsson  
Head of Division  
Ministry of Education, Science and Culture

Mr Eiríkur Smári Sigurðarson  
National Commission for UNESCO

Ms Steinunn Stefánsdóttir  
National Commission for UNESCO

Ms Nina Björk Jónsdóttir  
Counsellor  
Permanent Delegation to UNESCO

**Advisers:**

Ms Sigríður Hallgrímsdóttir  
Political Advisor to the Minister  
Ministry of Education, Science and Culture

Ms Ragnheiður Helga Þorarínsson  
Advisor  
Ministry of Education, Science and Culture

**Israël/Israel/إسرائيل/以色列**

**Delegates :**

H.E. Mr Ronny Leshno-Yaar  
Deputy Director-General for International Organizations  
Ministry of Foreign Affairs  
(*Head of Delegation*)

H.E. Mr Nimrod Barkan  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Mr Alexander Siedes  
Deputy Ambassador  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Dr Dalit Atrakchi  
Secretary-General  
National Commission for UNESCO  
(*Deputy Head of Delegation*)

Mr Hagai Glebocki  
Attaché  
Permanent Delegation to UNESCO

**Alternate:**

Prof. Roni Aviram

Head of the Communication and Information Committee  
National Commission for UNESCO

**Italie/Italy/Italia/Италия/إيطاليا/意大利**

**Délégués :**

S.Exc. M. Massimo Bray  
Ministre des Biens et des Activités culturelles et du  
Tourisme  
(*Chef de la délégation*)

Dr Mario Giro  
Sous-Secrétaire d'Etat aux Affaires étrangères  
(*Chef adjoint de la délégation*)

S.Exc. Mme Vincenza Lomonaco  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

Prof. Giovanni Puglisi  
Président  
Commission nationale pour l'UNESCO

Mme Antonia Pasqua Recchia  
Secrétaire générale  
Ministère des Biens et des Activités culturelles et du  
Tourisme

**Suppléants :**

S.Exc. M. Jacopo Viciani  
Secrétaire du Sous-Secrétaire d'Etat  
Ministère des Affaires étrangères

S.Exc. M. Uberto Vanni d'Archirafi  
Ministre plénipotentiaire, Conseiller diplomatique  
Ministère des Affaires étrangères

Général Mariano Mossa  
Chef de l'Unité des Carabinieri pour la protection du  
Patrimoine culturel

M. Lucio Alberto Savoia  
Ministre plénipotentiaire, Secrétaire général  
Commission nationale pour l'UNESCO

M. Gianni Bonazzi  
Chef de Service du Secrétariat général  
Ministère des Biens et des Activités culturelles et du  
Tourisme

**Conseillers :**

M. Dario Nardella  
Député  
Assemblée nationale

S.Exc. M. Andrea Meloni  
Ambassadeur  
Ministère des Affaires étrangères

Mme Manuela Ruosi  
Ministère des Affaires étrangères

M. Flavio Sereni  
Ministère des Affaires étrangères

M. Adriano Ritacco  
Commission nationale pour l'UNESCO

Mme Paola Azzario Chiesa  
Commission nationale pour l'UNESCO

Prof. Lucio Ubertini  
HIP, Université de Pérouse

Prof. Francesco Margiotta Broglio  
Université de Florence  
Ministère des Affaires étrangères

Mme Adele Cesi  
Ministère des Biens et des Activités culturels et du  
Tourisme

M. Fabio Iannaccone  
Ministère des Finances

Mme Giulia Temperini  
Ministère des Finances

M. Pierluigi Petrillo  
Ministère des Politiques agricoles

M. Ferdinando Fedi  
Ministère de la Défense

Mme Gloria Cinque  
Ministère de la Défense

Mme Agnese Camilli  
Présidence du Conseil des Ministres  
Comité Bioéthique

M. Salvatore Grimaldi  
Université de Viterbo

Mme Caterina Perniconi  
Chef du bureau presse  
Ministère des Biens et des Activités culturels et du  
Tourisme

M. Francesco Meucci  
Ministère des Affaires étrangères

M. Paolo Proietti  
Commission nationale pour l'UNESCO

M. Francesco Tafuri  
Conseiller, Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

Mme Marina Misitano  
Délégation permanente auprès de l'UNESCO

M. Giovanni Minutolo  
Délégation permanente auprès de l'UNESCO

M. Leonardo Pierucci  
Délégation permanente auprès de l'UNESCO

M. Severo Mastronardi  
Délégation permanente auprès de l'UNESCO

M. Enrico De Paoli  
Délégation permanente auprès de l'UNESCO

Mme Cristina Porzio  
Délégation permanente auprès de l'UNESCO

M. Rocco Stella

Délégation permanente auprès de l'UNESCO

**Jamaïque/Jamaica/Ямайка/جامايكا/牙买加**

**Delegates:**

Hon. Ms Lisa Hanna  
Minister of Youth and Culture  
(*Head of Delegation*)

H.E. Ms Vilma K. McNish  
Ambassador to the Kingdom of Belgium and the  
European Community  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Mr Everton Hannam  
Secretary-General  
National Commission for UNESCO

Ms Joan Young Davis  
Project Director  
Ministry of Youth and Culture

Mr Maurice D. Smith  
Principal Director  
National College on Educational Leadership

**Alternates:**

Dr Janice Lindsay  
Cultural Programmes Officer, Centre for the Arts  
University of Technology

Mr Rohan Clarke  
First Secretary/Consul  
Embassy and Mission to the European Union

**Alternates:**

Dr Maria Smith  
Programme Officer  
National Commission for UNESCO

Ms Angella Darby Prendergast  
First Secretary  
Permanent Delegation to UNESCO

**Advisers:**

Mrs Enid Harrow  
Assistant  
Ministry of Culture, Youth and Sports

Mrs Vilma Charlton  
Permanent Delegation to UNESCO

Mr Onyekwere  
Permanent Delegation to UNESCO

Mrs Joy Douglas  
Permanent Delegation to UNESCO

Ms Chantal Cogle  
Youth Delegate

**Japon/Japan/Ярón/Япония/اليابان/日本**

**Delegates:**

H.E. Ms Michiko Ueno  
Vice-Minister of Education, Culture, Sports, Science and  
Technology

(Head of Delegation)

H.E. Mr Kenjiro Monji  
Ambassador Extraordinary and Plenipotentiary,  
Permanent Delegate  
Permanent Delegation to UNESCO

Mr Shigeharu Kato  
Director-General for International Affairs  
Ministry of Education, Culture, Sports, Science and  
Technology

Ms Naoko Saiki  
Director-General for Cultural Affairs  
Ministry of Foreign Affairs

Mr Tsutomu Koizumi  
Minister  
Permanent Delegation to UNESCO

**Alternates:**

Mr Koshu Kadota  
Minister-Counsellor  
Permanent Delegation to UNESCO

Mr Tetsuo Tamura  
Chairperson  
National Commission for UNESCO

Mr Teiichi Sato  
Vice-Chairperson  
National Commission for UNESCO

Mr Ichiro Kanazawa  
Vice-Chairperson  
National Commission for UNESCO

Mr Kojiro Sato  
Secretary  
Ministry of Education, Culture, Sports, Science and  
Technology

**Advisers:**

Mr Wataru Iwamoto  
Senior Analyst for International Cooperation Policy  
Ministry of Education, Culture, Sports, Science and  
Technology

Mr Tatsuhiko Kasai  
Director, Multilateral Cultural Cooperation Division,  
Minister's Secretariat  
Ministry of Foreign Affairs

Mr Taro Hokugo  
Counsellor  
Permanent Delegation to UNESCO

Mr Hiroaki Motomura  
Assistant Director-General for International Affairs  
Ministry of Education, Culture, Sports, Science and  
Technology

Ms Taka Horio  
Senior Specialist for Cooperation with UNESCO  
Ministry of Education, Culture, Sports, Science and  
Technology

Mr Keishi Nono  
First Secretary  
Permanent Delegation to UNESCO

Ms Etsuko Kurihara  
Deputy Director, Multilateral Cultural Cooperation  
Division, Minister's Secretariat  
Ministry of Foreign Affairs

Mr Kenichi Ono  
Unit Chief  
Ministry of Education, Culture, Sports, Science and  
Technology

Mr Shunichiro Nohmi  
Secretary to the Vice-Minister  
Ministry of Education, Culture, Sports, Science and  
Technology

Mr Toshiaki Kadokura  
Official, Multilateral Cultural Cooperation Division,  
Minister's Secretariat  
Ministry of Foreign Affairs (MOFA)

Mr Shinichi Kobayashi  
Second Secretary  
Permanent Delegation to UNESCO

Mr Yu Ukawa  
Third Secretary  
Permanent Delegation to UNESCO

Mr Akira Shamoto  
Official  
Ministry of Education, Culture, Sports, Science and  
Technology

Mr Toshiya Kai  
Researcher/Adviser  
Permanent Delegation to UNESCO

Mr Hideaki Omura  
Governor  
Aichi Prefecture

Mr Hiroki Nonogaki  
Assistant Director, Coordination Division, Governor's  
Policy Office  
Aichi Prefectural Government

Mr Kenji Sugiura  
Director-General, Department of Environment  
Aichi Prefectural Government

Mr Yoshimitsu Kawa  
Assistant Director, ESD Section, Department of  
Environment  
Aichi Prefectural Government

Mr Toshikazu Honjo  
Assistant Director, ESD Section, Department of the  
Environment  
Aichi Prefectural Government

Mr Takashi Masuda  
Director  
JETRO Paris (Aichi Office)

Mr Pierrick Grenier  
Project Manager  
JETRO Paris (Aichi Office)

Mr Satoshi Nishikawa  
Director-General, Environment Affairs Bureau  
City of Nagoya

Mr Hiroyuki Sakuta  
Co-director, Environmental Planning Department,  
Environmental Affairs Bureau  
City of Nagoya

Mr Atsuo Iiyoshi  
Chairman, Board of Trustees and Chancellor  
Chubu University

Mr Reita Furusawa  
Lecturer and Secretary-General  
Chubu Institute for Advanced Studies, Chubu University  
and RCE Chubu (Regional Centre of Expertise on  
Education for Sustainable Development)

Mr Masao Omori  
Mayor  
Okayama City

Mr Takashi Asai  
Director-General  
UNESCO World Conference on ESD Promotion Bureau,  
Okayama City

Mr Mitsutoshi Yasuda  
Executive Manager  
UNESCO World Conference on ESD Promotion Bureau,  
Okayama City

Ms Miki Konishi  
Programme Officer  
UNESCO World Conference on ESD Promotion Bureau

Ms Ae Kitagawa  
Okayama City Council Member

Ms Nana Oyamada  
Interpreter

Mr Tatsuya Ozeki  
Interpreter

Ms Mariko Sekita  
Interpreter

#### **Jordanie/Jordan/Jordania/Иордания/**

الأردن / 约旦

#### **Delegates:**

H.E. Prof. Mohammad Thneibat  
Minister of Education  
Chairman of the National Commission for UNESCO  
(*Head of Delegation*)

H.E. Mr Makram Al-Qaisi  
Ambassador to France, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Dr Abdalla Al Ababneh  
President  
National Center for Human Resources Development

Dr Sami Al-Salaita  
Director of Human Resources

Ministry of Education

Dr Ali Al-Momani  
Director  
Irbid Educational Directorate

#### **Alternates:**

Ms Rima Al-Bakheet  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Dr Basam Al-Omari  
Dean of the Faculty of Educational Sciences  
University of Jordan / Ministry of Education

Ms Haneen Al-Rashid  
Director  
Ministry of Information and Communication Technology

Ms Nermine Qoussous  
Permanent Delegation to UNESCO

Mr Mohammad Hamdan  
Vice-President  
Intergovernmental Committee on Bioethics

#### **Kazakhstan/Kazajstán/Казакстан/**

كازاخستان / 哈萨克斯坦

#### **Delegates :**

H.E. Mr Imangali Tasmagambetov  
Mayor of Astana  
Chairman of the National Commission for UNESCO and  
ISESCO  
(*Head of Delegation*)

H.E. Mr Nurlan Danenov  
Ambassador Extraordinary and Plenipotentiary,  
Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

H.E. Mr Olzhas Suleimenov  
Ambassador  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Ms Assel Utegenova  
Advisor to the Minister of Foreign Affairs  
Secretary-General  
National Commission for UNESCO and ISESCO

Mr Satybaldy Burshakov  
Minister-Counsellor  
Permanent Delegation to UNESCO

#### **Alternates:**

Ms Maira Iskakova  
Counsellor  
Permanent Delegation to UNESCO  
Ms Akmaral Oraziman  
Second Secretary  
National Commission for UNESCO and ISESCO

Ms Zhanar Shaimenova  
Third Secretary  
National Commission for UNESCO and ISESCO

Mr Voyakin Dmitry  
Expert on World Heritage

**Кенуа/Кения/ كيني /肯尼亚**

**Delegates:**

Prof. Jacob Kaimenyi  
Cabinet Secretary  
State Department of Education, Science and Technology  
(*Head of Delegation*)

Dr Belio Kipsang  
Principal Secretary, State Department of Education,  
Science and Technology  
Ministry of Education Science and Technology  
(*Deputy Head of Delegation*)

Prof. Judy Wakhungu  
Minister for Environment, Water and Natural Resources

Dr Evangeline Njoka  
Secretary-General  
National Commission for UNESCO  
Deputy Head of Delegation

Prof. Collete Akoth Suda  
Principal Secretary  
Ministry of Science and Technology

**Alternates:**

Ms Roselyn Amadi  
Senior Deputy, State Counsel  
Attorney General's Office

Ms Christine Mkwenda  
Chargée d'affaires a.i.  
Permanent Delegation to UNESCO

Mr Kiragu Wa Magochi  
Ag. Education Secretary, State Department of Education  
Ministry of Education, Science and Technology

Mr John Mireri  
Deputy Secretary-General  
National Commission for UNESCO

Mr Albert Ingati  
Deputy Secretary-General  
National Commission for UNESCO

**Advisers:**

Mr Daniel Kabara  
Senator  
Senate and Education Committee

Ms Rose R. Mitaru, MP  
National Assembly, Education Committee Member  
Mr Silvanus W. Makokha  
Third Secretary  
Permanent Delegation to UNESCO

Mr Robinson Kanyenze  
Director of Culture  
Ministry of Sports, Culture and the Arts

Dr James Gichiah Njogu  
Head of Conventions  
Kenya Wildlife Service

Prof. Shaukat Abdulrazak  
Secretary  
National Commission for Science and Technology  
Innovation

Ms Fenny Mwakisha  
Director  
Ministry of Education, Science and Technology

Dr Salome Gichura  
Teachers Service Commission  
National Commission for UNESCO

Mr Onesmus Kiminza  
Director, Policy and Partnerships  
Ministry of EAC Affairs

Ms Tabitha T. Kamau  
Senior Assistant Secretary-General, Education  
Programme Officer  
National Commission for UNESCO

Dr Paul Makenzi  
Lecturer  
Egerton University

Prof. Winnie Mitullah  
Lecturer  
University of Nairobi

Mr Joel Ongoto  
Assistant Secretary-General, Social and Human Science  
Programme Officer  
National Commission for UNESCO

Ms Christine Maingi  
Senior Assistant Secretary-General, Communication  
Programme Officer  
National Commission for UNESCO

Dr Wanjiru Kariuki  
Director  
KEMI

Mr Francis Kirima Araigua  
Personal Assistant  
Ministry of Education, Science and Technology

Mr Reuben Argut  
Personal Assistant  
Ministry of Education, Science and Technology

Ms Jackline Maganda Akinyi  
Youth Official  
Department of Youth

Mr William K. Kiprono  
Director  
Kenya Wildlife Service

Mr Gabriel Lengoiboni  
Chief Executive Officer, Teachers Service Commission  
Ministry of Education

Dr Mohamed Mwinyipembe  
Director  
Ministry of Education, Science and Technology

Dr Lydia Nzomo  
Director  
Kenya Institute of Curriculum Development

Mr Boniface Wanyama  
Chief Science Secretary  
National Science Commission

Mr David Looremita  
Human Resources Officer  
National Commission for UNESCO

Ms Nancy Macharia  
Director  
Teacher Management, TSC

Ms Diana Mambo  
Chair  
National Commission for UNESCO

Mr Hosea Wanderi Mwangi  
Senior Researcher  
National Museums of Kenya

Ms Aboronia Mworira  
National Commission for UNESCO

Mr David Otiato  
Finance Officer  
Ministry of Education

Ms Pamela Obuya  
Senior Assistant Secretary-General  
National Commission for UNESCO

Mr Noah M. O. Sanganyi  
Board Member  
National Commission for UNESCO

Mr Linus Onyango Omondi  
Youth Delegate  
National Commission for UNESCO

Dr Idle M. Farah  
Director  
National Museums of Kenya

Mr Ezekiel Mutua  
Director  
Ministry of Information

Prof. Jude Mathooko  
Executive Board Representative  
National Commission for UNESCO

Mr Chrispine O. Juma  
Vice-Chair IHP  
Ministry of Water

Dr Leunita Sumba  
Director  
Kenya Water Institute

Ms Agnes Mbugua  
Principal Water Officer  
Ministry of Water

Ms Leah Rotich  
Director  
Ministry of Education

Mr Kennedy Nyambane  
Chief Information Officer  
Ministry of Water

Mr Owate Wambay  
Education Specialist  
Director of Technical Training

Mr Charles M. Ringera  
Chief Executive Officer  
Higher Education Loans Board  
Ms Josephine Ibrahim  
Counsellor  
Embassy in France

Mr James Onduru  
Principal Technician Officer  
Ministry of Education, Science and Technology

### **Kirghizistan/Kyrgyzstan/Kirguistán/Кыргызстан/**

قىرغىزىستان / 吉尔吉斯斯坦

#### **Delegates:**

H.E. Mr Karganbek Samakov  
Member of the Parliament  
Deputy Chairman  
National Commission for UNESCO  
(*Head of Delegation*)

H.E. Mr Asein Isayev  
Chargé d'Affaires  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Ms Elnura Korchueva  
Secretary-General  
National Commission for UNESCO

Mrs Jyldyz Sarybaeva  
First Secretary  
Permanent Delegation to UNESCO

Ms Sabira Soltongeldieva  
Culture Programme Specialist  
National Commission for UNESCO

#### **Alternates:**

Ms Lilia Rakhmankulova  
Education Programme Specialist  
National Commission for UNESCO

Mr Ergesh Jusubaliev  
Adviser  
Parliament of the Kyrgyz Republic

### **Kiribati//Кирибати/کیریباتی/基里巴斯**

#### **Delegate:**

Ms Lucy Kum-On  
Principal  
Kiribati Teachers College  
(*Head of Delegation*)



**Koweït/Kuwait/كُوَيت/科威特**

**Delegates:**

H.E. Dr Naief Al Hajraf  
Minister of Education and of Higher Education  
(Head of Delegation)

H.E. Dr Ali Al Tarrah  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Dr Mohamed Al Shatti  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Mr Nazeeh Al Nahedh  
Attaché culturel  
Permanent Delegation to UNESCO

Dr Habeeb Abul  
Secretary-General of Private Universities

**Alternates:**

Mr Abdullatif Al Baijan  
Secretary-General  
National Commission for UNESCO

Mr Samah Al Bakheet  
Office of the Minister  
Ministry of Education

Ms Mariam Al Wateed  
Under-Secretary of Education  
Ministry of Education and of Higher Education

Dr Ridha Al Khayat  
Director-General  
National Center for Education Development

Mr Metab Al Otaibi  
President of the Teachers' Association

**Advisers:**

Dr Abir Al Sharhan  
Responsible  
Child Development Centre

Ms Maali Dashti  
National Commission for UNESCO

Mr Mohammad Al Enzi  
Public Authority for the Environment

Ms Athari Al Qallaf  
National Commission for UNESCO

Dr Muhammad Al Rashed  
Director  
Kuwait Institute for Scientific Research

H. E. Sheikha Al-Zain Al Sabah  
Under-Secretary  
Ministry of State for Youth Affairs

Dr Amer Al Saleh  
Lecturer  
Kuwait University

Mr Waleed Al Salameen

Assistant Expert on Physical Education, Division of Sport  
Ministry of Education

Mr Qusai Al Shati  
Expert, Central Institution for Information Technology  
Ministry of Information

Mr Khaled Al Razni  
Ministry of Information

Ms Marzouq Al Nessef

Mr Shehab Abdulhameed  
Deputy Secretary-General  
National Council for Culture, Art and Letters

Ms Fatemah Jeragh  
National Commission for UNESCO

Ms Abrar Jeraq  
Directorate of International Organizations  
Ministry of Foreign Affairs

Mr Fahad Al Qiees  
Assistant Under-Secretary  
Ministry of Education

Ms Tumadhar Al Aradah  
Financial Adviser, Head of Budget Section  
Ministry of Education

Ms Nouf Al Falah  
Programme Specialist  
National Commission for UNESCO

**Lesotho/Лесото/ليسوتو/莱索托**

**Delegates:**

H.E. Ms Makabelo Mosothoane  
Minister of Education and Training  
(Head of Delegation)

Ms Keratile Thabana  
Principal Secretary  
Ministry of Education and Training  
(Deputy Head of Delegation)

Ms Montsi Palesa Lilly  
Secretary-General  
National Commission for UNESCO

H.E. Ms Lineo Ntoane  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

M. Teboho Rakoloi  
Counsellor, Alternate Permanent Delegate  
Permanent Delegation to UNESCO

**Alternates:**

Ms Moliehi Ntene  
Director of Culture

M. Rankhone Tieho Andrew  
Programme Coordinator for CI  
National Commission for UNESCO

Ms Mokotso Ntsoaole Bontle Nongubonde Adelaide  
Programme Coordinator for Science  
National Commission for UNESCO

**Lettonie/Latvia/Letonia/Латвия/لاتفيا/拉脱维亚**

**Delegates:**

H.E. Mr Vjačeslavs Dombrovskis  
Minister of Education and Science  
Vice-President of the National Commission for UNESCO  
(*Head of Delegation*)

H.E. Ms Dace Melbarde  
Minister of Culture

H.E. Ms Sanita Pavļuta-Deslandes  
Ambassador Extraordinary and Plenipotentiary to France,  
Permanent Delegate  
Permanent Delegation to UNESCO  
of the National Commission for UNESCO  
(*Deputy Head of Delegation*)

Mr Andris Vilks  
Director of the National Library of Latvia  
Member of the National Commission for UNESCO

Ms Baiba Moļņika  
Secretary-General a.i.  
National Commission for UNESCO

**Alternates:**

Ms Agrita Kiopa  
Deputy State Secretary  
Director of the Higher Education, Science and  
Innovations Department  
Ministry of Education and Science

Mr Arnis Daugulis  
Deputy State Secretary  
Ministry of Environmental Protection and Regional  
Development

Ms Una Ķepīte  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

M. Andrejs Vasiljevs  
Intergovernmental Council for the Information for All  
Programme  
Chairman of the Board of the Tilde Company

Ms Anita Kleinberga  
Head of Social Integration and Civil Society  
Development Unit  
Department of Social Integration  
Ministry of Culture

**Advisers:**

Ms Aina Nagobads-Ābola  
Counsellor  
Permanent Delegation to UNESCO

Ms Santa Sīpola  
Adviser of the Information Society Policy Division  
Ministry of Environmental Protection and Regional  
Development

Ms Ilze Dalbiņa  
Education Programme Director  
National Commission for UNESCO

Ms Ieva Švarca  
Culture Programme Director  
National Commission for UNESCO

Ms Anna Kononova  
Head of Minister's Office  
Ministry of Education and Science

**Liban/Lebanon/Libano/Ливан/لبنان/黎巴嫩**

**Délégués :**

S.Exc. M. Gaby Layoun  
Ministre de la Culture  
(*Chef de la délégation*)

S.Exc. M. Khalil Karam  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

Dr Henri Awit  
Président  
Commission nationale pour l'UNESCO

Mme Zahida Darwiche Jabbour  
Secrétaire générale  
Commission nationale pour l'UNESCO

M. Fadi Yarak  
Directeur général  
Ministère de l'Education nationale

**Suppléants :**

Dr Mouïñ Hamzé  
Secrétaire général  
Conseil national pour la recherche scientifique

M. Abbas Halabi  
Vice-Président  
Commission nationale pour l'UNESCO

Mme Wafaa Berri  
Membre du bureau exécutif  
Commission nationale pour l'UNESCO

Mme Milia Jabbour  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

M. Ziad Taan  
Premier Secrétaire  
Délégation permanente auprès de l'UNESCO

**Conseillers :**

Dr Assaad Seif  
Responsable du département technique  
Direction générale des antiquités

M. Michel de Chadarevian  
Conseiller du Ministre  
Ministère de la Culture

Mme Ramza Jaber Saad  
Secrétaire générale adjointe  
Commission nationale pour l'UNESCO

Mme Christiane Jeitani  
Coordinatrice nationale des écoles associées  
Commission nationale pour l'UNESCO

Dr Amal Habib  
Membre du bureau exécutif  
Commission nationale pour l'UNESCO

Mme Naya Khairallah  
Deuxième Secrétaire  
Délégation permanente auprès de l'UNESCO

Mme Samia Moukarzel  
Attachée culturelle  
Délégation permanente auprès de l'UNESCO

Mme Dima Rifaï  
Chargée de mission  
Délégation permanente auprès de l'UNESCO

M. Bahjat Rizk  
Attaché culturel  
Délégation permanente auprès de l'UNESCO

Mme Zeina Saleh Kayali  
Chargée de mission  
Délégation permanente auprès de l'UNESCO

Mme Alia Chéhab  
Chargée de mission  
Délégation permanente auprès de l'UNESCO

Mme Carole Freige  
Assistante du Chef de mission  
Délégation permanente auprès de l'UNESCO

Dr Fadia Kiwan  
Conseiller du Président de la République

#### **Libéria/Liberia/Либерия/ليبيريا/利比里亚**

##### **Delegates:**

Hon. Ms Etmonia David Tarpeh  
Minister of Education  
(*Head of Delegation*)

H.E. Mr Dudley Mckinley Thomas  
Ambassador Extraordinary and Plenipotentiary,  
Permanent Delegate  
Permanent Delegation for UNESCO

Hon. Mr Hawah Goll-Kotchi  
Deputy-Minister for Instruction  
Ministry of Education

Hon. Ms Louise Mcmillian  
Assistant Minister for Culture  
Ministry of Information, Cultural Affairs and Tourism  
(*Deputy Head of Delegation*)

Hon. Mr Dallas A.V. Gueh  
Senator, Rivercress County  
Chairman, Senate Committee on Education and Public  
Administration

##### **Alternates:**

Dr Emmet Dennis  
President  
University of Liberia

Hon. Mr Bill Twehway  
Chairman, House Committee on Education  
Representative, Monserrado County

Mr Caston Bob Harris  
Focal person and Secretary  
National Commission for UNESCO

#### **Libye/Libya/Libia/Ливия/ليبيا/利比亚**

##### **Délégués:**

S.Exc. Dr Ali Abied  
Ministre de l'Education  
(*Chef de la délégation*)

Dr Fawzia Bariun  
Secrétaire générale  
Commission nationale pour l'UNESCO

S.Exc. Dr Suleiman Mahmoud Khoja  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

M. Mustafa Ben Ajala  
Directeur du bureau du Ministre  
Ministère de l'Education

M. Rida Rehan  
Responsable de la division de l'UNESCO  
Commission nationale pour l'UNESCO

##### **Suppléants:**

M. Abdulwahed Marwan  
Ministère des Affaires étrangères

M. Ali Elhawat  
Expert dans le domaine des sciences sociales  
Ministère de l'Education

Dr Farag Hmeid  
Expert dans le domaine des sciences fondamentales  
Ministère de l'Education

M. Fathi Ballo  
Directeur de la coopération internationale  
Ministère de la Culture

M. Abdussalam Alamaría  
Expert dans le domaine de l'éducation

##### **Conseillers:**

Dr Ahmed Alkilany  
Ministère de l'Enseignement supérieur et de la  
Recherche scientifique

Prof. Hafed Walda

**Lituanie/Lithuania/Lituania/Литва/**

ليتوانيا /立陶宛

**Delegates:**

H.E. Mr Algirdas Butkevičius  
Prime Minister  
(Head of Delegation)

H.E. Mr Aruñas Gelūnas  
Ambassador Extraordinary and Plenipotentiary,  
Permanent Delegate  
Permanent Delegation to UNESCO  
(Deputy Head of Delegation)

Mr Arijandas Šliupas  
Vice-Minister of Transport and Communications

Ms Marija Drémaitė  
Secretary-General  
National Commission for UNESCO

Ms Violeta Baltrušytė  
Counsellor  
Permanent Delegation to UNESCO

**Alternates:**

Ms Giedrė Verollet  
Second Secretary  
Permanent Delegation to UNESCO

Ms Milda Valančiauskienė  
Programme Manager  
National Commission for UNESCO

Ms Dziuljeta Žiugždienė  
Head of the Secretariat  
Office of the Prime Minister

Ms Lina Saulėnaitė  
Counsellor  
International and European Union Affairs Unit  
Office of the Government

Mr Aruñas Mark  
Coordinator, Education and Sciences Programmes  
National Commission for UNESCO

**Adviser:**

Ms Margarita Gaubytė  
Programme Manager  
National Commission for UNESCO

**Luxembourg/Luxemburgo/Люксембург/لكسمبرغ /**

卢森堡

**Délégués :**

S.Exc. Mme Octavie Modert  
Ministre de la Culture  
(Chef de la délégation)

S.Exc. M. Paul Dühr  
Ambassadeur en France, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(Chef adjoint de la délégation)

M. Jean-Pierre Kraemer  
Président  
Commission nationale pour l'UNESCO

M. Christian Muller  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO  
(Chef adjoint de la délégation)

M. Alex Langini  
Secrétaire général  
Commission nationale pour l'UNESCO  
(Chef adjoint de la délégation)

**Suppléants :**

M. Mike Engel  
Conseiller de direction adjoint  
Ministère de l'Education nationale et de la Formation  
professionnelle

Mme Barbara Zeches  
Conseillère de direction adjointe  
Ministère de la Culture

Mme Valérie Quilez  
Conseillère  
Délégation permanente auprès de l'UNESCO

M. Guillaume Colin  
Conseiller  
Délégation permanente auprès de l'UNESCO

**Madagascar/Мадагаскар/مدغشقر /马达加斯加**

**Délégués :**

S.Exc. M. Régis Manoro  
Ministre de l'Education nationale  
Président de la Commission nationale pour l'UNESCO  
(Chef de la délégation)

S.Exc. M. Jean André Ndremanjary  
Ministre de l'Enseignement technique et de la Formation  
professionnelle

M. Cyrille Mihamitsy  
Secrétaire général  
Commission nationale pour l'UNESCO

M. Ny Toky Andriamanjato  
Chargé d'Affaires p.i., Délégué permanent  
Délégation permanente auprès de l'UNESCO

M. Dinard Monja  
Secrétaire général  
Ministère des Sports

**Suppléants:**

M. Rivo Rabeharivelo  
Directeur de Cabinet  
Ministère de la Culture et du Patrimoine

M. René Yves Rasoanaivo  
Directeur général de l'Enseignement secondaire et de la  
Formation de masse  
Ministère de l'Education nationale

Mme Victoire Ramilison Rasoamanarivo  
Directeur général chargée de la coordination du réseau  
national de la lecture publique  
Ministère de la Culture et du Patrimoine

Mme Meltine Rasolonomenjanahary  
Chef du Service culture et communication  
Commission nationale pour l'UNESCO

Mme Hanitriniaina Niry Rakotomalala  
Directeur des Ressources humaines  
Ministère de l'Education nationale

**Conseillers :**

M. Mananjaona Ravelonjanahary Arthur  
Directeur de l'Education préscolaire et de  
l'Alphabétisation  
Ministère de l'Education nationale

M. Rolland Justet Rabeson  
Directeur des Techniques de l'information et de la  
communication  
Ministère de l'Education nationale

M. Thierry Raharison  
Directeur du Fonds national pour le développement  
cinématographique  
Ministère de la Culture et du Patrimoine

M. Patrice Ranaivoson  
Expert du Comité intergouvernementale CIGEPS  
Ministère des Sports

Mme Germaine Rasoalisoa  
Conseiller technique  
Ministère de l'Education nationale

M. Marcellin Tsarasidy  
Conseiller technique  
Ministère de l'Education nationale

Mme Jocelyne Tsiava  
Chargée de mission  
Ministère de l'Education nationale

M. Elie Wilfried Jaoroby  
Conseiller technique  
Ministère de l'Education nationale

M. Pedersen Razafindralaivola  
Conseiller médico-social  
Ministère de l'Education nationale

M. Tianarivelo Razafimahefa  
Conseiller scientifique  
Délégation permanente auprès de l'UNESCO

Mme Faniry Rasoarahona  
Conseiller en charge de la communication et de  
l'information  
Délégation permanente auprès de l'UNESCO

M. Lazarre Ignace Fanja Lalaina  
Conseiller culture  
Délégation permanente auprès de l'UNESCO

M. Blaise Zoana  
Conseiller en charge de l'éducation  
Délégation permanente auprès de l'UNESCO

M. Andry Andriamampianina  
Conseiller Culture  
Délégation permanente auprès de l'UNESCO  
Mme Marie Ange Tifana

Directeur de la promotion de la jeunesse  
Ministère des Sports

M. Jean-Maximin Razafindrakoto  
Consultant  
Commission nationale pour l'UNESCO

Mme Andoniaina Rasoarimalala  
Formatrice  
Commission nationale pour l'UNESCO

**Malaisie/Malaysia/Malasia/Малайзия/**

ماليزيا / 马来西亚

**Delegates:**

Hon. Tan Sri Muhyiddin Bin Mohd Yassin  
Deputy Prime Minister  
Minister of Education  
(*Head of Delegation*)

H.E. Tan Sri Ismail Bin Omar  
Ambassador to France  
(*Deputy Head of Delegation*)

H.E. Mr Mohd Zulkifli Bin Mohammed  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Datuk Dr Khair Bin Mohamad Yusof  
Deputy Director-General of Education  
Ministry of Education

Mr Mohd Sallehuddin Bin Hassan  
Secretary-General  
National Commission for UNESCO

**Alternates:**

Mr Ahmad Faizal Bin Abd Rahman  
Special Officer to the Deputy Prime Minister  
Office of the Prime Minister

Dato' Dr. Rothiah Binti Omar  
Deputy Secretary-General (Communication)  
Ministry of Communications and Multimedia

Mr Elangovan Singaravelloo  
Undersecretary  
Ministry of Communications and Multimedia

Ms Wan Ummul Fathanah Binti Wan Mohd Noor  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Mr Hussalmizzar Bin Hussain  
Science Attaché  
Permanent Delegation to UNESCO

**Advisers:**

Puan Sri Ms Noorainee Binti Abdul Rahman

Puan Sri Ms Suriati Binti Md Sobri

Ms Zawiah Binti Alwi

Mr Zamshari Bin Shaharan  
Minister-Counsellor  
Embassy in France

Dato' Mr Tahir Bin Mohd Taat  
Political Secretary to the Deputy Prime Minister

Prof. Emeritus Datin Paduka Ms Siti Zuraina Binti Abdul  
Majid  
Heritage Commissioner  
Ministry of Tourism and Culture

Ms Masyati Binti Abang Ibrahim  
Special Officer to the Deputy Prime Minister  
Office of the Prime Minister

Mr Hafiz Bin Abdul Halim  
Press Secretary to the Minister  
Ministry of Education

Dr Raslan Haniff Bin Abdul Rashid  
Special Officer to the Minister  
Ministry of Education

Ms Zafidah Binti Ismail  
Special Officer to the Minister  
Ministry of Education

Ms Shanthini Subramaniam  
Principal Assistant Secretary  
Ministry of Communications and Multimedia

Mr Mohd Dian Bin Nais  
Principal Assistant Secretary  
Ministry of Tourism and Culture

Dr Habibah Binti Abdul Aziz  
Office of the Education Performance and Delivery Unit

Dr Isham Binti Ishak  
Office of the Education Performance and Delivery Unit

Ms Norlia Binti Abdul Aziz  
Office of the Education Performance and Delivery Unit

Dr Das Sishir  
Associate Delegate  
Permanent Delegation to UNESCO

Ms Tengku Nadiya Binti Tengku Ibrahim  
Third Secretary  
Permanent Delegation to UNESCO

Ms Noor Aiza Binti Bakhtiar  
Personal Assistant to the Ambassador  
Permanent Delegation to UNESCO

Dato' Sri Dr Ms Noorul Ainur Binti Mohd Nur  
Secretary-General  
Ministry of Women, Family and Community  
Development

Ms Nurwati Binti Abdul Wahab  
Heritage Officer  
Ministry of Tourism and Culture

Ms Sharifah Nazira Binti Syed Basir Ahmad  
Special Officer to the Secretary-General  
Ministry of Women, Family and Community  
Development

Ms Nurul Irma Binti Mohd Akib  
Community Development Officer  
Ministry of Women, Family and Community  
Development

#### **Malawi/Manabi/ ملاوي / 马拉维**

##### **Delegates:**

Hon. Dr Lucius Kanyumba, MP  
Minister of Education, Science and Technology  
(*Head of Delegation*)

H.E. Dr Brave Ndisale  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Dr MacPhail P. Magwira  
Secretary for Education, Science and Technology

Dr Francis R. Mkandawire  
Executive Secretary  
National Commission for UNESCO

Mr Victor Lungu  
Director of Education Planning  
Ministry of Education, Science and Technology

##### **Alternates:**

Mr Memory Chibwana  
Counsellor  
Embassy in Brussels

Ms Claudia Nkalo  
Personal Assistant to the Minister  
Ministry of Education, Science and Technology

#### **Mali/Mali/Mani/ مالي / 马里**

##### **Délégués :**

S.Exc. M. Moustapha Dicko  
Ministre de l'Enseignement supérieur et de la Recherche  
scientifique  
(*Chef de la délégation*)

S.Exc. Mme Jacqueline Togola  
Ministre de l'Education nationale

S.Exc. M. Bruno Maiga  
Ministre de la Culture

S.Exc. M. Aboubacar Sidiki Toure  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

S.Exc. M. Tidiani Traore  
Chargé d'Affaires  
Ambassade en France

##### **Suppléants:**

Prof. Youssouf Dembele  
Secrétaire général  
Commission nationale pour l'UNESCO

M. Amidou Doucoure  
Doyen de la FAST  
Représentant au Conseil exécutif de l'UNESCO

M. Mamadou Bani Diallo  
Conseiller technique  
Ministère de la culture

M. Bonaventure Maiga  
Directeur national de la pédagogie  
Ministère de l'Education nationale

M. Oumar Boubèye Maiga  
Conseiller culturel  
Ambassade en France

**Conseillers :**

M. Makafin Sissoko  
Chargé de communication  
Ambassade en France

Mme Aïssi Fatoumata Camara  
Assistante  
Délégation permanente auprès de l'UNESCO

Mme Fatimata Diawara  
Assistante  
Délégation permanente auprès de l'UNESCO

Mme Awa Naoune Mare Macalou  
Conseiller technique  
Ministère de l'Environnement et de l'Assainissement

M. Hassane Diallo  
Ministère des Affaires étrangères et de la Coopération  
internationale

M. Soumana Satao  
Conseiller technique  
Ministère de l'Emploi et de la Formation professionnelle

M. Abdoulaye Salim Cisse  
Directeur national de l'Enseignement supérieur et de la  
Recherche scientifique

M. Oumar Maiga  
Directeur national de l'Enseignement technique et  
professionnel  
Ministère de l'Education nationale

M. Gouro Diall  
Directeur national de l'Education non formelle et des  
langues nationales  
Ministère de l'Education nationale

Mme Mariam Kone Coulibaly  
Directrice générale  
Académie malienne des langues

M. Zégué Sanogo  
Chef de section formation initiale  
Direction nationale de l'enseignement fondamental

M. Lassana Cisse  
Directeur national du Patrimoine culturel  
Ministère de la Culture

M. Oumar Bagayoko  
Chef de la Division éducation et sciences  
Commission nationale pour l'UNESCO

Mme Ibrahima al Barka Traore  
Titulaire de la Chaire UNESCO pour la Culture de la  
Paix

M. Mahamane Halidou Maiga  
Titulaire de la Chaire UNESCO pour l'environnement  
Rectorat, Ministère de l'Enseignement supérieur et de la  
Recherche scientifique

M. Cheick Fanta Mady Traore  
Coordinateur du Programme décennal de  
développement de la formation professionnelle pour  
l'emploi

Mme Bacoumba Keita  
Personne ressource

M. Ario Issoufa Maiga  
Personne ressource

Mme Gakou Salamata Fofana  
Association des femmes ingénieurs

Mme Baye Fatimata Thiam  
Association des femmes ingénieurs

Mme Keita Haoua Niang  
Association des femmes ingénieurs

Mme Coulibaly Siga Keita  
Association des juristes maliennes

Mme Bouare Bintou F. Samake  
WILDAD/MALI

M. Yacouba Berthe  
Secrétaire général  
Fédération des clubs et associations UNESCO

Mme Djeneba Seydou Diarra  
Fédération des clubs et associations UNESCO

Mme Ballo Nionson Sakiliba  
Fédération des clubs et associations UNESCO

Mme Sidibe Manda Diaby  
Association des femmes ingénieurs

M. Baba Diabe Doumbia  
Conseiller technique  
Ministère de l'Education, de l'Alphabétisation et de la  
promotion des Langues nationales

M. Alou Koita

Mme Diakité Kadiatou Doumbia

Mme Oumou Odile Traoré

**Malte/Malta/Мальта/ مالطة / 马耳他**

**Delegates:**

H.E. Mgr Dr Joe Vella Gauci  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Head of Delegation*)

M. Kevin Sciberras  
Regional Cultural Coordinator  
Personal Assistant to the Ambassador to UNESCO

### **Maroc/Morocco/Marruecos/Марокко/**

المغرب / 摩洛哥

#### **Délégués :**

S.Exc. M. Lahcen Daoudi  
Ministre de l'Enseignement supérieur, de la Recherche  
scientifique  
et de la Formation des cadres  
(*Chef de la délégation*)

S.Exc. M. Amine Sbihi  
Ministre de la Culture

S.Exc. Mme Zohour Alaoui  
Ambassadeur, Déléguée permanente  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

Mme Touriya Majdouline  
Secrétaire générale  
Commission nationale pour l'UNESCO

Mme Lamia Radi  
Directeur de la coopération et de l'action culturelles  
Ministère des Affaires étrangères et de la Coopération

#### **Suppléants:**

Mme Meriem Khatouri  
Directeur des études et de développement des médias  
Ministère de la Communication

Mme Najat Rhandi  
Ministre plénipotentiaire, Déléguée permanente adjointe  
Délégation permanente auprès de l'UNESCO

M. Abdelillah Tahani  
Directeur de la communication et des relations publiques  
Ministère de la Communication

M. Ahmed Belhadj  
Ministre plénipotentiaire, Conseiller  
Délégation permanente auprès de l'UNESCO

M. Mohamed Ben Yacoub  
Chef de la division de la coopération  
Ministère de la Culture

#### **Conseillers:**

Mme Chanaz El Akrici  
Chef de la division de la coopération  
Ministère de la Communication

Mme Fatima Zahra Sassi  
Coordinatrice à la division de la communication et la  
culture  
Commission nationale pour l'éducation, la culture et les  
sciences

Mme Nada Bakkali Hassani  
Chef du service de la consolidation des relations avec  
les acteurs culturels  
Direction de la coopération et de l'action culturelle  
Ministère des Affaires étrangères et de la Coopération

M. Mohamed Ben Abdelkader  
Directeur de la coopération et de la promotion de  
l'enseignement scolaire privé  
Ministère de l'Education nationale et de la Formation  
professionnelle

### **Maurice/Mauritius/Mauricio/Маврикий/**

موريشيوس / 毛里求斯

#### **Delegates:**

Hon. Dr Vasant Kumar Bunwaree  
Minister of Education and Human Resources  
(*Head of Delegation*)

H.E Mr J. Jacques Chateau de Balyon  
Ambassador to France, Permanent Delegate  
Permanent Delegation to UNESCO

Mr Janmajaising Bissoondoyal  
Minister-Counsellor, Embassy in France  
First Secretary, Permanent Delegation to UNESCO

Mr Ravi Meettook  
Permanent Secretary  
Ministry of Education and Human Resources

Ms Aneeta Ghoorah  
Director, Ministry of Education and Human Resources  
Assistant Secretary-General  
National Commission for UNESCO

### **Mauritanie/Mauritania/Мавритания/**

موريتانيا / 毛里塔尼亚

#### **Délégués :**

S.Exc. Mme Lalla Cherif Hachem  
Ministre de la Culture, de la Jeunesse et des Sports  
(*Chef de la délégation*)

S.Exc. M. Mohamed Mahmoud Brahim Khilil  
Ambassadeur en France

M. Khalil El Mehdi Jeyid  
Secrétaire général  
Ministère de la Culture, de la Jeunesse et des Sports

S.Exc. M. Mohamedoun Daddah  
Ambassadeur, Directeur de la coopération internationale  
Ministère des Affaires étrangères et de la Coopération

M. Moussa Diallo  
Conseiller, chargé de la communication  
Ministère de la Culture, de la Jeunesse et des Sports

#### **Suppléants:**

M. Mohamed El Mokhtar Sid'Ahmed  
Conseiller, chargé du patrimoine  
Ministère de la Culture, de la Jeunesse et des Sports

M. Nami Mohamed Kaber Salihi  
Directeur du patrimoine culturel  
Ministère de la Culture, de la Jeunesse et des Sports

M. Sidi Aly Sidi Aly  
Directeur  
Fondation nationale pour la sauvegarde des villes  
anciennes



Mme Mekfoula Agatt  
Secrétaire générale  
Commission nationale pour l'UNESCO

M. Mohamedou Kane  
Secrétaire général adjoint  
Commission nationale pour l'UNESCO

**Conseillers :**

Mme Aichetou Ba  
Conseiller  
Délégation permanente auprès de l'UNESCO

M. Yahya Haye  
Directeur général de l'audiovisuel à Nouakchott

**Mexique/Mexico/México/Мексика/المكسيك/墨西哥**

**Delegados:**

S.Exc. M. Emilio Chuayffet Chemor  
Ministre de l'Éducation  
(*Jefe de la Delegación*)

S.Exc. M. Juan Manuel Gómez Robledo  
Vice-Ministre des Affaires multilatérales et des Droits de  
l'Homme  
Ministère des Relations extérieures

S.Exc. Mme Maria del Socorro Rovirosa Priego  
Secrétaire générale  
Commission nationale pour l'UNESCO

S.Exc. M. Porfirio Thierry Muñoz Ledo Chevannier  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

M. Mauricio Escanero Figueroa  
Ministre  
Délégation permanente auprès de l'UNESCO

**Suplentes:**

M. César Guerrero Arellano  
Secrétaire général adjoint  
Commission nationale pour l'UNESCO

Mme Susana Franco Reza  
Conseillère  
Délégation permanente auprès de l'UNESCO

M. Rodrigo Mendivil Ocampo  
Troisième secrétaire  
Délégation permanente auprès de l'UNESCO

Mme Irma Zarur de Lefèbvre  
Délégation permanente auprès de l'UNESCO

Mme Cecilia Gas  
Délégation permanente auprès de l'UNESCO

**Consejeros:**

Mme Elisa Banda Pérez  
Direction des organisations internationales  
Direction générale pour l'ONU  
Ministère des Relations extérieures

M. Dorian Esteban Fernández Elwes  
Sous-Directeur des Affaires financières  
Ministère des Relations extérieures

**Monaco/Mónaco/Монако/موناكو/摩纳哥**

**Délégués :**

M. José Badia  
Conseiller de Gouvernement  
Département des Relations extérieures  
(*Chef de la délégation*)

S.Exc. Mme Yvette Lambin-Berti  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

Mme Geneviève Vatrican  
Présidente  
Commission nationale pour l'UNESCO

M. Jean-Charles Curau  
Directeur des affaires culturelles  
Secrétaire général  
Commission nationale pour l'UNESCO

Mme Corinne Bourdas-Magail  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

**Suppléants :**

M. Jean-Philippe Vinci  
Conseiller  
Délégation permanente auprès de l'UNESCO

Mme Florence Descroix-Comanducci  
Centre scientifique de Monaco auprès de la Commission  
océanographique intergouvernementale

Mme Sybille Progetti  
Troisième Secrétaire  
Délégation permanente auprès de l'UNESCO

Mme Anaïs Kemblinsky  
Secrétaire des Relations extérieures  
Direction des Affaires internationales

Mme Liana Tchovelidze  
Administrateur, Juriste international  
Délégation permanente auprès de l'UNESCO

**Conseiller :**

M. Bruno Lavagna  
Consultant  
Délégation permanente auprès de l'UNESCO

**Mongolie/Mongolia/Монголия/منغوليا/蒙古**

**Délégués :**

H.E. Mr Luvsanvandan Bold  
Minister of Foreign Affairs  
Chairperson of the National Commission for UNESCO  
(*Head of Delegation*)

Mr Mundagbaatar Batsaikhan  
Charge d'Affaires a.i., Ambassador, Permanent  
Delegate  
Permanent Delegation to UNESCO

H.E. Ms Tsedevdamba Oyungerel  
Minister of Culture, Sport and Tourism

Ms Sodov Onon  
Minister-Counsellor  
Permanent Delegation to UNESCO

Mr Gundegmaa Jargalsaikhan  
Secretary-General  
National Commission for UNESCO

**Suppléants :**

Mr Ayushsuren Batpurev  
Adviser to the Minister  
Ministry of Foreign Affairs

Mr Tsokhio Adiyasuren  
Adviser to the Minister  
Ministry of Environment and Green Development

Mr Narangerel Orgil  
Director of the Department of Culture and Arts Policy  
Implementation  
Ministry of Culture, Sports and Tourism

Dr Batbold Enkhtuvshin  
President of the Academy of Science  
Director of the International Institute for Study of  
Nomadic Civilization

Ms Vangansuren Ulziibayar  
Deputy Director of the Department of International  
Organizations  
Ministry of Foreign Affairs

**Conseillers :**

Ms Tumurtogoo Sodgerel  
Assistant to the Minister  
Ministry for Culture, Sport and Tourism

Mr Bandi Garid  
Attaché of the Department of Public Administration and  
Management  
Ministry of Foreign Affairs

Ms Dorjjugder Purevjav  
Researcher  
International Institute for the Nomadic Civilizations

Ms Jargal Tsogzolmaa  
Director of the Division of Economic News  
Zuuny Medee Newspaper

**Monténégro/Montenegro/ الجبل الأسود / 黑山**

**Delegates:**

H.E. Ms Irena Radović  
Ambassador Extraordinary and Plenipotentiary,  
Permanent Delegate  
Permanent Delegation to UNESCO  
(*Head of Delegation*)

Ms Marija Ražnatović  
Secretary-General  
National Commission for UNESCO

Ms Ana Ražnatović  
Counsellor, Embassy in France  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Ms Dragana Kandić  
Third Secretary  
Embassy in France

**Mozambique/Мозамбик/ موزمبيق / 莫桑比克**

**Delegates:**

H.E. Mr Armando Artur  
Minister of Culture  
(*Head of Delegation*)

H.E. Mr Alexandre da Conceicao Zandamela  
Ambassador Extraordinary and Plenipotentiary to France,  
Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Mr Ezequiel Agostinho Mavota  
Director of the Office of Information  
Cabinet of the Prime Minister

Mr João Assale  
Executive Secretary for Strategic Planning  
Ministry of Education

Mr Boaventura Salvador Massaiete  
Head of the Department of Museums  
Ministry of Culture

**Alternates:**

Mr Inocente Mutumucuo  
Executive Director of the Mozambique Academy  
Ministry of Science and Technology

Ms Helena Monteiro  
Head of the Department of the Directorate for Research,  
Innovation and Technology Transference  
Ministry of Science and Technology

Mr Ivan Roberto Pereira Ernesto  
Technician for Planning, Monitoring and Evaluation  
Ministry of Youth and Sports

Mr Custódio Carlos Tamele  
Head of the Department of Education  
National Commission for UNESCO

Mr Augusto Constantino Francisco Nunes  
Head of the Department of Science  
National Commission for UNESCO

**Advisers:**

Mr Paulino Ricardo  
Head of the Department of Culture  
National Commission for UNESCO

Ms Benvinda José Jerónimo  
Head of the Department of Administration and Finance  
National Commission for UNESCO

Mr António Bambissa  
First Secretary  
Permanent Delegation to UNESCO

Mr César Albrinho Alfaica  
Financial Attaché  
Permanent Delegation to UNESCO

**Myanmar/Мьянма/ميانمار/緬甸**

**Delegates:**

H.E. Mr U Han Thu  
Ambassador Extraordinary and Plenipotentiary to France,  
Permanent Delegate  
Permanent Delegation to UNESCO  
(*Head of Delegation*)

Mr Pyi Soe  
Minister-Counsellor  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Ms Seinn Lei Tun  
Second Secretary  
Permanent Delegation to UNESCO

**Namibie/Namibia/Намибия/ناميبيا/纳米比亚**

**Delegates:**

Hon. Dr David Namwandi  
Minister of Education  
(*Head of Delegation*)

Hon. Mr Stanley Simataa  
Deputy- Minister of Information and Communication  
Technology  
(*Deputy Head of Delegation*)

H.E. Ms Frieda-Nangula Ithete  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Dr Vetumbwavi Veii  
Acting Permanent Secretary  
Ministry of Youth, National Service, Sport and Culture

Mr Charles Kabajani  
Deputy Permanent Secretary  
Ministry of Education

**Alternates:**

Mr Alfred van Kent  
Acting Deputy Permanent Secretary

Rev Salomon April  
Director  
National Heritage Council

Ms Esther Moombolah-Goagoses  
Deputy Director  
Ministry of Youth, National Service, Sport and Culture

Ms Kaleni Marie Hiyalwa  
Deputy Director  
Ministry of Information and Communication Technology

Mr Raimo Dengeinge  
Deputy Director  
Ministry of Education

**Advisers:**

Mr Roderick April  
Deputy Secretary-General  
National Commission for UNESCO

Ms Paulina Mufeti  
Acting Deputy Director  
Ministry of Agriculture, Water and Forestry

Mr Felix Amporo  
First Secretary  
Permanent Delegation to UNESCO

Ms Letha Tjiho  
Personal Assistant to the Minister  
Ministry of Education

Dr Eino Mvula  
Chief Executive Officer  
National Commission on Research, Science and  
Technology

Prof Rehabeam Auala  
Chairperson  
National Advisory Council on Education

Ms Ellen Ndeshi Namhila  
University Librarian  
UNAM

Ms Trudie Amulungu  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Ms Frieda Kanime  
Programme Officer  
National Commission for UNESCO

Mr Ferdinand Katire  
Programme Officer  
National Commission for UNESCO

Mr Kapanda K. Marenga  
Youth Volunteer  
NANSO

**Nauru/Науру/ناورو/瑙鲁**

**Délégué :**

Mme Jerielyn Teleni  
Secrétaire général  
Commission nationale pour l'UNESCO  
(*Chef de la délégation*)

**Népal/Nepal/Непал/نيپال/尼泊尔**

**Delegates:**

Hon. Mr Madhav Prasad Paudel  
Minister of Education  
(*Head of Delegation*)

Mr Narayan Gopal Malego  
Secretary, Ministry of Education  
Secretary-General  
National Commission for UNESCO  
(Deputy Head of Delegation)

H.E. Mr Mohan Krishna Shrestha  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(Deputy Head of Delegation)

Mr Sushil Pandey  
Deputy Secretary-General  
National Commission for UNESCO

Mr Surya Prasad Gautam  
Joint Secretary  
Ministry of Education

**Alternates:**

Mr Dhruba Raj Regmi  
Under-Secretary, Ministry of Education  
Secretary  
National Commission for UNESCO

Mr Ram Babu Dhakal  
Deputy Chief of Mission, Embassy in France  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Mr Suresh Kumar Niraula  
Under-Secretary  
National Commission for UNESCO

**Nicaragua/Никарагуа/ نيكاراغوا / 尼加拉瓜**

**Delegados:**

H.E. Mr Mauricio Lautaro Sandino Montes  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(Jefe de la Delegación)

Ms Gloriantonia Henríquez González  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Ms Tania Molina Blandón  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

**Niger/Niger/Nigre/Нигер/ النيجر / 尼日尔**

**Délégués :**

S.Exc. Mme Ali Mariama Elhadji Ibrahim  
Ministre de l'Enseignement primaire, de l'Alphabétisation,  
de la promotion des Langues nationales et de  
l'Education civique  
(Chef de la délégation)

S.Exc. M. Ousmane Abdou  
Ministre de la Culture, des Arts et des Loisirs  
S.Exc. M. Chaïbo Dan Inna  
Ministre de la Formation professionnelle et technique

S.Exc. M. Abdoul Karim Dan Mallam  
Ministre de la Jeunesse et des Sports

S.Exc. M. Inoussa Ousseini  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

**Suppléants :**

M. Issa Namata  
Secrétaire exécutif CN/UNESCO/ISESCO  
Ministère de l'Enseignement primaire, de  
l'Alphabétisation, de la promotion des Langues  
nationales et de l'Education civique

M. Jibrin Malam Almajiri  
Secrétaire exécutif adjoint  
Ministère de la Culture, des Arts et Loisirs

M. Hama Diallo  
Secrétaire général  
Ministère de la Jeunesse et des Sports  
M. Maï Moustapha Fernand  
Secrétaire général adjoint  
Ministère de la Culture, des Arts et Loisirs

M. Harouna Mayaou  
Conseiller technique en éducation  
Cabinet du Premier Ministre

**Conseillers :**

M. Rabo Mato  
Conseiller technique en culture  
Cabinet du Premier Ministre

M. Abdoulaye Mamoudou  
Conseiller technique  
Ministère de la Communication et des Relations avec les  
Institutions

Mme Absatou Daddy  
Conseillère technique  
Ministère de la Formation professionnelle et technique

Mme Haoua Alou  
Conseiller  
Délégation permanente auprès de l'UNESCO

M. Yazi Oumarou  
Directeur général de la Jeunesse  
Ministère de la Jeunesse et des Sports

M. Abdou Djibo Moumouni  
Directeur de l'enseignement supérieur  
Ministère de l'Enseignement supérieur, de la Recherche  
et de l'Innovation

M. Abdou Salha  
Directeur des études et de la programmation  
Ministère de la Formation professionnelle et technique

M. Maïdagi Mahamadou  
Directeur des études et de la programmation  
Ministère des Enseignements secondaires

Mme Fatimata Gagara Bako  
Point focal UNESCO  
Ministère de l'Hydraulique et de l'Assainissement

Mme Abdoul Razak Aminatou Barade  
Direction des organisations internationales  
Ministère des Affaires étrangères, de la Coopération, de  
l'Intégration africaine et des Nigériens à l'extérieur

M. Ali Boukar Hassan  
Premier Secrétaire  
Délégation permanente auprès de l'UNESCO

M. Hamissou Halilou Malam Garba  
Chef de la Division des aires protégées  
Ministère de l'Hydraulique et de l'Assainissement

**Nigéria/Nigeria/Нигерия/ نيجيريا /尼日利亚**

**Delegates:**

Hon. Chief (Barr.) Mr Ezenwo Nyesom Wike  
Minister of Education  
(*Head of Delegation*)

Hon. High Chief Mr Edem Duke  
Minister of Tourism, Culture & National Orientation  
(*Deputy Head of Delegation*)

Hon. Ms Sarah Reng Ochekepe  
Minister of Water Resources

H.E. Mr Labaran Maku  
Minister of Information

Hon. Mallam Mr Bolaji Abdullahi  
Minister of Youth Development

**Alternates:**

H.E. Ms Mariam Y. Katagum  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Dr MacJohn Nwaobiala  
Permanent Secretary  
Federal Ministry of Education

Ms Rabi Shuaibu Jimeta  
Permanent Secretary  
Federal Ministry of Science and Technology

Ms Nkeechi Ejele  
Permanent Secretary  
Federal Ministry of Tourism, Culture and National  
Orientation

Dr Tunji Olaopa  
Permanent Secretary  
Federal Ministry of Youth Development

**Advisers:**

Ms B.U. Okpa  
Director, Policy Planning Management and Research  
Federal Ministry of Education

Ms M.O. Anene-Maidoh  
Secretary-General  
National Commission for UNESCO

Ms C.T. Omene  
Secretary, Education Commission  
National Commission for UNESCO

Mr P.A. Onyedinefu  
Secretary, Social and Human Science  
National Commission for UNESCO

Mr P.J. Nwanyadimo  
Secretary, Communication and Information  
National Commission for UNESCO

Ms F.E. Oguah  
Secretary, Natural Sciences  
National Commission for UNESCO

Mr I.S. Egbo  
Secretary, Culture Commission  
National Commission for UNESCO

Mr Julius A. Okojie  
Executive Secretary  
National Universities Commission

Prof. Godswill Obioma  
Executive Secretary  
National Educational Research and Development  
Council

Prof. Junaid Mohammed  
Executive Secretary  
National Commission of Colleges of Education

Prof. Charles Onocha  
Executive Secretary  
Universal Basic Education Commission

Mr Mallam Habib A. Jato  
Director/CEO  
National Library of Nigeria

Mr Chris Maiyaki  
Deputy Director, Chief of Staff  
National Universities Commission

Prof. Victor B. Owhotu  
Chairman, Education Commission  
Ministry of Education

Dr L. N. Ikpaahindi  
Chairman  
Communication and Information Commission

Mr Nkanta George Ufot  
Director, Culture  
Federal Ministry of Tourism, Culture and National  
Orientation

Mr Augustus Babajide Ajibola  
Deputy Director, UNESCO Section  
Federal Ministry of Tourism, Culture and National  
Orientation

Mr Emmanuel Adeniyi Odekanyin  
Cultural Officer  
Federal Ministry of Tourism, Culture and National  
Orientation

Ms Julie Osagie-Jacobs  
UNESCO Desk Officer  
Federal Ministry of Information

Mr Danjuma Dambring Fer  
Deputy Director, National Archives of Nigeria  
Federal Ministry of Information

Mr Ibrahim El-Yakubu  
Assistant Director, UNESCO Schedule Officer  
Federal Ministry of Science and Technology

Ms Rabi Ali Galadima  
Director, Child  
Federal Ministry of Women Affairs and Social  
Development

Ms Fatima Hajju Abdulkadir  
Deputy Director (OVC)  
Federal Ministry of Women Affairs and Social  
Development

Dr Barclays Ayakoroma  
Executive Secretary  
National Institute of Cultural Orientation (NICO)

Mr Yusuf Abdallah  
Director-General  
National Commission for Museums and Monuments

Mr Moses O. Beckley  
Director for Operational Hydrology  
Nigeria Hydrological Services Agency

Dr Olu Ayewoh  
Special Assistant to the Minister  
Federal Ministry of Education

Mr Simeon Nwakaudu  
Special Assistant, Media  
Federal Ministry of Education

Mr Kingsley O. Osadolor  
Special Assistant, Media  
Federal Ministry of Information

Ms Ameena S. Fodio  
Special Assistant Communication and Information Affairs  
Federal Ministry of Information

Dr Gideon Adogbo  
Technical Assistant  
Federal Ministry of Science and Technology

Ms G.E. Ehuriah  
Technical Assistant  
Federal Ministry of Education

Dr Iyabo Fagbulu  
Chairperson  
Programmes Commission

Prof. Sola Akinrinade  
Chairman  
Social and Human Sciences Commission

Mr John Ayoade Shamonda  
Director-General  
Nigeria Hydrological Services Agency

Mr Emmanuel Abua-Okocha  
Special Assistant to the Minister  
Federal Ministry of Youth Development

Mr Patrick Okafor  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Mr Young M.O. Nwafor  
Advisor  
Permanent Delegation to UNESCO

Mr Yemi Lijadu  
Permanent Delegation to UNESCO

Mr Adewale A. Kehinde  
Permanent Delegation to UNESCO

Ms Joyce Aluko  
Former Chairperson, Education Commission  
Federal Ministry of Education

Mr Peter Okebukola  
Director  
Institute for African Culture and International  
Understanding

Mr Olusola Adeyeye  
Senator  
Senate Committee on Education

Mr Hussaini W. Dayar  
Director  
Federal Ministry of Youth Development

Ms Stella Udueze  
Deputy Director (YRAL)  
Federal Ministry of Youth Development

Ms Grace Tabawassah  
Personal Assistant to the Minister  
Federal Ministry of Water Resources

Mr J. Eboigbe  
Director Finance and Account  
Federal Ministry of Education

Mr Funsho Adedayo  
Director  
National Commission for Museums and Monuments

Hon. Mr Aminu Suleiman  
Chairperson, House Committee on Education  
House of Representatives

Ms Olatunji Bukola  
Chief Information Officer  
National Universities Commission

Mr Fikpabo Obi Ikibeh  
Director of Human Resources  
Ministry of Education

Ms Ire nose Loretta Iriata  
Second Secretary  
Ministry of Foreign Affairs

#### **Norvège/Norway/Noruega/Норвегия/النرويج/挪威**

##### ***Delegates:***

Mr Bjørn Haugstad  
Deputy Minister  
Ministry of Education and Research  
(*Head of Delegation*)

Mr Hans Brattskar  
Deputy Minister of Foreign Affairs  
(*Deputy Head of Delegation*)

H.E. Mr Tore Eriksen  
Ambassador, Permanent Delegate  
Permanent Delegation to OECD and UNESCO  
(*Head of Delegation*)

Ms Tanja Kristine Hegge  
Deputy Director-General, Ministry of Education and  
Research  
Secretary-General  
National Commission for UNESCO

Mr Dankert Vedeler  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

**Alternates:**

Mr Peter M. Haugan  
Deputy Secretary-General  
National Commission for UNESCO

Mr Trond Idås  
National Commission for UNESCO

Mr Jan Monteverde Haakonsen  
National Commission for UNESCO

Ms Torill Engen-Skaugen  
National Commission for UNESCO

Ms Åse Vøllo  
Assistant Director-General  
Ministry of Culture

**Advisers:**

Ms Ingunn Kvisterøy  
Senior Adviser  
Ministry of Environment

Mr Bjørn Svennungsen  
Senior Adviser  
Ministry of Foreign Affairs

Mr Børge Olav Romsloe  
Ministry of Foreign Affairs

Mr Halfdan Farstad  
Senior Adviser  
Ministry of Education

Mr Per Dehlin  
Senior Adviser  
Ministry of Education and Research

Ms Lene Oftedal  
Senior Adviser  
Ministry of Education and Research

Ms Gry Høegh Ulverud  
Senior Adviser  
Ministry of Education and Research

Ms Charlotte Rustad  
Ministry of Education and Research

Ms Marjan Nadim  
National Commission for UNESCO

Mr Jan Thomas Hagen  
National Commission for UNESCO

Ms Kristin Rangnes  
Director  
Gea Norvegica Geopark

Ms Kristin Karlsen  
Chargée de Mission  
Permanent Delegation to UNESCO

Mr Arne Fogt Bergby  
Permanent Delegation to UNESCO

Ms Maren Kateraas  
Intern  
Permanent Delegation to UNESCO

Ms Yngvil Gotaas Torvik  
Intern  
Permanent Delegation to UNESCO

Ms Hanne Sofie Lindahl  
Youth Delegate  
Norwegian Youth Council

**Nouvelle-Zélande/New Zealand/**

**Nueva Zelandia/Новая Зеландия/**

نيوزيلندا / 新西兰

**Delegates:**

Ms Susannah Gordon  
Permanent Delegate  
Permanent Delegation to UNESCO  
(*Head of Delegation*)

Ms Elizabeth Rose  
Secretary-General  
National Commission for UNESCO  
(*Deputy Head of Delegation*)

Mr Peter Richardson  
Principal Adviser  
Ministry of Culture and Heritage

Ms Vicki Soanes  
Senior Adviser  
Ministry of Education

Ms Emma Escure  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

**Alternates:**

Mr Andrew Bignell  
Strategic Partnerships Manager  
Department of Conservation

Mr Bruce McCallum  
Counsellor  
Embassy in France

**Oman/Omán/Оман/عمان/阿曼**

**Delegates:**

H.E. Dr Madiha Al Shaibaniya  
Minister of Education  
Chairperson of the National Commission for UNESCO  
(Head of Delegation)

H.E. Dr Samira Al Moosa  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(Deputy Head of Delegation)

H.E. Dr Musa Jaafar Hassan  
Adviser  
Permanent Delegation to UNESCO  
(Deputy Head of Delegation)

H.E. Dr Khaled Al-Azri  
Secretary-General  
Education Council, Ministry of Education

Mr Nasser Al-Rawahi  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

**Alternates:**

Mr Mohamed Al Yaqoubi  
Secretary-General  
National Commission for UNESCO

Ms Fatma Al Khroussi  
Director of Financial Affairs  
Ministry of Education

Dr Nabhan Al Lamki  
Director-General of Curricula Development  
Ministry of Education

Mr Said Al Saadi  
Advisor to the Minister for Manpower Planning  
Ministry of Manpower

Mr Mohamed Al-Mahrami  
Director-General of Environment Preservation  
Ministry of Environment and Climate Affairs

**Advisers:**

Sheikh Yahya Al -Hinai  
Director-General for Family Development  
Ministry of Social Development

Sheikh Majid Al Rawas  
Director-General for Information  
Ministry of Information

Mr Omar Al Shanfari  
Deputy Executive Director of Infrastructure and E-  
services  
Information Technology Authority

Dr Ahmed Al Saidi  
Director of Educational and Human Resources Research  
Research Council

Mr Yousuf Ibrahim Abdullah Al-Balushi  
Director-General of Organizations and Cultural Relations  
Ministry of Heritage and Culture

Dr Majid Al Saidi  
Director-General of Administrative and Financial Affairs  
Ministry of Higher Education

Dr Fahd Al-Zadjali  
Assistant Professor, Faculty of Medicine and Health  
Sciences  
Sultan Qaboos University

Mr Mohammed Al-Farei  
Vice-President, Office of the Minister for Administrative  
Affairs  
Ministry of Education

Dr Abdul Aziz Ali Al Mashaikhi  
Deputy Director-General of Water Resources  
Assessment for Evaluation and Monitoring  
Ministry of Regional Municipalities and Water Resources

Mr Hassan Abdullah Al Jabri  
Expert in Monuments and Museums, Director in charge  
of Archaeological Sites  
Office of the Adviser to His Majesty the Sultan for  
Cultural Affairs

Dr Salem Ali Humaid Al-Khatiri  
Director of the Research Center for Plant Preservation  
Directorate-General of Agriculture and Animal Research  
Ministry of Agriculture and Fisheries

Dr Badr Hilal Homoud Al Yahmadi  
Director of the Department of Education and Training  
Sultan Qaboos Higher Educational Centre for Culture  
and Science

Ms Suad Abdullah Al-Ishaqi  
Director of International Cooperation  
General Authority for Radio and Television

Ms Hasnaa Mohamed Salem Al-Hajri  
Head of the Department of International Organizations  
Ministry of Sports Affairs

Ms Siham bint Abdullah Mohamed Al-Hadabia  
First Secretary  
Ministry of Foreign Affairs

Mr Qais Abdullah Hamad Al Kindi  
Documentalist for Documents and Archives  
National Authority for Documentation

Ms Fatma Said MohamMsd Al-Hinai  
First Specialist for International Relations  
National Commission for UNESCO

Ms Ayam Nazim Al-Farsi  
Educational Researcher  
Office of the Minister of Education

Ms Widad Abdullah Juma Al-Bahrana  
First Education Specialist in Special Needs Education  
National Commission for UNESCO

Ms Wafa Haj Ahmed Al-Mehria  
International Relations Specialist  
National Commission for UNESCO

Mr Mahmoud Abdullah Mohamed Al Abri  
Cultural Activity Specialist  
National Commission for UNESCO



Mr. Ali Abdullah Salim Al-Harthy  
Educational Media Specialist  
National Commission for UNESCO

Ms Amna Salim Rashid Al-Balushi  
National Coordinator  
National Commission for UNESCO

Mr Salem Sweilam Al Hinai  
Coordinator for the Minister of Education  
Ministry of Education

**Uganda/Uganda/Уганда/أوغندا/烏干達**

**Delegates:**

Hon. Ms Jessica Alupo Epel  
Minister of Education and Sports  
(*Head of Delegation*)

Prof. Eriabu Lugujo  
Vice-Chancellor of Ndejje University  
Vice-Chairperson  
National Commission for UNESCO

H.E. Ms Nimisha Jayant Madhvani  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Hon. Ms Namabidde Sylvia Ssinabulya, MP  
Chairperson  
Parliamentary Committee on Education

Dr Rose Nassali-Lukwago  
Permanent Secretary  
Ministry of Education and Sports

**Alternates:**

Mr Augustine Omare Okurut  
Secretary-General  
National Commission for UNESCO

Mr Abdullah Mutazindwa  
Director, Directorate of Education Standards  
Ministry of Education and Sports

Ms Rosie Agoi  
Assistant Secretary-General  
National Commission for UNESCO

Mr Philip Odida  
Minister-Counsellor, Embassy in France  
Alternate Delegate  
Permanent Delegation to UNESCO

Prof. Mary Okwakol  
Vice-Chancellor  
Busitema University

**Advisers:**

Dr. Jane Egau Okou  
Assistant Commissioner, Teacher, Instructor and  
Education Training  
Ministry of Education and Sports

Hon. Mr Jacques Opolot, MP  
Vice-Chairperson  
Parliamentary Committee on Education

Mr William Kwemara Ngabo  
Technical Expert

Ms Connie Kateeba  
Director  
National Curriculum Development Centre

Mr Michael Katungye  
Counsellor  
Embassy in France

Ms Juliet Nakawuma  
Third Secretary  
Embassy in France

Mr David Twebaze  
Programme Officer for Education  
National Commission for UNESCO

Dr Dominic Mundrugo-Ogo Lali Venture  
Programme Officer for Natural Sciences  
National Commission for UNESCO

Mr Peter Olowo  
Programme Officer for Communication and Information  
National Commission for UNESCO

Mr Daniel Kaweesi  
Program Officer for Culture  
National Commission for UNESCO

Mr Ismail Kasiita  
National Coordinator  
Literacy and Adult Learners' Association

Mr Esther Nadunga  
Assistant Clerk  
Parliamentary Committee on Education

Ms Patience Kibijje  
State Attorney  
Ministry of Justice and Constitutional Affairs  
Hon. Ms Florence Ekwau Ibi  
Member of Parliament

Prof. Augustine Ezzene  
Chairperson  
UNESCO Chair for Education Policy, Planning,  
Management, and Research Development  
Makerere University

Hon. Ms Margaret Komuhangi  
Member of Parliament  
Chairperson of the Committee on Gender, Labour and  
Social Development

Hon. Ms Winnie Kiiza  
Member of Parliament  
Chairperson of the Committee on Gender, Labour and  
Social Development

Hon. Mr Aboud Kitata  
Member of Parliament  
Chairperson of the Committee on Gender, Labour and  
Social Development

Hon. Mr Terence Naco Achia  
Member of Parliament  
Chairperson of the Committee on Gender, Labour and  
Social Development

Mr Katabaazi Patrick Kiconco  
Economist

**Ouzbékistan/Uzbekistan/Uzbekistán/**

**Ўзбекистан/أوزبكستان/乌兹别克斯坦**

**Delegates:**

H.E. Mr Adkham Ikramov  
Deputy Prime-Minister  
Chairman of the National Commission for UNESCO  
(*Head of Delegation*)

Ms Lola I. Tillyaeva  
Permanent Delegate  
Permanent Delegation to UNESCO

Mr Alisher Ikramov  
Secretary-General  
National Commission for UNESCO

**Pakistan/Pakistán/Пакистан/**

**باكستان/巴基斯坦 s**

**Delegates:**

Mr Muhammad Baligh ur Rehman  
Minister of State  
Ministry of Education, Trainings and Standards in Higher  
Education  
(*Head of Delegation*)

H.E Mr Ghalib Iqbal  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Mr Ahmed Bukhsh Lehri  
Secretary  
Ministry of Education, Trainings and Standards in Higher  
Education

Mr Khalid Hanif  
Additional Secretary  
Ministry of Education, Trainings and Standards in Higher  
Education

Ms Amna Imran Khan  
Secretary-General  
National Commission for UNESCO

**Alternates:**

Ms Humaira Zia Mufti  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Mr Muhemmed Aejaz  
Deputy Head of Mission  
Permanent Delegation to UNESCO

Mr Tahir Khushnood  
Press Counsellor  
Permanent Delegation to UNESCO

Mr Muhammad Imran Khan  
Second Secretary, Head of Chancery  
Permanent Delegation to UNESCO

Ms Ismat Parveen  
Second Secretary, Head of Consular Section  
Permanent Delegation to UNESCO

**Advisers:**

Dr Manzoor H. Soomro  
Chairman  
Pakistan Science Foundation

Dr Fazal Dad Kakar  
Director-General  
Department of Archaeology and Museums

Dr Imtinan Elahi Qureshi  
Executive Director  
COMSATS

**Palaos/Palau/Палау/بالاو/帕劳**

**Délégués :**

S.Exc. Mme Baklai Temengil  
Ministre de la Culture  
Présidente de la Commission nationale pour l'UNESCO  
(*Chef de la délégation*)

Mme Sania El Kadi  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

**Palestine/Palestina/Палестина/فلسطين/巴勒斯坦**

**Delegates:**

H.E. Dr Riad Malki  
Minister of Foreign Affairs  
(*Head of Delegation*)

Mr Yahya Yakhlef  
Former Minister of Culture  
President  
National Commission for UNESCO

H.E. Mr Elias Sanbar  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

H.E. Ms Rawan Suleiman  
Ambassador, Assistant Foreign Minister for Multilateral  
Affairs  
Ministry of Foreign Affairs

Dr Taha Hamdan  
Deputy Minister  
Ministry of Tourism and Antiquities

**Alternates:**

Mr Mounir Anastas  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Mr Musa Abu Gharbiyeh  
Deputy Minister  
Ministry of Culture

Dr Basri Salmoodi  
Assistant Deputy  
Ministry of Education and Higher Education

**Advisers:**

Ms Lena Saleh  
Permanent Delegation to UNESCO

Ms Ilhan Younes  
Permanent Delegation to UNESCO

**Panama/Panamá/Панама/ بنما /巴拿马****Delegados:**

S.Exc. M. Flavio Méndez  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Jefe de la Delegación*)

M. Jorge Patiño  
Premier Secrétaire  
Délégation permanente auprès de l'UNESCO

**Parouasie Nouvelle-Guinée/****Papua New Guinea/Papua Nueva Guinea/****Папуа-Новая Гвинея/ بابوا غينيا الجديدة****巴布亚新几内亚****Delegates:**

Hon. Mr James Marape  
Minister of Finance and Education  
Chairman of the National Commission for UNESCO  
(*Head of Delegation*)

Hon. Mr David Arore, MP  
Minister of Higher Education, Science, Research and  
Technology

Mr Sarei Noel, MP  
First Secretary  
Ministry for Culture and Tourism

Mr Virgil Bonga  
First Secretary  
Ministry of Higher Education

Mr Yori Yei  
Secretary-General  
National Commission for UNESCO

**Alternates:**

Mr Greh Senea  
Deputy Director  
National Museum and Art Gallery

Dr Jacob Simet  
Executive Director  
National Cultural Commission

Dr Arnold Kukari  
Associate Professorial Fellow and Program Leader  
National Research Institute

Mr Charles Mabilia  
Deputy Director  
Office of Higher Education

Mr Nick Mano  
Programme Advisor

Culture and Heritage

**Advisers:**

Mr William Dickson Marabu  
Programme Advisor, Sciences  
National Commission for UNESCO

Ms Eau Danielle David  
Executive Officer  
National Commission for UNESCO

Mr John Mapussa  
Director  
National Narcotics Bureau

Mr Kevin Marai  
Director, Programs  
Kundu 2 Television (NBC)

**Paraguay/Парагвай/ باراغواي /巴拉圭****Delegados:**

S.Exc. Mme Julia Velilla  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Jefe de la Delegación*)

M. Sila Estigarribia  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

M. Lucas Franco  
Deuxième Secrétaire  
Délégation permanente auprès de l'UNESCO

M. José Federico Samudio  
Adjoint administratif  
Délégation permanente auprès de l'UNESCO

Mme Nidia Buyck  
Adjoint administratif  
Délégation permanente auprès de l'UNESCO

**Pays-Bas/Netherlands/Países Bajos/****Нидерланды/ هولندا /荷兰****Delegates:**

H.E. Ms Jet Bussemaker  
Minister of Education, Culture and Science  
(*Head of Delegation*)

H.E. Mr Rob Zeldenrust  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Ms Greetje van den Bergh  
Chair  
National Commission for UNESCO

Ms Liefke Reitsma  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Ms Sonja Kuip  
Ministry of Education, Culture and Science

**Alternates:**

Mr Robert Quarles van Ufford  
Secretary-General  
National Commission for UNESCO

Mr Ben Baks  
Ministry of Education, Culture and Science

Mr Pim Lantinga  
Ministry of Education, Culture and Science

Mr Stein van Oosteren  
Attaché  
Permanent Delegation to UNESCO

Mr Vincent Wintermans  
National Commission for UNESCO

**Advisers:**

Ms Koosje Spitz  
National Commission for UNESCO

Ms Sophie Primot  
National Commission for UNESCO

Ms Ilona Rozenboom-de Vries  
National Youth Council

**Pérou/Peru/Perú/Пе́ру/بيرو/秘鲁****Delegados:**

Excmo. Sr. José Manuel Rodríguez Cuadros  
Embajador, Delegado permanente  
Delegación Permanente ante la UNESCO  
(*Jefe de la Delegación*)

Sr. Javier Arturo Arteta Valencia  
Director de Política Cultural  
Dirección General para Asuntos Culturales

Sr. Augusto Bazán Jiménez  
Ministro Consejero, Delegado Permanente Alterno  
Delegación Permanente ante la UNESCO

Sra. Patricia Durán Cotrina  
Consejera  
Delegación Permanente ante la UNESCO

Sr. Alonso Ruiz Rosas Cateriano  
Agregado cultural  
Embajada en Francia

**Suplentes:**

Sra. Leyla Bartet  
Agregada Civil  
Delegación Permanente ante la UNESCO

**Philippines/Filipinas/Филиппины/الفلبين/菲律賓****Delegates:**

Hon. Ms Loren Legarda  
Senator  
(*Head of Delegation*)

H.E. Ms Cristina Ortega  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Hon. Mr Herminio Coloma Jr.  
Minister, Presidential Communications Operations Office  
Chair, Committee on Communication and Information  
National Commission for UNESCO

Hon. Ms Patricia Licuanan  
Minister, Commission on Higher Education  
Chair, Committee on Education  
National Commission for UNESCO

Ms Virginia Miralao  
Secretary-General  
National Commission for UNESCO

**Alternates:**

Dr Reynaldo Veal  
Chair, Committee on Science and Technology  
National Commission for UNESCO

Dr Cynthia Rose Bautista  
Chair, Committee on Social and Human Sciences  
National Commission for UNESCO

Mr Michael Manalo  
Chair, Committee on Culture  
National Commission for UNESCO

Ms Deena Joy Amatong  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Mr Oliver Felisilda  
Youth Delegate  
Ateneo de Manila University

**Advisers:**

Mr Eric Zerrudo  
Vice-Chair, Committee on Culture  
National Commission for UNESCO

Ms Cecilia Javillonar  
Director  
Presidential Communications Operations Office

Mr Gay Alfred Blanco  
Programme Officer for Science and Technology  
National Commission for UNESCO

Ms Emmy Anne Yanga  
Programme Officer for Communication and Information  
and for Social and Human Sciences  
National Commission for UNESCO

Ms Maria Victoria Punay  
Programme Officer for Culture  
National Commission for UNESCO

Ms Ma. Eloisa Ramirez  
Programme Officer for Education  
National Commission for UNESCO

Ms Josefina Escueta  
Administrative Assistant  
National Commission for UNESCO

Ms Patricia Gautier  
Assistant  
Permanent Delegation to UNESCO

Ms Yvonne Geston-Castro  
Office of Senator Loren Legarda  
Senate of the Philippines

**Pologne/Poland/Polonia/Польша/**

بولندا /波兰

**Delegates:**

H.E. Ms Henryka Mościcka-Dendys  
Under Secretary of State  
Ministry of Foreign Affairs  
(*Head of Delegation*)

H.E. Mr Tomasz Orłowski  
Ambassador Extraordinary and Plenipotentiary to France  
(*Head of Delegation*)

H.E. Mr Piotr Żuchowski  
Secretary of State  
Ministry of Culture and National Heritage

Ms Krystyna Żurek  
Director of the Department of the United Nations and  
Human Rights  
Ministry of Foreign Affairs

Prof. Sławomir Ratajski  
Secretary-General  
National Commission for UNESCO

**Alternates:**

Ms Agnieszka Wyżnikiewicz-Mabrouk  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Ms Aleksandra Waclawczyk  
Deputy Secretary-General  
National Commission for UNESCO

Mr Dariusz Karnowski  
Head of Social and Economic Unit  
Department of the United Nations and Human Rights  
Ministry of Foreign Affairs

Ms Małgorzata Skórka  
Chief Expert, Department of International Cooperation  
Ministry of Education

Mr Tomasz Komorowski  
National Commission for UNESCO

**Advisers:**

Mr Jerzy Jasieńko  
Chairman  
National Heritage Board

Ms Ilona Morżoł-Ogórek  
National Commission for UNESCO

Ms Maria Belina-Brzozowska  
National Commission for UNESCO

Ms Anna Marconi-Betka  
National Heritage Institute

**Portugal/Португалия/ البرتغال /葡萄牙**

**Delegates:**

H.E. Mr Nuno Crato  
Minister of Education and Science  
(*Head of Delegation*)

H.E. Mr José Filipe Mendes Moraes Cabral  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Prof. Mário Ruivo  
Chairman  
Portuguese Committee for the Intergovernmental  
Oceanographic Commission

Mr Pedro Sousa Abreu  
Minister-Counsellor  
Permanent Delegation to UNESCO

Ms Rita Brasil de Brito  
Executive Secretary  
National Commission for UNESCO

**Alternates:**

Ms Sara Sousa Lemos  
Adviser to the Minister  
Ministry of Education and Science

Ms Maria de Lurdes Camacho  
Head of Department  
Secretary of State for Culture

Mr Agostinho Pissarreira  
Media Public Policies Expert  
Office for the Media

Ms Teresa Ribeiro da Silva  
Attachée  
Permanent Delegation to UNESCO

**Qatar/Катар/ قطر /卡塔尔**

**Délégués :**

S.Exc. M. Mohammed Abdul Wahed Al Hammadi  
Ministre de l'Éducation et de l'Éducation supérieure  
Secrétaire général du Conseil suprême de l'éducation  
(*Chef de la délégation*)

S.Exc. M. Mohamed Jaham Al Kuwari  
Ambassadeur en France  
(*Chef adjoint de la délégation*)

S.Exc. M. Ali Zainal  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

M. Abdulaziz Al Tamimi  
Directeur du Bureau des affaires d'éducation  
internationale  
Secrétaire générale  
Commission nationale pour l'UNESCO

M. Mohamed Al Saadi  
Directeur du Département de la coopération  
internationale  
Ministère de la Culture, des Arts et du Patrimoine

**Suppléants :**

M. Khalid Al Ali  
Adjoint du Vice-Président pour les affaires académiques  
Université du Qatar

Mme Hessa Al Dosari  
Expert des organisations internationales  
Conseil suprême de l'éducation  
Coordinatrice nationale des écoles associées de  
l'UNESCO

Mme Mona Al Kuwari  
Directrice du Bureau de développement professionnel  
Conseil suprême de l'éducation

M. Mohamed Al Kadi  
Directeur du Département des affaires juridiques  
Université du Qatar  
Conseil suprême de l'éducation

Mme Sonia Barchiche  
Qatar Museum Authority

**Conseillers :**

M. Abdulla Al Mehaiza  
Directeur de cabinet du Ministre de l'Education  
Conseil suprême de l'éducation

M. Khalil Al Mazrouei

M. Abdulla Al Sulaiti  
Directeur adjoint - Musée du Qatar  
Qatar Museum Authority

**République arabe syrienne/Syrian Arab Republic/**

**República Árabe Siria/Сирийская Арабская**

**جمهورية العربية السورية/**

**阿拉伯叙利亚共和国**

**Délégués :**

S.Exc. M. Hazwan Al-Waz  
Ministre de l'Education  
Président de la Commission nationale pour l'UNESCO  
(*Chef de la délégation*)

S.Exc. Mme Lamia Chakkour  
Ambassadeur extraordinaire et plénipotentiaire,  
Déléguée permanente  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

S.Exc. M. Farah Motlak  
Vice-Ministre de l'Education  
(*Chef adjoint de la délégation*)

S. Exc. Dr Abdul Munir Najem  
Vice-Ministre de l'Enseignement supérieur  
(*Chef adjoint de la délégation*)

S.Exc. M. Maher Aazar  
Vice-Ministre de la Culture  
(*Chef adjoint de la délégation*)

**Suppléants:**

M. Nidal Hassan  
Secrétaire général  
Commission nationale pour l'UNESCO

M. Mazen Naffa  
Directeur du Département de média pour le  
développement  
Ministère de l'Information

M. Ghassan Shughri  
Directeur de cabinet du Ministre  
Ministère de l'Education

**République centrafricaine/**

**Central African Republic/**

**República Centroafricana/**

**Центральноафриканская Республика/**

**جمهورية افريقيا الوسطى / 中非共和国**

**Délégués :**

S.Exc. M. Marcel Loudegue  
Ministre de l'Education nationale  
(*Chef de la délégation*)

M. Emmanuel Mbongo Passi  
Ambassadeur extraordinaire et plénipotentiaire en  
France

M. André Denamsekete  
Secrétaire général  
Commission nationale pour l'UNESCO

M. Marcellin Kongbowali  
Chargé de mission à l'Enseignement supérieur  
Ministère de l'Education nationale

M. Max Roland Wazolomat  
Directeur de la Bibliothèque nationale  
Ministère de la Promotion des Arts et de la Culture

**Suppléants :**

Mme Sophie Gbadin  
Déléguée permanente adjointe  
Délégation permanente auprès de l'UNESCO

Mme Laure Elodie Kanzoro Dalemé  
Représentante de la jeunesse  
Ministère de l'Education nationale

**République de Corée/Republic of Korea/**

**República de Corea/Республика Корея/**

**جمهورية كوريا / 大韩民国**

**Delegates:**

H.E. Mr Namsoo Seo  
Minister of Education  
(*Head of Delegation*)

H.E. Mr Sang-jin Lee  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Mr Choong-hee Hahn  
Director-General, Cultural Affairs Bureau  
Ministry of Foreign Affairs

Ms Young-soon Kang  
Director of International Cooperation Bureau  
Ministry of Education

Ms Hye-ran Yoo  
Minister-Counsellor  
Permanent Delegation to UNESCO

**Alternates:**

Mr Jong-bae Lee  
Mayor of Chung-ju City

Mr Dong-seok Min  
Secretary-General  
National Commission for UNESCO

Mr Jin-wook Hong  
Director of Public Diplomacy Division  
Ministry of Foreign Affairs

Mr Hee-ung Park  
Director of International Cooperation Division  
Cultural Heritage Administration

**Advisers:**

Ms Cha-young Chung  
Second Secretary  
Permanent Delegation to UNESCO

Ms Eun-jin Koo  
Third Secretary  
Permanent Delegation to UNESCO

Mr Ji-wan Yoo  
Education Attaché  
Permanent Delegation to UNESCO

Mr Sang-kyoo Kang  
Attaché  
Permanent Delegation to UNESCO

Mr Jae-hyuck Ryu  
Secretary to the Minister  
Ministry of Education

Ms Jung-hyun Yoon  
Deputy Director of International Education Cooperation  
Division  
Ministry of Education

Ms Seulki Kim  
Interpreter  
Ministry of Education

Ms Seon-mi Jeong  
Second Secretary of Public Diplomacy Division  
Ministry of Foreign Affairs

Mr Won-guen Cho  
Deputy Director of International Culture Division  
Ministry of Culture, Sports and Tourism

Mr Sang-hun Lee  
Assistant Director of International Culture Division  
Ministry of Culture, Sports and Tourism

Mr Seung-wook Choi  
Deputy Director of Water Resources Policy Division  
Ministry of Land, Infrastructure and Transport

Ms Hyo-sang Cho  
Programme Coordinator of International Cooperation  
Division  
Cultural Heritage Administration

Ms Young-hee Sung  
Programme Coordinator of International Cooperation  
Division  
Cultural Heritage Administration

Mr Deuk-koo Koh  
Executive Director  
K-Water Institute

Mr Won-sil Kim  
Director-General  
K-Water Institute

Mr Jin-sung Jeon  
Chief, Division of International Relations and  
Cooperation  
National Commission for UNESCO

Mr Kwi-bae Kim  
Chief, Culture and Communications Team  
National Commission for UNESCO

Ms Eun-young Kim  
Chief, Sciences Team  
National Commission for UNESCO

Ms Hae-jae Oh  
Programme Specialist  
National Commission for UNESCO

Ms Myunghee Han  
Division of International Relations and Cooperation  
National Commission for UNESCO

Mr Yong-bum Kim  
Office of Public Relations  
National Commission for UNESCO

Mr Heung-soon Park  
Social and Human Sciences Commission  
National Commission for UNESCO

Mr Jae-jeong Chung  
Social and Human Sciences Commission  
National Commission for UNESCO

Ms Jae-yeon Lee  
Social and Human Sciences Commission  
National Commission for UNESCO

Dr San-kyung Byun  
Chairman  
Intergovernmental Oceanographic Commission

Mr Hwan-bo Park  
Research Fellow  
Korean Educational Development Institute

Mr Ju-hyung Park  
Research Fellow  
Korean Educational Development Institute

Mr Utak Chung  
Director  
Asia-Pacific Centre of Education for International  
Understanding

Mr Jae-hong Kim  
Assistant Programme Specialist  
Asia-Pacific Centre of Education for International  
Understanding

Mr Samuel Lee  
Director-General  
International Information and Networking Centre for  
Intangible Cultural Heritage in the Asia-Pacific Region

Mr Seong-yong Park  
Assistant Director-General  
International Information and Networking Centre for  
Intangible Cultural Heritage in the Asia-Pacific Region

Mr Weon-mo Park  
Chief of Research Section  
International Information and Networking Centre for  
Intangible Cultural Heritage in the Asia-Pacific Region

Ms Na-young Jung  
Secretary to Director-General  
International Information and Networking Centre for  
Intangible Cultural Heritage in the Asia-Pacific Region

Mr Hong-kyeong Chae  
Team Leader  
Chungcheongbuk-do Municipality

Mr Sun-kyu Lee  
Secretarial Assistant  
Chung-ju City

Mr Kwang-won Park  
Team Leader  
Chung-ju City

Mr Bong-jun An  
Team Leader  
Chung-ju City

Mr Jun-seob Lee  
Assistant to Team Leader  
Chung-ju City

Mr Je-keun Jeon  
Assistant to Team Leader  
Chung-ju City

Mr Hwa-youn Won  
Taekkyon Master  
Chung-ju City

Mr Myung-ku Yeo  
Journalist  
Chung-ju City

**République de Moldova/Republic of Moldova/  
República de Moldova/Республика Молдова/  
جمهورية مولدوفا / 摩尔多瓦共和国**

**Délégués :**  
S.Exc. Mme Monica Babuc  
Ministre de la Culture  
Présidente de la Commission nationale pour l'UNESCO  
(*Chef de la délégation*)

M. Constantin Rusnac  
Secrétaire générale  
Commission nationale pour l'UNESCO

Mme Aurelia Hanganu  
Directrice  
Bibliothèque scientifique centrale de l'Académie des  
sciences

M. Oleg Serebrian  
Délégué permanent  
Délégation permanente auprès de l'UNESCO

M. Lilian Moraru  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

**République démocratique du Congo/  
Democratic Republic of the Congo/  
República Democrática del Congo/  
Демократическая Республика Конго/  
جمهورية الكونغو الديمقراطية / 刚果民主共和国**

**Délégués :**  
S.Exc. M. Mwangu Famba Maker  
Ministre de l'Enseignement primaire, secondaire et  
professionnel  
Président de la Commission nationale pour l'UNESCO  
(*Chef de la délégation*)

S.Exc. M. Atoki Iлека  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

M. Lazare Liema Ibongo-Botie  
Secrétaire permanent  
Commission nationale pour l'UNESCO

Prof. Kizabi Manda  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

Mme Nancy Bata Inzabi  
Assistante du Directeur, Chef de Service  
Ministère des Affaires étrangères

**Suppléants :**  
M. Albert Kasongo Kile wa Ngoy  
Directeur, Secrétariat permanent  
Commission nationale pour l'UNESCO



M. Jovin Mukadi Tsangala  
Conseiller du Ministre  
Ministère de l'Enseignement primaire, secondaire et  
professionnel

Mme Bernardine Esungi  
Directeur, Secrétariat permanent  
Commission nationale pour l'UNESCO

M. Félicien Kitungwa  
Directeur, Secrétariat permanent  
Commission nationale pour l'UNESCO

Mme Yvonne Pweto Mushama  
Directeur, Secrétariat permanent  
Commission nationale pour l'UNESCO

**Conseillers :**

M. Léonard Mulamba  
Consultant  
Délégation permanente auprès de l'UNESCO

M. Zacharie Tshimbinda Bilolo  
Directeur  
Ministère des Affaires étrangères

M. Déogratias Kimenya Musailwa  
Directeur de Cabinet  
Ministère de l'Enseignement supérieur et universitaire et  
de la Recherche scientifique

M. Maurice Iyanza Mbako  
Directeur  
Ministère de l'Enseignement supérieur et universitaire et  
de la Recherche scientifique

Mme Rose Kanyeba Tshisuku  
Chef de Bureau  
Ministère de la Jeunesse, Sports, Culture et Arts

M. Thomas Mulubi  
Chef de Division  
Ministère des Médias

M. Dominique Bafwa Ngeleka  
Chercheur  
Centre de recherches en sciences humaines

M. Albert Diheka  
Conseiller du Ministre  
Ministère des Médias

M. Adolphe Kabeya  
Chef de Bureau  
Ministère de l'Environnement

M. Paul Lunko Nzuzi  
Conseiller du Ministre  
Ministère des Postes, Téléphone et Nouvelles  
technologies de l'information et de la communication

M. Augustin Ngumbi Amuri  
Cadre  
Institut congolais de Conservation de la nature (ICCN)

Mme Albertine Mpambu Luamba  
Chef de Bureau  
Ministère de l'Enseignement supérieur et universitaire et  
de la Recherche scientifique

M. Jean Joseph Mapilanga wa Tsaramu  
Directeur  
Institut congolais de Conservation de la nature (ICCN)

M. Cosmas Wilungula Balongelwa  
Directeur général  
Institut congolais de Conservation de la nature (ICCN)

M Benjamin Balongelwa  
Directeur en charge de la coopération internationale, la  
planification et le suivi  
Institut congolais de Conservation de la nature (ICCN)

M. Philémon Fataki Lioko  
Chef de Bureau  
Ministère de la Jeunesse, Sports, Culture et Arts

M. Jean Robert Lukusa Mbuyi  
Chef de Bureau  
Ministère des Affaires étrangères

M. Apollinaire Nkuli Ilongo  
Consultant  
Ministère de l'Environnement

Mme Honorine Zowa Vemba  
Directeur  
Ministère de l'Enseignement supérieur et universitaire et  
de la Recherche scientifique

M. André Mbuyu Mugoy  
Conseiller de Cabinet  
Ministère de l'Environnement

M. Casimir Kovungbo Nzinga  
Chef de Division, Secrétariat permanent  
Commission nationale pour l'UNESCO

Mme Pascaline On'Akata Omumu  
Chef de Bureau, Point focal à la Commission nationale  
pour l'UNESCO  
Ministère de la Jeunesse

M. Eugène Ebengo Makoke  
Chef de Division, Secrétariat permanent  
Commission nationale pour l'UNESCO

Mme Adèle Hangidi  
Chef de Bureau  
Ministère du Plan

M. Jean-Marie Mashi Kabanda  
Chef de Division  
Ministère de l'Enseignement primaire, secondaire et  
professionnel

Mme Mamie Esther Kabwebwe  
Chargée de communication  
Ministère de l'Enseignement primaire, secondaire et  
professionnel

M. Célestin Birere  
Directeur des Secteurs sociaux  
Ministère du Plan

M. Francis Lopaka  
Chargé d'études au Cabinet  
Ministère du Plan

M. John Kanku  
Chargé d'études au Cabinet  
Ministère de l'Enseignement primaire, secondaire et  
professionnel

Mme Annie Kenda  
Directeur  
Ministère du Genre, Famille et Enfants

M. Jean Tambu Mikuma  
Ministre-Conseiller  
Ambassade en France

**République démocratique populaire lao/  
Lao People's Democratic Republic/  
República Democrática Popular Lao/  
Лаосская Народно-Демократическая  
Республика/جمهورية لاو الديمقراطية الشعبية /  
老挝人民民主共和国**

**Délégués:**

S.Exc. M. Lytou Bouapao  
Vice-Ministre de l'Education et des Sports  
(*Chef de la délégation*)

S.Exc. M. Khouanta Phalivong  
Ambassadeur en France, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

S.Exc. M. Khamliène Nhouyvanisvong  
Ambassadeur, Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

M. Somboun Masouvanh  
Secrétaire général  
Commission nationale pour l'UNESCO

Mme Thongdèng Somchanmavong  
Secrétaire générale adjointe  
Commission nationale pour l'UNESCO

**Suppléant :**

M. Bounpone Phomma  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

**République dominicaine/Dominican Republic/  
República Dominicana/Доминиканская  
Республика/الجمهورية الدومينيكية /多米尼加共和国**

**Delegados:**

Excmo. Sr. José Antonio Rodríguez  
Ministro de Cultura  
Presidente de la Comisión Nacional para la UNESCO  
(*Jefe de la delegación*)

Excmo. Sra. Laura Faxas  
Embajadora Extraordinario y Plenipotenciaria, Delegada  
Permanente  
Delegación Permanente ante la UNESCO

Sr. Luis O Brea Franco  
Vicepresidente por el GRULAC de la Comisión de  
Cultura de la 37ª Conferencia General

Ministerio de Cultura  
Coordinador de la Subcomisión de Cultura, Comisión  
Nacional para la UNESCO

Sra. Ydalia Acevedo  
Viceministra del Medio Ambiente y Recursos Naturales  
Ministerio de Medio Ambiente  
Coordinadora de la Subcomisión de Ciencias Naturales  
y Exactas, Comisión Nacional para la UNESCO

Sra. Ana Rita Guzmán  
Directora de Relaciones Internacionales  
Ministerio de Educación  
Coordinadora de la Subcomisión de Educación,  
Comisión Nacional para la UNESCO

**Suplentes:**

Sr. Carlos Salcedo  
Coordinador de Gabinete  
Ministerio de Cultura

Sr. Carlos Rodríguez  
Director de Fomento  
Ministerio de Educación Superior Ciencia y Tecnología

Sr. Alberto Valenzuela  
Director General técnico  
Ministerio de Cultura

Sra. Josefina Álvarez  
Ministra Consejera  
Delegación Permanente ante la UNESCO

Sra. Elsa Domínguez Brito  
Ministra Consejera  
Delegación Permanente ante la UNESCO

**Consejeros:**

Sra. Marcos Villamán  
Asesor  
Ministerio de Economía y Planificación

Sra. Victoria Estévez de Jesús  
Asistente técnica  
Ministerio de Cultura

Sra. Yvelisse Pérez  
Representante  
Comisión Nacional para la UNESCO

Sra. Coral De Camps  
Consejera  
Delegación Permanente ante la UNESCO

Sra. Martha de la Rosa-Guiraud  
Consejera  
Delegación Permanente ante la UNESCO

Sra. Sarela Montaner  
Consejera  
Delegación Permanente ante la UNESCO

Sra. Alina Joanna Hidalgo Acevedo  
Representante del Ministerio de Medio Ambiente

Sra. Mirna González  
Coordinadora de la Unidad Técnica de Apoyo  
Comisión Nacional para las Sociedades de la  
Información y del Conocimiento

**République populaire démocratique de Corée/**  
**Democratic People's Republic of Korea/**  
**República Popular Democrática de Corea/**  
**Корейская Народно-Демократическая**  
**Республика/جمهورية كوريا الديمقراطية الشعبية/**  
**朝鮮民主主義人民共和國**

**Délégués :**

S.Exc. M. Yong Il Yun  
Ambassadeur Extraordinaire and Plénipotentiaire,  
Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef de la délégation*)

M. Hung Sik Ri  
Directeur général des Organisations internationales  
Ministère des Affaires étrangères  
Secrétaire général de la Commission nationale pour  
l'UNESCO

M. Tae Song Han  
Directeur adjoint des Organisations internationales  
Ministère des Affaires étrangères  
Secrétaire général adjoint de la Commission nationale  
pour l'UNESCO

M. Yong Hong  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

M. Myong Hak Jong  
Directeur des Organisations internationales  
Ministère des Affaires étrangères  
Secrétaire, Commission nationale pour l'UNESCO

**Suppléants :**

M. Yong Ho Ri  
Conseiller  
Délégation permanente auprès de l'UNESCO

M. Song Ho So  
Secrétaire  
Commission nationale pour l'UNESCO

**République tchèque/Czech Republic/**

**República Česca/Чешская Республика/**

**الجمهورية التشيكية /捷克共和国**

**Delegates:**

H.E. Mr. Petr Solský  
Deputy Minister of the Interior  
(*Head of Delegation*)

H.E. Ms Marie Chatardová  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Mr. Karel Komárek  
Secretary-General  
National Commission for UNESCO

Mr. Ladislav Bánovec  
Head of the Department of International Relations  
Ministry of Education, Youth and Sports

Mr. Michal Beneš  
Ministry of Culture

**Alternates:**

Mr. René Miko  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Ms Martina Pásková  
Ministry of Environment

Ms Dita Limová  
Head of the Office for UNESCO  
Ministry of Culture

Mr Robert Buřič  
Desk Officer  
Ministry of Interior

Mr Michal Dvořák  
Secretary  
National Commission for UNESCO

**Advisers:**

Ms Jaroslava Tlaskalova  
Ministry of Education, Youth and Sports

Ms Zuzana Netolická  
Project Coordinator  
Association for International Affairs

Mr. Petr Gazdik  
President  
National Commission for UNESCO

Ms Daniela Lastuvkova  
Desk officer  
National Commission for UNESCO

**République-Unie de Tanzanie/**

**United Republic of Tanzania/**

**República Unida de Tanzania/**

**Объединенная Республика Танзания/**

**جمهورية تنزانيا المتحدة /坦桑尼亚联合共和国**

**Delegates:**

Hon. Dr Shukuru Kawambwa  
Minister of Educational and Vocational Training  
(*Head of Delegation*)

Hon. Mr Ali Juma Shamuhuna  
Minister of Educational and Vocational Training,  
Zanzibar  
(*Deputy Head of Delegation*)

Prof. Sifune Mchome  
Permanent Secretary  
Ministry of Educational and Vocational Training

Dr Omar Dadi Shijak  
Permanent Secretary  
First Vice-President's Office, Zanzibar

Mr Ali Saleh Mwinyikai  
Permanent Secretary  
Ministry of Information

**Alternates:**

Ms Anna Tayari Maembe  
Permanent Secretary  
Ministry of Community Development, Gender and  
Children

Ms Sihaba Nkinga  
Permanent Secretary  
Ministry for Information, Youth, Culture and Sports

Prof. Elizabeth Kiondo  
Secretary-General  
National Commission for UNESCO

Prof. Mohammed Sheya  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Mr Joel Samuel  
Advisor  
National Commission for UNESCO

**Advisers:**

Mr Erick Kajiru  
National Commission for UNESCO

Dr Mzee Suleiman Mndewa  
Director of Information and Communication Technology  
Ministry of Infrastructure and Communication, Zanzibar

Prof. Austella Bhalalusesa  
Commissioner of Education  
Ministry of Educational and Vocational Training

Ms Khadija Mbarak  
Director  
Ministry of Education

Mr Abdalla Hemed Mohammed  
Director of Teachers Education  
State University of Zanzibar

Dr Francis Mwaijande  
Scientist, Commission for Science and Technology  
Ministry of Communication of Science and Technology

Mr Shamoun Hashim Ali  
Senior Planning Officer  
Ministry of Information, Culture, Tourism and Sports,  
Zanzibar

Mr Emmanuel Bwasiri  
Senior Conservator, Antiquities Department  
Ministry of Natural Resources and Tourism

Prof Joseph Buchweishaija  
Deputy Principal  
Dar es salaam University College

Ms Mhaza Gharib Juma  
Director of Policy, Planning and Research  
Ministry of Social Welfare, Youth Development, Women  
and Children, Zanzibar

Prof Hermas J.I. Mwansoko  
Director of Culture  
Ministry of Information, Youth, Culture and Sports

Mr Salum Mjagila  
Director of Adult Education and EFA Coordinator  
Ministry of Educational and Vocational Training

Mr Msham Abdallah Khamis  
Deputy Permanent Secretary  
Ministry of Social Welfare, Youth Development, Women  
and Children

Mr Ahmad Kassim Haji  
Director  
Second Vice President's Office, Zanzibar

Dr Edicom Shirima  
Assistant Director  
Ministry of Educational and Vocational Training

Dr John Solomon Kasonta  
Ministry of Science Technology and Communication

Mr Alfred Kilasi  
Assistant to the Minister  
Ministry of Educational and Vocational Training

Ms Khalid Masoud Wazir  
Education Office  
Ministry of Education

Ms Swahiba Mndeme  
Foreign Service Officer  
Ministry of Foreign Affairs and International Cooperation

**Roumanie/Romania/Rumania/Румыния/**

رومانيا / 罗马尼亚

**Délégués :**

S.Exc. M. Remus Pricopie  
Ministre de l'Education nationale  
(*Chef de la délégation*)

S.Exc. M. Daniel Constantin Barbu  
Ministre de la Culture

S.Exc. M. Nicolae Manolescu-Apolzan  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

M. Ani Matei  
Secrétaire général  
Commission nationale pour l'UNESCO

M. Traian Constantin Igas  
Sénateur  
Président de la Commission parlementaire commune  
pour l'UNESCO

**Suppléants :**

M. Gabriel Sarafian  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

Mme Daniela Popescu  
Commission nationale pour l'UNESCO

M. George Petrescu  
Commission nationale pour l'UNESCO

Mme Lucretia Baluta  
Commission nationale pour l'UNESCO

Mme Monica Gabriela Rautu  
Commission nationale pour l'UNESCO

**Advisers:**

Mme Daniela Turcuman  
Commission nationale pour l'UNESCO

Mme Julieta Gheorghe  
Commission nationale pour l'UNESCO

Mme Ema Mihaela Gheorghe  
Commission nationale pour l'UNESCO

Mme Paula Iacob  
Commission nationale pour l'UNESCO

Mme Adriana Badea  
Commission nationale pour l'UNESCO

M. Ion Burduja  
Commission nationale pour l'UNESCO

Mme Rolanda Predescu  
Conseiller  
Ministère de l'Education nationale

M. Valentin Popescu  
Conseiller  
Ministère de l'Education nationale

Mme Mihaela Kaitor  
Secrétaire général  
Ministère de la Culture

Mme Nadia Tunsu  
Directeur des relations internationales  
Ministère de la Culture

Mme Dana Mihai  
Directeur  
Institut national du patrimoine

M. Ionut-Petre Munteanu  
Conseiller  
Parlement de Roumanie

M. Florin Costin Paslaru  
Député, Commission parlementaire commune pour  
l'UNESCO  
Parlement de Roumanie

Mme Catalina Guiu  
Directeur de cabinet  
Ministère de la Culture

Mme Cristina Ghitulica  
Directeur  
Ministère de l'Education nationale

M. Cristian Negrila  
Ministre-Conseiller  
Ministère des Affaires étrangères

Mme Elena Stoica  
Ministère de l'Education nationale

Royaume-Uni de Grande-Bretagne et d'Irlande du  
Nord/United Kingdom of Great Britain and  
Northern Ireland/Reino Unido de Gran Bretaña e  
Irlanda del Norte/Соединенное Королевство

المملكة المتحدة لبريطانيا العظمى وايرلندا الشمالية

大不列颠及北爱尔兰联合王国

**Delegates:**

H.E. Mr Matthew Sudders  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Head of Delegation*)

Ms Victoria White  
Department for Education

Mr Roger Higginson  
Department for Culture, Media and Sport

Ms Ceri Edmonds  
Department for International Development

Ms Rosalind Gately  
Departement for International Development

**Alternates:**

Ms Hilary Izon  
Permanent Delegation to UNESCO

Prof. William John Morgan  
Chair  
National Commission for UNESCO

Mr Tim Williams  
Vice-Chair  
National Commission for UNESCO

Ms Sue Davies  
Vice-Chair  
National Commission for UNESCO

Prof. Tariq Durrani  
Director (Science)  
National Commission for UNESCO

**Advisers:**

Ms Beth Taylor  
Director (Science)  
National Commission for UNESCO

Prof. Sylvia Walby  
Director (Social and Human Sciences)  
National Commission for UNESCO

Mr Gary Brace  
Director (Education)  
National Commission for UNESCO

Prof. Kiran Fernandes  
National Commission for UNESCO

Ms Helen Maclagan  
National Commission for UNESCO

Mr James Bridge  
National Commission for UNESCO

Mr Ian White  
National Commission for UNESCO

Ms Andrea Blick  
National Commission for UNESCO

Ms Sophie Dodgeon  
National Commission for UNESCO

Dr Christopher Young  
English Heritage

#### **Rwanda/Руанда/رواندا/卢旺达**

##### **Delegates:**

H.E. Mr. Jacques Kabale Nyangezi  
Ambassador Extraordinary and Plenipotentiary in  
France, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Head of Delegation*)

Dr Erasme Rwanamiza  
Director-General for Education Planning  
Ministry of Education

Mr Eliphaz Bahizi  
Secretary-General  
National Commission for UNESCO

Mr Laurien Makuza  
Director of Culture  
Ministry of Sports and Culture

Prof Benno Werlen  
Executive Director  
Global Understanding

#### **Saint-Kitts-et-Nevis/Saint Kitts and Nevis/ Saint Kitts y Nevis/Сент-Китс и Невис/**

**سانت كيتس ونييفيس / 圣基茨和尼维斯**

##### **Delegates:**

H.E. Mr David P. Doyle  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Head of Delegation*)

M. Antonio Maynard  
Secretary-General  
National Commission for UNESCO

#### **Saint-Marin/San Marino/Сан-Марино/**

**سان مارينو / 圣马力诺**

##### **Delegates:**

H.E. Mr Giuseppe M. Morganti  
Minister of Education, Culture and University, Scientific  
Research  
Social Affairs and Gender Equality  
(*Head of Delegation*)

H.E. Ms Edith Tamagnini  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Ms Laura Gobbi  
Director  
Department of Education

Mr Dominic Bunford  
Minister Plenipotentiary, Deputy Permanent Delegate  
Permanent Delegation to UNESCO

#### **Saint-Vincent-et-les Grenadines/ Saint Vincent and the Grenadines/ San Vicente y las Granadinas/ Сент-Винсент и Гренадины/**

**سانت فنسنت و غرينادين / 圣文森特和格林纳丁斯**

##### **Delegates:**

Hon. Ms Gilyn Miguel  
Deputy Prime Minister  
Minister of Education  
(*Head of Delegation*)

H.E. Mr Wafic Rida Saïd  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Ms Nicole Bonadie-Baker  
Permanent Secretary  
Ministry of Education

Ms Elizabeth Morris  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Ms Claudine Le Marant de Kerdaniel  
Counsellor  
Permanent Delegation to UNESCO

#### **Sainte-Lucie/Saint Lucia/Santa Lucía/ Сент-Люсия/سانت لوسيا/圣卢西亚**

##### **Delegates:**

Hon. Dr Robert Lewis  
Minister of Education, Human Resource Development  
and Labour  
Chairperson for the National Commission for UNESCO  
(*Head of Delegation*)

H E. Mr Gilbert Chagoury  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Dr Joseph Arsan  
Minister-Counsellor, Deputy Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Ms Vera Lacoëuilhe  
Minister Counsellor, Deputy Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Mme Marcia Symphorien  
Secretary-General  
National Commission for UNESCO

**Alternate:**

Mr Elias Leon  
UNESCO Youth Volunteer

**Samoa/Самоа/ساموا/萨摩亚**

**Delegates:**

Hon. Mr Magele Mauiliu Magele  
Minister of Education, Sports and Culture  
(*Head of Delegation*)

Mr Matafeo Falanaipupu Tanielu Aiafi  
Chief Executive Officer  
Ministry of Education, Sports and Culture

**Sénégal/Senegal/Сенегал/السنگال/塞内加尔**

**Délégués :**

S.Exc. M. Serigne Mbaye Thiam  
Ministre de l'Éducation nationale  
(*Chef de la délégation*)

S.Exc. Mme Mame Fatim Gueye  
Ambassadeur, Déléguée permanente  
Délégation permanente auprès de l'UNESCO

M. Aliou Ly  
Secrétaire général  
Commission nationale pour l'UNESCO

Mme Marie Amy Mbow  
Déléguée permanente adjointe  
Délégation permanente auprès de l'UNESCO

M. Hamady Bocoum  
Directeur du patrimoine culturel  
Ministère de la Culture et du Patrimoine

**Suppléants :**

M. Papa Goumba Lo  
Directeur du Centre expérimental et de recherche sur  
l'équipement (CEREQ)  
Ministère de l'Environnement

M. Alioune Drame  
Directeur de la communication  
Ministère de la Communication et de l'Économie  
numérique

M. Djibril Ndiaye Diouf  
Directeur de la planification et de la réforme de  
l'éducation  
Ministère de l'Éducation nationale

Mme Aminata Ly Diop  
Premier conseiller  
Délégation permanente auprès de l'UNESCO

M. Talla Gueye  
Premier Conseiller  
Délégation permanente auprès de l'UNESCO

**Conseillers :**

Mme Anna Dieng Aballa Seck  
Deuxième secrétaire  
Délégation permanente auprès de l'UNESCO

M. Simon Ngor Faye  
Deuxième secrétaire  
Délégation permanente auprès de l'UNESCO

M. Ousmane Blondin Diop  
Expert  
M. Latyr Diouf  
Expert

**Serbie/Serbia/Сербия/اصربيا/塞尔维亚**

**Delegates:**

H.E. Mr Ivan Mrkić  
Minister of Foreign Affairs  
(*Head of Delegation*)

H.E. Ms Zorica Tomić  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Ms Roksanda Ninčić  
Assistant Minister of Foreign Affairs  
Ministry of Foreign Affairs  
Ms Marija Antonijević  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Ms Aleksandra Kovač  
First Counsellor  
Ministry of Foreign Affairs

**Alternates:**

Ms Maja Raković  
First Counsellor  
Embassy in France

Ms Ivana Zečević  
Counsellor  
Ministry of Culture and Information

Ms Asja Drača Muntean  
Counsellor  
Ministry of Culture and Information

**Seychelles/Сейшельские Острова/سيشل/塞舌尔**

**Delegates:**

H.E. Ms Macsuzy Mondon  
Minister of Education  
President of the National Commission to UNESCO  
(*Head of Delegation*)

H.E. Mr Bernard Shamlaye  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Ms Marie-Reine Hoareau  
Secretary-General  
National Commission for UNESCO

Ms Vicky Gendron  
Liaison Officer  
Ministry of Education

Ms Renette Melissa Nicette  
Senior Counsellor  
Permanent Delegation to UNESCO

**Alternates:**

Ms Irène Auger de St Jorre  
Counsellor  
Permanent Delegation to UNESCO

**Sierra Leone/Sierra Leona/Сьерра-Леоне/**

سييرا ليون /塞拉利昂

**Delegates:**

M. Winston Yankuba  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO (in Belgium)  
(*Head of Delegation*)

**Singapour/Singapore/Singapur/Сингапур/**

سنغافورة /新加坡

**Delegates:**

Mr Lawrence Wong  
Acting Minister for Culture, Community and Youth  
Senior Minister of State for Communication and  
Information  
Chairman of the National Commission for UNESCO  
(*Head of Delegation*)

Ms Rosa Daniel  
Deputy Secretary for Culture  
Ministry of Culture, Community and Youth  
Chief Executive of the National Heritage Board  
(*Deputy Head of Delegation*)

H.E. Mr Andrew Toh  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

H.E. Mr York Chor Tan  
Ambassador to France

Ms Jean Wee  
Director, Preservation of Sites and Monument  
National Heritage Board

**Alternates:**

Mr Kelvin Wong  
Senior Assistant Director, Arts and Heritage Division  
Ministry of Culture, Community and Youth

Ms Pai Ching Koong  
Deputy Chief of Mission, Embassy in France  
Alternate Permanent Delegate,  
Permanent Delegation to UNESCO

Ms Cindy Eu  
Head of International Relations  
Ministry of Education

Ms Stella Yu Xin  
Senior Officer, International Relations  
Ministry of Education

Ms Sue Pang  
Desk Officer, Legal Issues  
Ministry of Foreign Affairs

**Advisers:**

Mr Fauzuli Bin Safie

Mr Swee Suan Wang

**Slovaquie/Slovakia/Eslovaquia/Словакия/**

سلوفاكيا /斯洛伐克

**Délégués:**

S.Exc. M. Marek Maďarič  
Ministre de la Culture  
(*Chef de la délégation*)

S.Exc. M. Igor Grexa  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

Mme Božena Krížiková  
Chef de Division  
Ministre de la Culture  
(*Chef adjoint de la délégation*)

M. Ludovít Molnár  
Président  
Commission nationale pour l'UNESCO  
(*Chef adjoint de la délégation*)

M. Julius Oszlányi  
Chef de Division  
Commission nationale pour l'UNESCO  
(*Chef adjoint de la délégation*)

**Suppléants :**

Mme Aurelia Füle  
Secrétaire générale  
Commission nationale pour l'UNESCO

M. Jozef Klinda  
Chef de Division, Département pour la politique  
environnementale  
Ministère de l'Environnement

M. Jozef Bednár  
Attaché de Cabinet  
Ministère de la Culture

Mme Nora Slovákova  
Division pour la coopération internationale  
Ministère de la Culture

Mme Dana Coleová  
Département pour les Nations Unies et les organisations  
internationales  
Ministère des Affaires étrangères et européennes



**Conseillers :**

Mme Lucia Fančová  
Département pour la politique environnementale  
Ministère de l'Environnement

M. Lubomír Faltán  
Institut de sociologie  
Académie slovaque pour les sciences

Mme Marta Kollárová  
Professeur, Faculté des sciences naturelles  
Université Comenius

Mme Dagmar Kopčanová  
Comité pour l'Education  
Commission nationale pour l'UNESCO

**Slovénie/Slovenia/Eslovenia/Словения**

سلوفينيا / 斯洛文尼亚

**Delegates:**

H.E. Dr Jernej Pikalo  
Minister of Education, Science and Sport  
(Head of Delegation)

H.E. Ms Veronika Stabej  
Ambassador to France  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(Deputy Head of Delegation)

Ms Miriam Tereza Možgan  
Minister Plenipotentiary, Deputy Permanent Delegate  
Permanent Delegation to UNESCO  
Embassy in France

Ms Marjutka Hafner  
Office for UNESCO, Ministry of Education, Science and  
Sport  
Secretary-General of the National Commission for  
UNESCO

Ms Špela Spanžel  
Acting Director-General, Directorate for Cultural Heritage  
Ministry of Culture  
Member of the National Commission for UNESCO

**Alternates:**

Dr Mitja Brilly  
President of the National Committee, UNESCO  
International Hydrological Programme (ICT)  
Member of the National Commission for UNESCO

Dr Darko Štrajn  
Educational Research Institute Ljubljana  
Vice-President of the National Commission for UNESCO

Dr Matej Makarovič  
President of the National Committee, UNESCO  
Programme for Management of Social Transformation  
(MOST)  
Member of the National Commission for UNESCO

Mr Gašper Hrastelj  
Undersecretary, Office for UNESCO  
Ministry of Education, Science and Sport  
National Commission for UNESCO

Mr Tit Neubauer  
Head of Office of the Minister  
Ministry of Education, Science and Sport

**Somalie/Somalia/Сомали/الصومال/索马里****Délégués :**

S.Exc. M. Saïd Hagi Mohamud Farah  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(Chef de la délégation)

**Soudan/Sudan/Sudán/Судан/السودان/苏丹****Delegates:**

H.E. Dr Souad Abdelrazig  
Minister of Education  
(Head of Delegation)

H.E. Mr Nasreldin Wali  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Ms Maha Ayoub  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO  
(Deputy Head of Delegation)

M. Hamid Eljazouly  
Counsellor  
Permanent Delegation to UNESCO  
(Deputy Head of Delegation)

Mr Abdul Gadir Muhammed Hassan  
Secretary-General  
National Commission for UNESCO

**Alternates:**

H.E. Mr Sirajuddin Hamid  
Ambassador  
Ministry of Foreign Affairs

Dr Abdelrahman Ali Mohamed  
Director-General  
National Corporation for Antiquities and Museums

Prof. Ali Eltahir Ahmed  
Professor, Chairperson of the Science Committee  
National Commission for UNESCO

H.E. Mr Mahgoob Fadlelseed  
Ambassador  
Ministry of Foreign Affairs

H.E. Mr Abdelazim Elsheikh  
Ambassador  
Ministry of Foreign Affairs

**Advisers:**

Mr Sudad Ismaeil  
Director-General, Communication Committee  
National Commission for UNESCO

Prof. El Tayeb Ahmed  
Director-General  
National Center for Curriculum Development

Mr Abdel Hafiz Salaheldin  
Secretary-General  
National Center for Adult Education

Prof. Fatima Abdelm Mahmoud  
Director-General  
Sudan University of Science and Technology

Dr Siddieg Ahmed  
Head, Department of Education and Sudanese Studies  
El Nasr College

Dr Ahmed Elamin Elsheikh  
Consultant, International Relationship and Foreign  
Affairs  
Sudan News Agency (Suna)

Prof. Faiz Jamie  
Chair Holder, UNESCO Chair for Peace  
University of Bahri

Prof. Abdalla Ahmed  
Director-General  
UNESCO Chair in Water Resources

Prof. Mohamed Elsheikh  
Director-General  
University of Khartoum

#### **Soudan du Sud/South Sudan/Sudán del Sur**

**Южный Судан/جنوب السودان/南苏丹**

##### **Delegates:**

H.E. Dr John Gai Yoh  
Minister of Education, Science and Technology  
(*Head of Delegation*)

H.E. Ms Nadia Arop Dudi  
Minister of Culture, Youth and Sports  
(*Deputy Head of Delegation*)

Mr Deng Deng Hoc Yai  
Undersecretary  
Ministry of Education, Science and Technology

Mr Peter Baptist Abakar  
Undersecretary  
Ministry of Culture, Youth and Sports

H.E. Dr Andrez Akon Akech Kuol  
Ambassador to France, Permanent Delegate  
Permanent Delegation to UNESCO

##### **Alternates:**

Mr Edward Ernest Jubari  
Director of Culture and Heritage  
Ministry of Culture, Youth and Sports

Mr Stephen Wiw  
Office Manager, PA to Minister  
Ministry of Education, Science and Technology

Mr Youssef Fulgensio Onyalla  
Assistant-Director of Archives and Antiquities  
Ministry of Culture, Youth and Sports

Ms Nyasigin Deng Bar  
Director for Water Resource Management  
Ministry of Electricity, Dams, Irrigation and Water  
Resources

Ms Nyasigin Deng Bar Makor  
Engineer  
Ministry of Electricity, Dams, Irrigation, and Water  
Resources

#### **Sri Lanka/Шри-Ланка/لانكا/سري لانكا/斯里兰卡**

##### **Délégués:**

S.Exc. Prof Karunaratne Hangawatte  
Ambassadeur en France  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef de la délégation*)

M. George I.H. Cooke  
Premier secrétaire  
Ambassade en France, Délégation permanente auprès  
de l'UNESCO

Mme Kisagothami Sarachchandra  
Premier secrétaire  
Ambassade en France, Délégation permanente auprès  
de l'UNESCO

Mme Dilum Goonewardena  
Assistante  
Ambassade en France, Délégation permanente auprès  
de l'UNESCO

#### **Suède/Sweden/Suecia/Швеция/**

**السويد/瑞典**

##### **Delegates:**

H.E. Ms Maria Arnholm  
Minister of Gender Equality  
Deputy Minister of Education  
(*Head of Delegation*)

Ms Amelie von Zweigbergk  
State Secretary  
Ministry of Education and Research  
(*Deputy Head of Delegation*)

H.E. Mr Anders Ahnlid  
Ambassador, Permanent Delegate  
Permanent Delegation to the OECD and UNESCO  
(*Deputy Head of Delegation*)

Ms Inger Davidson  
President  
National Commission for UNESCO  
(*Deputy Head of Delegation*)

Ms Marie-Hélène Ahnborg  
Deputy Permanent Delegate  
Permanent Delegation to the OECD and UNESCO  
(*Deputy Head of Delegation*)

##### **Alternates:**

Mr Mats Djurberg  
Secretary-General  
National Commission for UNESCO

Ms Frida Gustafsson  
Chargée de mission  
Permanent Delegation to UNESCO

Mr Tomas Kjellqvist  
Vice-President  
National Commission for UNESCO

Ms Kerstin Lundman  
Deputy Secretary-General  
National Commission for UNESCO

Mr Per Magnusson  
Deputy Director  
National Commission for UNESCO

**Advisers:**

Ms Ulla Carlsson  
National Commission for UNESCO

Mr Johannes Danielsson  
President of the Student Council  
Swedish Confederation of Professional Associations  
(Saco)

Ms Lena Johansson de Chateau  
Research Advisor  
Swedish International Development Cooperation Agency  
(Sida)

Mr Stellan Hyving Arvidsson  
Lead Policy Specialist  
Swedish International Development Cooperation Agency  
(Sida)

Ms Emma Jansson  
Desk Officer  
National Commission for UNESCO

Mr Johan Lindell  
Director  
Secretary for International Affairs

Ms Betty Malmberg  
National Commission for UNESCO

Ms Eva Mineur  
Senior Analyst  
Swedish Research Council

Mr Erik Scheller  
Political Advisor  
Ministry of Gender Equality

Mr Mats Söderlund  
National Commission for UNESCO

Mr Carl-Fredrik Wettermark  
Desk Officer  
Ministry for Foreign Affairs

Ms Eva Björck  
Secretary-General of Educational Services  
Swedish Research Council

Mr Hans-Åke Öström  
Senior Advisor  
National Commission for UNESCO

Ms Christina Nylén  
Deputy Assistant

**Suisse/Switzerland/Suiza/Швейцария/**

سويسرا / 瑞士

**Délégués :**

S.Exc. M. Yves Rossier  
Secrétaire d'Etat  
Département fédéral des affaires étrangères  
(*Chef de la délégation*)

S.Exc. M. Jean-Frédéric Jauslin  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

M. Charles Beer  
Conseiller d'Etat  
Département de l'instruction publique, de la culture et du sport

M. Jean-Bernard Münch  
Président  
Commission nationale pour l'UNESCO

M. Nicolas Mathieu  
Chef Section UNESCO  
Secrétaire général  
Commission nationale pour l'UNESCO

**Suppléants :**

Mme Annalisa Beltrami  
Cheffe adjointe Section UNESCO, Département fédéral des affaires étrangères  
Secrétaire générale adjointe, Commission nationale pour l'UNESCO

Mme Julia Dao  
Collaboratrice scientifique, Office fédéral de la culture  
Département fédéral de l'intérieur

M. Carlo Ossola  
Office fédéral de l'environnement  
Département fédéral de l'environnement, des transports, de l'énergie et de la communication  
Commission nationale pour l'UNESCO

M. Pierre Daniel Smolik  
Spécialiste des médias, Office fédéral de la communication  
Département fédéral de l'environnement, des transports, de l'énergie et de la communication

Mme Ivana Wagner  
Conseiller, Déléguée permanente  
Délégation permanente auprès de l'UNESCO

**Conseillers :**

Mme Jeanne Berthoud  
Coordinatrice de projet  
Commission nationale pour l'UNESCO

Mme Lea Blank  
Coordinatrice des projets éducatifs  
Commission nationale pour l'UNESCO

Mme Valérie Liechti  
Direction du développement et de la coopération  
Département fédéral des affaires étrangères

M. Dieter Schürch  
Commission nationale pour l'UNESCO

M. Pierre-Gilles Sthioul  
Stagiaire académique  
Commission nationale pour l'UNESCO

M. Roman Twerenbold  
Représentant de la jeunesse suisse à l'ONU

M. Bernard Wicht  
Chef de l'Unité de coordination culture et société  
Conférence suisse des directeurs cantonaux de  
l'instruction publique

#### **Suriname/Суринам/سورينام / 苏里南**

##### **Delegates:**

Ms Anuradha Kamtasing  
Secretary-General  
National Commission for UNESCO  
(*Head of Delegation*)

Mr Stanley Sidoel  
Permanent Secretary, Department of Culture  
Ministry of Education and Community Development

#### **Swaziland/Swazilandia/Свазиленд/**

سوازيلاند / 斯威士兰

##### **Delegates:**

Mr Patrick Muir  
Principal Secretary  
Ministry of Education and Training  
(*Head of Delegation*)

Ms Hazel Zungu  
Secretary-General  
National Commission for UNESCO

H.E. Ms Thembayena Anastasia Dlamini  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Mr Martin Dlamini  
CI Commissioner  
Ministry of Information and Communication Technology

#### **Tadjikistan/Tajikistan/Tayikistán/**

Таджикистан / طاجيكستان / 塔吉克斯坦

##### **Delegates:**

H.E. Ms Rukiya Kurbonova  
Deputy Prime Minister  
(*Head of Delegation*)

H.E. Mr Mirzoshohruxh Asrori  
Minister of Culture  
President of the National Commission for UNESCO  
(*Deputy Head of Delegation*)

H.E. Mr Rustamjon Soliev  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Ms Shakhlo Abdurakhimova  
Secretary-General  
National Commission for UNESCO

Mr Firdavs Sharipov  
Third Secretary  
Permanent Delegation to UNESCO

#### **Tchad/Chad/Чад/تشاد /乍得**

##### **Délégués :**

S.Exc. M. Abdelkerim Ahmadaye Bakhit  
Ministre des Enseignements secondaires et des  
Formations professionnelles  
(*Chef de la délégation*)

S.Exc. Mme Albatoul Zakaria  
Ministre de l'Enseignement fondamental et  
l'Alphabétisation

S.Exc. M. Mahamat Saleh Adoum Djerou  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

Mme Hapsita Ngariera Kazagui  
Conseillère technique du Premier Ministre  
Chargée de l'Education nationale

M. Abdelkerim Adoum Bahar  
Secrétaire général  
Commission nationale pour l'UNESCO

##### **Suppléants :**

M. Abderamane Koko  
Conseiller technique du Président de la République  
Chargé de l'Education nationale

Prof Ngakoutou Timothée  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO

Prof Mackaye Hassane Taisso  
Paléontologue à l'Université de N'Djamena  
Ministère de l'Enseignement supérieur et de la  
Recherche scientifique

M. Hassane Guedallah  
Inspecteur général adjoint  
Ministère de la Communication, Porte-Parole du  
Gouvernement

Mme Menodji Madingar  
Secrétaire générale  
Ministère de l'Environnement et des Ressources  
haliéutiques

##### **Conseillers :**

M. Oumar Ali Moustapha  
Directeur adjoint de l'Education de base non formelle  
Ministère de l'Enseignement fondamental et de  
l'Alphabétisation

Mme Odette Nodjihommal Toubam  
Directrice du Patrimoine culturel  
Ministère de la Culture, des Arts et de la Conservation  
du patrimoine

M. Alexis Tchang  
Membre du Club UNESCO

M. Mahamat Abdelrassoul  
Directeur general du protocole d'État  
Ministère de la Culture, des Arts et de la Conservation  
du patrimoine

M. Khayar Oumar Defallah

Mme Juliette Koumagoto

M. Moustapha Lamine

M. Dayang Menwa Enock  
Ministère de la Culture, des Arts et de la Conservation  
du patrimoine

Mme Zara Dillo

**Thaïlande/Thailand/Tailandia/Таиланд/تايلاند/泰国**

**Delegates:**

H.E. Mr Chaturon Chaisang  
Minister of Education  
Chair of the National Commission for UNESCO  
(*Head of Delegation*)

Ms Suthasri Wongsamarn  
Permanent Secretary for Education  
Vice-Chair of the National Commission for UNESCO  
(*Deputy Head of Delegation*)

H.E. Mr Apichart Chinwanno  
Ambassador Extraordinary and Plenipotentiary,  
Permanent Delegate  
Permanent Delegation to UNESCO

Ms Churairat Sangboonnum  
Deputy Permanent Secretary for Education  
Secretary-General of the National Commission for  
UNESCO

Ms Duriya Amatavivat  
Director, Bureau of International Cooperation  
National Commission for UNESCO

**Alternates:**

Ms Savitri Suwansathit  
Adviser to the Ministry of Culture  
Member of the Culture Committee

Mr Apinan Juntarungsri  
Director-General  
Public Relations Department

Prof Dr Somkit Lertpaithoon  
Rector of the Thammasat University  
Member of the Social Science Committee

Prof Emeritus Dr Montri Chulavatanatol  
Member of the Science Committee

Mr Narongsak Boonyamalik  
Acting Deputy Permanent Delegate  
Permanent Delegation to UNESCO

**Advisers:**

Mr Somboon Simasaengyaporn  
Adviser to the Minister of Education

Ms Nongsilinee Mosika  
Specialist on Plan and Policy  
Office of the Minister of Education

Ms Usa Kullaprawithaya  
Counsellor, Office of Science and Technology  
Embassy in Brussels

Ms Chansuda Rukspollmuang  
Deputy Permanent Secretary for Education  
Ministry of Culture

Mr Dumrong Thongsom  
Deputy Director-General, Department of Cultural  
Promotion  
Ministry of Culture

Ms Darunee Thamapodol  
Director, Multilateral Cooperation Group  
Ministry of Culture

Ms Nongkran Suksom  
Director, Sukhothai Historical Park  
Ministry of Culture

Ms Benjaras Marpraneet  
Cultural Officer  
Ministry of Culture

Dr. Nitinant Wisaweisuan  
Vice-Rector  
Thammasat University

Ms Usanee Sritanyarat  
Executive Director of Foreign Office  
Public Relations Department

Ms Wanpen Upton  
Director of International Cooperation Division, Foreign  
Office  
Public Relations Department

Ms Porntip Yenjabok  
Lecturer, Kasetsart University

Ms Wasana Honboonheum  
Minister-Counsellor  
Embassy in France

Ms Pratana Disyatat  
Counsellor, Department of International Organizations  
Ministry of Foreign Affairs

Ms Kanittha Hanirattisai  
Chief of Regional Cooperation Unit  
Ministry of Education

Ms Chitralada Chanyaem  
Foreign Relations Officer  
Ministry of Education

Ms Rungkan Punpukdee  
Foreign Relations Officer  
Ministry of Education

Ms Ratchanin Pongudom  
Foreign Relations Officer  
Ministry of Education

Ms Sirichada Thongtan  
First Secretary,  
Embassy in France

Ms Lamphai Intathep

Ms Warin Promkun

Mr Supad Teepala

Mr Anek Sihamat

Ms Hatthaya Siriphatthanakun

#### **Timor-Leste/Тимор-Лешти/**

تيمور - ليشتي / 东帝汶

#### **Delegates:**

H.E. Mr Antonito de Araújo  
Ambassador Extraordinary and Plenipotentiary  
Representative to the Community of the Portuguese  
Speaking Countries (CPLP)  
(*Head of Delegation*)

Ms Jacinta de Jesus da Costa Barreto  
Secretary-General  
National Commission for UNESCO

Ms Cedelizia Faria dos Santos  
Head of Division  
National Commission for UNESCO

#### **Togo/Toro/توغو/多哥**

#### **Délégués :**

S.Exc. M. Octave Nicoué Broohm  
Ministre de l'Enseignement supérieur et de la Recherche  
Président de la Commission nationale pour l'UNESCO  
(*Chef de la délégation*)

S.Exc. M. Hamadou El Hadj Bouraïma-Diabacté  
Ministre de l'Enseignement technique, de la Formation  
professionnelle et de l'Industrie  
(*Chef adjoint de la délégation*)

S.Exc. M. Florent Badjam Maganawe  
Ministre de l'Enseignement primaire et secondaire  
(*Chef adjoint de la délégation*)

S.Exc. Mme Kouméalo Anaté  
Ministre de la Communication, de la Culture, des Arts et  
de Formation civique  
(*Chef adjoint de la délégation*)

S.Exc. M. Calixte Batossie Madjoulba  
Ambassadeur en France, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

#### **Suppléants :**

M. Yempabou Lare  
Directeur de Cabinet du Ministre  
Ministère des Droits de l'homme, de la Consolidation de  
la démocratie

M. Apéléte Ayayi Kudjoh  
Secrétaire général  
Ministère des Enseignements primaires et secondaires

M. Mata-Esso Adjaro  
Secrétaire générale  
Ministère de l'Enseignement technique, de la Formation  
professionnelle et de l'Industrie

Prof. Ananivi Doh  
Président  
Commission nationale d'homologation, de  
reconnaissance et d'équivalence des diplômes

M. Ayao Akoété Kougblenou  
Secrétaire général  
Commission nationale pour l'UNESCO

#### **Conseillers / Alternates :**

M. Koffi Assah  
Ministre-Conseiller  
Délégation permanente auprès de l'UNESCO

Prof. Komlavi Francisco Seddoh  
Ancien Ministre

Prof. Kodjona Kadanga  
Président  
Sous-Commission nationale pour l'UNESCO, Culture et  
Développement

M. Tchalim Mébinesso Tchendo  
Directeur de la formation professionnelle et  
apprentissage

Mme Tchabinandi Kolani-Yentchare  
Directrice de l'alphabétisation et de l'éducation non  
formelle

M. Koffi Ouboénalé Lantomey  
Directeur des enseignements préscolaire et primaire

M. Poro Tchakpala Katanga  
Directeur régional de l'éducation, Région Kara

M. Comlanvi Zohou  
Conseiller technique chargé de la coopération culturelle  
internationale

M. Pitalounani Telou  
Président  
Sous-Commission nationale de la Communication  
nationale pour l'UNESCO

M. Koffi Michel Agboh  
Chef de la Division des sciences sociales et de la culture  
Commission nationale pour l'UNESCO

Mme Akossiwa Mensah Attoh  
Enseignant – Chercheur  
Faculté des sciences, Université de Lomé

M. Mathieu Gardon-Mollard  
Conseiller Technique chargé de la Francophonie  
Ministère de la Communication, de la Culture, des Arts  
et de la Formation civique

#### **Tonga/Тонга/تونغا/汤加**

##### **Delegates:**

Ms Lucy Moala-Mafi  
Deputy Director of Human Resource Management and  
International and UNESCO Affairs  
Ministry of Education and Training  
Secretary-General of the National Commission for  
UNESCO  
(*Head of Delegation*)

#### **Trinité-et-Tobago/Trinidad and Tobago/ Trinidad y Tobago/Тринидад и Тобаго/**

ترینیداد و توباگو / 特立尼达和多巴哥

##### **Delegates:**

Hon. Dr Tim Gopeesingh  
Minister of Education  
President of the National Commission for UNESCO  
(*Head of Delegation*)

H.E. Mr John Sandy  
Ambassador Extraordinary and Plenipotentiary to the  
United Nations (Geneva)  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Dr. Krishendaye Rampersad  
Chairperson  
National Commission for UNESCO

Ms Susan Shurland  
Secretary-General  
National Commission for UNESCO

#### **Tunisie/Tunisia/Túnez/Тунис/تونس/突尼斯**

##### **Délégués :**

S.Exc. M. Mahdi Mabrouk  
Ministre de la Culture  
(*Chef de la délégation*)

M. Mohamed Khlifi  
Secrétaire général  
Commission nationale pour l'UNESCO

Dr Khelil Ben Abdallah  
Délégué permanent adjoint  
Délégation permanente auprès de l'UNESCO  
(*Chef adjoint de la délégation*)

Mme Fatma Tarhouni  
Représentante au Conseil exécutif de l'UNESCO

M. Belhassan Thameur  
Directeur général de la coopération internationale  
Ministère de l'Education

##### **Suppléants :**

M. Slim Choura  
Directeur général de la coopération internationale  
Ministère de l'Enseignement supérieur et de la  
Recherche scientifique

M. Ridha Bargaoui  
Directeur des affaires pédagogiques  
Fondation de la recherche et de l'enseignement agricole  
Ministère de l'Agriculture

M. Abdellatif Mrabet  
Directeur général du patrimoine  
Ministère de la Culture

Mme Faïka Aouani  
Directrice de la coopération internationale  
Ministère de la Culture

M. Sami Ghazali  
Directeur général de l'économie numérique, de  
l'investissement et de la statistique  
Ministère des Technologies, de la Communication et de  
l'Information

##### **Conseillers :**

Mme Afef Foughali Abdelbari  
Conseillère des Affaires étrangères  
Direction générale des organisations et des conférences  
internationales

M. Mohamed Aziz Darghouth  
Président de l'Institut de recherche et d'enseignement  
supérieur  
Ministère de l'Agriculture

Mme Faten Blibech  
Représentante du Ministère de l'Équipement et de  
l'Environnement

#### **Turkménistan/Turkmenistan/Turkmenistán/**

Туркменистан/ ترکمنستان / 土库曼斯坦

##### **Delegate:**

H.E. Mr Tchary Niiazov  
Ambassador Extraordinary and Plenipotentiary to France  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Head of Delegation*)

Mr Purli Agamyradov  
Rector  
Turkmen State Institute of Economics and Management

Mr Agadurdy Akmyradov  
Head of International Cultural Relations Department  
Ministry of Culture

Mr Orazmammet Vasov  
Head of International Relations Department  
Academy of Science of Turkmenistan

Mr Ahmetyar Kulov  
First Secretary  
Embassy in France, Permanent Delegation to UNESCO

**Turquie/Turkey/Turquía/Турция/ تركيا /土耳其**

**Delegates:**

H.E. Mr Nabi Avcı  
Minister of National Education  
(Head of Delegation)

Mr Salih Çelik  
Deputy Undersecretary  
Ministry of National Education

H.E. Mr Ahmet Altay Cengizer  
Director-General for Overseas Promotion and Cultural  
Affairs  
Ministry of Foreign Affairs

Prof Dr Öcal Oğuz  
President  
National Commission for UNESCO

Ms Esra Dogan Grajower  
Chargée d'Affaires a.i.  
Permanent Delegation to UNESCO  
Deputy Head of Delegation

**Alternates:**

Mr Ziya Yediyildiz  
Director-General for European Union and Foreign  
Relations  
Ministry of National Education

H.E. Ms Sina Baydur  
Vice-President  
National Commission for UNESCO

Prof Dr Halil Ibrahim Yalin  
Vice-President  
National Commission for UNESCO

Mr Mehmet Cem Kahyaoğlu  
Head of Department for Cultural Diplomacy  
Ministry of Foreign Affairs

Ms Ayfer Fulya Yücekök  
Counsellor  
Permanent Delegation to UNESCO

**Advisers:**

Mr Zülküf Yılmaz  
Deputy Director-General for Cultural Heritage and  
Museums  
Ministry of Culture and Tourism

Prof.Dr Meral Özgüç  
Member of the Executive Committee  
National Commission for UNESCO

Prof. Dr Mustafa Safran  
Member of the Executive Committee  
National Commission for UNESCO

Prof. Dr Nizamettin Kazancı  
Member of the Executive Committee  
National Commission for UNESCO

Prof. Dr Harun Tepe  
Member of the Executive Committee  
National Commission for UNESCO

Dr Mahir Küçük  
Member of the Executive Committee  
National Commission for UNESCO

Dr Mehmet Kalpaklı  
Member of the Executive Committee  
National Commission for UNESCO

Ms Fatma Yücel Ayık  
Member of the Executive Committee  
National Commission for UNESCO

Prof.Dr Deniz Bayrakdar  
Acting Chairperson of the Communication Committee  
National Commission for UNESCO

Prof.Dr Sibel Özel  
Acting Chairperson of the Protection of Cultural Property  
Committee  
National Commission for UNESCO

Prof. Dr Yaşar Tonta  
Acting Chairperson of the Memory of the World  
Committee  
National Commission for UNESCO

Dr Harun Özdaş  
Acting Chairperson of the Underwater Cultural Heritage  
Committee  
National Commission for UNESCO

Ms Yonca Erkan Kosebay  
Acting Chairperson of the Cultural Heritage Committee  
National Commission for UNESCO

Prof.Dr Zeki Kaya  
Member of the Basic Sciences Committee  
National Commission for UNESCO

Ms Sema Dinçer  
Acting Secretary-General  
National Commission for UNESCO

Ms Irem Alpaslan  
Acting Deputy Secretary-General  
National Commission for UNESCO

Ms Şule Ürün  
Acting Deputy Secretary-General  
National Commission for UNESCO

Ms Şule Kiliç Yıldız  
Ministry of Culture and Tourism

Ms Ipek Özbek  
Ministry of Culture and Tourism

Ms Esra Taşkıran  
National Commission for UNESCO

Ms Deniz Torcu  
National Commission for UNESCO

Ms Esra Hatipoğlu  
National Commission for UNESCO



Mr Fatih Dut  
Ministry of National Education

Mr Enes Karaman  
Ministry of National Education

Mr Oğuz Akçakoca  
Ministry of National Education

Mr Aziz Kutbay  
Ministry of National Education

Ms Müge Ant  
First Secretary  
Permanent Delegation to UNESCO

Ms Gülfe Orhun  
First Secretary  
Permanent Delegation to UNESCO

Mr Murat Soğangöz  
Second Secretary  
Permanent Delegation to UNESCO

Ms Simla Özkaya  
Permanent Delegation to UNESCO

Ms Gizem Alpman  
Adviser

Ms Serra Aytun  
Cultural Attaché  
Turkish Culture and Information Office in Paris

Mr Gokhan Cete  
Turkish Culture and Information Office in Paris

Ms Halime Uslu  
Ministry of National Education

Ms Figen Kizilirmak  
Counsellor  
Ministry of National Education

H.E. Mr Kenan Ipek  
Ambassador  
Turkish Culture and Information Office in Paris

H.E. Mr Murat Ersavci  
Former Ambassador  
Turkish Culture and Information Office in Paris

Mr Erguder Can  
Secretary-General  
Turkish Culture and Information Office in Paris

#### **Tuvalu/Тувалу/توفالو/图瓦卢**

##### **Delegates:**

Hon. Mr Fauoa Maani  
Minister for Health, Education, Youth and Sports  
(*Head of Delegation*)

Mr Paulson Panapa  
Permanent Secretary for Education, Youth and Sports  
(*Deputy Head of Delegation*)

Mr Lapana Ene  
School Supervisor  
Ministry of Education, Youth and Sports

#### **Ukraine/Україна/Украина/أوكرانيا/乌克兰**

##### **Delegates:**

H.E. Mr Ruslan Demchenko  
First Deputy Minister of Foreign Affairs  
President of the National Commission for UNESCO  
(*Head of Delegation*)

Mr Yuriy Bogutskiy  
Adviser to the President  
Presidential Administration Main Office for Human  
Development  
(*Deputy Head of Delegation*)

H.E. Mr Dmytro Tabachnyk  
Minister of Education and Science  
(*Deputy Head of Delegation*)

H.E. Mr Leonid Novokhatko  
Minister of Culture  
(*Deputy Head of Delegation*)

H.E. Mr Oleksandr Kupchyshyn  
Ambassador Extraordinary and Plenipotentiary to France  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

##### **Alternates:**

Mr Volodymyr Grytsenko  
Director  
International Research and Training Centre for  
Information Technologies  
and System of NASU and MES of Ukraine

Mr Leonid Gubersky  
Rector  
Kyiv National Taras Shevchenko University

Mr Viktor Balyurko  
Deputy Minister  
Ministry of Culture

Mr Valeriy Yeremeev  
Director of the National Academy of Sciences of Institute  
South Seas Biology  
Head of the Regional Black Sea UNESCO  
Intergovernmental Oceanographic Committee

Ms Roksolana Ivanchenko  
Secretary-General  
National Commission for UNESCO

##### **Advisers:**

Mr Pavlo Cherinko  
Deputy Head  
National MAB Committee

Mr Andriy Bozhkov  
Director, Department of International Cooperation  
Ministry of Education and Science

Mr Viktor Voitovych  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Ms Maryna Zlobina  
First Secretary  
National Commission for UNESCO

Ms Oleksandra Kovalova  
Counsellor  
Permanent Delegation to UNESCO

Ms Stella Shapoval  
Chief, Unit of International Scientific and Technical  
Cooperation  
Ministry of Education and Science

Mr Volodymyr Yatsenkivsky  
Director of the Department for Cultural and Humanitarian  
Cooperation  
Ministry of Foreign Affairs

### **Uruguay/Уругвай/أوروغواي/乌拉圭**

#### **Delegados:**

S.Exc. Dr. Ricardo Ehrlich  
Ministre de l'Education et de la Culture  
(*Jefes de la delegación*)

S.Exc. M. Omar Mesa Gonzalez  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO  
(*Jefe adjunto de la delegación*)

Mme Mariella Crosta  
Ministre, Délégué permanente adjointe  
Délégation permanente auprès de l'UNESCO

M. Pedro Keuroglian  
Ministre-Conseiller  
Délégation permanente auprès de l'UNESCO

Mme Andrea Vignolo  
Secrétaire générale  
Commission nationale pour l'UNESCO

#### **Consejero:**

M. Ricardo Lezama Manzanrez  
Délégation permanente auprès de l'UNESCO

### **Vanuatu/Вануату/فانواتو/瓦努阿图**

#### **Delegates:**

Hon. Mr Bob Loughman  
Minister of Education  
(*Head of Delegation*)

Mr Johnny Koanapo  
Director-General  
Ministry of Foreign Affairs

H.E. Mr Roy Micky Joy  
Ambassador to the European Union (Brussels)

Mr Roy Obed  
Director of Education  
Ministry of Education

Mr Hilaire Sese

UNESCO Operational Focal Point  
Ministry of Education

#### **Alternates:**

Mr Kiero Matua Iaken  
Advisor to the Minister  
Ministry of Education

Ms Marian Loughman  
Advisor to the Minister  
Ministry of Education

Mr Noah Patrick Kouback  
Counsellor  
Embassy to the European Union, the Kingdom of  
Belgium,  
the Republic of France, the High Commission to the  
United Kingdom

### **Venezuela (République Bolivarienne du)/Venezuela (Bolivarian Republic of)/Venezuela (República Bolivariana de)/Венесуэла (Боливарианская**

**Республика)/ فنزويلا (جمهورية – البوليغارية) /**

**委內瑞拉(玻利瓦尔共和国)**

#### **Delegados:**

S.Exc. M. Pedro Calzadilla  
Ministre du Pouvoir populaire pour l'Education  
universitaire  
(*Jefe de la Delegación*)

S.Exc. Mme Maryann Hanson  
Ministre du Pouvoir populaire pour l'Education

S.Exc. M. Fidel Barbarito  
Ministre du Pouvoir populaire pour la Culture

S.Exc. M. Calixto Ortega  
Vice-Ministre pour l'Europe  
Ministère du Pouvoir populaire pour les Relations  
extérieures

S.Exc. M. Luís Alberto Crespo Herrera  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

#### **Suplentes:**

S.Exc. Mme Rebeca Sánchez Bello  
Ambassadeur, Déléguée permanente alternant  
Délégation permanente auprès de l'UNESCO

M. David Osorio  
Premier Secrétaire  
Délégation permanente auprès de l'UNESCO

Mme Nawel Pérez  
Deuxième Secrétaire  
Délégation permanente auprès de l'UNESCO

M. Deiby Colmenares Boullon  
Directeur général  
Bureau de Coopération internationale  
Ministère du Pouvoir populaire pour l'Education  
universitaire

M. Daniel Lima  
Directeur général, Bureau des Relations internationales  
Ministère du Pouvoir populaire pour l'Education

**Consejeros:**

Mme Esteli Rivero  
Coordinatrice au Cabinet du Ministre  
Ministère du Pouvoir populaire pour l'Education

M. Nelson Franck Noriega  
Responsable Section UNESCO  
Bureau des Affaires internationales  
Ministère du Pouvoir populaire pour l'Education  
universitaire

**Viet Nam/Вьетнам/فيتنام/越南**

**Delegates :**

H.E. Mr Thanh Son Nguyen  
Vice-Minister of Foreign Affairs  
President of the National Commission for UNESCO  
(*Head of Delegation*)

H.E. Mr Van Quang Duong  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO  
(*Deputy Head of Delegation*)

Mr Thanh Binh Le  
Deputy Director-General, Department of International  
Cooperation  
Ministry of Science and Technology

Ms Anh Tuyet Luu  
Deputy Director-General, Department of International  
Cooperation  
Academy of Social Sciences

Mr Manh Thang Nguyen  
Deputy Secretary-General  
National Commission for UNESCO

**Alternates:**

Ms Thi Thanh Ha Nguyen  
Deputy Director-General, Department of Social and  
Natural Sciences  
Ministry of Science and Technology

Ms Thi Ngoc Lan Nguyen  
Science and Technology Consular  
Embassy in France

Mr Van Bai Dang  
National Cultural Heritage Committee of Viet Nam

Mr Viet Cuong Nguyen  
Officer, Department of Cultural Heritage  
Ministry of Culture, Sports and Tourism

Mr Duc Han Cung  
Second Secretary  
Permanent Delegation to UNESCO

**Advisers:**

Mr Tien Dung Nguyen  
Officer, Office of the Ministry  
Ministry of Foreign Affairs

Mr Tri Dung Pham  
Officer, External Culture and UNESCO Department  
National Commission for UNESCO

Ms Thu Hang Mai  
Officer, Department of International Cooperation  
Ministry of Information and Communication

Ms Quy Tram Anh Nguyen  
Permanent Delegation to UNESCO

**Yémen/Yemen/Йемен/اليمن/آل يمن**

**Délégués :**

S.Exc. M. Abdulrazzaq Al-Ashwal  
Ministre de l'Education et de l'Enseignement  
(*Chef de la délégation*)

S.Exc. M. Ahmed Sayyad  
Ambassadeur, Délégué permanent  
Délégation permanente auprès de l'UNESCO

M. Mohamed Al Moutahar  
Vice-Ministre de l'Enseignement supérieur et de la  
Recherche scientifique

Mme Hoda Alban  
Vice-Ministre de la Culture

M. Ahmed Al Maamari  
Secrétaire général  
Commission nationale pour l'UNESCO

**Suppléants :**

M. Hamid Alawadhi  
Directeur  
Institut Diplomatique

M. Saylan Al Obaidi  
Secrétaire général du Haut Conseil de la planification de  
l'éducation  
Ministère de l'Education

M. Ahmed Abdullah Al Ahmed  
Président du Bureau de l'alphabétisation et de  
l'éducation des adultes  
Ministère de l'Education

M. Saleh Al Soufi  
Chef  
Centre des recherches et du développement de  
l'éducation

M. Hamoud Al Sayani  
Ministère des affaires juridiques

**Conseillers :**

Mme Lubna Saleh  
Directrice administrative  
Commission nationale pour l'UNESCO

M. Mohamed Al Maqtari  
Ministère des Affaires internationales

M. Noaaman Taha Mohamed  
Gestion des affaires de planification des projets  
Ministère de l'Education technique et professionnelle

**Zambia/Zambia/Замбия/زامبيا/赞比亚**

**Delegates:**

Hon. Dr John T. N. Phiri  
Minister of Education, Science, Vocational Training and  
Early Education  
(*Head of Delegation*)

H.E Mr Solomon Jason Mbuzi  
Ambassador to France  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Mr Chishimba D. Nkossa  
Permanent Secretary  
Ministry of Education, Science, Vocational Training and  
Early Education

Mr George K. Zulu  
Permanent Secretary  
Ministry of Tourism and Art

Mr David Chakonta  
Director-General  
Ministry of Education, Science, Vocational Training and  
Early Education

**Alternates:**

Ms Heather Moono Mwansa  
Director for Planning and Information  
Ministry of Education, Science, Vocational Training and  
Early Education

Ms Monde M. Gwaba  
Director for Culture and Art  
Ministry of Tourism and Art

Mr Victor Makashi  
Director  
National Arts Council

Mr Flexon Mizinga  
Executive Secretary, National Museums  
Ministry of Chiefs and Traditional Affairs

Mr Francis Tembo  
Director  
National Institute for Scientific and Industrial Research

**Advisers:**

Ms Enala L.T.N. Mwase  
Deputy Vice-Chancellor  
University of Zambia

Ms Brenda Muntemba  
Secretary-General  
National Commission for UNESCO

Ms Hildah M. Sinywibulula  
Senior Programme Officer  
National Commission for UNESCO

Ms Heather Munachonga  
Senior Programme Officer  
National Commission for UNESCO

Ms Philomena Kachesa  
Counsellor  
Embassy in France, Permanent Delegation to UNESCO

Mr Hendrix Kapaipi  
First Secretary  
Embassy in France, Permanent Delegation to UNESCO

Mr Emmanuel Lutelo  
Chief Officer  
Ministry of Education, Science, Vocational Training and  
Early Education

Ms Esvah Chizambe  
Chief Educational Officer, Teacher Education  
Ministry of Education, Science, Vocational Training and  
Early Education

Mr Lancelot Mutale  
Principal Planning Officer  
Ministry of Education, Science, Vocational Training and  
Early Education

Mr Joseph Simenda Maopu  
Principal Chief Affairs Officer  
Ministry of Chiefs and Traditional Affairs

Mr Isaac Kanguya  
Information Manager, National Heritage  
Ministry of Chiefs and Traditional Affairs

Mr Thomas M. Mubita  
Chief, Culture and Arts  
Ministry of Chiefs and Traditional Affairs

Mr Boyd Chirwa  
Chief Planner  
Ministry of Information and Broadcasting  
Mr Nkula Mwanza  
Principal Communication Officer  
Ministry of Transport, Works, Supply and  
Communication

Mr Kakuwa Musheke  
Senior Youth Development Officer  
Ministry of Youth and Sport

Mr Raphael Mulenga  
Acting Chief Sports Development Officer  
Ministry of Youth and Sport

Mr Changano Ngoi  
Chief Community Development Officer  
Ministry of Community Development, Mother and Child  
Health

Mr Nicholas Goma  
Social Welfare Officer  
Ministry of Community Development, Mother and Child  
Health

Mr John L. Chongo  
Senior Science and Technology Officer  
Ministry of Education, Science, Vocational Training and  
Early Education

Mr Filipo Zulu  
Programme Officer, Policy Regulation, Monitoring and  
Evaluation  
National Science and Technology Council

Mr Jeston Mulando  
First Secretary for Administration

Embassy in France, Permanent Delegation to UNESCO

Mr Chibwe Chisala  
First Secretary-Economic and Trade  
Embassy in France, Permanent Delegation to UNESCO

Ms Chinyanta Mfuta  
First Secretary Political  
Embassy in France, Permanent Delegation to UNESCO

**Zimbabwe/Зимбабве/ زمبابوي /津巴布韦**

**Delegates:**

Hon. Dr Olivia Muchena  
Minister of Higher and Tertiary Education, Science and  
Technology Development  
Chairperson of the National Commission for UNESCO  
(*Head of Delegation*)

Hon. Mr Lazarus D.K. Dokora  
Minister of Primary and Secondary Education  
(*Deputy Head of Delegation*)

Hon. Dr Godfrey Gandawa  
Deputy Minister of Higher and Tertiary Education and  
Science and Technology Development

H.E. Dr David Hamadziripi  
Ambassador to France  
Ambassador, Permanent Delegate  
Permanent Delegation to UNESCO

Dr. Washington T. Mbizvo  
Permanent Secretary for Higher and Tertiary Education  
and Science and Technology Development  
Chairperson of the National Commission for UNESCO

**Alternates:**

Ms Constance Chigwamba  
Permanent Secretary  
Ministry of Primary and Secondary Education

Prof Ngwabi M. Bhebe  
UNESCO Executive Board Member  
Vice-Chancellor of the Midlands State University

Dr. Temba P. Ndlovu  
Acting Secretary-General  
National Commission for UNESCO

Dr. Dawson Munjeri  
Deputy Permanent Delegate  
Permanent Delegation to UNESCO

Ms Patience Mhandu  
Counsellor  
Permanent Delegation to UNESCO

**Advisers:**

Mr Peter Muzawazi  
EFA Coordinator  
Ministry of Higher and Tertiary Education

Mr Absolom Chinoona  
Education Officer Technvoc  
Ministry of Higher and Tertiary Education

Ms Constance Chemwayi  
Deputy Ambassador  
Permanent Delegation to UNESCO

Mr Ronald Chatiza  
Counsellor  
Permanent Delegation to UNESCO

Prof. Christopher Magadza  
National Chairman of MAB  
Ministry of Higher and Tertiary Education

Ms Rungano P. Karimanzira  
Director, Science and Technology  
Ministry of Higher and Tertiary Education

Mr Christopher Kateera  
Director, Science and Technology  
Ministry of Higher and Tertiary Education

Rev. Paul B. Damasane  
Principal Director  
Sports, Arts and Culture

Dr. William Zivenge  
Dean of Culture and Heritage Studies  
Great Zimbabwe University

Mr Arnold Moyo  
National Focal Person for UNESCO World Heritage  
Management  
National Parks

Mr Regis Chikowore  
Director for Rural Communication Services  
Ministry of Media, Information and Broadcasting  
Services

Ms Millicent Dengwani  
District Information Officer  
Ministry of Information, Media and Broadcasting  
Services

Mr Ivan Murambiwa  
Director  
National Archives

Mr Godfrey Matipano  
Acting Director for Conservation  
Science Commission

Prof. Pedzisai Mashiri  
Dean, Faculty of Arts  
University of Zimbabwe

Dr. Godfrey Mahachi  
Executive Director  
National Museums

Mr Geavas Maringa  
Minister-Counsellor  
Permanent Delegation to UNESCO

Ms Loreta E. Gwati  
First Secretary  
Permanent Delegation to UNESCO

## II

### Membres associés Associate Members Miembros Asociados Члены-сотрудники

الأعضاء المنتسبون

准会员

#### Anguille/Anguilla/Anguila/أنغويلا/安圭拉

##### **Delegates:**

Ms Jasmine Phillip-Garraway  
Senior Project Manager  
Ministry of Finance, Economic Development,  
Investment, Commerce and Tourism  
(Head of Delegation)

Ms Blondel Cluff  
West India Committee

Ms Armgarð Weihe  
Senior Principal of Policy Department  
Ministry of Education, Research and Culture

Mr Sigurð í Jákupsstovu  
Rector, University of the Faroe Islands  
Chair of the National Commission for UNESCO

Mr Andras Mortensen  
Director of Faroe Islands National Heritage, Archives,  
Library and Museums  
Member of the National Commission for UNESCO

#### Aruba/Аруба/آروبا/阿鲁巴

##### **Delegate:**

Ms Reina Hernandis  
Representative of the Department of Education  
Member of the National Commission for UNESCO  
(Head of Delegation)

#### Curaçao/Кюрасао/كوراساو/库拉索

##### **Delegates:**

H.E. Ivar Asjes  
Prime Minister  
Minister of Education, Science, Culture and Sports a.i.  
(Head of Delegation)

Ms Tara Asjes-Prins  
Advisor to the Prime Minister

Ms Marva Browne  
Secretary-General  
National Commission for UNESCO

Ms Monica Hazel  
Head of General and Legal Affairs  
Cabinet of the Minister Plenipotentiary in The Hague

#### Îles Vierges britanniques/British Virgin Islands/

Islas Vírgenes Británicas/Британские Виргинские

острова/جزر فيرجين البريطانية/英属维尔京群岛

##### **Delegate:**

Dr. Allison Flax-Archer  
Secretary-General  
National Commission for UNESCO  
(Head of Delegation)

#### Sint Maarten/Синт-Маартен/سنت مارتن/圣马丁

##### **Delegates:**

H.E. Ms Patricia Lourens-Philips  
Minister of Education, Culture, Youth and Sports  
Affairs  
(Head of Delegation)

Ms Josianne Fleming-Artsen  
Deputy Minister Plenipotentiary

Ms Marcellia Henry  
Secretary-General  
National Commission to UNESCO

#### Îles Féroé/Faroes/Islas Feroe/Фарерские

Острова/جزر فارو/法罗群岛

##### **Delegates:**

Mr Bjørn Kalsø  
Minister of Education, Research and Culture  
(Head of Delegation)

Mr Martin Næs  
Director of Policy Department  
Ministry of Education, Research and Culture  
Secretary-General of the National Commission for  
UNESCO  
(Deputy Head of Delegation)

Ms Maria van Enckevort  
Cabinet of the Minister  
Ministry of Education, Culture, Youth and Sports

Ms Carol Voges  
Cabinet of the Minister Plenipotentiary

##### **Alternate:**

Ms Alston Lourens  
Cabinet of the Minister  
Ministry of Education, Culture, Youth and Sports

## III

**Etats non-membres/  
Non-Member States**

**Saint-Siège/Holy See/Santa Sede/**

**Святейший Престол/الكرسي البابوي/罗马教廷**

**Délégués :**

S.Exc. Mgr. Francesco Follo

Observateur permanent

Mission permanente d'observation auprès de l'UNESCO  
(*Chef de la délégation*)

Abbé Roberth Alexander Hernandez Gomez

Mission permanente d'observation auprès de l'UNESCO

M. Tebaldo Vinciguerra

Mission permanente d'observation auprès de l'UNESCO

Père Jean-Marie Laurent Mazas

Mission permanente d'observation auprès de l'UNESCO

Abbé Janvier Marie Gustave Yameogo

Mission permanente d'observation auprès de l'UNESCO

Prof. Pierre Jean Lena

Mission permanente d'observation auprès de l'UNESCO

Prof. Nicole Marthe Le Douarin

Mission permanente d'observation auprès de l'UNESCO

Mme Florence Motte

Mission permanente d'observation auprès de l'UNESCO

Mgr. Jean-Marc Aveline

Mission permanente d'observation auprès de l'UNESCO

Mgr. Patrick Chauvet

Mission permanente d'observation auprès de l'UNESCO

Père Michel Fedou

Mission permanente d'observation auprès de l'UNESCO

Père Serge Goubemon

Mission permanente d'observation auprès de l'UNESCO

Père Jean-Yves Lacoste

Mission permanente d'observation auprès de l'UNESCO

Père Gilles Reithinger

Mission permanente d'observation auprès de l'UNESCO

Père Olivier Ribeadeau Dumas

Mission permanente d'observation auprès de l'UNESCO

Père Eric Salobir

Mission permanente d'observation auprès de l'UNESCO

Sœur Geneviève Medevielle

Mission permanente d'observation auprès de l'UNESCO

Sœur Carmen Moranville

Mission permanente d'Observation auprès de l'UNESCO

M. Julien Spiewak

Mission permanente d'observation auprès de l'UNESCO

Mme Claudia Delgadillo

Mission permanente d'observation auprès de l'UNESCO

Mme Tatiana Kovacic

Mission permanente d'observation auprès de l'UNESCO

Mme Marie Larivé

Mission permanente d'observation auprès de l'UNESCO

Mme Annalisa Pellegrino

Mission permanente d'observation auprès de l'UNESCO