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

SUMMARY

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

The financial and administrative implications of the planned activities fall within the parameters of document 35 C/5.

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Progress report on the United Nations Literacy Decade (UNLD) (2003-2012)

(Follow-up to 169 EX/Decision 3.4.3, 177 EX/Decision 8, 182 EX/Decision 5)

1. Literacy is one of the four priority areas of the Education Sector's programme and budget for 2010-2011 (35 C/5). UNESCO's work in this area is structured within the International Strategic Framework for Action (ISFA) for the second half of the United Nations Literacy Decade (UNLD). Three main types of activity are undertaken: strategic coordination, advocacy and programmatic work. Examples of activities undertaken in these fields are set out below.

2. As part of the Organization's **strategic coordination** of the UNLD, UNESCO has supported Member States to orient their actions in literacy in line with the three priorities identified in the ISFA: mobilization of stronger commitment; reinforcement of programme delivery; and harnessing of new resources. The Eighth E-9 Ministerial Review Meeting on Education for All with the theme "Literacy for Development" (Abuja, 21-24 June 2010), and with South-South collaboration as a key topic, resulted in commitments from E-9 countries to collaborate in sharing knowledge and experience in critical areas of literacy. At the **Sixth International Conference on Adult Education (CONFINTEA VI)** (Brazil, December 2009), adult literacy emerged as a major concern, for Asia and sub-Saharan Africa particularly and recommendations were made to prepare specific plans and increase financial and technical resources to achieve the literacy goals of education for all (EFA) and UNLD. In Latin America and the Caribbean, a strategy to improve the information, monitoring and evaluation systems for literacy is ongoing and in Asia-Pacific, the South-East Asian Ministers of Education Organization (SEAMEO) are using the UNLD Strategic Framework to strengthen literacy policies and practices.

3. Within UNESCO's work on **advocacy**, the Organization's new Literacy Portal (<http://www.unesco.org/en/literacy/>) now contains examples of literacy programmes from around the world. International Literacy Day also further enhances and sustains awareness of the importance of literacy and the UNLD, whose theme for 2009-2010 was "Literacy and Empowerment". In 2009 and 2010, UNESCO awarded the UNESCO International Literacy Prizes to programmes in eight countries,¹ with honourable mentions for three others.² Finally, a new publication series on *Emerging Trends in Literacy*, which will include papers from the six Regional Conferences in Support of Global Literacy (2007-2008) and enrich the debate on literacy policy options and programme modalities, will appear during the first half of 2011.

4. As part of its **programmatic work**, UNESCO has also continued to implement its major initiatives in the field of literacy. A published review of the Literacy Initiative for Empowerment (LIFE) between 2006 and 2009 demonstrates that LIFE has led to re-invigorated policies and given new impetus to professional approaches in tackling literacy. Furthermore, the developmental work for the Literacy Assessment and Monitoring Programme (LAMP) has been completed and field trials conducted in four regions, with LAMP now offering both a revised approach for measuring reading and numeracy skills, and a set of instruments for doing so. Finally, in the field of monitoring and evaluation, efforts to strengthen education management information systems (EMIS) and to integrate non-formal education into these EMIS are progressing. Through the Capacity Development for Education for All (CapEFA) programme and other extrabudgetary funding, Non-formal Education Monitoring Information Systems (NFE-MIS) were piloted in 2009 and 2010 in six countries.

5. The **UNLD Fund**, with an initial grant from the United States of America, and other sources of extrabudgetary funding supports **four initiatives** which are interlinked and contribute to the overall strategic objectives of the International Strategic Framework for Action: (i) Effective Practices in Literacy – a process of sharing effective practice in literacy, based on explicit criteria of effectiveness; (ii) Open Education Resources (OER) for Literacy – providing online and locally adaptable materials for literacy learning and teaching; (iii) the Expansion of Literacy Assessment and Monitoring Programme (LAMP) in Paraguay; and (iv) the Knowledge and Innovations Network

¹ Afghanistan, Burkina Faso, Cape Verde, Egypt, Germany, India, Nepal and the Philippines.

² Bhutan, Colombia and Malawi.

for Literacy – linking research and practice with policy input. These initiatives are made operational through electronic platforms and are aimed at reinforcing UNESCO's role as a clearing house and catalyst of international cooperation in literacy, as well as in capacity development and policy input.

6. Preparations for the end of the decade evaluation have started, and the final report will be presented to the United Nations General Assembly at its 2013 session. The evaluation of the UNLD will be harmonized with the monitoring of the Belem Framework for Action.

Progress report on the UNAIDS programme

(Follow-up to 174 EX/Decision 6)

7. By 174 EX/Decision 6, the Executive Board invited the Director-General to provide periodic updates on UNESCO's work developments relating to its role as a UNAIDS Co-sponsor and lead organization. This report covers the period since the last progress report presented in 181 EX/5 in 2009 and includes information on ongoing work.

UNESCO's participation in UNAIDS

8. As a UNAIDS co-sponsor, UNESCO actively participated in a major second independent evaluation (SIE) of UNAIDS covering the period 2002-2008 which was completed in 2009. The findings of the SIE, which also considered the contribution of its ten co-sponsors, were overall very positive, and confirmed the important role of the Joint Programme. Since the release of the evaluation report, UNAIDS and its co-sponsors have been engaged in the follow-up to the far-reaching recommendations of the evaluation, which cover financial issues and accountability, the UNAIDS Division of Labour and the development of a new UNAIDS Strategy.

9. In 2010-2011, UNESCO is managing \$12.3 million of UNAIDS Unified Budget and Workplan (UBW) – UNESCO's most significant source of funding for HIV and AIDS. While the SIE acknowledged the value of the UBW in coordinating the actions and work plans of the Co-sponsors and Secretariat, it recommended that future decisions on the core allocations of the budget be based on criteria related to epidemic priorities and the comparative advantages of each Co-sponsor. A new financial framework known as the Unified Budget and Accountability Framework (UBAF) is currently under development for 2012-2013. At this stage, it is unclear what UNESCO's core allocation through the UBAF will be, although UNESCO is looked to as the lead agency in the priority area of HIV and sexuality education for young people.

10. In November 2010, the Co-sponsor Heads of Agencies endorsed a new Division of Labour at their meeting of the Committee of Cosponsoring Organizations (CCO) which was attended by UNESCO's Director-General. Under the new UNAIDS Division of Labour, UNESCO is designated as the convening agency for ensuring good quality education for a more effective HIV response. The Organization is also a key partner in the areas of reducing sexual transmission of HIV, empowering young people and other key populations to protect themselves from HIV infection, meeting the HIV needs of women and girls, removing punitive laws and reducing stigma and discrimination, and supporting prioritized and costed national AIDS plans. UNESCO will continue to convene the UNAIDS Inter-Agency Task Team (IATT) on Education, a unique global multi-stakeholder forum.

11. In December 2010, the Heads of Cosponsoring Agencies and the UNAIDS Programme Coordination Board (PCB) endorsed the new UNAIDS Strategy 2011-2015. The vision of the new UNAIDS Strategy is zero new HIV infections, zero AIDS-related deaths, and zero discrimination and rights violations.

Updated UNESCO Strategy for HIV and AIDS

12. In light of all the recent changes within UNAIDS and the evolving global context for the epidemic, UNESCO is currently updating its own strategy for HIV and AIDS, with an expected completion in late spring 2011. The new strategy provides a framework to guide the collective

efforts of UNESCO at the global, regional and country levels, and describes how UNESCO will contribute to the goal of Universal Access to HIV prevention, treatment, care and support by 2015 and address current challenges in the response to HIV and AIDS.

High quality technical support to Member States through EDUCAIDS and other efforts

13. UNESCO continues to give a central role to UNAIDS Global Initiative on Education and HIV and AIDS (EDUCAIDS), which it has led since its launching in 2004. EDUCAIDS provides support for the implementation of comprehensive national education sector responses to HIV and AIDS. Within the framework of EDUCAIDS, activities are currently implemented in approximately 80 countries, including 33 in sub-Saharan Africa. Over 8,100 copies of the EDUCAIDS resource pack have been disseminated worldwide. In addition, UNESCO's work through the Intersectoral Platform on HIV and AIDS produced in 2010 a practical booklet, "UNESCO's Short guide to the essential characteristics of effective HIV prevention".³

14. To strengthen Member States' capacity to respond effectively to HIV, UNESCO organized a series of international, regional and subregional training workshops and consultations. In 2009 and 2010, four training programmes were conducted for 60 UNESCO staff working on HIV in the field, including for 20 new National Programme Officers recruited in Asia-Pacific, East and Southern Africa and West and Central Africa.

A prevention revolution

15. To contribute to the "HIV prevention revolution" called for in the new UNAIDS Strategy, UNESCO published in 2009 the *International Technical Guidance on Sexuality Education: An evidence-informed approach for schools teachers and health educators*, in partnership with UNFPA, UNICEF, WHO and UNAIDS, and made the publication available online, in print and on CD-ROM, by October 2010. By January 2011, over 15,500 copies of the printed versions, and 3,816 copies of the CD-ROM version, had been distributed.

Convening of the international conference of States (category I) to examine and adopt amendments to the 1981 Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the African States (Follow-up to 35 C/Resolution 11)

16. By 35 C/Decision 11, the General Conference requested the Director-General to convene, in 2010-2011, an international conference of States (category I), with a view to examination and adoption of amendments to the 1981 Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States (the "Arusha Convention").

17. The revision process, led by UNESCO's Regional Bureau for Education in Africa (BREDA), started early 2000 with the aim to adapt the 1981 Arusha Convention to the changes of the higher education environment and the amplifying diversification of higher education in Africa.

18. Since 2009, the African Union (AU) has been a key player in the revision process, aiming at creating synergies with the development and launch of the "African Union Strategy for Harmonization of Higher Education Programmes in Africa" in 2008. The African Union Commission (AUC) and UNESCO worked collaboratively on revising the Convention, and a joint meeting was held in Addis Ababa on 21 September 2009, at which proposals for amendments to the Convention were made.

19. With minor amendments introduced by UNESCO's Office of International Standards and Legal Affairs (LA), the draft proposal of the revised Convention was submitted in November 2009 to the Conference of Ministers of Education of the African Union Commission (COMEDAF IV), who examined and agreed upon the draft changes proposed. It also authorized the AUC's Department

³ <http://unesdoc.unesco.org/images/0018/001885/188528e.pdf>.

of Human Resources, Science and Technology (HRST) to take necessary steps to move further. The revised version of the Convention was submitted to the AUC HRST and its Legal Council on 17 January 2011.

20. As this document goes to press, discussions are under way between UNESCO and the African Union to jointly prepare for an international conference of states to examine and amend the Arusha Convention in 2011.

Activities carried out to celebrate 2010, International Year for the Rapprochement of Cultures (Follow-up to 182 EX/Decision 16)

I. Background

21. Having noted the urgent need to strengthen international cooperation and mutual understanding with a view to maintaining world peace, the General Conference of UNESCO called for 2010 to be proclaimed International Year for the Rapprochement of Cultures (34 C/Resolution 46). The United Nations General Assembly endorsed that proposal by adopting resolution 62/90 (17 December 2007). One year later, the General Assembly invited UNESCO, "in consultation with Member States, and through extrabudgetary resources, to play a leading role in the preparations for the celebration of the International Year" for the Rapprochement of Cultures: (General Assembly resolution 63/22 of 16 December 2008).

22. Drawing on its Constitution and on more than 65 years of experience in this area, UNESCO initiated extensive consultation with Member States and intergovernmental and non-governmental organizations in order to draw up an action plan for 2010, International Year for the Rapprochement of Cultures. It was adopted by the General Conference at its 35th session.

II. Strategic goals and major themes

23. The purpose of the Year was to integrate the principles of dialogue and mutual knowledge into all policies at the local, national, regional and international levels so as to foster an environment conducive to the rapprochement of cultures, thus enhancing harmonious relations among peoples.

24. A **dual objective** was set in order to achieve this: (i) to raise awareness among the international community of the virtues of diversity and intercultural dialogue, using specific examples to show that all cultures and civilizations derive from and feed into each other and are therefore a source of wealth and innovation for humanity; and (ii) to fight for human rights and against new forms of racism and discrimination, with a view to correcting flawed cultural representations, values and stereotypes.

25. During the above consultation with Member States and partner organizations, the cardinal principle of the equal dignity of cultures, mutual respect and the strengthening of cooperation for lasting peace was reaffirmed, and the following **four major themes** were submitted to the Executive Board at its 182nd session (182 EX/16) and adopted by the General Conference (35 C/55, 35 C/Resolution 47):

- promoting reciprocal knowledge of cultural, ethnic, linguistic and religious diversity;
- building a framework for commonly shared values;
- strengthening quality education; intercultural competences;
- fostering dialogue for sustainable development.

III. Implementation of the Action Plan

26. All the activities undertaken (some 1,000 altogether) also fitted into the framework of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010), drawing inspiration from the four major themes mentioned in paragraph 25 and the five modalities described in the awareness-raising leaflet on the Year (http://www.unesco.org/culture/pdf/2010/2010_leaflet_fr, http://www.unesco.org/culture/pdf/2010/2010_leaflet_en):

- **Creativity and diversity for better mutual knowledge.** Projects in the area of creativity and the arts gave rise to intercultural encounters, thus promoting knowledge transfer and exchange and better mutual knowledge. The various projects submitted in that context were divided into two categories: (i) the celebration of cultural encounters through creativity – a crucial factor for cultural rapprochement; and (ii) linguistic diversity as an engine for dialogue. More than a hundred international festivals, fairs and days were held, celebrating the Other and national minorities. The essential role of creativity in dialogue was illustrated by travelling exhibitions, musical dialogues and concerts. The importance of linguistic diversity in intercultural dialogue was also emphasized through translations and the promotion of foreign languages using appropriate educational programmes.
- **Promotion of universal values.** Apart from the celebration of cultural diversity, activities and projects promoting universal values were also undertaken. Three “clusters” of values were identified: (i) the promotion of a culture of peace; (ii) respect for human rights; and (iii) the recognition of common values shared by religions. In the context of the culture of peace, several projects were implemented at both government and civil society levels. In addition, the awareness-raising message on human rights values and the contribution of philosophy, with a particular focus on women’s and children’s rights, was conveyed through education programmes, symposia and artistic encounters. Recognizing the universal cultural and spiritual values of religious sites and calling for dialogue and mutual respect among communities, a Statement on the Protection of Religious Properties within the Framework of the World Heritage Convention was adopted at the International Seminar on the Role of Religious Communities in the Management of the World Heritage properties, held in Kiev (Ukraine) from 2 to 5 November. Interreligious dialogue – an essential component of intercultural dialogue – was on the agenda of most of the discussions and intellectual exchanges held during the Year.
- **Education for cultural diversity and dialogue.** Education, a key pillar of dialogue among peoples and cultures, played a strategic role in raising awareness of the need for new intercultural skills. The activities and projects submitted fell into three categories: (i) quality education for all, (ii) heritage conservation education; and (iii) university networks and partnerships. Educational textbooks and materials, school curricula and the transmission of intercultural skills to teachers were all aspects embraced by the projects submitted. Secondly, to stress the importance of the tangible and intangible cultural heritage as bearers of history and identity, conferences and national and international educational programmes and exchanges illustrated the educational initiatives undertaken to ensure heritage conservation by future generations. Furthermore, the Year provided an environment conducive to the development of inter-university networks and partnerships aimed at facilitating and promoting educational exchanges for more effective rapprochement.
- **Integration of the principles of dialogue and cultural diversity into policies for peace and development.** Dialogue, a catalyst for social development, showed itself to be essential for generating a development process rooted in cultural diversity. Activities were divided into four categories: (i) diversity in cultural policies; (ii) dialogue for sustainable development; (iii) dialogue through science; and (iv) dialogue through the media. Several projects were focused on raising citizen’s awareness of the integration of the principle of

cultural diversity into all policies – in education, culture, science and communication – with a view to ensuring sustainable social development which effectively takes into account the intercultural dimension of our contemporary, de facto pluralistic, societies. During the Year, many international conferences and programmes on sustainable development promoted intercultural dialogue as a means of ensuring shared responsibility for environmental matters. Lastly, activities were undertaken to highlight the role of the media and the new information and communication technologies, with a view to changing attitudes towards different cultures and religions by, *inter alia*, promoting Internet-based dialogue. Moreover, conferences and international days emphasized the role of science in enhancing mutual knowledge and understanding among peoples.

IV. Strategic themes of the Year

27. The launch of the Year, on 18 February 2010, coincided with the first meeting of the High Panel on Peace and Dialogue Among Cultures while the close of the Year, on 11 March 2011 at United Nations Headquarters, coincided with the second meeting of the High Panel. Various other events at Headquarters and in the field, such as World Philosophy Day (UNESCO Headquarters, 18 November 2010) and the Conference on Education for Sustainable Development in support of Cultural Rapprochement and Biodiversity (Muscat, 24-26 January 2011), reinforced the messages conveyed by the Year. A commemorative visit to the Auschwitz-Birkenau Nazi German concentration and extermination camp was one of the most memorable events of the Year. One hundred and fifty eminent persons and representatives of the governments of 40 countries took part in the visit, led by Abdoulaye Wade, President of Senegal and Chairman of the Organization of the Islamic Conference, together with the Director-General, Bertrand Delanoë, the Mayor of Paris, Anne-Marie Revcolevschi, President of the Aladdin Project, and David de Rothschild, Chairman of the Aladdin Fund.

28. Cooperation with strategic partners, especially the National Commissions, intergovernmental organizations (IGOs – for instance, the Alliance of Civilizations), non-governmental organizations (NGOs), UNESCO Chairs, Associated Schools, Clubs, Centres and Associations, local members of parliament and various cultural, educational and media professionals, was considerably strengthened, particularly through a set of projects highlighting cultural diversity and interreligious dialogue, and heritage and art conservation. Generous funding from the Government of Kazakhstan contributed to the launch of the Year and the creation of the website.

29. Cooperation between different partners was enhanced through the various communication and awareness-raising instruments established for this purpose (the official logo of the Year in six languages, a printed and online leaflet in English and French, a website in English/French/Spanish, including a regularly updated calendar, three circular letters to Member States and IGOs/NGOs, messages from the Director-General and the United Nations Secretary-General, and a particularly challenging poster competition to describe the Year in pictures).

30. Lastly, the parallel celebration of international Years (International Year of Youth and International Year of Biodiversity) provided an opportunity for significant in-depth consideration of the themes and issues addressed. By supporting a whole range of activities (some 1,000) and providing expertise through its programmes, UNESCO has successfully initiated a sustainable process marked by substantial progress in the area of cultural dialogue. For this reason, the United Nations General Assembly, in resolution 65/138 of 16 December 2010, noted with satisfaction the efforts undertaken by UNESCO, the lead agency in the celebration of the Year, and called on Member States to continue, beyond 2010, to promote “reconciliation to help to ensure durable peace and sustained development”.

31. A full analytical report on the implementation of the activities of the Year, its impact and potential resulting follow-up measures is available in information document 186 EX/INF.12.

Progress report on the implementation of 184 EX/Decision 14 concerning Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a reconciled Universal

(Follow-up to 184 EX/Decision 14)

Introduction

32. Approved by the General Conference at its 35th session (35 C/Resolution 46), the “Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a reconciled universal” programme is aimed at encouraging “the intellectual and moral solidarity of humanity”, primarily by rallying intellectuals and creators round the three authors’ universal message in furtherance of diversity, tolerance, dialogue of cultures and peace. The goal is to encourage, by means of an interdisciplinary programme, translation, editorial, publication, meeting and artistic creation projects in Member States and public and private institutions, and thus ensure greater dissemination and understanding of the author’s works in order to unify peoples and generations.

Activities undertaken since the 184th session of the Executive Board

33. A sponsoring committee, representing a network of eminent persons, all iconic on account of their experience of dialogue and their respect for the values promoted by the three authors covered by the programme, has been established and was convened on the occasion of the launch of the programme last April.

34. To ensure the indispensable intersectorality and interdisciplinarity of the programme, the following fields of action common to the Education, Natural Sciences, Culture, and Social and Human Sciences Sectors have been identified:

- Education: raising awareness of the educational challenge by transmitting and ensuring respect of knowledge in order to combat, through programmes such as Education for All (EFA) and Education for Sustainable Development (ESD), the loss of values, the fragmentation of knowledge, retreat into identity sectarianism and development anomalies;
- Natural Sciences: redefining human relations with nature, through programmes such as the Man and the Biosphere (MAB) Programme, UNESCO’s International Hydrological Programme (IHP), and *Water for Peace*, and strengthening ethics in science and technology, through programmes such as the bioethics programme;
- Culture: ascertaining the visionary and awareness-raising role of poetry and art in order to promote dialogue among cultures through activities relating to the intangible heritage and International Poetry Day;
- Social and Human Sciences: consolidating action to secure emancipation from all forms of oppression and to achieve progress in the eradication of racism, intolerance and exclusion by drawing on human rights programmes.

35. Efforts have continued to mobilize a network of partners in order to catalyse the momentum built up by the celebration of the three authors, in particular on the occasion of the celebration of the 150th anniversary of Tagore’s birth (2011) and the 100th anniversary of Aimé Césaire’s birth (2013). Strategic partnerships with foundations connected with the three authors (the Pablo Neruda Foundation in Chile, Visva-Bharati University founded in India by Tagore and the Aimé Césaire Foundation in Martinique) are gradually being established, in close cooperation with the Permanent Delegations concerned. Many other partnerships, relying, in particular, on the UNESCO Associated Schools Project Network, UNESCO Clubs, the specialized press and other bodies, are being established, as proposed in document 184 EX/14 Add.

Communication tools

36. The booklet outlining the programme is available in English, French and Spanish and was distributed on the occasion of the launch of the programme last April. The booklet explores in depth the three authors' areas of convergence in UNESCO's fields of competence. The five themes of convergence identified are art and poetry, nature, emancipation, science and ethics, and education.

37. The website dedicated to the programme is operational. It provides multimedia materials on the three authors, namely audio extracts, videos, photographs, biographies, works, topic issues and an activity database. The website will operate as a gateway to programme-relevant external links, specialized websites and articles, Facebook pages on the project, and blogs, etc.

38. The programme's logo has been designed as a number of stars in a constellation representing the three authors' contemporaries and companions. The logo is to be used on all internal and external communication materials (brochures, posters, flyers and collections) and on the programme's web page hosted on the UNESCO site, on Facebook and Twitter pages dedicated to the programme, and on all other programme promotional materials.

Financial and budgetary implications

39. An amount of US \$150,000 was allocated under the regular budget for Major Programme IV in document 35 C/5 in order to finance the activities required to support this programme (holding of a launching event, publication of a collection, website and database construction and maintenance and the mobilization of partnerships). No extrabudgetary funds have been identified to date, despite the resolution adopted to that end by the General Conference at its 35th session (35 C/Resolution 46). The impact of the programme will therefore depend mainly on whatever financial support Member States may wish to provide.

Concrete measures taken to assist Member States to improve the ability of their education systems to reach marginalized groups

(Follow-up to 184 EX/Decision 36)

40. UNESCO takes a holistic approach in addressing issues of quality education and pays particular attention to the needs of the different sub-sectors, from early childhood care and education to higher education:

- the Organization promotes quality early childhood care and education (ECCE) as key to facilitating an equal start in primary schooling for all children and to improving educational achievement at later stages. Issues of quality and its monitoring were discussed at the first World Conference on ECCE (27-29 September 2010). An inter-agency forum has been established to jointly develop a system that can be used by Member States to monitor and improve access to and the quality and equity of ECCE services. Technical support is also being provided to Member States (e.g. Bangladesh, Brazil, Dominican Republic, Republic of Korea, Nigeria and Seychelles) to improve quality and integration, in alignment with the Moscow Framework for Action and Cooperation;
- as part of its work to promote quality basic education, UNESCO is developing a General Education Quality Diagnostic/Analysis and Monitoring Framework. This framework aims to strengthen Member States' capacity to analyse binding constraints to attaining and sustaining quality general education for all and develop timely and responsive interventions, particularly in favour of the marginalized poor and the children with disabilities. Policy studies on transition between the different levels of education – and in particular between primary and secondary education – that highlight the importance of quality and equity are being undertaken.

- UNESCO has intensified its actions towards quality improvement through reviewing the elements of technical and vocational education and training (TVET) that strengthen linkages between the supply of training and the skills demanded by labour markets. This is being done through a series of policy reviews in Benin, Malawi, and countries in Southern Africa and the Eastern Caribbean, as well as through support to capacity development and networking by the UNESCO-UNEVOC International Centre. Moreover, direct assistance to TVET agencies and institutions is being provided to “target” countries: Côte d’Ivoire, Lao People’s Democratic Republic and Malawi.
- UNESCO is supporting the capacity development of Member States to ensure quality assurance in higher education, especially developing and emerging countries, in particular in Africa.

41. UNESCO is placing special emphasis on ensuring equitable access to quality learning for disadvantaged girls and women and on addressing social and cultural issues affecting their learning opportunities and achievements. The Organization also enhances the quality of provision by linking literacy and numeracy to livelihoods, life skills and further learning (e.g. the “Literacy by mobile phone” project in partnership with the private sector in Pakistan), and by identifying and sharing effective practices (e.g. through the new “Knowledge and Innovations Network on Literacy” (KINL)).

42. UNESCO supports its Member States to improve the quality of teaching by developing guidelines for teacher training and developing prototype curricula and materials in subject areas such as values education and education for tolerance and non-discrimination. Thus, it is cooperating with the Organization for Security and Co-operation in Europe (OSCE) and the Council of Europe on the development of guidelines for secondary-school teachers and policy-makers to address intolerance and discrimination against Muslims. The Organization is also carrying out follow-up activities (e.g. training workshops for teachers, educators and young leaders) to the publication of the manual for educators and teachers, “Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education”, including in Associated Schools Project Network schools. In cooperation with the Social and Human Sciences Sector, the Education Sector designed a pedagogical tool for secondary-school teachers and educators to promote dialogue among cultures.

43. Within the framework of the follow-up to the 48th session of the International Conference on Education (2008), the International Bureau of Education (IBE) has continued to offer tailored support, upon request, to the development of inclusive education policy frameworks. IBE has developed guidelines and learning tools to promote inclusive curricula such as the module on inclusive education for the IBE Curriculum Resource Pack, the conceptual framework on inclusive education and curricula, the draft Toolkit for Inclusion in the Arab States, and documents and publications on inclusive education trends and key curricular themes. IBE is ensuring that materials and resources supporting the implementation of inclusive education policies and practices (e.g. policy briefs, guidelines, tools, reports, publications, etc.) are widely disseminated through online platforms. It also provides technical support in Member States, such as to the development of a European profile of an inclusive teacher, and the development of national capacities on inclusive education and inclusive curricula in countries such as Morocco and Panama.

44. UNESCO’s engagement in the UNDAF preparation and implementation in various countries reflects the concern to ensure quality education for the marginalized and vulnerable populations, and translates into actions and joint programmes the related strategic directions identified in the UNESS documents. For example, the subregional workshop in the Eastern Caribbean States organized in December 2010 in collaboration with the Organization of Eastern Caribbean States (OECS), focused on harmonizing priorities with the United Nations Common Country Assessment/UNDAF process and the OECS education goals. UNESCO is also actively leading the Education working and thematic groups of the United Nations in-country processes in a number of countries (e.g. Dominican Republic, Madagascar, Rwanda, Tanzania). Moreover, in countries such

as Gabon, Honduras and Cambodia, UNESCO is ensuring that the issues and challenges identified in the UNESS documents related to HIV/AIDS, bilingual education, gender equality, and the education needs of rural and urban poor are addressed in the UNDAF, through support to the formulation of inclusive education policies, and strategic plans.

Implementation of 35 C/Resolution 49 and 185 EX/Decision 5 relating to the Ascent to the Mughrabi Gate in the Old City of Jerusalem

(Follow-up to 185 EX/Decision 5)

45. As a follow-up to 176 EX/Special Plenary Meeting/Decision and to the decisions of the World Heritage Committee since its 31st session in 2007, which requested the World Heritage Centre to facilitate the exchanges between Israeli, Jordanian and Waqf experts to discuss the detailed proposals for the design of the Mughrabi ascent, two professional meetings took place in Jerusalem on 13 January and 24 February 2008 between Israeli and Jordanian (including Waqf) experts. The third meeting, scheduled for 12 November 2008, was postponed at the request of the Jordanian authorities “until a date when it can get its own experts and equipment on the site in order to take the appropriate measurements, necessary to finalize the design of the project”.

46. The Reinforced Monitoring Mechanism, requested by the Executive Board at its 176th session (176 EX/Special Plenary Meeting Decision) and by the World Heritage Committee at its 31st session in 2007, is being applied to the Old City of Jerusalem with regard to the Mughrabi ascent. Nine reports have been prepared by the World Heritage Centre in this respect to date and forwarded to the concerned parties and the States Parties members of the World Heritage Committee.

47. At its 34th session (25 July-3 August 2010, Brasilia, Brazil), the World Heritage Committee adopted Decision 34 COM 7A.20 reiterating its decision 33 COM 7A.18 adopted at its previous session, including its request for “the process for the design of the Mughrabi Ascent [to] be inclusive of all parties concerned and for the Israeli authorities [to] continue the cooperation commenced with all concerned parties, in particular with Jordanian and Waqf experts”. The decision also called “on the Director-General to organize a follow-up meeting of experts as soon as possible, once the parties concerned have reached an agreement” and “to continue applying the Reinforced Monitoring Mechanism for the state of conservation of the Mughrabi Ascent”.

48. Following the 34th session of the World Heritage Committee, a draft decision (185 EX/PX/DR.1) on the subject of the Ascent to the Mughrabi Gate in the Old City of Jerusalem was submitted by 20 Member States at the 185th session of the Executive Board. Despite considerable effort, no consensus could be reached and 185 EX/Decision 5 was adopted by roll-call vote. This decision notably “calls upon Israel to enable the necessary access to the site to the Jordanian and Waqf experts, most notably, in order to take the necessary measurements for the concept design proposed by Jordan, as evaluated by ICOMOS and ICCROM; and enable Jordan as a concerned party to present its final design for the restoration and preservation of the Mughrabi Ascent”.

49. As a follow-up to the above decision, the World Heritage Centre addressed written requests to the concerned parties in order to receive an update on this issue. The Jordanian authorities provided such an update, by letter dated 6 January 2011. This report presents information on Jordan’s efforts to enable its experts to complete a design of the Mughrabi Gate Pathway. The experts visited the site for four hours on 23 May 2010, then, on 8 August 2010 and 28 November 2010. They noticed fallen stones from the Northern Ottoman wall of the Ascent but were not authorized to carry out the emergency stabilization works thereon. The report from the Jordanian authorities makes references to The Hague 1954 and the 1972 Conventions, to the status quo and to the decisions of the Executive Board and of the World Heritage Committee thereon. It reiterates the intention by the Jordanian authorities to “submit and implement a design for the Mughrabi Gate Pathway to the World Heritage Centre, which maintains the integrity, authenticity and cultural heritage”.

50. No other information was received by the World Heritage Centre as regards the ongoing planning and design process.

51. Depending on the developments of the situation related to this issue, the Director-General is prepared to issue an addendum to the present document before the 186th session of the Executive Board.



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ADDENDUM

Progress on the implementation of the medium- and long-term cooperation strategy for Haiti

SUMMARY

This document is the progress report on the implementation of UNESCO's medium- and long-term cooperation strategy following the earthquake of 12 January 2010 in Haiti and is presented in accordance with 185 EX/Decision 6 (III).

The document has financial or administrative implications to the extent that it reports on the activities undertaken and support provided through existing regular and extrabudgetary resources and also on the activities, not yet funded, proposed as part of UNESCO's medium- and long-term cooperation strategy.

1. This document reports on action taken and progress achieved in implementing the UNESCO medium- and long-term cooperation strategy for Haiti approved by the Member States at the 185th session of the Executive Board.

Continuation of UNESCO's mobilization for Haiti

2. The Organization engaged in strong advocacy, through the statements made by the Director-General and Special Envoy in particular, to ensure that, once the initial shock had worn off, solidarity towards Haiti would not abate.

3. UNESCO's medium-term cooperation strategy with Haiti was the subject of a bilingual brochure published in French and English and entitled "UNESCO in action: Working together for Haiti". This is part of the "Action Plan for National Recovery and Development of Haiti" formulated by the Government of Haiti. UNESCO's programmes and projects were selected in agreement with the national authorities and in consultation with civil society.

Three of the four pillars of the action plan were chosen as:

- Territorial rebuilding;
- Social rebuilding;
- Institutional rebuilding.

All three help to boost the fourth pillar: economic rebuilding.

The total cost of these initiatives, presented in 30 project sheets, is estimated to be around \$80 million over a period of between three and five years.

4. Its constant advocacy work for Haiti also led to UNESCO hosting the launch in December 2010 at its Headquarters of the publication produced by the Study and Action Group for a New Haiti (GRAHN) on the initiative of civil society and the Haitian diaspora.

5. In January 2011, in partnership with the International Organisation of La Francophonie (IOF) and the delegation of Haiti to UNESCO, a two-day event was held to commemorate the first anniversary of the earthquake of 12 January 2010. A round table entitled “Haiti: One Year after the Earthquake” was opened by the Director-General, the Haitian Tourism Minister, representing the Prime Minister of Haiti, and the Administrator of the IOF. Among the participants were directors of Haitian institutions, members of the Haitian diaspora and bilateral partners involved in the rebuilding of Haiti.

6. A mission led by the Special Envoy visited Haiti in February 2011 with the purpose of promoting UNESCO’s action in particular among the members of the Interim Haiti Recovery Commission (IHRC). The brochure “UNESCO in action: Working together for Haiti” was presented to the IHRC members. In her address, Ms Michaëlle Jean, UNESCO Special Envoy, made an impassioned plea for education to be central to the national recovery strategy. She stressed that, as soon as the national education plan was ready, swift action should be taken. Highlighting the dispersed nature of interventions in that area, she called for actions to be harmonized and better coordinated around the leadership of the Education Ministry. In that regard, UNESCO stood ready to support the Ministry in a difficult and complex coordination task.

7. Addressing the culture sector, fertile ground in which Haiti’s sustained development could take root, the potential of the sector for the rebuilding of the country in relation to the three pillars (institutional, territorial and social) was brought to the fore. Further confirmation was given of the Director-General’s commitment to that cause alongside the Haitian authorities.

8. Following the recommendations adopted by the International Coordination Committee for the Safeguarding of Haitian Cultural Heritage (ICC) at its first plenary session (7-8 July 2010), the ICC’s thematic work sub-groups formulated project proposals focusing on world heritage (cultural and natural), intangible heritage, movable heritage (museums, archives and libraries), cultural industries and cultural policies. UNESCO has reinforced its monitoring cell at Headquarters and at the Office in Port-au-Prince.

9. The sustained commitment of the Organization and its partners to assisting Haiti has also resulted in the mobilization of extrabudgetary resources. Some \$3.9 million have already been raised by UNESCO for interventions in the education, culture, communication and science sectors. Many of UNESCO’s partners have contributed to this joint effort, including Spain, Bulgaria, Brazil, Japan, the OPEC Fund for International Development, EFA Capacity Building programme (CapEFA) partners, several organizations from civil society and the “UNESCO family” in the Republic of Korea (Jogye Order of Korean Buddhism, Community Chest of Korea, Korean National Commission for UNESCO, the Federation of UNESCO Clubs and Associations and the Associated Schools Network in the Republic of Korea), the International Organisation of La Francophonie, the Africa Group of UNESCO, the National Federation of UNESCO Associations in Japan (NFUAJ),

Felissimo, Papua New Guinea and Togo. UNESCO has also mobilized resources through direct marketing campaigns. By opening a special account for Haiti, UNESCO also made it easier for individuals to make donations, including through an online donation facility on the UNESCO website (<http://donate.unesco.org/en>).

10. Apart from these confirmed contributions, negotiations are well under way and now in their final stages indicate that another sum of perhaps almost \$26.9 million will be available (Qatar, Canadian International Development Agency (CIDA), World Bank, European Union, Jogye Order of Korean Buddhism and the United Nations Stabilization Mission in Haiti (MINUSTAH)) for the priority education sector and for the science sector in particular.

11. The Norwegian Refugee Council (NRC) also granted valuable aid to UNESCO in the form of human resources, deploying a total of five experts to the Office in Port-au-Prince following the earthquake – four in the education field and one in communications and public relations.

Action taken on the ground

12. As regards the **Education Sector**, the Office in Port-au-Prince continued to coordinate the Education Cluster and to contribute actively to developing the operational plan and establishing a partnership framework between the Education Ministry and the various stakeholders in the sector.

13. As part of capacity-building for the Education Ministry, particularly when it comes to planning, a joint UNESCO Institute for Statistics (UIS) and UNESCO International Institute for Educational Planning (IIEP) mission formulated a project with the purpose of establishing a long-term data and statistics system. Recruitment is under way of a P-4 grade programme specialist to implement the project.

14. Twenty-eight secondary education establishments were provided with basic equipment: desks, cupboards, dictionaries, maps and geometry sets for teachers. In addition, three secondary schools in the capital and in Petit Goâve are currently under construction.

15. The Office in Port-au-Prince also facilitated the exchange of information between the Ministry and the local education authorities to enable end-of-year exams and preparations for the new school year to take place in the regions worst affected by the earthquake. To this end, an information campaign was launched through ten radio stations.

16. A second series of psychosocial training sessions was organized for 1,600 secondary school teachers in the *départements* of Nippes, Artibonite, the North and North-East thanks to additional funding from the Republic of Korea.

17. In partnership with the Inter-American Development Bank (IDB), an inventory of technical and vocational education establishments is under way, while five vocational training centres are being rebuilt and equipped in the Port-au-Prince area.

18. Thanks to funding from Spain, a second phase of the literacy and post-literacy project has been launched in *two communes* in the South-East: La Vallée de Jacmel and Marigot. This initiative should benefit 1,600 people, including 300 women.

19. As regards the **Science Sector**, UNESCO supported the building and equipping of a water quality laboratory at the University of Quisqueya. With this laboratory operational, water pollution checks can be carried out to tackle the cholera epidemic.

20. The coastal hazard early warning project has entered its active phase with a specialist from the Intergovernmental Oceanographic Commission (IOC) based on site, surveillance equipment in place and capacity-building of the relevant Haitian services organized.

21. The **Social and Human Sciences Sector**, recently involved in the social rebuilding process, has just started offering activities focused on youth citizen participation and combating violence against women in urban areas. The funds for the P-3 post in Quito will be provisionally transferred to Haiti to fund a consultant at the Office in Port-au-Prince.

22. As regards the **Communication and Information Sector**, UNESCO has started to make five animated films to raise children's awareness of cholera prevention and, in cooperation with Médecins du monde, Médecins sans frontières and Action against Hunger, has organized cholera information sessions for 110 journalists and presenters, particularly those working for community radio stations in remote parts of the country.

23. In collaboration with International Media Support (IMS), the Office in Port-au-Prince supported a series of training sessions for the Association of Haitian Journalists (AJH) about election coverage for 250 journalists in nine different cities.

24. The "Un livre pour un enfant d'Haïti" ("A Book for a Child in Haiti") operation was carried out in partnership with Bibliothèques sans frontières ("Libraries without borders") with more than 2,000 books distributed in the project's partner camps and schools. In addition, a play was performed on 10 January 2011 for the displaced persons living in the Cinéas camp in Port-au-Prince to commemorate the earthquake and the performance was shown on national television.

25. The community radio station in Cap Rouge (near the city of Jacmel), Vedek FM, started broadcasting on 21 January 2011. Before going on air, a training session about reporting techniques and equipment maintenance for 26 young people from Cap Rouge was organized with partner NGO SAKS.

26. In the field of **culture**, the World Heritage Centre was actively involved in the safeguarding of Haiti's built heritage in close cooperation with the Institut de Sauvegarde du Patrimoine National (Institute for the Safeguarding of the National Heritage) (ISPAN) and with the support of Spain and the France-UNESCO Convention. In the context of emergency international aid for the project to assess the state of conservation of the National History Park – Citadel, Sans Souci, Ramiers, included in the World Heritage List in 1982, and in accordance with the World Heritage Committee's decision 34 COM 7B.110, a meeting of experts held in October 2010 discussed the establishment of operational guidelines for the implementation of a plan for the conservation/restoration of the site's built heritage, the establishment of a local ISPAN unit for the National History Park, the formulation of a risk mitigation plan and the launch of an educational project for children in the villages of Dondon and Millot. UNESCO also initiated technical and institutional capacity-building activities in Haiti through various projects, including an inventory of built heritage and capacity-building for local and national technicians from the Historic Centre of Jacmel. Lastly, an update of cultural heritage protection legislation in Haiti has begun.

27. Concerning intangible heritage, the recording of sacred voodoo songs which started before the earthquake in cooperation with the Haitian National Commission for Cooperation with UNESCO was pursued with a voodoo community. Moreover, a project of restoration of Voodoo Temple in Léogâne was initiated following a request by the Ministry of Culture to restore a number of key places of voodoo worship that have been affected by the earthquake and whose current state of conservation often prevents ceremonies from taking place. These activities contribute to the safeguarding of major intangible traditions in Haiti.

28. Building on the healing power of culture and following the initial performance of a piece by Franketienne by the theatre group Zhovie, UNESCO has supported an additional series of theatre performances and creative ateliers for children in six refugee camps in Port-au-Prince and Léogâne. The theatre is inspired by voodoo traditions and talks about the earthquake. As such it offered people in the camps not only relief, but also an opportunity to discuss and reflect on the event. The project has also contributed to sustaining the theatre group by developing communication and promotional materials.

29. In addition, financial support from the Felissimo group (Japan) enabled the DREAM (Dance, Read, Express, Art and Music) Centre programme to be continued in Pétiion-Ville in collaboration with the NGO TIMKATEC. As was the case in 2005, the DREAM Centre will enable greater social reintegration of street children aged between 10 and 17 by developing their creative abilities and potential. Artistic activities including painting, drawing and music are a form of therapy and bring fun back into the lives of these children who lack basic resources.

30. In the field of cultural industries, UNESCO engaged in revitalizing the craft sector in Jacmel, notably by supporting the creation of a Centre d'Artisans, a temporary and common atelier for up to 200 artisans who are working for the preparation of the carnival. The project is also providing primary materials to restart their production. During the earthquake, about half of the artisans in Jacmel lost their workplaces. In addition, the earthquake happened right before the annual carnival, and most artisans lost their stock (often having taken loans to prepare the masks and costumes), leaving them in debt and without ateliers.

31. In the field of museums and cultural objects, in addition to the emergency action taken in cooperation with INTERPOL and the International Council of Museums (ICOM), to prevent any potential trafficking (triggering the international warning system and drawing up an emergency red list of Haitian cultural property at risk), UNESCO provided its assistance to safeguard five important collections (those of the Cathédrale Sainte Trinité (Holy Trinity Cathedral), Haiti's Centre d'Art, Dr Constant André, the Corvington library and Trouillot library) by helping to remove the rubble and restore the objects in collaboration with the Smithsonian Institution and MINUSTAH. In addition, capacity-building sessions were organized for the museum and gallery professionals.

32. Given the potential of culture, and of the Organization's coordination mandate in this field, UNESCO has organized a Conference of Donors for Culture in Haiti for 19 April 2011 in Paris bringing together representatives of Member States, institutions, multilateral organizations, development banks, the private sector and civil society organizations. During the months leading up to the conference, UNESCO rolled out an action plan to raise awareness among the donor community which was spearheaded by the Director-General with the support of the Special Envoy for Haiti, Ms Jean, and backed up by a communication strategy (website, leaflet and brochure). The Conference of Donors will enable funding to be mobilized for project proposals drawn up in the framework of the ICC's recommendations.

33. The funds mobilized at the conference will strengthen UNESCO's commitment and engagement, as it continues helping the people and Government of Haiti overcome the important challenges of reconstruction and development.



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ADDENDUM 2

Implementation of 35 C/Resolution 49 and 185 EX/Decision 5 relating to the Ascent to the Mughrabi Gate in the Old City of Jerusalem

SUMMARY

As mentioned in paragraph 51 of document 186 EX/5, the Director-General presents this addendum to the 186th session of the Executive Board to report on new developments related to this issue.

1. Since the drafting of the document 186 EX/5, new information related to the Mughrabi Ascent in the Old City of Jerusalem was received by the Secretariat.
2. On 22 February 2011, the Permanent Delegation of Israel transmitted to the World Heritage Centre the annual report of the Israeli authorities to be presented to the next session of the World Heritage Committee in document WHC-11/35 COM/7A: State of conservation of World Heritage properties inscribed on the List of World Heritage in Danger.
3. Within this report, a paragraph is related to the Mughrabi Ascent. It reads:

“Following the decision of the National Council for Planning and Construction, an alternative plan for the Mughrabi ascent was prepared in order to maintain the authenticity and integrity of the site reflected in the recommendations of the World Heritage Committee and its Advisory Bodies. The Plan was approved by the District Planning Commission (31.10.10) and the process of obtaining a building permit is now underway.”
4. The Secretariat has requested information on this approved plan and on the process of obtaining a building permit.



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ACTIVITIES CARRIED OUT TO CELEBRATE 2010, INTERNATIONAL YEAR OF THE RAPPROCHEMENT OF CULTURES

CORRIGENDUM

Paragraph 31 of document 186 EX/5 concerning “Activities carried out to celebrate 2010, International Year of the Rapprochement of Cultures” should read as follows:

31. A full analytical report on the implementation of the activities of the Year, its impact and potential resulting follow-up measures is available in information document 186 EX/INF.26.