



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

Hundred and eighty-fifth session

185 EX/5

PARIS, 30 August 2010
Original: English/French

Item 5 of the provisional agenda

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

SUMMARY

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

There are no financial and administrative implications.

TABLE OF CONTENTS

Progress report on the implementation of the Teacher Training Initiative in Sub-Saharan Africa (TTISSA) (Follow-up to 182 EX/Decision 9)	1
Progress report on the South-South Cooperation Programme/ Fund for Education (Follow-up to 184 EX/Decision 5 (III))	2
Analysis and implications for UNESCO of scientific programmes and initiatives in the United Nations system (Follow-up to 34 C/Resolution 55, 181 EX/Decision 5 (II))	3
UNESCO and the global action on climate change (Follow-up to 179 EX/Decision 15)	5
Progress report by the Director-General on UNESCO's participation in and contribution to the International Year of Chemistry (2011) (Follow-up to 179 EX/Decision 47 (Resolution 63 GA 209))	7
Progress report on UNESCO's participation in and contribution to the 2010 International Year of Biodiversity (Follow-up to 182 EX/Decision 13)	8
Planned implementation of the UNESCO Strategy on African Youth and planned activities to celebrate the United Nations International Year of Youth (2010) (Follow-up to 184 EX/Decision 4 (II))	10
Implementation of the strategy for the Slave Route Project (Follow-up to 181 EX/Decision 3)	12

Progress report on the implementation of the Teacher Training Initiative in Sub-Saharan Africa (TTISSA) (Follow-up to 182 EX/Decision 9)

1. Since 182 EX/Decision 9, the implementation of the Teacher Training Initiative in Sub-Saharan Africa (TTISSA) has been guided by the recommendations of a dedicated external evaluation.
2. First, the TTISSA Logical Framework (Logframe) is being updated. The UNESCO Strategy on Teachers, to be completed by end 2010, will map out all internal stakeholders' roles on areas as diverse as sector-wide policy, data, teacher training curriculum, teaching in non-formal settings, capacity-building, and information and communication technologies, among others.
3. Secondly, UNESCO's staffing plan has been reviewed and adapted in order to enable a more effective implementation of TTISSA. The decentralization of TTISSA to UNESCO's Regional Bureau for Education in Africa (BREDA) has been accompanied by the creation of posts at BREDA and at the International Institute for Capacity Building in Africa (IICBA) as well as the hiring of experts on short-term contracts to support country-level activities. In addition, the Pôle de Dakar has been mobilized to backstop the implementation of the TTISSA Teacher Policy Development Toolkit developed by UNESCO. The Section for Teacher Education (ED/HED/TED) at Headquarters continues to provide support to the implementation of TTISSA in the region.
4. Thirdly, and in order to facilitate coordination, BREDA established a regional TTISSA Coordination Mechanism that includes each of the relevant units at UNESCO as well as key development partners.
5. Finally, significant additional funding has been allocated through the Capacity Development for Education for All (CapEFA) programme to the four African countries that have been identified as "target countries" for priority support and funding in the area of teachers within the framework of UNESCO's programme and budget for 2010-2011 (some US \$1 million per country). This additional funding will enable TTISSA-related activities to be carried out in these countries within a broader education policy development framework. New donors, including Israel, Monaco and the United States of America, have also contributed extrabudgetary funding to support TTISSA.
6. These changes have enabled UNESCO to move forward more smoothly in implementing TTISSA in a coherent and effective manner. Thus, in the last six months, national diagnoses of teacher issues have been initiated in four countries (Benin, Burundi, Lesotho and Uganda) using the TTISSA Teacher Policy Development Toolkit. This will enable these countries to gain a far clearer understanding of their needs and challenges regarding teachers and serve as the basis for more focused and adapted policies and practices.
7. TTISSA is being further strengthened through the work of and collaboration with the International Task Force on Teachers for EFA. Studies commissioned by the Task Force on key teacher issues relevant to TTISSA, such as teacher attrition and the efficiency of teacher policies and practices, among others, pay close attention to Africa. UNESCO is working with the Task Force secretariat to ensure that priority countries in Africa benefit from country-level support, for instance with technical assistance for the use of the TTISSA Toolkit in teacher policy development.
8. UNESCO is also working with its partners in Africa to provide support to teacher professional development. The Working Group on Distance Education and Open Learning (WGDEOL), of which BREDA is the co-convenor with the Association for the Development of Education in Africa (ADEA), has decided to scale up open learning activities related to initial training and ongoing continuous professional development, provided additional funds are available. Within this framework, a workshop was held in February 2010 in Senegal to develop the ODL platform, tools and modules for training Master Teachers.

Progress report on the South-South Cooperation Programme/Fund for Education
(Follow-up to 184 EX/Decision 5 (III))

9. As of 31 May 2010, the Fund holds a balance of approximately \$87,000. The fundraising strategy for the Fund has recently been revisited and new donors, including bilateral, multilateral and private partners, have been identified for proactive fund mobilization in the coming months. The Government of India announced recently the contribution of around \$950,000.

10. Of the four regional pilot projects of \$40,000 each, launched under the Fund in May 2009, three are nearing completion, and the one implemented in the Africa region is expected to be completed by December 2010:

- (i) Under the ICT in Education Teacher Training project for Asia and the Pacific, two sets of activities have been carried out: the production of teaching/learning materials made available through a dedicated online forum and through CD-ROMs, including the updating and publication of a regional guide on ICT in education teacher training; and the establishment of a network of 31 teacher training institutions in 16 countries to act as “local distributing and training centres” of the ICT in Education resources. The proposed steps forward include the rolling out of the project to other countries of the region, including small island developing States, and across regions, in order to share South-South cooperation experiences and best practices.
- (ii) In Latin America and the Caribbean, the project “Promoting disaster preparedness in schools” through the Associated Schools Project Network (ASPnet) included two workshops (one for each subregion) and the creation of an online platform for the sharing of resources on education and disaster risk reduction. The workshop for the Latin America subregion was held in Quito, Ecuador, in March 2010, while that for the Caribbean took place in Port of Spain, Trinidad and Tobago, in April 2010. The main purpose of the workshops was to discuss the role of education in disaster risk reduction, exchange good practices, and develop ideas for concrete activities to be carried out at school level with the ASPnet coordinators and teachers.
- (iii) The main objective of the Arab States’ project on a Non-Formal Education Monitoring Information System (NFE-MIS) was the development of tools and instruments to monitor and evaluate literacy and non-formal education programmes in the Arab region. Literacy reviews were conducted in Iraq and Sudan and reports prepared for both countries. Experiences and good practices in the area of literacy and non-formal education were discussed and shared by some 35 heads and staff members of literacy departments from 10 countries in the region who participated in a joint ISESCO-UNESCO experts’ meeting held in Damascus, Syria, in November 2009. Activities carried out within the framework of the pilot project have also allowed the compilation of experiences in Mauritania and Morocco and the development of a regional reference guide for monitoring and evaluating literacy and non-formal education programmes.
- (iv) The project for Africa, which focuses on “mother-tongue-based multilingual education”, is expected to be completed by December 2010. To date, a stocktaking exercise has taken place in English-speaking and French-speaking Africa, with a final report being available on the situation in the Francophone countries and that for the Anglophone countries nearing completion. Remaining activities include the development of a methodological planning guide for the integration of African languages and culture in the education system. Following recent discussions between UNESCO’s Regional Bureau for Education in Africa (BREDA) and representatives from African countries members of the G-77 and China, a new proposal has been submitted for the next stages of development of the project. These include support for the development of language policies in early childhood development (ECD) and the early grades of the basic education cycle, and capacity development for the design and production of

appropriate print and open and distance learning (ODL) teaching and learning materials in local languages.

11. Final reports on the first three regional pilot projects will be shared shortly with the Steering Committee members of the South-South Cooperation Programme/Fund for Education. The report on the project in Africa will be made available by end December 2010.

Analysis and implications for UNESCO of scientific programmes and initiatives in the United Nations system

(Follow-up to 34 C/Resolution 55, 181 EX/Decision 5 (II))

12. Document 34 C/INF.13 briefly described the science and technology (S&T)-related programmes and activities carried out within the United Nations system, reflecting the specific mandates and budgetary resources of the concerned organizations. The document noted that UNESCO is the only United Nations organization with a specific mandate for science; it also highlighted the Organization's areas of comparative advantage as well as those areas in which the Organization played a distinct leadership role. The present document briefly reviews the strong and growing involvement of UNESCO's science programmes in various United Nations "Delivering as One" initiatives and the implications for UNESCO of major scientific programmes and initiatives undertaken in the United Nations system.

13. The most striking feature of S&T in the United Nations system since 2007 has been the reorientation of ongoing scientific and environmental programmes and the initiation of new programmes to address the challenge of global climate change (GCC). In order to contribute to the United Nations system's joint response on climate change, UNESCO has responded rapidly with a Strategy for Action on Climate Change (181 EX/15) and its Enhanced Plan of Action (182 EX/INF.7) as well as the more recent Director-General's Initiative on Climate Change, focusing through the Intersectoral Platform on Action to Address Climate Change on UNESCO's core areas of action with regard to GCC, many of them of a long-standing nature. In developing its response, UNESCO has engaged more closely with other high-level interagency coordinating bodies concerned with GCC as well as in inter-agency cooperation, such as with WMO. In particular, UNESCO interacts, via science and education contributions, with the UNFCCC SBSTA (Subsidiary Body for Scientific and Technical Advice of the United Nations Framework Convention on Climate Change), the Chief Executives Board Environmental Management Group and its various Issue Management Groups, and the HLCP (High Level Committee on Programme) working group on climate change. UNESCO also works closely with some of the multilateral environmental agreements such as the CBD and Ramsar, and interacts, in the context of United Nations system efforts to move towards climate neutrality, with UNEP's Sustainable United Nations. In view of the expanding portfolio of UNESCO's GCC activities with scientific content, SC will expand its coordination function in the area of global climate change. As many field offices are functioning independently on GCC issues, robust coordination is required to avoid duplication of effort and achieve synergies.

14. UNESCO, together with UNEP, UNDP and FAO, has been at the forefront of the negotiations for the establishment of an Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES), which is expected to be an IPCC-like mechanism that would coordinate biodiversity science for policy-making. UNESCO has expressed its willingness to co-host the IPBES Secretariat.

15. UN-Water, constituted of 27 member agencies, is now a solid and effective coordination mechanism on water issues, in which UNESCO is firmly embedded. UN-Water plays a key role in facilitating the contributions of all agencies to the *World Water Development Report* whose production is the cornerstone of the World Water Assessment Programme, hosted and coordinated by UNESCO with the support of the Government of Italy.

16. The Global Environment Facility (GEF), a financial mechanism for implementing several environmental conventions, operates as a partnership involving UNDP, UNEP, the World Bank as well as seven Executing Agencies under Expanded Opportunities. In recent years UNESCO has strengthened its ties with GEF and successfully executed a number of GEF-financed projects, in particular in the field of transboundary aquifers and groundwater resources management. In 2009 UNESCO submitted an application to obtain the status of Executing Agency and has made considerable progress towards this end. If approved, UNESCO would be granted direct access to GEF project funding. UNESCO will assist in the implementation of the Resolution on the Law of Transboundary Aquifers adopted by the United Nations General Assembly (UNGA) in December 2008, through capacity-building activities for Member States. UNESCO will continue its advisory role to UNGA in anticipation of the potential negotiations of a convention on transboundary aquifers and will evaluate the possibility of hosting the Secretariat of such a convention in the Organization.

17. The role of IOC in ocean observation and data exchange, marine sciences, and reduction of risks from ocean-related hazards remains unique in the United Nations system. Recent initiatives developed in cooperation with other United Nations organizations are providing opportunities for a strengthened or expanded role. The Transboundary Water Assessment Programme, approved by GEF in 2009 and implemented jointly with UNEP, has enabled IOC to engage in marine assessments from Large Marine Ecosystems to the open ocean, with UNESCO's Division of Water Sciences coordinating the work on terrestrial water systems. The 2009 review of the World Climate Research Programme (WCRP), co-sponsored by IOC, WMO and ICSU, recommended focusing on the urgent science required for IPCC and other societal demands to address water availability, agriculture, drought and hazards. The Declaration of WMO's Third World Climate Conference (WCC3, 31 August-4 September 2009) on a Global Framework for Climate Services (GFCS) calls for a long-term cooperative arrangement through which the international community and relevant stakeholders will work together to "enable better management of the risk of climate variability and change and adaptation to climate change at all levels, through development and incorporation of science-based climate information and prediction into planning, policy and practice" and tools to address the multi-factorial nature of disaster risk and disaster risk reduction. UNESCO's scientific work on GCC will fit into the GFCS. Furthermore, ISDR's Scientific and Technical Committee issued in 2009 the report on "Reducing Disaster Risks through Science: Issues and Actions". All these developments present direct and potential opportunities for IOC's work on warning and mitigation systems for tsunamis and other sea-level related hazards, and related ocean observation and science programmes, as well as for UNESCO's intersectoral work on disaster risk reduction and climate change.

18. In the basic sciences, UNESCO is the lead agency in capacity-building in theoretical physics through its category 1 Abdus Salam International Centre for Theoretical Physics (ICTP). ICTP is co-funded by UNESCO, the IAEA and the Italian Government. UNESCO is an active member of the Inter-Agency Cooperation Network on Biotechnology (UN-Biotech) and recently hosted in Paris the Network's fifth meeting.

19. Numerous countries have made requests to UNESCO for assistance with the review or reformulation of their science, technology and innovation (STI) policies. UNESCO is planning joint activities with UNECA and with specialized agencies such as UNIDO, WIPO and UNU-MERIT to assist these countries with their STI policy reviews. These agencies will contribute to the specialized aspects of the STI policy, such as university-industry transfer and intellectual property. In cooperation with ECA and all United Nations agencies, UNESCO is promoting the role and contribution of STI for the attainment of the MDGs in the context of the "Delivering as One" approach in Rwanda. Similarly, UNESCO is leading and coordinating the implementation of a large Science Sector review in Tanzania under the One United Nations Programme. Given that national research systems and associated science policies rely heavily on social science capacities, the two Science Sectors have been collaborating on the need for a common methodology, terms of reference and planning for undertaking national research system reviews.

20. Within the Social and Human Sciences Programme, in the area of ethics of science and technology, UNESCO is in particular concerned with the issue of genetic privacy and non-discrimination. The Economic and Social Council (ECOSOC) considered the issue several times and adopted, at its 2008 substantive session, ECOSOC decision 2008/233 which invites the Director-General of UNESCO to consult with relevant United Nations entities: (i) on the implementation of and follow-up to ECOSOC resolutions 2001/39 and 2004/9, the Universal Declaration on the Human Genome and Human Rights, the International Declaration on Human Genetic Data, the Universal Declaration on Bioethics and Human Rights, and other norms and instruments adopted within the United Nations system that are relevant to genetic privacy and non-discrimination; and (ii) on a possible inter-agency coordination mechanism. These consultations are currently taking place within the United Nations Inter-Agency Committee on Bioethics, of which UNESCO holds the Permanent Secretariat, and will be extended to Member States by means of a questionnaire.

21. The scientific programmes and initiatives in the United Nations system have had the effect of engaging UNESCO, to varying degrees, in inter-agency coordination and cooperation in the natural sciences and social and human sciences. This engagement has increased significantly in recent years. S&T programmes in the United Nations system seek to address major global challenges which frequently call for intersectoral approaches, such as in the area of GCC. Consequently, these programmes have elicited greater intersectoral and interdivisional cooperation within UNESCO, bringing diverse programmes together in working towards a common thematic objective. Recently, they have fostered enhanced cooperation among the Organization's Intergovernmental and International Science Programmes (ISPs) and drawn on cutting-edge research through their links with academic communities. UNESCO's engagement in the United Nations International Years has brought a high degree of visibility to the Organization and the concerned programmes. With a view to achieving the greatest impact in building local capacity in the Member States, UNESCO has launched revitalized science policy and science education initiatives in the context of the United Nations Delivering as One approach. This experience has already shown the great importance of UNESCO's continued vigorous engagement in, and advocacy for, United Nations programmes in the sciences in critically important areas, such as building green societies, and the necessity to sustain this effort.

UNESCO and the global action on climate change

(Follow-up to 179 EX/Decision 15)

22. At its 179th session, the Executive Board requested the Director-General to report to it at each autumn session on the progress made and results achieved in the implementation of the UNESCO Strategy for Action on Climate Change. The refined UNESCO Strategy for Action on Climate Change was approved by the Executive Board at its 180th session and is annexed to document 180 EX/16 Rev. The Strategy is supported by a Plan of Action, which was first examined by the Board at its 181st session (181 EX/15) and subsequently presented in an enhanced version in document 182 EX/INF.7. Progress made and results achieved under the main themes of the Strategy are as follows:

Building, making available and maintaining the climate change knowledge base: science, assessment, monitoring and early warning

23. The UNESCO-IOC sponsored World Climate Research Programme (WCRP) and the Global Ocean Observing System (GOOS) continued to contribute to increased understanding of the ocean's role in climate change and variability. UNESCO-IOC, together with WMO, contributed to discussions on the emerging Global Framework for Climate Services with WMO, including gender, social and human dimensions, and to the promotion of United Nations-wide collaboration on the climate knowledge base. Discussions were launched with UNEP on a new international Programme of Research on Vulnerability, Impacts and Adaptation (PRO-VIA). A book on integrated water management guidelines on adaptation to climate change is under preparation and an associated training package is being finalized for Africa. New redesigned regional FRIEND

groups were established and their research priorities set with a focus on climate change. The book *Climate Change and Arctic Sustainable Development: scientific, social, cultural and educational challenges* was launched at UNFCCC COP15.

Promoting mitigation of and adaptation to climate change, including through enhanced education and public awareness

24. UNESCO and the UNFCCC Secretariat have launched discussions on the establishment of an Internet-based climate change education knowledge hub. Climate change curricula projects focusing on SIDS were prepared and a publication on good practices in climate change education is being compiled with ASPnet in the context of ESD. World Heritage sites and Biosphere Reserves are increasingly being used for climate change research, monitoring, mitigation, adaptation and capacity-building, with special focus on Africa, and options are being considered concerning access to the UN-REDD Programme Fund (Reducing emissions from deforestation and forest degradation in developing countries). UNESCO's "On the Frontlines of Climate Change" Forum continued to support the sharing of knowledge and experiences among small island communities and indigenous peoples and launched, with the assistance of Denmark, 16 community-level projects showcasing local experiences and observations of climate change impacts and adaptation strategies. A new version of the Sandwatch Manual highlighting climate change issues and concerns was finalized for publication.

The UNESCO Climate Change Initiative

25. As outlined in 184 EX/5 (Part IX – UNESCO and the Global Action on Climate Change), the UNESCO Climate Change Initiative launched by the Director-General comprises four pillars: scientific, educational, environmental and ethical. It seeks to boost the implementation of the UNESCO Climate Change Strategy in order to strengthen the scientific, mitigation and adaptation capacities of countries and communities that are most vulnerable to the effects of climate change. In April 2010, the Director-General established a Thematic Working Group on Climate Change (TWGCC) within the UNESCO Secretariat tasked with translating the specific elements contained in the Climate Change Initiative into time-bound, budgeted, concrete actions and activities. The TWGCC was also entrusted with the review of current UNESCO structures and available resources for the implementation of the Climate Change Initiative, including through innovative financing mechanisms.

Moving towards a climate-neutral UNESCO

26. UNESCO, together with the United Nations system at large, is committed to producing a CO₂ Emissions Reduction Plan by 2010 (by 2011 for field offices). The renovation of the Fontenoy premises has resulted in significant energy savings and, thus, emission reductions. Several options for future emission reductions are currently being explored, including in relation to travel, teleconferencing, meetings, distance working, sustainable procurement, recycling, sustainability management and carbon offsetting. However, due to a number of intricate considerations and policy decisions related to emission monitoring, verification, reduction and associated financing, as well as very slow production of the necessary emissions measurement tools by SUN (UNEP – Sustainable United Nations, which now manages the United Nations climate-neutral dossier), moving UNESCO towards climate neutrality has shown to be a complex undertaking. Chiefly, further progress towards climate neutrality and sustainability management will require dedicated financial resources.

Progress report by the Director-General on UNESCO's participation in and contribution to the International Year of Chemistry (2011)

(Follow-up to 179 EX/Decision 47 (Resolution 63 GA 209))

Background:

27. In 179 EX/Decision 47, the Executive Board invited the Director-General to support all efforts for the United Nations proclamation of 2011 as the International Year of Chemistry. Subsequently, the United Nations General Assembly, at its 63rd session in December 2008, declared 2011 the International Year of Chemistry.

28. Throughout the Year, the world will celebrate the art and science of chemistry, and its essential contributions to knowledge, environmental protection and economic development. The objectives of the Year are:

- to increase the public appreciation and understanding of chemistry in meeting world needs;
- to encourage the interest of young people in chemistry;
- to generate enthusiasm for the creative future of chemistry;
- to celebrate the role of women in chemistry or major historical events in chemistry, including the centenaries of Ms Curie's Nobel Prize and the founding of the International Association of Chemical Societies.

29. A dedicated website for IYC-2011 has been launched and can be accessed at www.chemistry2011.org. The slogan for the Year is "Chemistry – our life, our future". IYC-2011 will also emphasize the role of chemistry in sustainable development.

UNESCO's planned contribution:

30. The IYC Implementation Strategy was jointly developed by UNESCO and the International Union of Pure and Applied Chemistry (IUPAC). Activities (such as lectures, exhibits, and hands-on experiments) are being carefully selected and designed to raise awareness among young people and the public in general of the importance of chemistry for solving our most vexing global problems involving food, water, health, energy, transportation, etc.

31. UNESCO has been actively participating in the international Management Committee for IYC-2011, which is planning cornerstone international events and promoting national and regional activities worldwide. Many countries have formed national organizing committees and are actively driving forward the planning of national events for IYC-2011.

32. The following is a summary of the main international events and activities in which UNESCO and IUPAC are taking the lead, or are partners with other organizations:

Events

- Pre-launch meeting (Johannesburg, South Africa): the 2011 Congress of the Federation of African Societies of Chemistry (FASC), held jointly with the South African Chemical Institute Convention, will seek to generate enthusiasm for the creative future of chemistry, key to Africa's future, 16 to 21 January 2011;
- Official launch at UNESCO, Paris, 27-28 January 2011;
- International Workshop on "Chemistry for Life: focus on trace elements and disease", UNESCO, Paris, March 2011;

- Special IYC World Chemistry Leaders Meeting on the Challenges for Chemistry in Sustainable Development at the IUPAC Congress in San Juan, Puerto Rico, August 2011;
- IYC-2011 – Malta V Conference “Frontiers of Chemical Sciences: Research and Education in the Middle East”, UNESCO, Paris, December 2011;
- Closing event in Brussels, December 2011.

Activities

- A Global Chemistry Experiment;
- “Visualizing and Understanding the Science of Climate Change” Project: teaching tool to be launched during IYC-2011;
- UNESCO-L'OREAL for Women in Science IYC-2011 activities.

A number of other international activities are being planned for which UNESCO is a partner. Field offices are also working towards organizing regional and national events.

33. Both UNESCO and IUPAC are actively pursuing fundraising activities from a variety of partners in order to fund these and other events. Priority is being given to ensuring participation of youth in international events and to promoting activities in developing countries.

Progress report on UNESCO's participation in and contribution to the 2010 International Year of Biodiversity

(Follow-up to 182 EX/Decision 13)

34. In 182 EX/Decision 13, the Executive Board recalled the United Nations General Assembly (UNGA) resolution 61/203 proclaiming 2010 as the International Year of Biodiversity (IYB). The Board had expressed its support for the Year and recommended that UNESCO play an active role in its implementation. The Board approved UNESCO's plans for IYB as presented in document 182 EX/13 and its Annex. The Executive Board also encouraged the Director-General to ensure the active participation of UNESCO in the high-level meeting of UNGA on IYB at its 65th session in 2010. Following is the Director-General's progress report on UNESCO's participation in and contribution to the Year, as requested by the Board.

35. The UNESCO Secretariat organized a high-level launch of the Year at UNESCO Headquarters in Paris on 21 and 22 January 2010. The event was attended by heads of States, governments and their representatives, representatives of UNESCO Member States, high-level representatives of several United Nations specialized agencies, funds and programmes, and of the Multilateral Environmental Agreements and the non-governmental community.

36. The IYB launch was followed by a five-day UNESCO International Conference on Biodiversity Science and Policy, held at UNESCO Headquarters from 25 to 29 January 2010. More than 250 participants from the biodiversity science and policy communities attended this event, which culminated in a statement and set of recommendations on concrete actions that should be implemented in synergy by the science and policy communities to counteract the continued loss of biodiversity and the subsequent consequences for human well-being and development. The Conference proceedings will be made available at this Board's session and also at the tenth meeting of the Conference of the Parties to the Convention on Biological Diversity (CBD) (Nagoya, October 2010).

37. The IYB Travelling Exhibition in English and French was launched on 21 January 2010 at UNESCO Headquarters in Paris. Thus far, the Exhibition has been translated into Spanish, Portuguese and Korean. Resources are being sought to translate it into Arabic and Japanese. The

Exhibition is accompanying the main events of the IYB calendar, including the Eleventh Special Session of the UNEP Governing Council/Global Ministerial Environment Forum held in Bali, Indonesia in February 2010, the Fourth Assembly of the Global Environment Facility (GEF) in Punte del Este, Uruguay in May 2010, the International Conference on Biological and Cultural Diversity in Montreal in June 2010, the high-level meeting of UNGA on IYB in September 2010 and COP 10 of the CBD in Nagoya in October 2010.

38. An electronic version of all of the Exhibition's panels is available on the UNESCO IYB website as a resource tool on biodiversity for schools.¹ An abridged printed poster version of the Exhibition was produced with the support of the French Government. As at June 2010 the poster exhibition had been sent to 23 countries in Africa, 8 Arab States, 17 countries in Asia and the Pacific, 25 countries in Europe and North America and 17 countries in Latin America and the Caribbean.

39. An International Conference on Biological and Cultural Diversity was held in Montreal from 8 to 11 June 2010. The Conference was organized in cooperation with the Canadian National Commission for UNESCO, CBD, UNEP, the University of Montreal and the Economic Forum of the Americas. It gathered more than 150 participants and led to a Conference Declaration. A plan for joint actions by UNESCO and CBD in the area of biological and cultural diversity was developed, which will be presented to the tenth meeting of the Conference of the Parties to the CBD in Nagoya in October 2010.

40. Several Member States undertook specific activities in support of the Year. The Italian National Commission for UNESCO launched an initiative to stress the crucial role played by schools, universities, cultural and training actors in the protection of biodiversity and sustainable development, which led to the adoption of a declaration "For a Biodiversity Culture". The declaration calls for the strengthening of educational and cultural processes in order to spread knowledge, awareness, sensitivity and operational capacity concerning the conservation of natural resources and their sound and equitable use. The National Commission of Portugal undertook a comprehensive campaign and set of activities in support of the Year, spanning educational, communication and information activities targeting several groups. The National Commission of Greece and the Bank of Greece decided to issue commemorative coins on the occasion of IYB. The Oman National Commission, with the support of the UNESCO Office in Doha, is organizing a major international conference in December 2010 to celebrate IYB as well as the United Nations Year of Youth, by engaging young people in biodiversity issues. The event will also celebrate the United Nations International Year of Rapprochement of Cultures via an Interfaith Dialogue on Natural and Cultural Heritage Conservation. The University of Alexandria, Egypt, will contribute to the Year by holding an international conference on a common vision of the role of biodiversity and sustainability in arid lands.

41. UNESCO field offices were mobilized and engaged actively in IYB. The UNESCO Doha Office supported the Year by raising awareness for it during numerous events in Qatar (Coastal and Marine Engineering Summit Middle East 2010; WED 2010), United Arab Emirates (Offshore Arabian Conference and Exhibition 2010) and Oman (Gulf Eco 2010). The UNESCO Office in Montevideo assisted in ensuring the presence of UNESCO's Travelling Exhibition at the GEF Assembly in Punte del Este, as well as in liaising with local media on the importance of biodiversity and the Year.

42. The UNESCO Associated Schools network (ASPnet) has been used to mobilize classrooms, schools and communities in the framework of IYB. A specific news item on ASPnet activities related to biodiversity was published on the Education Sector website on the occasion of the International Day of Biological Diversity on 22 May 2010. A newsletter with focus on biodiversity activities was sent to the network in June 2010. Schools were encouraged to download the travelling exhibition and to pilot-test the Biodiversity Learning Kit being elaborated by the UNESCO

¹ See http://portal.unesco.org/science/en/ev.php-URL_ID=8335&URL_DO=DO_TOPIC&URL_SECTION=201.html

Natural Sciences Sector. ASPnet country activities ranged from exhibitions and research projects to awareness-raising activities and a meeting held in a Biosphere Reserve. Reported ASPnet IYB-related activities took place in Austria, Brazil, Costa Rica, Peru, Portugal and the United Kingdom.

43. Several MAB Biosphere Reserves undertook activities in the context of IYB. Examples include the ASPnet flagship Blue Danube River Project for which a special IYB publication was prepared, or the Karst Biosphere Reserve in Slovenia, where the first congress for young researchers from elementary schools was organized.

44. The French Federation of UNESCO Clubs coordinated an initiative on biodiversity learning and participation in schools, which led to the publication of a compendium presenting the various projects undertaken in 13 countries from various regions of the world.

Planned implementation of the UNESCO Strategy on African Youth and planned activities to celebrate the United Nations International Year of Youth (2010)

(Follow-up to 184 EX/Decision 4(II))

I. Implementation of the Strategy on African Youth 2009-2013

45. The Strategy on African Youth 2009-2013, developed by the Social and Human Sciences Sector in close collaboration with the Africa Group, is conceived as a means of mobilizing actors around a common set of priorities and actions to address the challenges facing youth in Africa. The purpose of the Strategy is to operationalize the Organization's Medium-Term Strategy and its Programme and Budget, which has identified youth as a priority group so as to effectively address specific issues affecting them and to help set a common agenda on youth in Africa. Within this perspective and the limited resources available at UNESCO, the implementation of the Strategy will rely on an advocacy campaign to appropriate policy-makers, through African Member States, and on forging strong partnerships and alliances.

46. The Strategy will be implemented in the context of the 2010 International Year of Youth and the Decade for Youth Development and Empowerment in Africa 2009-2018, along five strategic lines:

- 46.1 Strengthened cooperation and advocacy with **African Member States** to ensure political and institutional support for the implementation of the Strategy. The Secretariat will maintain close collaboration with the Africa Group which has established a working group for the development of the Strategy and will now have an increased role in supporting its implementation;
- 46.2 Strategic partnership with the **African Union Commission (AUC)**: the Strategy shares common elements with the 10-year AUC Plan of Action for Youth Development and Empowerment in Africa (2009-2018) that was adopted by the Third Ordinary Session of the African Union (AU) Conference of Ministers in charge of Youth (April 2010, Zimbabwe). UNESCO presented the main elements of the Strategy during the Conference, which was an opportunity to reaffirm with the AUC the interest in forging a strategic partnership on Youth. The Strategy was welcomed by the ministers who praised UNESCO for the close cooperation with the African Member-States;
- 46.3 Mobilization of partnerships with the Regional Economic Communities (**RECs**), the Regional Intergovernmental Organizations (**RIOs**) and major development actors (bilateral and multilateral partners);
- 46.4 Technical and financial partnerships with **United Nations system** entities through existing interagency frameworks, namely the Interagency Network on Youth Development (global level); the United Nations Economic Commission for Africa

(UNECA) and the regional coordination mechanism (regional level), and UNDAF (national level);

46.5 Strengthened **intersectoral and field coordination**, and cooperation with **UNESCO networks** (Chairs, Clubs, Centres, etc.).

47. In the current biennium, UNESCO SHS has decentralized a major part of the regular programme budget for the implementation of the Strategy (\$52,000) and will work closely with other Sectors, the Africa Department and Central Services to further support this effort. Two extrabudgetary outlines have also been created in the work plans (5312325017 SSG and 5312325010 ACR) and a plan to mobilize additional extrabudgetary resources is being developed by the Sector, in consultation with the African Member States and CFS.

48. To date, there has been progress on the three global objectives of the Strategy, through the work of the UNESCO Chair on Children, Youth and Civic Engagement (University of Ireland, Galway), on research and youth civic engagement in Zambia and the cooperation with IGAD in the context of the planned Greater Horn Horizon Youth Forum in November 2010.

II. UNESCO's contribution to the celebration of the 2010 International Year of Youth held under the theme "Dialogue and Mutual Understanding"

49. UNESCO will actively contribute to the World Youth Conference in Mexico (23-27 August 2010) at which the International Year of Youth will be launched. UNESCO has been a member of the International Committee for the preparation of the Conference and plans on holding a number of workshops and round tables during the Conference relating to education, culture, youth civic engagement, prevention of violence and sustainable development.

50. UNESCO is currently co-chairing the United Nations Inter-agency Network on Youth Development, alongside UNDESA. As such, UNESCO is coordinating the United Nations input to key global events during the Year and the preparations for the United Nations Conference on Youth in 2011 (Tunisia, July 2011, to be confirmed).

51. UNESCO is also planning specific initiatives to celebrate the Year, ensuring linkages with the International Year for the Rapprochement of Cultures. Such initiatives include:

- 51.1 A **Global Report on Youth Civic Engagement** with region-specific data and research and a particular focus on young women and vulnerable youth groups;
- 51.2 The launch of a joint UNESCO-Inter-American Development Bank (IDB) publication, based on the results of the UNESCO-IDB inter-agency project on **Best Practices in Youth Policies and Programmes in Latin America and the Caribbean**;
- 51.3 A publication and an online handbook on the preventive approach to violence among youth, based on the experience of the projects on **youth development and violence prevention in Central America**;
- 51.4 A **regional conference on youth participation in UNESCO National Commissions**, organized by the Austrian National Commission in cooperation with the Secretariat, in December 2010;
- 51.5 A handbook on **fostering youth engagement in UNESCO's National Commissions** is being developed by the Canadian Commission for UNESCO in collaboration with the Secretariat;
- 51.6 The **Fourth UNESCO Asian Youth Forum**, organized by the Korean National Commission for UNESCO and the Secretariat, in September 2010;

51.7 The use of social networking tools (eg. Twitter, My Space, Facebook) to engage youth on the issues of concern to them.

52. The **2011 UNESCO Youth Forum**, during the 36th session of the General Conference, will be an important opportunity in the context of the International Year, marking its culmination. The seventh UNESCO Youth Forum will provide a space for agencies and stakeholders to report to youth participants on their initiatives to celebrate the International Year of Youth and to jointly plan the way forward. It will also provide an opportunity to assess the linkages with the International Year for the Rapprochement of Cultures, in the celebration of which youth are recognized as vital partners.

Implementation of the strategy for the Slave Route Project

(Follow-up to 181 EX/Decision 3)

53. At its 181st session, the Executive Board invited the Director-General to submit to it, at its 185th session, a report on the implementation of the long-term strategy for the project. This document informs the Executive Board of the activities carried out since its 182nd session, as stated in 181 EX/13, Part II.

54. The project activities undertaken since the 182nd session of the Board are described below. They concern the continued actions to reinforce and disseminate knowledge of the history of the slave trade and slavery, through the development of research, promotion of the contributions made by Africa and by the African diaspora, and also educational initiatives.

55. Research into the lesser-known aspects of this history and its consequences has advanced.

- The study on “The psychological consequences of slavery” will be presented during a workshop on defining a new approach to teaching about the slave trade and slavery (5-7 November 2010) in Toronto, Canada and will be used as a framework for drafting an advocacy document on the inclusion of the history of the slave trade and slavery in textbooks and school curricula. This event is being organized in collaboration with York University’s Harriet Tubman Institute.
- The study “African contribution to science, technology and development” has now been completed. Its findings have provided input for the Atlas of Interactions and of the African Diaspora, which is currently in the testing phase.
- The study on the African influence in popular music worldwide was also carried out as part of the testing phase of the project.
- Two new studies – one in the Red Sea region (Horn of Africa) and another in the Pacific region – have just been launched to assess the slave trade and slavery and to identify their present-day implications.
- Research activities are also planned in Andean America, through the ESMERALDA project, in collaboration with the Quito Office.

56. The year 2010 being the International Year for the Rapprochement of Cultures, the bicentenary of the independence process of Latin American and Caribbean countries and the fiftieth anniversary of the independence of African countries, the project provided for the organization of the following events:

- Conference: “History, Memory and Rapprochement of Cultures”, Paris (26-27 May 2010);

- Ceremony in honour of Professor Rex Nettleford and round table on “The African Presence in the World: Cultural Interactions between Africa, Latin America and the Caribbean”, Paris (4 June 2010), in collaboration with GRULAC;
- Seminar on “The African-Turkish Relations: Past Routes, Reciprocal Emigration and Present Heritage” in Istanbul, Turkey (9 July 2010), in collaboration with the Organization of the Islamic Conference’s Research Centre for Islamic History, Art and Culture (IRCICA);
- Commemoration of the International Day for the Remembrance of the Slave Trade and of its Abolition (23 August 2010), marked this year by the organization in Nigeria of two events financed by local authorities in the country – a seminar on “The slave trade and slavery in the Arab-Muslim World” (17-20 August 2010) and the “Symposium on the slave trade, slavery and its consequences” (22-28 August 2010), with the participation of several members of the International Scientific Committee (ISC).

57. The documentary “Slave Route: A Global Vision” has been finalized. Its translation into French was made possible by a financial contribution from the Permanent Delegation of France to UNESCO. The 57-minute film can be viewed in English, French or Spanish. The DVD also comes with a number of tools: a pedagogical booklet, fact sheet, quiz, bibliography and project brochure. It can thus be used as a kit for awareness-raising and dissemination of knowledge on the subject. The French version of the documentary was presented at a preview screening on the sidelines of France’s fifth *Journée nationale des mémoires de la traite, de l’esclavage et de leurs abolitions* (commemorative day for remembering the slave trade, slavery and their abolition) on 10 May 2010. The documentary is currently being distributed and the various extras are available online.

58. The project’s contribution for the celebration of 2011 as International Year for People of African Descent is under preparation. This will be finalized and validated during the next meeting of the International Scientific Committee, which Colombia has offered to host in February 2011. It is worth mentioning here UNESCO’s participation in the second Ibero-American meeting of culture ministers for an agenda for people of African descent, held from 26 to 28 May 2010 in Salvador de Bahia, Brazil. The Bahia Declaration acknowledges the role played by the Slave Route Project on that issue.

59. Fresh momentum has been given to communication through the website, which provides information on the Slave Route Project activities and much more, and the production of a new brochure presenting the project.



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

Hundred and eighty-fifth session

185 EX/5 Add.

PARIS, 10 September 2010
Original: English

Item 5 of the provisional agenda

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

ADDENDUM

IMPLEMENTATION OF 35 C/RESOLUTION 49 AND 184 EX/DECISION 5(IV) RELATING TO THE ASCENT TO THE MUGHRABI GATE IN THE OLD CITY OF JERUSALEM

1. 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".
2. 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. Seven 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.
3. At the 184th session of the Executive Board, a draft decision (184 EX/PX/DR.1) was submitted by Algeria, Burkina Faso, Côte d'Ivoire, Cuba, Djibouti, Egypt, Kuwait, Malaysia, Morocco, Pakistan, Saudi Arabia, Senegal, Tunisia and the Bolivarian Republic of Venezuela. After considerable effort to reach a consensus, 184 EX/Decision 5 (IV) was adopted, to which the original draft decision was attached, by which the examination of this agenda item was postponed to the 185th session of the Executive Board.
4. 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; its call 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 its decision to continue applying the Reinforced Monitoring Mechanism for the state of conservation of the Mughrabi Ascent.



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

Hundred and eighty-fifth session

185 EX/5 Add.2

PARIS, 10 September 2010
Original: English

Item 5 of the provisional agenda

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

ADDENDUM

Appropriation Resolution for 2010-2011: reinforcement of priority programmes

SUMMARY

This document is intended to follow-up on the implementation of 35 C/Resolution 106.

The financial implications of the action reported in paragraph 3 remain within the approved provision in the 35 C/5.

No decision is proposed.

1. Resolution 106 adopted by the General Conference at its 35th session requested the Director-General to: (i) vigorously continue his efforts to streamline business practices in the Organization, both at Headquarters and in the field, with a view to freeing up the budgetary resources that could be used to reinforce priority programmes; (ii) pursue further the efforts undertaken to reinforce priority programmes, *inter alia*, by transferring more funds from Parts I and III, as well as funds from Part II.B, and by further rationalizing expenditures relating to the implementation of programme activities (travel expenses, publications, meetings, contractual services, etc.); and (iii) find ways of reducing the running costs of the General Conference and of the Executive Board in order to free resources for programme implementation without any derogation from Rules 61 and 62 of the Rules of Procedure of the Executive Board (*addressed in document 185 EX/20*).

2. The Director-General has indicated on a number of occasions that she is committed to continuous improvement of management practices and services and the reinforcement of priority programmes to strengthen the capacity of the Organization to deliver better, faster, more efficiently and effectively. In pursuance of 35 C/Resolution 106 and also 35 C/Resolution 107 (paragraph 6), the Director-General has taken a number of measures to that end through reforming organizational design. Measures include in particular:

- the merger of the Bureau of the Comptroller (BOC) with parts of the Bureau of the Budget (BB) as well as part of the Bureau of Field Coordination (BFC) under a newly created Bureau of Financial Management (BFM) while at the same time merging one part of BB with the Bureau of Strategic Planning (BSP) in order to enable it to prepare the entire C/5 so as to strengthen the link between programme priority setting and resource allocation; and
- the integration of the Bureau of Public Information (BPI) into the Sector for External Relations and Cooperation to form a new Sector for External Relations and Public Information (ERI), with the mandate, *inter alia*, to raise the profile and visibility of the Organization, to amplify its key messages and to explain its themes and activities.

3. These measures will entail savings in both staff costs and activity costs, stemming from simplifying and streamlining processes, removing non-value added activities and reducing a top-heavy management structure. They will yield savings in the amount of \$1.2M in staff costs and \$0.7M in activity costs in the current biennium (35 C/5) and, subsequently, \$1.9M in staff costs and \$0.4M in activity costs for a full biennium, which may be transferred from Parts II.B and III to Part II.A. These savings are detailed below.

	Amount in K\$ (35 C/5)	Amount in K\$ (36 C/5)
Staff costs		
Transfer of 1 D-2 and 1 D-1 posts from BB and BFC to reinforce Programme	598	808
Downgrading of 1 D-2 post to D-1 in BPI	21	34
Transfer of 2 P-5 posts* from BOC to reinforce Programme	233	696
Transfer of 2 P-1/P-2 posts from BB to reinforce Programme	402	402
Subtotal	1,254	1,940
Activity costs		
Travel and contractual services	700	400
TOTAL	1,954	2,340

* Upon retirement of incumbents in the course of the current biennium

4. the Director-General proposes to redeploy the above savings in the delivery of priority programmes following an appropriate assessment of the most urgent programme needs. Meanwhile, action has already been taken towards strengthening the implementation and coordination of the MDG-F¹ Joint Programmes carried out under the purview of the Culture Sector with the transfer of one extrabudgetary-funded P-3 post from Part II.B.

5. Furthermore, as part of the Organization's overall efforts to develop an effective information and knowledge management system vital for effective programme implementation, consideration will be given to providing adequate support to the newly created position of Chief Information

¹ Spanish MDG Achievement Fund.

Officer (D-2), responsible for the development, maintenance and monitoring of such a system, through the transfer of posts from Central Services and Administration.

6. The current classification of budgetary provisions in Parts I, II, III and IV have served the organization well in the recent past. Given the tight budgetary situations, Member States have rightly called for more efficiency gains, doing more for less and cutting down on administration expenditure. Successive Directors-General have endeavored to do so by abolishing posts and absorbing additional costs without commensurate increase in the budget envelope. It is clear that minimum levels of administrative costs are essential for the smooth operation of the Organization. Maintaining a relatively old Headquarters complex (in spite of the recent renovation) with all the requirements for basic amenities and security consumes a significant amount of resources. For UNESCO to operate efficiently, it is important to have information technology infrastructure so as to enable timely communication and sharing of information. The Field Offices require a minimum level of administrative/running costs to allow staff to discharge their programmatic responsibilities. Member States, the External Auditor and IOS have regularly called for strengthening of internal control systems and accountability for resource use. All these costs are now included under Part III. In addition, the current Part III contains expenditure items that do not normally fall under Administration but pertain to the Programme and Programme-Related Services. Such examples are many, including:

- (a) Training and staff development for the Organization as a whole (\$4.8M);
- (b) The Young Professionals Programme (\$1.4M);
- (c) Medical Benefits Fund for current and associate participants (\$8.4M);
- (d) IBE building loan repayment (\$0.23M);
- (e) Insurance premiums for all staff (\$0.9M).

7. Finally, it is also worth highlighting that the field office running costs (\$18.6m), part of the costs related to Post-Conflict and Post-Disaster (\$0.5m) and some of the costs associated with the “Delivering as One” Initiative (\$0.8m) are shown as part of the Administration budget under Part III.



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

Hundred and eighty-fifth session

185 EX/5 Corr.

PARIS, 8 October 2010
Original: English

Item 5 of the provisional agenda

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

CORRIGENDUM

Progress report on the South-South Cooperation Programme/Fund for Education

Paragraph 9 should read as follows:

9. As of 31 May 2010, the Fund holds a balance of approximately \$87,000. The fundraising strategy for the Fund has recently been revisited and new donors, including bilateral, multilateral and private partners, have been identified for proactive fund mobilization in the coming months. The Government of India announced recently the contribution of 920,000 Indian rupees, equivalent to \$19,578.