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

SUMMARY

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

No decision is required.

CONTENTS

	Page
I. 176 EX/Decision 6 (II), 34 C/Resolution 89: Progress report on the integrated management information system	1
II. 176 EX/Decision 10: UNITWIN/UNESCO Chairs Programme	2
III. 176 EX/Decision 23: Furthering mutual understanding as well as respect for all people's religious and cultural values, and freedom of expression	3
IV. 176 EX/Decision 60: Intercultural dialogue between Africa and Latin America and the Caribbean	6
V. 177 EX/Decision 5 (II): Progress report on the preparatory process for the 48th session of the International Conference on Education (ICE)	7
VI. 177 EX/Decision 50, 34 C/Resolution 82: Improved gender balance at senior management levels in the UNESCO Secretariat	8
VII. 177 EX/Decision 72: Interim report on the situation of Iraqi refugee students in the Syrian Arab Republic	17
VIII. 34 C/Resolution 18: Internal evaluation of the results achieved by the Teacher Training Initiative in Sub-Saharan Africa (TTISSA)	18
IX. 34 C/Resolution 34: Implementing the Almaty Declaration	21

**I. 176 EX/Decision 6 (II), 34 C/Resolution 89:
Progress report on the integrated management information system**

1. The implementation of the integrated management information system continued and progressed in its all three main components: SISTER (programming, budgeting, monitoring and reporting), FABS (finance and accounting) and STEPS (human resources management and payroll), despite persisting lack of funds and resources.

2. The finalization of functional requirements necessary to accommodate in **SISTER** new features of document 34 C/5 (such as the reduced number of programming levels or the intersectoral platforms) carried out after the General Conference required more time than initially expected. A considerable number of significant technical developments had to be implemented before SISTER2.2 – the second release of SISTER2 – could be rolled out in March 2008, enabling Member States to monitor the implementation of UNESCO interventions down to the main line of action level, as was the case with previous releases of SISTER.

3. Some 70 field office staff members were trained in SISTER2 in November 2007 and training sessions continued in January-March 2008, this time benefiting Headquarters users. In order to increase the sustainability and ensure a multiplier effect of the SISTER training, trainees are organized in a network of focal points expected to relay communication and training to other users. This network will also help set up user groups who will guide the future development and evolution of the tool.

4. Due to the highest priority given to the system developments needed to manage the regular programme, it has not yet been possible to finalize the review of functional requirements and workflows for the management of extrabudgetary projects via the current release SISTER2.2.

5. With regard to **FABS**, the available resources were concentrated on the system maintenance and improvement. Indeed, after five years of the system's operation at Headquarters, there is a need to review and adjust its configuration across the different modules with a view to improving its user friendliness and ensuring a better match with business processes and new requirements. In particular, the implementation of payment release workflows which started in October 2007 to be completed in March 2008 will allow the Organization to benefit from this hitherto unused SAP functionality and is expected to accelerate payment processing in UNESCO. Other improvements include enhanced reporting and implementation of new travel rules. Furthermore, work has started to review the existing types of contracts, and the corresponding configuration in FABS, in order to simplify and streamline their use across the Secretariat. In parallel, user training in contracting was organized in June-July 2007. However, this work is far from being completed and will require close attention in the coming years.

6. Within the framework of the **FABS roll-out** to the field, work continued on the integration of the UNESCO Brasilia Office (UBO) in UNESCO's central finance and budget system by replacing its current core system (SICOF Corporativo) with an adapted FABS solution, under a special project launched in April 2007. Currently the blueprint of the solution is nearly completed and the system customizing has started. The FABS solution should be operational in UBO in January 2009.

7. In October 2007, work resumed on the FABS roll-out to other field offices and institutes. It will be recalled that three UNESCO institutes (UIS, IBE and IIEP) are already integrated in FABS since January 2006 and two UNESCO centres (CEPES and UNEVOC) are also using FABS. A scoping study for the integration of the remaining institutes was initiated in October 2007, in particular through a mission to ICTP (Trieste). Furthermore, 30 computer specialists from field offices were trained in December 2007 through a five-day seminar at Headquarters. The objective of the seminar was to strengthen field offices' capacity to receive new systems and IT tools such as FABS. The training has not only enabled the IT staff from the field to give better support to local users but also provided a unique opportunity for experience-sharing and IT practices

harmonization across UNESCO. In January 2007, the roll-out of the Material Management (MM) module to the field was launched with a pilot project in the UNESCO Office in Moscow, with other offices to follow in 2008-2009. Together with the deployment of the Travel Management (TV) module foreseen in parallel, this will allow to have in FABS full information about contracts and missions in the field.

8. Since it went live in April 2007, the new human resources management system (**STEPS**) is in the process of adjustment with special attention being paid to streamlining business procedures and tightening controls in BOC and HRM, while at the same time implementing a number of system enhancements in order to make it more user-friendly. At the same time, the STEPS roll-out to field offices started with more than 80 staff from the field trained in November-December 2007. They can now use STEPS for online consultation and reporting on posts and staff, which makes their respective offices less dependent on HRM for this kind of information. In January-February 2008, the same training was offered to Headquarters staff resulting in a steadily growing number of STEPS users. It is important to note, however, that so far, only basic priority functionalities grouped around payroll are available in STEPS. Preparatory work has started for a second phase of the project, which should enrich STEPS with more value-added functionalities, such as employee/manager online self-services, e-recruitment, personnel development and evaluation, and training and event management. Once the system is fully deployed, it is expected to help improve the efficiency and effectiveness of human resources management in UNESCO, which in its turn will enhance the Organization's programme delivery capacity across its different domains.

9. This will depend, however, on the availability of the necessary funding. It should be noted in this regard that considering the amount of budget required for the system implementation,¹ it has not been possible so far to identify the totality of these funds within the regular budget, while extrabudgetary contributions requested by the Executive Board and the General Conference have not been forthcoming. Under document 34 C/5, only \$700,000 is available out of \$2.9 million required. While the total projected STEPS expenditure of \$5.4 million continues to compare favourably with both the initial estimate and the other United Nations agencies' experience, the timely completion of the system still depends on the availability of additional resources.

10. Similarly, additional resources – both financial and human – are needed for the development and implementation of a comprehensive long-term information technology (IT) strategy, as the currently available resources are fully taken by operational and maintenance activities. Although preparatory work in this area has started, its progress and effective completion is subject to identification and mobilization of such resources.

II. 176 EX/Decision 10: UNITWIN/UNESCO Chairs Programme

11. As requested by the Executive Board at its 176th session (176 EX/Decision 10), the Director-General has taken action to implement the new approach to establishing Chairs and creating networks, defining priorities and delineating the role of National Commissions in their cooperation with UNESCO, within the framework of the UNITWIN/UNESCO Chairs Programme. This new approach aims to better align the Programme with the overall objectives and sectoral priorities of the Organization; and establish dynamic interaction and reinforced triangular North-South-South cooperation. Consultations have taken place during intersectoral meetings on higher education in mid-2007 and early 2008, and with smaller sectoral and intersectoral groups. The Organization's field offices, a number of its institutes and centres, and several Chairs have participated actively in this process.

12. These consultation meetings have led to a number of concrete outcomes. They include, among others: the definition of new mechanisms for intersectoral cooperation, in particular frames

¹ The General Conference in 30 C/Resolution 84 estimated the required budget for the human resources and payroll component at \$8.3 million.

of reference for evaluating projects and activity reports; a provisional list of priority areas based on document 34 C/4; a provisional list of criteria for participation in the UNITWIN Programme; more systematic integration of dynamic UNESCO Chairs and Networks in the Organization's Working Groups; more systematic association of the Chairs in UNESCO's principal meetings and activities; regular distribution of UNESCO publications to relevant Chairs and Networks; a list of organisms and foundations to whom Chairs and Networks may address requests for extrabudgetary funding; the launching of virtual communities of practice; the shutting down of approximately 30 inactive Chairs; and the development of a model agreement for new UNESCO Chairs and a specific logo. A decision has also been made to extend the appointment of new Chairs to four years and UNITWIN Networks to five years.

13. A series of information meetings and consultations with UNESCO National Commissions were also held during the 34th session of the General Conference. This process, which aims to inform National Commissions of their role in the selection and transmission of requests for the creation of Chairs as well as in awareness-raising at national level, will be pursued with a smaller group of National Commissions in order to review in a more detailed manner the list of criteria and participation modalities. Among other criteria for monitoring the activities of existing Chairs and creating new Chairs and Networks, the need for Chairs in the global North to foresee a North-South partnership in the context of North-South-South cooperation was discussed. The potential impacts on development and sustainability of Chairs' and Networks' outputs were also highlighted.

14. Pursuant to 176 EX/Decision 10, the Director-General has been exploring modalities for further cooperation between the UNITWIN/UNESCO Chairs Programme and the United Nations University (UNU). The UNU already collaborates actively with a certain number of UNITWIN Networks and UNESCO Chairs. It participated in the project on "Asia-Africa university dialogue for basic education development" and will reinforce its collaboration in the second phase of a JICA co-financed project bringing together 12 African and five Asian universities. Cooperation between the UNITWIN/UNESCO Chairs Programme and the UNU was discussed more generally during the annual meeting of the UNU Council, which took place in December 2007 at the University's Headquarters in Tokyo. Within the framework of a strengthened partnership with UNESCO, the Council strongly encouraged the development of common projects and actions with the UNITWIN Programme, emphasizing the need for innovation in the fields of science and culture for sustainable development as well as the achievement of the MDGs.

**III. 176 EX/Decision 23:
Furthering mutual understanding as well as respect for all people's religious and cultural values, and freedom of expression**

15. Priority was accorded to making public authorities as well as civil society aware of the need to respect both human rights and fundamental freedoms, and the diversity of cultures, in particular with regard to sacred or shared beliefs and values.

16. To that end, UNESCO has acted alone or in cooperation with various partners.² Worthy of special mention is the contribution to the Informal Interactive Hearing with Civil Society of the High-Level Dialogue on Interreligious and Intercultural Understanding and Cooperation for Peace (United Nations, New York, October 2007) made by UNESCO, which appears in the annex to the report as lead agency for the United Nations system (<http://www.un.org/ga/president/62/letters/summary141107.pdf>). The main objective of these policies – most of them accompanied or preceded by research – has been to promote the exchange of ideas and practices among the principal exponents of various currents of humanist or religious thought in order to strengthen mutual recognition of the values underpinning them and help distinct cultural communities to better understand and respect each other. UNESCO is now being called upon increasingly either to launch or to support programmes promoting intercultural dialogue in order to enrich policies favouring genuine understanding and mutual appreciation.

17. The activities promoting interreligious dialogue have been designed to counter stereotypes and to overcome the profound misunderstanding of religion giving rise to tension between communities and undermining social cohesion. Thus, the Chairs network on “Interreligious Dialogue for Intercultural Understanding” proposes modules on the representation of the divine or of God, and the question of iconoclasm in religion and spirituality.

18. “Media, communication and religions”, a series of specialized courses at the University of Geneva, organized in cooperation with high-level professors specialized in various aspects of religion, on the theme of freedom of expression and the representation of God in the world’s religions continued to be offered.

19. UNESCO’s action also aims at harnessing the potential of technology, both high-tech and low-tech, and the changing media landscape to create new spaces for dialogue among groups who, thus far, have failed to communicate. With each new advance in technology, new opportunities arise for media to play a role in fostering understanding and challenging ignorance, misunderstanding and prejudice. Projects in this area range from documentaries made by indigenous groups to the establishment of media projects produced jointly by professionals from the different sides in inter- and intra-state conflicts.

20. The activities target media organizations, media professionals, journalism schools, community development associations and citizens, and are intended to provide training, encourage independent production, stimulate distribution, encourage networking and information exchange so

² Some examples: Council of Europe: contribution to the drafting of the white paper on intercultural dialogue; Arab League Educational, Cultural and Scientific Organization (ALECSO): international seminar on “Towards mainstreaming principles of cultural diversity and intercultural dialogue in policies for sustainable development”, on the occasion of World Day for Cultural Diversity for Dialogue and Development, UNESCO Headquarters, 21 May 2007; European Union: contribution to the European Cultural Forum, with emphasis on intercultural dialogue, Lisbon 2007; Islamic Educational, Scientific and Cultural Organization (ISESCO): contribution to the fifth session of the Islamic Conference of Culture Ministers, Tripoli, November 2007; Alliance of Civilizations (AoC): increased exchanges and signing of a memorandum of understanding on the occasion of the first AoC Forum, Madrid, January 2008; World Public Forum: Dialogue of Civilizations: memorandum of understanding signed and implementation under way; Asia-Europe Foundation (ASEF): hosting of and contribution to the international conference on “Ancient Civilizations, New Beginnings, a Dialogue of Change”, December 2007; World Islamic Call Society (WICS): international symposium on “Dialogue among endogenous religions, Christianity and Islam in the service of the culture of peace in Africa”, Cotonou, 20-21 August 2007; United Cities and Local Governments: cooperation in the preparation of a report on the implementation of the principles of cultural diversity in local policies. It is also worth noting that the UNESCO Chairs network on interreligious dialogue for intercultural understanding held a series of international conferences on “Intercultural and Interreligious Dialogue for Sustainable Development” in Moscow, Tbilisi, Almaty, 2007; several NGOs and interreligious associations were particularly active: “Euro-Mediterranean Youth Forum”, Cyprus, November 2006; International Congress on Religions and Mediation in Urban Areas, organized by the UNESCO Centre of Catalonia, Barcelona, December 2006; training of trainers in East Africa – Kenya, Sudan, Uganda – on the theme “Gender and HIV and AIDS” in cooperation with the World Conference of Religions for Peace, bringing together women’s associations for interreligious dialogue for mediation and reconciliation, August 2006-January 2007; joint sponsorship with the NGO Century 21 of the international symposium “Current challenges and perspectives of intercultural/peace education in Armenia, Azerbaijan and Georgia”, Georgia, August 2007; third meeting of the Latino-American Interreligious Network for Peace Education, Teresopolis, Brazil, August 2007.

that people develop the capacity to foster dialogue among themselves bridging cultural or ethnic divisions.

21. The UNESCO-supported television programme exchange network ERNO, a group of 12 broadcasters to South-Eastern Europe, is a good example of uniting post-conflict media reconstruction with technological innovation. ERNO came into existence due to the need to re-establish and improve the cooperative links that had been cut between the Balkan countries following the dissolution of the former Yugoslavia and the ensuing conflicts. ERNO is more than an exchange of daily regional news, it is also a platform for producing and sharing programmes made by ERNO participants dealing with issues confronting the countries of the region, such as trafficking in women and the environment. In addition, ERNO improves the professionalism of the news staff of participating public broadcasters, by involving them in co-productions and re-establishing personal relations and links between journalists and other professionals severed during the war. This project directly demonstrates how the media can play a role in fostering mutual understanding and its importance in reconciling post-conflict States by sharing content.

22. A similar project is presently under way for the Portuguese-speaking countries in collaboration with the public service broadcasters in Angola, Brazil, Cape Verde, Timor Leste, Guinea-Bissau, Mozambique, Portugal and São Tome and Príncipe. This project is creating a news exchange platform, preparing joint production activities in particular with regard to HIV-AIDS prevention and also protecting the badly deteriorating audiovisual archives of several of these broadcasters.

23. Launched in 2004, *Creative Content* projects that extended into the last biennium include:

- UNESCO's audiovisual e-platform, a multicultural, online catalogue, aims at improving the circulation of audiovisual productions from developing countries;
- Open Frame Festival, an international forum, showcases public service television produced all over the world;
- Reel Intercultural Dialogue, a series of five short films on humanity and conflict – projecting the need for peace.

24. One major initiative that took shape in 2007 is the Power of Peace Network. The search for practical uses of ICTs in conflict prevention and intercultural understanding began in Bali, Indonesia, at the inaugural Power of Peace Global Forum, in January 2007. Over 200 delegates from over 30 countries, representing governments, academia, media, ICT and NGO sectors, resolved to focus on one of the root causes of conflict: the lack of mutual understanding.

25. Since the Bali Global Forum, the following activities have helped develop the Power of Peace Network concept. The following outlines activities to this end in 2007 following the Bali Forum:

- A follow-up workshop, 19-21 February 2007, in Paris including representatives of NGOs, government, industry and a number of youth group representatives deliberated next steps in pursuit of the Bali Forum Declaration.
- A two-year pilot initiative for the Power of Peace Network (PPN) was drafted.
- The two-year pilot plan called for an initial step of resource mapping of those organizations, agencies, NGOs and private sector companies engaged in media, ICT and peace initiatives. Three such resource maps were completed by mid-2007 on: (i) youth-based peace and communication-based NGOs, companies, initiatives and projects worldwide; (ii) agencies, NGOs and companies that support media and ICT training, content development and distribution worldwide; (iii) potential strategic and corporate

stakeholders and partners, including those who might provide in-kind and financial support to the PPN pilot.

- An analysis was undertaken on the value of universities around the world serving as an initial platform for approaching and engaging youth in the PPN. A PPN multi-university forum was hosted by the University of Waterloo, Canada, 9-11 August 2007, to discuss the proposition. A global university forum is scheduled for May 2008 to lay the practical framework for youth on this platform to participate in PPN.
- A PPN website is being developed.
- A wide range of public and private funding partners for the PPN two-year pilot have been contacted and approached for coordinated financial support, expected to yield results in early 2008.
- PPN has been represented at a number of international conferences, forums and meetings including in the United Nations system (Global Alliance, United Nations youth forums, and regional conferences), CIGI gatherings, private sector responsible business forums, and youth rallies.

26. Under the banner of the Power of Peace Network, CI targets various segments of society, from media professionals to marginalized youth, to develop their potential to foster intercultural dialogue through mass media. Future projects include:

- Co-production of a monthly radio or television programme by a team of journalists from media operating in conflict or post-conflict regions. Activities include: training on coverage of ethnic tension and reconciliation, reporting for peace, structuring shared leadership for the production of monthly radio or television segment.
- Production of a series of radio programmes by a team of youth under the leadership of a media and education mentor to explore and publicize the conflicts generated by segregation and conflict faced in their everyday lives. Activities include training in both content and technology of radio journalism, mentoring in concept development, and assistance in production process.

27. Furthermore, CI has been active in a series of international conferences focusing on the dialogue among civilizations. These include:

- *The Role of Media in the Development of Tolerance and Mutual Understanding*, organized in Baku, Azerbaijan, in April 2007 by the Organization of the Islamic Conference;
- The second *Asia-Pacific and Europe Media Dialogue*, 2007, in Bonn, Germany, in September 2007;
- Conference on “Migration and integration, Europe’s big challenge. What role do the media play?”, organized in November 2007 in collaboration with French and German television.

IV. 176 EX/Decision 60:

Intercultural dialogue between Africa and Latin America and the Caribbean

28. Strengthening of intercultural dialogue between Africa, America and the Caribbean and of South-South cooperation is covered by Major Programme IV for the next biennium, in particular under main line of action 5 “Promoting the understanding and development of intercultural dialogue and peace” and main line of action 6 “Mainstreaming within national policies, the links between cultural diversity, intercultural dialogue and sustainable development”. In particular, the Slave

Route Project and the Histories Project will be according greater priority to this concern through the following activities.

- promotion of the volumes of the *General History of Africa* in Latin America and the Caribbean, especially in Brazil, to provide a better understanding of the history of the continent, which has contributed broadly to building the New World;
- development of educational material on the basis of the *General History of Africa* and the *General History of the Caribbean* to promote the cultural ties developed over the centuries between Africa and the Americas and to strengthen mutual recognition;
- preparation of an atlas of cultural interactions between Africa, the Americas and the Caribbean which will emphasize the African presence through the transmission of African cultures, expressions, knowledge, beliefs and behaviour to the New World;
- inventories and promotion of places of memory associated with the slave trade in the Caribbean and the Indian Ocean with a view to creating routes of memory between the various regions concerned;
- support for and cooperation with the UNESCO Chair in Intercultural Dialogue between Africa, Latin America and the Caribbean, which will be established in the Autonomous University of Santo Domingo;
- cooperation with the African Diaspora Heritage Trail initiative, which seeks to establish a platform for cooperation between Africa, the Caribbean and the Americas to promote cultural tourism based on a shared heritage.

V. 177 EX/Decision 5 (II):

Progress report on the preparatory process for the 48th session of the International Conference on Education (ICE)

29. Preparations for the 48th session of the International Conference on Education are under way. The Conference will be held from 25 to 28 November 2008 in Geneva, Switzerland, on the theme of "Education for Inclusion: the Way of the Future". At its 55th session in January 2007 (UNESCO/IBE/C.55/WG/Inf.5), the IBE Council approved a conceptual framework for the Conference. Based on this framework, the IBE has embarked on a multi-tier, comprehensive preparatory process aimed at mobilizing knowledge on inclusive education.

30. Extensive consultations with United Nations stakeholders and eight international, regional and sub-regional conferences and workshops took place within the framework of the IBE global Community of Practice (COP), bringing together over 400 policy-makers and education and curriculum specialists from 75 countries in Africa, Latin America and the Caribbean, Eastern Europe, CIS countries, Asia and the Pacific, and the Arab States. Through these preparatory conferences, policy-makers' awareness of and interest in the ICE has been raised, and lines of debate opened. In particular, concepts, strategies and good practices on inclusive education were shared. In addition to the exchange of expertise across countries, participants, speakers and partnerships for the ICE were identified and new opportunities of North-South-South triangular cooperation on inclusive education emerged. Regional and subregional "roadmaps" that identify and discuss common challenges and policy actions, were then developed. These results represent substantive intellectual and policy inputs that will feed the preparation of the official documents and workshops of the ICE. An experts meeting also took place at the IBE in Geneva to further develop the content of the Conference workshops. The guidelines for developing the 2008 National Reports series have been issued and the preparatory steps taken in collaboration with the Czech authorities with regard to the Jan Amos Comenius Medal, awarded at each session of the ICE.

31. The ICE Working Group, which held its session on 21 and 22 January 2008, submitted proposals to the IBE Council's meeting from 23 to 25 January. The Council endorsed all the proposals made, thus defining the structure of the 48th session of the ICE, the electoral groups to hold key positions (the Chairperson will be from Group Vb and the Rapporteur from Group III) and the revised budget. Recommendations were also made on the organization of exhibitions as well as on a special ministers-only event. A road map on the preparatory process will be submitted to the Steering Committee of the IBE in late July, together with a concept paper and information on keynote speakers and ministerial participation in workshops.

VI. 177 EX/Decision 50, 34 C/Resolution 82:

Improved gender balance at senior management levels in the UNESCO Secretariat

32. In conformity with 34 C/Resolution 82 and 177 EX/Decision 50, the Director-General has adopted an **Action Plan for achieving 50% representation of women at senior management levels (D-1 and above) by 2015**, setting out measures to attain gender parity at senior management levels (D and above) by 2015. The objective of gender parity is to be achieved within the framework of Article IV of UNESCO's Constitution which stipulates that the paramount consideration in staff appointments is to secure the highest standards of integrity, efficiency and technical competence; subject to this paramount consideration, appointments shall be on as wide a geographical basis as possible.

I. Current Situation (as of 1 January 2008)³

Women by grade (P/D)

33. As at 1 January 2008, women represented 48% of the total International Professional staff (P/D) in the Secretariat and 56% of the total Secretariat staff (P/D/NPO/Gs). Women's representation in the professional category remained unbalanced, with a high concentration in the junior ranks (P-1 to P-3) and a small presence at the senior managerial levels (Director and above). As shown by table 1, women represent the majority of P-1/P-3 staff (60%), 40% of the mid-level ranks (P-4) and 39% of the P-5 managerial level. At the Director level and above, women represent 21%.

Table 1: P/D staff by grade (1 January 2008)

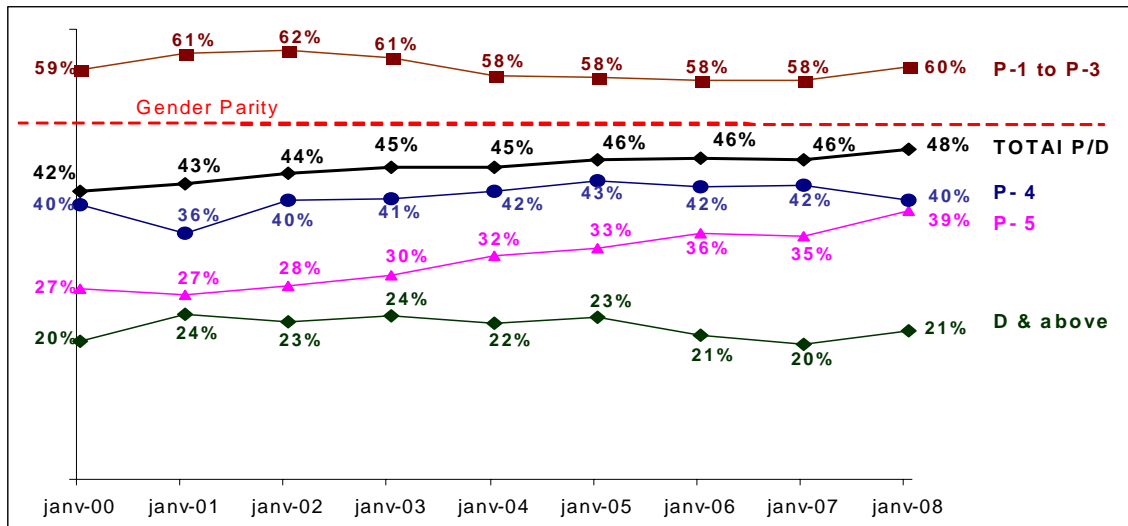
		F	%F	M	%M	Total
D	DDG		0%	1	100%	1
	ADG	1	10%	9	90%	10
	D-2	7	24%	22	76%	29
	D-1	14	22%	49	78%	63
Total D		22	21%	81	79%	103
P	P-5	65	39%	103	61%	168
	P-4	77	40%	114	60%	191
	Sub P-4/P-5	142	40%	217	60%	359
	P-3	138	58%	101	42%	239
	P-2	124	60%	84	40%	208
	P-1	20	77%	6	23%	26
	Sub P-3/P-1	282	60%	191	40%	473
Total P		424	51%	408	49%	832
Total P/D		446	48%	489	52%	935

³ All figures include staff on regular programme posts and on extrabudgetary funded posts, as from 1 January 2008. They exclude temporary staff and staff on special leave without pay.

Evolution since 2000 (P/D)

34. Since 2000, progress has been made in the global representation of female staff in the P/D category, with an increase from 42% in 2000 to 48% in 2008 (see [table 2](#)). This progression has taken place in a context of global reduction of the workforce experienced since 2000, in particular at the P-5 and Director level. Since 2000, the grade distribution of women has remained relatively stable (high at P-1/P-3, low at Director level); however a noticeable progress has been made at the P-5 level with an increase of women holding P-5 posts from 27% in 2000 to 39% in 2008.

Table 2: Evolution of women by grade (P/D)



Overview of women at Director level

35. As shown in [table 3](#), the majority of women Directors are at Headquarters (15 out of 22). There are 4 women Directors of field offices, representing 12% of the field Directors, and 3 women Directors in institutes (25% of Directors in institutes).

**Table 3: D staff by gender and location
(1 January 2008)**

	F	%F	M	%M	Total
HQ	15	26%	43	74%	58
Field Offices (1)	4	12%	29	88%	33
Institutes (2)	3	25%	9	75%	12
Total	22	21%	81	79%	103

(1) Including Director of UNRWA/UNESCO Department

(2) Institutes of category 1: CEPES, IBE, IIEP, IESALC, IICBA, ICTP, UIL, UIS, UNESCO-IHE and UNEVOC

36. At Headquarters, the majority of women Directors are in the Programme Sectors with the highest representation in CLT (40%) and ED (35%); CI has 25% women Directors while SC and SHS have no female staff at D level (see [table 4](#)). In Programme-Related Services and Support, BB, HRM and BOC have reached parity. ERC and ADM count 33% and 20% women Directors respectively.

**Table 4: D staff by Sector/Bureau
(1 January 2008)**

		F	%F	M	%M	Total
General Policy and Direction	Direction	2	29%	5	71%	7
	Governing Bodies	-	-	2	100%	2
	Sub Total	2	22%	7	78%	9
Programmes	CI	1	25%	3	75%	4
	CLT	2	40%	3	60%	5
	ED (1)	6	35%	11	65%	17
	SC (2)	-	-	9	100%	9
	SHS	-	-	4	100%	4
	UIS	-	-	1	100%	1
	Field- Management of decentralized programmes (3)	4	12,5%	28	87,5%	32
Sub Total	13	18%	59	82%	72	
Programme Related Services	AFR	-	-	1	100%	1
	BB	1	50%	1	50%	2
	BPI	-	-	1	100%	1
	BSP	1	33%	2	67%	3
	Sub Total	2	29%	5	71%	7
Support for Programme Execution and Administration	ADM	1	20%	4	80%	5
	BFC	1	33%	2	67%	3
	BOC	1	50%	1	50%	2
	ERC	1	33%	2	67%	3
	HRM	1	50%	1	50%	2
Sub Total	5	33%	10	67%	15	
Grand Total	22	21%	81	79%	103	

(1) Including UNESCO education institutes of category I : IBE, IIEP, IESALC, UNEVOC, IICBA, UIL and CEPES and Director of UNRWA/UNESCO Department

(2) Including UNESCO science institutes of category I : ICTP and UNESCO-IHE

Retirement of Director staff (2008-2015)

37. In the next eight years, 78 Directors will retire (76% of the 103 Director staff) (table 5). This includes 44 Directors at Headquarters, 23 field Directors and 11 institute Directors. At Headquarters, the highest number of vacant Director posts will be found in Programme Sectors. The high number of retirements provides a key opportunity for increasing the number of women in senior managerial posts over the next years.

**Table 5: Retirement of Director staff
HQS/Field/Institutes (2008-2015)**

	HQ			Field Offices			Institutes (1)			Total		
	Staff	Retire-ments	%	Staff	Retire-ments	%	Staff	Retire-ments	%	Staff	Retire-ments	%
General Policy and Direction	9	6	67%	-	-	-	-	-	-	9	6	67%
Programmes	27	24	89%	1 ⁽²⁾	1 ⁽²⁾	100%	12	11	92%	40	36	90%
Field- Management of decentralized programmes (3)	-	-	-	32	22	69%	-	-	-	32	22	69%
Programme Related Services	7	4	57%	-	-	-	-	-	-	7	4	57%
Support for Programme Execution and Administration	15	10	67%	-	-	-	-	-	-	15	10	67%
Total	58	44	76%	33	23	70%	12	11	92%	103	78	76%

(1) Institutes of category I : CEPES, IBE, IIEP, IESALC, IICBA, ICTP, UIL, UIS, UNESCO-IHE and UNEVOC

(2) Director of UNRWA/UNESCO Department

(3) Directors of Field Offices

38. As shown in [table 6](#), the majority of the 78 Directors retiring over the next eight years are men (61) while 17 are women. A high number of retirements will already take place in 2008-2009 (27), including seven women Directors.

Table 6: Retirement of Director staff by gender (2008-2015)

	Retirements between 2008 and 2015								Total Directors	
	2008/9	% of retirements	2010/11	% of retirements	2012/13	% of retirements	2014/15	% of retirements		Total
F	7	41%	4	23,5%	4	23,5%	2	12%	17	22
M	20	33%	12	19,5%	17	28%	12	19,5%	61	81
Total	27	34,5%	16	20,5%	21	27%	14	18%	78	103

Applications to Director posts – trends

39. In 2006-2007, women represented 30% of the total candidates to Director posts. When it comes to internal applicants, women represented 24% of the applicants. Women tend to apply less for field posts than for Headquarters posts.

Succession planning: women at P-4/P-5 level

40. From the 10 Director posts filled internally by P-5 staff in 2006-2007, two were filled by P-5 female staff. From the 65 female staff at P-5 level as of 1 January 2008, half of them (33) have a seniority of five years or more at P-5 level (see [table 7](#)). By comparison, the pool of P-5 men with five years seniority or more is much larger to date (almost twice the size) than the pool of women. It should be noted that the average age of P-5 women is 53 years, and more than half of them will retire within the next eight years. From the 77 female staff at P-4 level, 34 have served for more than five years.

Table 7: Seniority in P-4/P-5 grade by gender

	P5			P4		
	F	M	Total	F	M	Total
+ or = 5 years	33	59	92	34	54	88
- 5 years	32	44	76	43	60	103
Total	65	103	168	77	114	191

Recruitment objectives

41. Taking the forecasted retirements into account, it is estimated that gender parity could be achieved by 2015, if **60% of the Director posts are filled by women over the next eight years**. This corresponds to a hiring ratio of three women Directors for every two men Directors. The simulation below shows scheduled vacancies (due to retirements) and proposed interim targets to be achieved for each biennium, to arrive at the 50% goal by 2015 (see [table 8](#)).

Table 8: Recruitment targets by biennium (2008-2015)

	Start Biennium			Action Plan					
	Total D at the start biennium	% of D by gender at the start biennium	Number of retirements of D	Number of D remaining at the end biennium	% of D by gender at the end biennium	Number of planned recruitments on D posts during the biennium	Number of D staff at end of biennium	% of D by gender at the end biennium	
2008/2009									
F	21	21%	6	15	20%	16	31	30%	: F TARGETS
M	78	79%	19	59	80%	11	70	70%	: M end 2009
Total	99		25	74		27	101		
2010/2011									
F	31	30%	4	27	31%	13	40	37%	: F TARGETS
M	70	70%	11	59	69%	10	69	63%	: M end 2011
Total	101		15	86		23	109		
2012/2013									
F	40	37%	4	36	41%	10	47	44%	: F TARGETS
M	69	63%	17	52	59%	8	59	56%	: M end 2013
Total	109		21	88		18	106		
2014/2015									
F	47	44%	2	45	48%	10	55	50%	: F TARGETS
M	59	56%	12	47	52%	8	55	50%	: M end 2015
Total	106		14	92		18	110		

* excluding D staff on temporary posts

II. Action Plan (see detailed plan in Annex)

42. The Action Plan is built around three axes: Recruitment, Training and Mentoring, and Work Life balance. Measures are being implemented in each area. The Bureau for Human Resource Management will monitor progress against the objectives in the Action Plan and report regularly to the Director-General.

Recruitment

Basic principles

43. It should be recalled that the paramount consideration in the recruitment of staff to the Secretariat is to secure the highest standards of competence, integrity and efficiency. The achievement of gender parity at all levels will be governed by this basic principle. In addition, gender parity should be achieved without detriment to the principle of geographical distribution within the staff.

44. To achieve gender parity at the Director level by 2015, the objective is to recruit 60% of women on vacant Director posts. In support of this objective, proactive measures will need to be implemented at two stages of the recruitment process: at the sourcing stage, to increase the number of female applicants, and at the selection stage, to increase the number of women selected for Director posts.

Increasing the pool of qualified external female candidates to Director posts

Targeted advertisement

Measure 1

45. To increase the number of qualified female candidates to Director posts, special focus shall be put on likely sources of women candidates. Alongside the standard advertisement process,

Director posts will be advertised through women's professional associations and networks, identified by the programme and support Sectors concerned as well as by the Division for Gender Equality (BSP/GE) as the most relevant sources of candidates. Special attention will be paid to those Sectors/Services where vacancies are foreseen, as well as in those Sectors (SC and SHS) where female representation is the lowest.

46. In the first stage, an inventory of the professional associations and networks will be established with the Sectors concerned, in cooperation with the Division for Gender Equality (BSP/GE). Assistance of the networks will be sought in order to establish a mechanism to ensure online, systematic advertisement of the vacant posts concerned.

47. In the search for female candidates, special efforts shall also be made to increase the number of women from non- or under-represented countries, notably through professional networks and associations. To support this search, the Bureau for Human Resource Management will seek the assistance of permanent delegations, National Commissions as well as field offices.

Measure 2

48. The statement in UNESCO external vacancies encouraging women to apply for senior posts shall be reinforced as follows "UNESCO is committed to gender equality in its programming and to gender parity within the Secretariat. Therefore, women candidates are strongly encouraged to apply, as well as nationals from non- and under-represented Member States".

Increasing the pool of qualified female internal candidates to Director posts

Measure 3

49. Efforts shall be made to increase the pool of qualified women at P-5 level to support internal succession planning for Director posts. The objective is to attain, as a minimum, gender parity at P-5 level (the current ratio is 39%). Taking into account the retirement trends (56% of the P-5 female staff to retire in 2008-2015), a significant number of women should be hired over the next eight years. A hiring ratio of **1:1 of woman to man** would need to be applied in the recruitment to P-5 posts to achieve, by 2015, a 50% target at that level.

Increasing the number of women selected for Director posts

Measure 4

50. For gender parity to be achieved, our objective is that all appointments to Director posts should have – at a minimum – **a 3:2 ratio of women to men**. This means that every 3 Director posts out of 5 will be filled by a woman. Targets will be set for each Sector/Support Service and monitored.

Selection panels

Measure 5

51. Selection panels for Director posts and P-5 posts should be gender balanced.

Shortlisting

Measure 6

52. Short list of candidates for Director and for P-5 posts should include at minimum **two qualified women candidates**. An explanation will be required in the case that this requirement is not met. Each recommendation submitted to the Director-General for appointment to a Director

post shall indicate the current status against the gender parity target. Similarly, each recommendation for a P-5 post shall include the status against target.

Training and mentoring

Measure 7

53. A specific programme for P-4 and P-5 female staff will be developed and run as a pilot to enhance managerial and leadership skills and other career enhancing competencies. As part of this programme, a coaching programme will be made available to P-4 and P-5 female staff.

Measure 8

54. At the same time, the set up of informal self-managed networks of senior female staff will be supported, to facilitate the sharing of knowledge, advice, contacts and experience.

Measures 9 & 10

55. UNESCO will ensure that the induction course for newly recruited staff, including senior levels, raises the awareness of work/life matters and gender-related issues in general. In addition, the existing UNESCO management development programme will include awareness on gender equality issues in the workplace and on the relation between these issues and the challenges of diversity management.

Retention and work life balance

Measure 11

56. UNESCO will continue its participation in the United Nations-wide initiatives in support of spouse employment, in particular through the set up of a LESA (Local Employment Spouse Association) in Paris with other international Agencies (OECD, ESA), as well as through supporting the set up of LESAs in field offices.

Measure 12

57. Exit interviews will be systematically conducted with female professional staff (at P-5 and above) who leave UNESCO, and feedback used to improve policies and practices.

Other measures

Measure 13

58. Gender parity shall be ensured amongst the members designated by the Director-General to participate in joint staff-management committees dealing with personnel matters (such as the Advisory Council on Personnel Policies (ACPP), the Advisory Boards on Individual Personnel Matters (PABs)).

Monitoring and reporting

59. HRM will monitor progress against gender targets on an ongoing basis, as well as on the implementation of other gender-related measures and will report to the Director-General on a quarterly basis.

Responsibilities of ADGs and Directors of Bureaux

60. The Performance Agreement for ADGs and Directors of Bureaux includes, as an expected result for 2008-2009, progress against the gender parity target. ADGs and Directors of Bureaux will be expected to report on it to the Director-General by the end of the biennium.

61. HRM will support and advise managers in the implementation of these measures. Updated statistical summaries and projections shall be communicated to ADGs and Directors of Bureaux on a quarterly basis.

Evaluation

62. By the end of the biennium in 2009, a review will take place of the implementation of the Gender Action Plan, and measures adjusted as required.

ANNEX

UNESCO Action Plan for gender parity (2008-2015)

1. Recruitment				
Expected results	Measures to implement the strategy	Timeframe	Responsible	Result achieved (Sept. 2008)
<ul style="list-style-type: none"> ▪ A 50% rate is achieved at Director level by 2015 	Assessment of the situation			
	<ul style="list-style-type: none"> ▪ Assess situation in each Sector/Bureau based on data/profiles ▪ Set objectives with each Sector/Bureau based on expected vacancy rate ▪ Set up monitoring and reporting mechanisms 	September 2008	HRM	
	Increasing the number of women candidates			
	Measure 1 <ul style="list-style-type: none"> ▪ Identify and contact relevant female professional associations/networks ▪ Advertise Director posts through networks 	2008-2009	HRM (in cooperation with Sectors and Bureaux and BSP/GE)	
	Measure 2 Modify the statement in Vacancy Notices "...Therefore, women are <i>strongly</i> encouraged to apply" for P-5 and above advertised posts.	May 2008	HRM	
	Measure 3 Increase the number of female P-5 staff by applying a hiring ratio of 1 to 1 (objective: achieve parity among P-5 staff)	2008-onwards	HRM ADGs/Dir Bureaux Director-General	
	Increasing the number of women selected for Director posts			
	Measure 4 Apply a hiring ratio of 3 women:2 men for Director posts	2008-onwards	ADGs/Dir Bureaux Director-General	
	Measure 5 Achieve gender balanced selection panels (for Director and P-5 posts)	June 2008	ADGs/Dir Bureaux	
	Measure 6 Implement requirement that short-lists include at least two qualified women candidates	May 2008-onwards	ADGs/Dir Bureaux	
2. Training and mentoring				
Expected Results	Measures to implement the strategy	Timeframe	Responsible	Result achieved (Sept. 2008)
<ul style="list-style-type: none"> ▪ Women career development enhanced through dedicated learning initiatives 	Mentoring/training			
	Measure 7 Develop and implement a Management Programme for P-4/P-5 women staff, including a coaching programme	December 2008	HRM BSP/GE	
	Measure 8 Support the set up of informal networks of senior women staff	2008	HRM BSP/GE	
	Mainstreaming gender issues in training			
	Measure 9 Raise gender awareness in induction training courses	2008-onwards	HRM	
	Measure 10 Include gender awareness in the LCMP (Leadership and Change Management Programme)	2008	HRM	

3. Retention and work life balance				
Expected results	Initiatives to implement the strategy	Timeframe	Responsible	Result achieved (Sept. 2008)
<ul style="list-style-type: none"> ▪ Work/life balance measures in place to facilitate professional growth and development 	Measure 11 Support United Nations-wide initiatives on spouse employment, by: <ul style="list-style-type: none"> ▪ Participating in the LESA (Local Employment Spouse Association) France, set up by OECD/ESA ▪ Creating LESA France website ▪ Contributing financially to the spouse employment programmes including those in the field (provision made in 34 C/5) 	2008-2009	HRM	
	Measure 12 <ul style="list-style-type: none"> ▪ Conduct exit interviews with P-5 and above women staff who leave UNESCO 	2008	HRM	
4. Other measures				
Expected results	Initiatives to implement the strategy	Timeframe	Responsible	Result achieved (Sept. 2008)
<ul style="list-style-type: none"> ▪ Gender Balance in joint staff management committees with personnel matters 	Measure 13 <ul style="list-style-type: none"> ▪ Ensure gender parity in the members designated by the Director-General for committees dealing with personnel matters (such as ACP, PABs). 	2008-2009	HRM Director-General	

VII. 177 EX/Decision 72:

Interim report on the situation of Iraqi refugee students in the Syrian Arab Republic

63. UNESCO Beirut is collaborating with other relevant United Nations agencies, through the United Nations Country Team (UNCT) mechanism, to support the Syrian Government in addressing the needs of the Iraqi refugee children and students. In this context, the Beirut Office provides technical assistance to the ongoing joint United Nations survey that is being carried out to assess the situation of Iraqi refugee students and children in Syria. Field visits have been made to a number of the schools enrolling Iraqi refugee children in order to better assess the situation at the school level and to identify areas for UNESCO's interventions.

64. During his official visit to Syria, the Director-General also met with the UNCT to discuss the situation of the Iraqi students and children. He has pledged extrabudgetary funds to support the Syrian efforts. A project proposal is being prepared by UNESCO Beirut for submission to the Japanese Funds-in-Trust.

65. Meanwhile, UNESCO has identified the following four areas for further interventions in collaboration with the UNCT members:

- (a) **Improving the quality of education.** UNESCO Beirut is working with the Syrian Ministry of Education and UNICEF to introduce, for Iraqi refugees in Syria, active learning methods through teacher training seminars and workshops. The aim is to improve teaching/learning practices that encourage a more learner-centred and participatory approach in classrooms.
- (b) **Expanding continuing learning opportunities for out-of-school children, youth and adult learners through non-formal education (NFE).** In cooperation with the relevant Syrian authorities, UNESCO Beirut is establishing 10 community learning centres (CLCs) in poor and vulnerable communities where large numbers of displaced Iraqis are concentrated. Through these CLCs, UNESCO aims not only to target adult learners, but to also mitigate school dropout among Iraqi children and youth.

- (c) **Increasing access to education of Iraqi children in Syrian schools.** Through collaboration with UNICEF and the Ministry of Education, UNESCO is introducing and piloting an accelerated model of primary education in Syria, with the purpose of integrating out-of-school children into the formal schooling system.
- (d) **Provision of NFE and early childhood care and education (ECCE) programmes to Iraqi children and their parents.** UNESCO Beirut is targeting schools with a large number of young Iraqi refugee children with a view to improving teachers' skills in the area of basic early childhood care and education in close cooperation with the Syrian Ministry of Education. The training programme is focused on reaching out to Iraqi refugee parents and local communities on the importance of ECCE.

VIII. 34 C/Resolution 18:

Internal evaluation of the results achieved by the Teacher Training Initiative in Sub-Saharan Africa (TTISSA)

66. The General Conference at its 34th session requested the Director-General to report to the Executive Board on the findings of an internal evaluation of the results achieved by the Teacher Training Initiative in Sub-Saharan Africa (TTISSA). It did so following concern expressed by a number of Member States that progress made to date has not been clearly communicated and that the Initiative may require some adjustments to its functioning in order to perform to its full potential.

67. TTISSA was launched in January 2006, with an initial reference group of 17 countries. A ten-year project, it aims to increase the quantity and quality of teachers in sub-Saharan Africa. Four key objectives have been defined: (1) improvement of the status and working conditions of teachers; (2) creation of coherent management and administration structures; (3) harmonization of teacher policy and development goals; and (4) enhancement of the quality and coherence of teachers' professional development. The Initiative is strongly country-based. In line with UNESCO's decentralization policy, the Division of Higher Education at Headquarters is currently charged with conceptualizing the Initiative, with the Regional Bureau for Education in Africa (BREDA) and International Institute for Capacity Building (IICBA) in Addis Ababa supporting implementation by the field offices.

68. The "Report by the Director-General on the follow-up to the EFA strategic review and UNESCO's strategy for the 2005-2015 period" (171 EX/8), which sets out the main lines of action initially foreseen for TTISSA, provides for regular monitoring and reporting on progress achieved in the Initiative. This includes a two-year mid-term assessment and four-year summative assessment. Moreover, in accordance with 34 C/Resolution 18, a full external evaluation of TTISSA will be undertaken in 2009. In preparation for this external evaluation, and to respond to the prescribed two-year mid-term assessment, an internal evaluation of the Initiative has been carried out to measure progress to date and identify areas for improvement. This internal evaluation of TTISSA was undertaken by Education Sector staff, through a review of activities implemented in each first-phase country followed by investigation into a number of key issues concerning the working methods used for implementing the Initiative.

69. The review of activities shows that an extremely wide variety of initiatives have taken place in all countries. It is encouraging to note that all countries involved in the first phase have benefited from support to their teacher policy and practices from UNESCO. An initial analysis of teacher issues and accompanying outline of a TTISSA action plan have been developed in collaboration with each first-phase Member State based on consultations with the Ministry of Education, education personnel and NGOs. Using these documents, individual activities have been designed to respond to the priorities set. These activities, which cover a wide spectrum, fall mainly into the following broad categories:

- research and policy development (Angola, Cape Verde, Central African Republic, Chad, Republic of the Congo, Democratic Republic of the Congo, Ethiopia, Guinea, Nigeria, Sierra Leone, United Republic of Tanzania, Zambia);
- development of a draft qualifications framework for teachers (Angola);
- development, publication and dissemination of educational curricula and materials, particularly in science (Angola, Central African Republic, Chad, Democratic Republic of the Congo, Guinea, Madagascar, Niger, Nigeria, Sierra Leone);
- establishment, strengthening and/or quality assurance of educational centres (Angola, Republic of the Congo, Democratic Republic of the Congo, Madagascar, Sierra Leone);
- capacity-building of education personnel and decision-makers (Angola, Burkina Faso, Burundi, Cape Verde, Central African Republic, Chad, Republic of the Congo, Democratic Republic of the Congo, Ethiopia, Ghana, Guinea, Madagascar, Niger, Nigeria, Sierra Leone, United Republic of Tanzania, Zambia); and
- commemoration of World Teachers Day and/or EFA week (Angola, Burkina Faso, Burundi, Central African Republic, Chad, Ethiopia, Madagascar, Nigeria).

70. This review therefore indicates that resources have been focused on the main areas of response set out in document 171 EX/8, with particular attention being paid to policy development and capacity-building. The targeting of activities to respond to needs and gaps established at national level reflects the individualized and highly bottom-up approach of TTISSA within an overall strategic framework as well as international norms and standards such as the ILO/UNESCO Recommendation concerning the Status of Teachers. This concentration on country priorities ensures the harmonization of beneficiaries' needs with programme delivery and thus increased efficiency. The nature of the activities is also in line with UNESCO's mandate, that is to provide support to Member States while they remain responsible for carrying out the wide-scale training of teachers. However, the evaluation team noted that, at this early stage, the focus has been on measuring what has been done (outputs) rather than the results achieved. As activity results start to flow in, the impact on countries must be more clearly reflected in TTISSA strategies and communications.

71. The second stage of the internal evaluation sought to assess working methods in TTISSA, in order to determine whether the current set-up is the most effective and cost-efficient. Key questions here included: the distribution of work among the different UNESCO units; collaboration within and outside UNESCO; and information sharing.

72. A number of stakeholders have questioned whether the current division of labour is appropriate for an initiative of this scale. TTISSA provides a good opportunity to apply the principles of decentralization. Significant effort has therefore been deployed through workshops and meetings with Education Sector staff working on TTISSA in the various offices to delineate areas of responsibility and action of the various units (Headquarters, BREDA, IICBA and the field offices). The strong role of the field offices in defining and implementing TTISSA must be commended. Nonetheless, although a clear and appropriate division of labour is set out in the planning documents for TTISSA, it appears that in practice some ambiguity remains, particularly over the respective roles of the Division of Higher Education at Headquarters, BREDA and IICBA. The Education Sector is taking this issue seriously and is currently in the process of determining the action to be taken. Member States will be informed shortly of the adjustments made in this regard.

73. Collaboration within the context of TTISSA takes place with actors situated both within and outside UNESCO. Within the Organization, the recent action to explore synergies with the other core initiatives (LIFE and EDUCAIDS) as well as the Education institutes is a welcome signal.

Cooperation is also ongoing with other programmes within UNESCO's higher education programme, in particular quality assurance, ICTs and the UNESCO Chairs, as well as with the Communication and Information Sector. National Commissions in a number of countries are participating actively in the Initiative, and the initial evaluation found that it may be appropriate for their role to be reinforced. Outside UNESCO, concrete collaborative work has been initiated with the African Union (AU), Association for the Development of Education in Africa (ADEA), Comparative and International Education Society (CIES), Regional Economic Communities (RECs), Commonwealth Secretariat, International Labour Organization (ILO), World Bank, African Development Bank (ADB), bilateral development partners and Commonwealth of Learning (COL), as well as with a number of universities, non-governmental organizations and foundations. Many of these initiatives have a clear focus on South-South or triangular North-South-South cooperation. It is now important that the nature and results of these collaborative efforts be put forward.

74. Flowing on from this, information sharing plays an essential role in enhancing the profile of the Initiative and ensuring transparency. A TTISSA website provides wide access to information, studies, reports and other relevant documents about the Initiative and participating countries. This is supplemented by a "member-only" portal that includes a unified e-mail system, chat room and virtual library. A six-monthly newsletter also transmits updates on progress. Furthermore, regular fora, workshops and meetings are also organized in order to facilitate information exchange. The internal evaluation team found that information sharing is actually taking place, but could be scaled up. Indeed, the website was user-friendly, with reports having been received of its utility for both those working directly on TTISSA and external parties, and the reports of the meetings indicate that they have played a particularly useful role in developing planning tools and strategies, as well as in exchanging best practices on management structures. However, it may be useful for information aimed at enhancing the Initiative's profile among stakeholders to be produced and more widely distributed. In this regard, a communication strategy to better draw out the impact at country and regional levels of the many activities being implemented could be developed. Member States could also be encouraged to a greater degree to enhance communication with their development partners.

75. Overall, the internal evaluation found that considerable support is being provided to the 17 countries that make up the first phase of the Initiative, and that this support is based on the needs identified by each country, within the overall strategic framework. Moreover, a variety of UNESCO units and external partners are being mobilized to ensure efficient use of resources. This is a strong validation of the current team's efforts to put in place carefully designed planning and management tools. Nonetheless, there is room for improvement in the division of labour, which could be customized to facilitate the smooth running of the programme. As noted above, this primarily involves eliminating the confusion and clarifying the respective roles of Headquarters, BRENDA and IICBA. Communication of the Initiative's results should also be strengthened. In this regard, it must be noted that the Sector has shown itself to be highly responsive to difficulties encountered in the early stages of the Initiative. Indeed, the decision to withdraw from engaging National Coordinators to manage the programme where the latter were no longer felt to be relevant is one example of this flexibility and responsiveness.⁴ The Sector is therefore confident that adaptations responding to the findings described in this progress report will therefore be implemented speedily, with a view to ensuring that their impact can be accurately assessed during the full external evaluation foreseen for 2009.

76. A number of additional challenges must also be addressed. These include the need to make a decision on the roll-out of TTISSA to other sub-Saharan African countries, in full alignment with the UNESS process. Moreover, the currently insufficient human and financial resources pose a major challenge to TTISSA's optimization. In order to tackle this issue, efforts are being made to source and sustain extrabudgetary support. In this regard, the Director-General wishes to thank those Member States that have provided support to the Initiative, namely the Nordic countries

⁴ In the initial stages of TTISSA, National Coordinators were designated to serve as a focal point and link between the Ministry of Education and UNESCO at the regional and headquarters levels.

within the context of the EFA Capacity Building programme (CapEFA) as well as the Spanish, Italian and Japanese Governments, and calls on other Member States to show their support for teacher policy and programmes in sub-Saharan Africa by making appropriate contributions to TTISSA.

**IX. 34 C/Resolution 34:
Implementing the Almaty Declaration**

A. INTRODUCTION

77. As a follow up to 171 EX/Decision 61, a UNESCO regional ministerial conference on “The strategic role of renewable energies in sustainable development in Central Asia” was organized in Almaty, from 17 to 19 May 2006. The Conference adopted the “Almaty Declaration” that sets out the shared political goals for promoting the use of renewable energy sources in Central Asia and calls also for the development and implementation of a “Central Asian Renewable Energy (CARE) Programme”.

78. In 34 C/Resolution 34, the General Conference took note with satisfaction of the decisions of the Almaty Conference and requested the Director-General “to report to the Executive Board at its 179th session on the consultations he has undertaken with other organizations concerned on coordinating the use of resources for the implementation of the Almaty Declaration”.

79. The preliminary results of consultations carried out on possible collaborative mechanisms and activities among different organizations concerned by renewable energy in Central Asia, and the implementation of the Almaty Declaration are hereby presented.

B. CONSULTATION PROCESS

80. As a follow up to the Almaty Conference, a consultative process was initiated in order to consider synergies and collaboration in implementing the outcome of the Conference. A joint meeting of various United Nations entities concerned by renewable energy in Central Asia, in Almaty, on 7 June 2007, enabled representatives of UNESCO, UNDP and the World Bank to: (i) review ongoing projects; (ii) look into potential funding options; and (iii) identify opportunities for cooperation. The result of the meeting, in which representatives of donor countries also participated, clearly testifies to the will and interest of the three organizations to consider joint approaches in addressing the promotion of renewable energy sources in Central Asia and to seek partnership in the coordinated use of resources for the implementation of the Almaty Declaration.

81. Further to 34 C/Resolution 34 and with a view to enhancing synergies among organizations, consultations were carried out by the UNESCO Office in Almaty with several United Nations organizations and programmes and other intergovernmental organizations represented in the region, including the UNDP and the European Commission representatives in Kazakhstan, Kyrgyzstan and Tajikistan, and the World Bank representative in Kazakhstan, to discuss: (i) main strategy in renewable energy; (ii) main ongoing projects; (iii) area of interest in renewable energy; and (iv) existing resources for renewable energy projects. The promotion of renewable energy sources in Central Asia and the issue of the coordinated use of resources for the implementation of the Almaty Declaration were also introduced by the Office into the agenda of the Tajikistan United Nations Country Team meeting of 24 January 2008.

82. Coordinated efforts and resources for the implementation of the outcome of the Almaty Conference are also provided through UN-Energy, which is the established cooperative mechanism of the United Nations system for energy-related issues that brings together 20 organizations to achieve greater synergies and coordination. The timeliness of the initiative was acknowledged and welcomed during the last UN-Energy meeting, which recommended pursuing the implementation of the outcome of the Almaty Conference. Individual consultations are under way with the United Nations Environment Programme (UNEP) and the United Nations Industrial

Development Organization (UNIDO) to identify opportunities and synergies towards implementing the Almaty Declaration, in particular through joint initiatives.

83. Additionally, at the request of UNESCO, the Islamic Education Science and Cultural Organization (ISESCO), as an organizing partner of the Almaty Conference, is currently considering providing further support for the follow-up of the Conference under the joint UNESCO/ISESCO cooperation programme for 2008-2009.

84. Finally, although the scope of consultations did not encompass donor countries, they are expected, as well as the private sector, to grant or renew their support to the implementation of the Almaty Declaration. It is expected that discussions on prospects for cooperation between donor countries and Member States in Central Asia will be initiated on a bilateral basis.

C. CONCLUSION

85. The following overall conclusions were drawn from the discussions and consultations outlined above:

- (a) Initiatives that promote renewable energy in Central Asia are limited, in particular relatively little contribution is made by the United Nations system in this area in the region. Further advocacy work and enhanced coordination of efforts and resources remain therefore objectives to be pursued.
- (b) While the different organizations concerned are committed to providing support to the implementation of renewable energy activities in Central Asia, in line with the Almaty Declaration, their focus, scope, resources, aims, modes of operation and levels of implementation differ substantially from one another.
- (c) Contribution by regional and international organizations to national and/or regional efforts and to identified areas of cooperation is generally driven by country demands. Their programmes/projects are developed upon a formal request for assistance by beneficiary countries. This process applies as well to activities envisaged towards the implementation of the Almaty Declaration.
- (d) Under ongoing programmes, some efforts and resources are being devoted to developing energy infrastructure, access to energy, promoting renewable energy and energy saving through technical assistance programmes reflecting the specific mandates of each organization, with substantial differences in budgetary resources.
- (e) Further interactions and initiatives are still needed in order to ensure wider collaborative arrangements in promoting renewable energy initiatives in Central Asia, as well as synergies. UNESCO will continue to play an active role in this process.



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Educational, Scientific and
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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

PART II

SUMMARY

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

No decision is required.

CONTENTS

	Pages
I. 169 EX/Decision 4.1: Preparations for drafting document 35 C/5	1
II. 171 EX/Decision 5, 177 EX/Decision 6(II), 34 C/Resolution 64: Progress report on the review of the decentralization strategy and on UNESCO's efforts and challenges with respect to United Nations system-wide coherence	1
III. 176 EX/Decision 61: Strengthening of UNESCO's ethical mission	2
IV. 177 EX/Decision 9, 34 C/Resolution 19: Further promotion of the United Nations Decade of Education for Sustainable Development	5

**I. 169 EX/Decision 4.1:
Preparations for drafting document 35 C/5**

1. The timetable regarding the preparations for drafting the Programme and Budget for 2010-2011 (35 C/5) is the subject of a separate document (179 EX/INF.3).

**II. 171 EX/Decision 5, 177 EX/Decision 6 (II), 34 C/Resolution 64:
Progress report on the review of the decentralization strategy and on UNESCO's
efforts and challenges with respect to United Nations system-wide coherence**

2. After considering the outcomes of the first phase (November 2006 to June 2007) of the decentralization review contained in the Report by the Director-General on the Implementation of the Reform Process (177 EX/6, Part II), the Executive Board requested him in 177 EX/Decision 6(II) to present at its 179th session a progress report on the review of the decentralization strategy.¹

3. The Decentralization Review Task Force (DRTF), chaired by the Deputy-Director-General and composed of senior field and Headquarters managers, resumed its work in December 2007 to consider long-term measures for strengthening the Organization's field presence within the new context of a reformed United Nations at country level and revisiting the Organization's decentralization strategy accordingly, and has held two meetings so far (December 2007 and February 2008).

4. In developing its terms of reference, the DRTF has taken full account of the observations expressed by Member States at the 177th session of the Executive Board and at the 34th session of the General Conference. These included the necessity to maintain an adequate balance between action at global, regional and national levels, and between the normative function of the Organization and its operational role; the streamlining of field activities in accordance with the Organization's core mandate by focusing action on policy advice and capacity-building; a better integration of UNESCO's sectoral work in country-led programming exercises; examination of the impact of the United Nations country-level reform on the Organization's planning and budgeting approach. Recommendations were also made to consider alternative measures to current fully-fledged offices for ensuring UNESCO's active engagement in joint United Nations programming in countries where the Organization has no presence; to envisage strengthening regional presence for improved support to country-level operations, in alignment with the regional structures of other United Nations agencies; to consider as well field support structures at Headquarters and to review as appropriate the profiles and levels of expertise of field staff.

5. The approach adopted by the DRTF is to first address a number of fundamental issues that will contribute to bringing out the design principles and parameters on which the development of options for UNESCO's decentralized system will be based. These will be discussed both within a core group established by the DRTF Chairperson and by the DRTF plenary. In preparation for this stage, the Bureau of Field Coordination (BFC) is compiling detailed financial information on the present decentralized network (human resources, security, delegated training and operating costs, including government contributions; decentralized programme funds and extrabudgetary projects) and is developing a simulation software tool able to manipulate the complex variety of data required to calculate both the recurrent charges, cost benefits and efficiency gains of options retained as well as the initial investment costs.

6. As form follows function, the primary subject taken up by the DRTF relates to the roles of UNESCO and its modalities of action at country level, whether as part of the United Nations joint development efforts or in pursuance of the global normative mandate of the Organization. In clarifying and refining the Organization's role in the light of the country-level focus of the United

¹ The report on UNESCO's efforts and challenges with respect to the United Nations system-wide coherence also requested by 177 EX/Decision 6(II) is contained in document 179 EX/42.

Nations reform, the DRTF is being guided by the Organization's comparative advantages, including its unique regional programme strategies and activities, and by the constraints resulting from its broad scope of action and its level of resources.

7. At the same time, the DRTF is considering the Organization's assets at country level and exploring opportunities for mobilizing UNESCO's unique constituency and networks at country level within the new context of a reformed United Nations. The DRTF has thus embarked on an in-depth reflection on the positioning of National Commissions, of the broader UNESCO family (e.g. category 2 centres and institutes, UNESCO Chairs, Clubs and Associations, Associated Schools, Associated Libraries, national committees of UNESCO intergovernmental programmes and Goodwill Ambassadors) and other national partners (e.g. NGOs, including national chapters of those recognized by UNESCO, academic and research institutions, professional organizations in UNESCO's fields of competence, the private sector and parliamentarians) in support of the Organization's priorities and programmes and enhanced visibility. The Chairperson of the Coordinating Group of National Commissions as well as other representatives of National Commissions are taking an active part in this discussion and will be liaising on these issues with other National Commissions at the forthcoming Director-General's regional consultations with National Commissions on the preparation of the Draft Programme and Budget for 2010-2011 (35 C/5).

8. Cognizant of the fact that the Organization does not have the capacity to maintain permanent staff specialized in all its areas of competence at field level, and that its global function needs to be preserved and appropriately resourced, the DRTF is also investigating alternative sustainable and flexible mechanisms and arrangements for providing field offices with the specific and qualified technical expertise required at key periods of programme and project design, implementation, monitoring and evaluation.

9. Other fundamental issues that will be addressed by the DRTF in its forthcoming meetings in May and July 2008 will include assessing the impact of the strengthened role of the United Nations Resident Coordinators on lines of authority and accountability with regard to the development and delivery of country-level activities. It will also deliberate upon eventual modifications to the Organization's planning and programming approach, notably in terms of criteria and processes for decentralizing programme resources. On the basis of a shared understanding of context, challenges and opportunities and of a set of agreed-upon design principles stemming from its reflection on UNESCO's responses to the decentralization challenges, the DRTF will henceforth embark on elaborating various options for the Organization's decentralized network. These will define functions, accountabilities and staffing profiles of proposed field components, as well as required support structures at Headquarters and eventual implications on programmatic approaches and administrative processes.

III. 176 EX/Decision 61: Strengthening of UNESCO's ethical mission

10. The contribution gives an overview of the main activities undertaken in 2006-2007 and planned for the present biennium to ensure that UNESCO directs its efforts towards the promotion of ethical standards, the production of the necessary knowledge to cope with related challenges and the dissemination of such knowledge at the global level as well as regionally and nationally.

Promotion and dissemination of ethical standards and principles

11. The promotion of principles, practices and ethical norms relevant for scientific and technological development is identified as one of the Organization's key roles under the strategic programme objectives of UNESCO's Medium-Term Strategy for 2008-2013 (34 C/4), and addressing emerging ethical challenges is presented as an overarching objective of document 34 C/4. Upon its adoption in 2005, the Universal Declaration on Bioethics and Human Rights was immediately sent to the Secretary-General of the United Nations, the Executive Heads of

Specialized Agencies, the United Nations High Commissioner for Human Rights, the Rector of the United Nations University, and widely distributed to permanent delegations and national commissions as well as to numerous intergovernmental and non-governmental organizations, ethics committees and similar national bodies, academies, universities and numerous specialists. It was also made available on the Internet (www.unesco.org/bioethics).

12. During the period considered, both the International Bioethics Committee (IBC) and the Intergovernmental Bioethics Committee (IGBC) have contributed to the promotion and dissemination of the Declaration and addressed two principles of the Declaration in particular – consent (Articles 6 and 7) and social responsibility and health (Article 14), providing Member States wishing to deepen their bioethical reflection with useful tools (see 34 C/REP.13). In the present biennium IBC and IGBC will finish the work on the report on social responsibility and health and possibly also address Article 8 of the Declaration (Respect for human vulnerability and personal integrity). Both committees will continue to focus on the promotion of ethical principles, also through regional networking with experts.

13. The World Commission for the Ethics of Scientific Knowledge and Technology (COMEST) has during 2006-2007 promoted principles of science ethics, following up the request of Member States to explore the issue of codes of conduct for scientists, in relation to the ethical principles adopted in the Recommendation on the Status of Scientific Researchers as well as the Declaration on Science and the Use of Scientific Knowledge. COMEST will continue this promotion and exploration in the present biennium.

14. The organization of the ordinary session of IBC every second year in one of the regions and the organization of the ordinary sessions of COMEST in one of the regions also play an important role in facilitating the promotion and dissemination of principles, practices and ethical norms both regionally and nationally and in enhancing regional and national activities within the field of ethics of science and technology.

Production of relevant knowledge and fostering capacity-building

15. In line with the provisions of the Universal Declaration on Bioethics and Human Rights, UNESCO has been working to place the question of providing infrastructures for capacity-building, ethics education and the establishment and reinforcement of national bioethics committees on the international, regional and national agenda, primarily through three main projects. In the present biennium two new projects will be implemented to further ensure that UNESCO directs its efforts towards fostering capacity-building within the field of ethics of science and technology, both at the national level and in the regions (see (d) and (e) below).

- (a) **UNESCO's Global Ethics Observatory (GEObs)** is a system of databases that has been developed to ensure the production of relevant knowledge in the field. These databases are available in UNESCO's six official languages and freely accessible online, with worldwide coverage in bioethics and other areas of applied ethics in science and technology such as environmental ethics and science ethics. GEObs is intended as a platform for supporting and advancing ethics activities by assisting Member States and other interested parties to identify experts (Database 1: Who's who in ethics), establish ethics committees (Database 2: Ethics institutions), construct informed policies in the area of ethics (Database 4: Ethics-related legislation and guidelines and Database 5: Codes of conduct) and design ethics teaching curricula (Database 3: Ethics teaching programmes). Through collaboration with and establishment of new Regional Information and Documentation Centres the collection and validation of data for the GEOBs databases will be greatly facilitated. In the present biennium a new database on ethics resources will be established.
- (b) The **Ethics Education Programme (EEP)** aims at initiating and reinforcing educational activities in Member States, through various phases: (a) assessing the infrastructure for

developing and implementing teaching programmes; (b) developing and promoting teaching programmes; and (c) developing educational resources for implementing programmes. Mapping of experts in ethics teaching and sampling of teaching programmes have already been initiated through regional expert meetings (Budapest, Hungary, 2004; Moscow, Russian Federation, 2005; Split, Croatia, 2005; Tehran, Islamic Republic of Iran, 2006; Muscat, Oman, 2006 and Istanbul, Turkey, 2007) and made available online. In the present biennium new regional expert meetings of this kind will be organized so as to ensure that all Member States will be covered. Ethics teacher-training courses have been organized in cooperation with the UNESCO Chair in Bioethics in Haifa, Israel (Bucharest, Romania, 2006; Egerton University, Kenya, 2007; Bratislava, Slovakia, 2007 and Riyadh, Saudi Arabia, 2007). In the present biennium, in collaboration with the field offices, new courses will be organized particularly in Africa and the Arab region. This activity has received extrabudgetary support in the last biennium and new contributions will be expected. Lastly, an ad hoc committee of experts (from IBC, COMEST, UNESCO Chairs in Bioethics, the Academy of Sciences for the Developing World (TWAS) and the World Medical Association (WMA)) is developing a proposal for a core curriculum in bioethics, based on the principles of the Declaration. In the present biennium this course proposal will be piloted and tested in universities in at least three different regions. At the same time, COMEST will develop similar proposals for the teaching of environmental ethics.

- (c) Through the **Assisting Bioethics Committee (ABC)** project, UNESCO continues its efforts to assist Member States that so wish, in particular developing countries, in the establishment and/or reinforcement of national ethics committees. Three Guidebooks on national bioethics committees have been published and disseminated, and two teams of experts with practical experience in bioethics committees set-up, which will provide technical support, appropriate working methods and operational procedures to countries. Preparatory work has started in cooperation with Gabon, Ghana, Jamaica, Madagascar, Malawi, Mauritius and Togo and will in the present biennium be expanded to include at least six new countries. Part of this project is also to create regional networks between newly established National Bioethics Committees as well as a South-South network between newly established committees in Africa, Latin America and the Caribbean and other regions. Extrabudgetary support projects for new national bioethics committees, especially in Africa, have been submitted to various international bodies.
- (d) Through the **Assistance and Implementation Project (AIP)** UNESCO will assist Member States that so wish in organizing training courses in bioethical decision making for policy-makers and judges. This represents another way of enhancing national institutional capacities in the field of bioethics and of facilitating the integration of the principles of the Universal Declaration on Bioethics and Human Rights into relevant education, health and research policies.
- (e) Through the project **Public awareness and debate (PAD)**, UNESCO will assist Member States that so wish in organizing ethics training courses for science journalists, as science journalists play a crucial role in promoting knowledge and understanding about the ethical possibilities and limits of science and technology. Finally, UNESCO will assist in organizing “lay people” workshops in bioethics so as to assist in sensitizing and attuning the wider public to the ethical possibilities and implications of science and technology.

Inter-agency collaboration in the regions

16. In the present biennium UNESCO will seek to enhance the collaboration with other United Nations agencies in the regions and relevant bodies and networks such as the Pan-American Health Association (PAHO), the Latin American Network of Bioethics (REDBIOETICA). UNESCO

will also establish new networks of ethics experts in Africa so as to facilitate the implementation of its programme activities in the regions. Efforts will also be made to seek extrabudgetary funding to strengthen UNESCO's ethical mission in the regions.

**IV. 177 EX/Decision 9, 34 C/Resolution 19:
Further promotion of the United Nations Decade of Education for Sustainable Development**

17. The General Conference at its 34th session expressed strong support for enhancing the promotion of the United Nations Decade of Education for Sustainable Development (DESD). In order to build on this momentum and follow up on the decisions of its Member States expressed in 34 C/Resolution 19, UNESCO has identified five priority areas for action during 2008-2009. These priority areas, together with actions undertaken since November 2007, are presented below.

18. The first priority is to boost UNESCO's role as **advocate and champion** of the DESD, in particular by enhancing the Organization's leadership of the global process to reorient national education policies and systems in support of sustainable development. As part of this role, UNESCO co-sponsored the Fourth International Conference on Environmental Education, "Environmental Education towards a Sustainable Future – Partners for DESD" held in collaboration with UNEP and the Government of India in Ahmadabad, India, from 24 to 28 November 2007. The Conference led to the adoption of the *Ahmadabad Declaration 2007: A Call to Action*, which highlighted the role of ESD in encouraging a shift in the way in which education is conceived – as a delivery mechanism – to a vision of it as a lifelong, holistic and inclusive process (see 179 EX/INF.4 for the full text of the Declaration).

19. The second priority is to **strengthen both international and internal coordination** of the Decade in order to ensure a maximal impact. This process is guided by the DESD International Implementation Scheme and the UNESCO Action Plan for DESD. In that context, a number of meetings have been held since the beginning of the biennium. These included a subregional consultative meeting for UNESCO's education specialists and ESD stakeholders to determine ESD priorities and strategies at the national, subregional and regional levels in sub-Saharan Africa (18-22 February 2008); and an experts' meeting to further develop and revise the ESD/DESD Regional Agenda for the Arab region (3-4 March 2008). Across the Organization, an intersectoral platform on education for sustainable development, led by the Education Sector, has been established in document 34 C/5. Each of the programme sectors has foreseen a strong level of participation in the platform in their work plans, consistent with the increased emphasis being placed on this field by governments worldwide.

20. Making **better use of established mechanisms in order to identify, develop and facilitate the exchange of good practices** is the third priority for this biennium. This includes, in particular, the UNESCO Chairs and ASP network. Thus, the DESD and ASP network teams are actively collaborating with the South-Eastern Mediterranean Environmental Education Project (SEMEP), the UNESCO Chair/UNITWIN networks, and other school networks such as Eco-Schools and CarboSchools. Alliances are being sought within the United Nations Framework Convention on Climate Change (UNFCCC) and the Convention on Biological Diversity (CBD), and cooperation being enhanced with international agencies and organizations such as UNEP and the British Council, and with stakeholders such as the UNU Regional Centres of Expertise, youth groups and the private sector – particularly on identifying and exchanging good practices on climate education and awareness. Furthermore, UNESCO is working with the Asia-Pacific ESD Interagency Committee to determine the best means of extending their cooperation on educational issues linked to capacity-building and preparation of materials.

21. The fourth priority is the **preparation of the 2009 mid-term review conference for the DESD**, to be hosted by Germany. In order to ensure the success of the Conference, a joint UNESCO/Germany task force is meeting regularly to make practical decisions on the organization of the conference. UNESCO is also in consultation with the Government of Japan concerning the

organization of an additional international conference on DESD to be held in Japan towards the end of this year, which would highlight several key DESD issues and help to prepare the ground for the conference in Germany.

22. Finally, the fifth priority is concerned with **operationalizing the monitoring and evaluation process** for DESD. At a meeting held in January 2008, an operational plan was devised with the full participation of the Monitoring and Evaluation Expert Group (MEEG) and the Regional Bureaux for Education. This plan provides for the collection of information and data to inform Member States and stakeholders on progress in the Decade, and which would be compiled in a global report on the context and structure of ESD in the different parts of the world. The data collection exercise will allow for the opportunity to further promote the Decade among Member States, enhance already ongoing initiatives, and stimulate engagement and ownership.



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

ADDENDUM

SUMMARY

The Director-General informs the Executive Board of his intention to use an appointment of limited duration (ALD) to fill the post of Ethics Officer (P-5).

Decision proposed: paragraph 7.

162 EX/Decision 3.1.2:

Use of an appointment of limited duration (ALD) for the post of Ethics Officer

1. The Director-General informs the Executive Board of his intention to use an appointment of limited duration (ALD) to fill the post of Ethics Officer (P-5) which has been approved in document 34 C/5 and is to be financed by regular programme funds.

2. At its 162nd session, the Executive Board adopted 162 EX/Decision 3.12 (4 (d)) whereby it noted the proposal of the Director-General to limit the use of ALD to posts financed from extrabudgetary funds.

3. The Director-General proposes that an Ethics Officer post be established within his Office with the mandate to advise staff on ethical issues, develop policies and procedures, develop and deliver ethics training programmes and administer the financial disclosure programme. A senior staff, at P-5 level, reporting directly to the Director-General, will manage the programme.

4. In its discussion of the Ethics Programme, the Executive Board considered that the post should be financed from regular programme funds, and approved the establishment of a P-5 post in document 34 C/5.

5. To ensure the objectivity, independence and impartiality that these new responsibilities will entail, the Director-General proposes that the appointment of the Ethics Officer be of limited duration. For this purpose, the Director-General proposes to hire the Ethics Officer under an appointment of limited duration, which carries a maximum duration of four years.

6. The Director-General is therefore hereby seeking, on an exceptional basis, the endorsement of the Executive Board for the use of regular programme funds for an Appointment of Limited Duration for the new post of Ethics Officer.

7. Proposed draft decision:

The Executive Board,

1. Recalling 162 EX/Decision 3.1.2 where it noted the proposal of the Director-General to limit the use of Appointments of Limited Duration (ALDs) to posts financed from extrabudgetary funds,
2. Having examined document 179 EX/5 Add.,
3. Endorses the Director-General's proposal to use the regular programme funds, on an exceptional basis, for an ALD contract to fill the established post of the Ethics Officer.