



United Nations  
Educational, Scientific and  
Cultural Organization

182 EX/4 (IP Extract)

# **Intersectoral Platforms**

**Report by the Director-General on the execution of the programme adopted by the General Conference (182 EX/4 Part I and Addendum)**

**Extracts addressing the implementation and management of  
intersectoral platforms**

**182 EX/4 PART I** (extracts)**MAJOR PROGRAMME I – EDUCATION**

20. Under the intersectoral platform (IP) on **HIV and AIDS**, UNESCO provided support to 52 countries to develop their capacity to design, implement and assess efficient education, communication and information strategies and programmes for HIV prevention. Training on HIV and AIDS was provided to some 4,000 professionals from a wide range of sectors and countries. UNESCO has continued to develop its clearing-house function, having for example made available some 200 UNESCO HIV/AIDS-related tools and publications. At the global level, it has actively participated in the International AIDS Conference (Mexico, August 2008) and led several joint United Nations initiatives, notably work on International Guidelines on Sexuality Education. In Latin America and the Caribbean, following a meeting of the Ministers of Health and Education, UNESCO is now leading a programme to establish sexuality education guidelines at the country level.

21. Major Programme I is also leading the IP on **ESD**, with all sectors contributing. As part of this platform, UNESCO has reviewed policies supporting ESD from the perspective of cultural diversity and intercultural dialogue in eight countries from different regions. In the Asia-Pacific region, ESD consultation and capacity-development were provided through workshops involving 28 Member States. Over 100 media professionals were trained in reporting on sustainable development issues using the UNESCO toolkit “Media as Partners in ESD”. Three regional workshops on water education focused on best practices and recommendations and provided direct input to the UNESCO World Conference on ESD (Bonn, March/April 2009) and the Fifth World Water Forum (Istanbul, March 2009). The Bonn Conference and the DESD Global Report generated a high degree of interest in ESD and increased visits to the DESD website.

**MAJOR PROGRAMME II – NATURAL SCIENCES**

43. Concerning the MP II-led intersectoral platforms (IP), the **Science Education** IP is focusing efforts on identifying priority science education needs in the regions through consultations, workshops, regional expert meetings, and via review of literature and major reports. The Earth Science Education for Africa project was launched. Activities addressing policy guidance issues and capacity-building in science and technology education were carried out, as well as activities concerned with the promotion of the basic sciences, engineering, ecology, ethics education and science journalism.

44. The **SIDS** IP expanded the ongoing Sandwatch initiative, launched the Internet forum *On the Frontlines of Climate Change*, and worked on youth programmes in the Caribbean. The November 2008 Youth Visioning for Island Living call for proposals on raising awareness of and education on HIV/AIDS prevention in SIDS resulted in 20 projects now in progress. A high-level intersectoral mission provided technical assistance to the Republic of Mauritius with respect to sustainable development policies and practices, in the context of *Maurice Île Durable*. An intersectoral approach to education for sustainable development (ESD) in the Pacific has been developed with emphasis on strengthening curriculum relevance in SIDS. The approach was endorsed by the Pacific Education Ministers, and work on ESD mapping was initiated. New World Heritage sites in SIDS Member States were inscribed or nominated during the current biennium, and the Intangible Heritage Convention was ratified by several SIDS. Training events to strengthen scientific understanding of climate processes among media professionals were held in SIDS, including training of 40 journalists in the Pacific.

45. Finally, concerning the **Climate Change** IP, the international meeting “Sustainable Development of the Arctic in the Face of Global Climate Change” (Monaco, March 2009), an initiative involving the SC, CLT, SHS and ED Sectors, brought together over 40 expert participants. The event contributed to the growing recognition of the global implications of changes anticipated in the Arctic region and served as a first step towards an enduring scientific contribution to better understanding the dynamics of climate-induced change in the Arctic. Progress made and results achieved in implementation of the UNESCO Strategy for Action on Climate Change and its enhanced Plan of Action are addressed in more detail in 182 EX/5 Part II and 182 EX/INF 7.

### MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

58. Specifically within the framework of the Intersectoral Platform on the **Strengthening of national research systems**, Madagascar was the first country to benefit from a review process of its national research system, including the natural sciences and social and human sciences. Similar comprehensive reviews are scheduled to start in other African countries, the first being Côte d'Ivoire.

### MAJOR PROGRAMME IV – CULTURE

67. The Intersectoral Platform for **Languages and Multilingualism** (IPLM) concentrated its efforts on reporting in relation to some 200 multi-stakeholder activities undertaken in the framework of the International Year of Languages 2008 (IYL) and the related assessment of UNESCO's coordination. The first comprehensive report was presented in February 2009, on the occasion of the International Mother Language Day celebrations. The more precise and concrete impact of the IYL, notably on national language policies implementation, will require an in-depth and longer-term assessment throughout the next biennium. To the same end, the online *Atlas of Endangered Languages* published in February 2009 will be an important tool for language vitality and policy monitoring. The update of the *World Bibliography of Translation (Index Translationum)* was accomplished, thus considerably expanding the collected data bank. Operational field activities included policy advice on national book policies in Africa and Latin America attuned to national language policies, as well as advocacy, training and information activities relating to multilingual education. The collection of large-scale data on status and trends in the number of indigenous language speakers was undertaken, resulting in over 5,000 records currently undergoing a quantitative statistical and qualitative analysis to produce recommendations and guidelines for a standardized methodology for the safeguarding of endangered languages. In the field of multilingualism and cyberspace, stakeholders were mobilized through the WSIS Action Lines consultations meetings held in May 2008 and 2009, and an online multi-stakeholder platform launched in May 2009.

68. The Intersectoral Platform which contributes to the **Dialogue among Civilizations and a Culture of Peace** has pursued its activities based on the internally developed Action Plan consisting of strategies for four key objectives with realistically attainable results to be achieved by the end of the biennium, while maintaining clear links and transition to the Medium-Term Strategy (BSP website, “Intersectoral Platforms”). With regard to Objective 1 – *the promotion and exploitation of the regional Histories*, the completed collections of the General and Regional Histories will be launched in a global event on 5 October 2009. The Collections will also be published on CD-ROMS and online, as well as in a special issue of the UNESCO *Courier* (September 2009). In the context of the second Objective – *The development of intercultural skills*, a questionnaire to highlight the state of the art with regard to the present reflection on intercultural skills has been prepared, and philosophers, media professionals, educational and cultural experts worldwide have been invited to participate in the survey. The third Objective – *Engaging new voices in dialogue about religious issues*, addresses existing practices relating to interfaith dialogue (by and for youth); a survey is currently being undertaken by an interregional and interfaith youth team. A workshop for journalists was held in the context of the World Water Forum (March 2009)

on the issue of sustainable development. The workshop resulted in the subsequent publication of 75 articles written by the trainees, thus contributing directly to the achievement of the results defined for Objective 4 – *The media and the fostering of a dialogue and mutual understanding*.

## MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION

82. Regarding strategies and practices for ICT in support of knowledge creation, acquisition and sharing, UNESCO continued to foster the integration of ICTs in the teaching and learning process, particularly in the framework of the intersectoral platform on **fostering ICT-enhanced learning**. The ICT Competency Framework for Teachers provided an outline for actions to enable students to develop ICT skills, while improving teacher skills to enhance the learning experience for students, especially in Africa. UNESCO launched an online collaborative knowledge hub for training and capacity-building resources for development. The platform is a resource directory for agencies, practitioners and stakeholders to access relevant digital learning resources needed for local development and poverty eradication. The work on Open Educational Resources (OER), including the OER publication *The way forward* was undertaken in a truly multi-stakeholder fashion, providing access to digital resources and tools and enabling a worldwide community to share and exchange information.

## ANTICIPATION AND FORESIGHT

101. Through the Intersectoral Platform on **Anticipation and Foresight** UNESCO has strengthened its intellectual and future-oriented watch function and its role as a laboratory of ideas in a variety of ways. It has launched a new line of UNESCO Future Forum and a UNESCO Future Lecture series, focusing on the great challenges of the 21st century. These interdisciplinary forums organized in close cooperation with all programme sectors have stimulated and fostered an in-house reflection of key future-oriented issues in the domains of UNESCO, such as the impact of the global financial and economic crisis on the social domains, the green economy or the future of knowledge-acquisition and knowledge-sharing. At these forums, leading expert panellists and speakers helped sharpen UNESCO's strategic orientations and identify possible approaches. Globally and at the country level, UNESCO has actively participated in the International Economic Forum of the Americas (Canada, June 2009) and the World Civic Forum (Republic of Korea, May 2009), with input provided by the Intersectoral Platform. The first Future Lecture was delivered by Kemal Derviş, former Administrator of UNDP and Chair of undg, about the impact of the G-20 and its role on development prospects. Further prominent speakers are slated for the coming months. The forum and lectures modalities were complemented by other lines of action in the form of seminars and workshops on methodological issues, such as a training seminar in July 2009 to introduce UNESCO Secretariat and Permanent Delegations to some of the recent developments and approaches in the field of future studies. It offered a solid understanding on the potential role and contribution of foresight for programming and on how to link foresight with decision-making. Other activities are currently under preparation, such as the inclusion of a "foresight corner" in the issues of the *UNESCO Courier*. Central in all activities over the past 18 months was the full and substantive involvement of all Programme Sectors in the design, preparation and implementation of the various activities, thus responding to the request by the General Conference. All funds available to the foresight activities were allocated and dispensed through joint efforts by Programme Sectors and BSP.

**182 EX/4 Part I Addendum** *(in extenso)*

The Intersectoral Platform on UNESCO's **support to countries in post-conflict and post-disaster situations** (PCPD) has been tasked with institutionalizing strategic coordination between Headquarters senior management and field offices, so as to allow for rapid decision-making in support of UNESCO's responses to post-crisis situations.

The PCPD Platform, chaired by the Deputy Director-General, has addressed the challenge of improving UNESCO's integration within common United Nations coordination frameworks for post-crisis response. Since the start of the biennium, UNESCO has participated in United Nations coordinated responses in Afghanistan, Pakistan and in the aftermath of the Sichuan earthquake in China, the hurricanes in Cuba and Haiti, the cyclone Nargis in Myanmar, the floods in Namibia, and in the reconstruction of Iraq. UNESCO has also strengthened its standing within the Inter-Agency Standing Committee (IASC) education and early recovery humanitarian clusters, and was invited to participate for the first time in meetings of the Executive Committee on Humanitarian Affairs (ECHA).

The Platform has also focused on encouraging intersectorality in PCPD programmatic development. The "Programme of Assistance for Lebanon's Reconstruction" has been a pilot initiative to elaborate a genuine intersectoral programmatic response, based on high-level coordination from Headquarters senior management and the implementing field office. The participation of eight UNESCO field offices in the "Conflict Resolution and Peace-building" thematic window of the UNDP-Spain MDG Achievement Fund will benefit from similar intersectoral coordination and backstopping opportunities, facilitated by the Platform.

The Platform has invested in rapidly upgrading institutional knowledge sharing and overall response capacities. Representatives from all field offices of the Asia-Pacific and LAC regions participated in three-and-a-half day PCPD workshops on effective engagement within United Nations coordination, fundraising mechanisms and on strengthening networks for knowledge-sharing. Additional training will be held in the Africa region and at UNESCO Headquarters later this year. In support of the Intersectoral Platform, a PCPD knowledge management extranet site has been developed to provide crisis-specific guidance, project templates and "best practices" support to field offices. A website will also be rolled out in 2009 to improve the visibility of UNESCO's work in PCPD situations. Finally, further to 174 EX/Decision 39, a new post-crisis special account has been established, and was used to support catalytic resource mobilization for the 2009 Gaza Flash Appeal.