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

SUMMARY

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

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UNESCO and the global action on climate change

(Follow-up to 179 EX/Decision 15)

1. At its 179th session, the Executive Board requested the Director-General to report at each autumn session on the progress made and results achieved in the implementation of the UNESCO Strategy for Action on Climate Change. The refined UNESCO Strategy for Action on Climate Change was approved by the Executive Board at its 180th session and is annexed to document 180 EX/16 Rev. The Strategy is supported by a Plan of Action, which was first examined by the Board at its 181st session (181 EX/15) and subsequently presented in an enhanced version in document 182 EX/INF.7, as well as by the UNESCO Climate Change Initiative launched in 2009 (see 184 EX/5 Part IX – UNESCO and the Global Action on Climate Change). Progress made and results achieved under the main themes of the Strategy, and the priorities placed on SIDS, Africa and gender, are as follows:

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

2. The UNESCO-IOC sponsored World Climate Research Programme (WCRP) and the Global Ocean Observing System (GOOS) continued to contribute to increased understanding of the ocean's role in climate change and variability. UNESCO and IOC, together with WMO, have continued to promote United Nations-wide collaboration on the climate knowledge base, including under the emerging Global Framework for Climate Services (GFCS). A science-based UNESCO Climate Change Adaptation Forum is being developed under the Climate Change Initiative as a contribution to the GFCS. The objective of the Forum will be to inform public and private sector stakeholders (national policy makers, vulnerable communities and women, the local media, social, cultural and scientific networks and local, regional and international scientific organisations) in agriculture, fisheries (including aquaculture), forestry, renewable energy, fresh water, oceanography, environmental sciences, and coastal services of the longer-term climate projections and their potential impacts, as well as to strengthen capacity for appropriate response adaptation strategies. Strategies are required to increase understanding of both the knowledge contributions and needs of indigenous peoples and local communities. With a focus on Africa, UNESCO and WMO have initiated a partnership to enhance this understanding and are collaborating with governments, indigenous peoples and regional partners in Africa to understand how climate service providers can collaborate with holders of traditional knowledge to provide information that would enable local communities to make appropriate decisions for adaptation based on long-term, scientific weather forecasts and, at the same time, the potential applications of traditional knowledge, which provides site-specific, long-term and long range data necessary for the creation of more locally accurate weather forecasts.

3. Several knowledge base issues were discussed at the UNFCCC-COP16 and at the 33rd sessions of the Subsidiary Body for Scientific and Technological Advice (SBSTA), Cancún. IOC provided a statement in Cancun on behalf of GOOS and the SBSTA subsequently noted that the future workplan of GOOS includes emerging essential climate variables on ocean chemistry and ecosystems and noted the relevance of these variables in tracking the impacts of climate change and acidification on ocean ecosystem services.

4. Lessons from the IHP programmes FRIEND (Flow Regimes from International Experimental and Network Data) and HELP (Hydrology for the Environment, Life and Policy), regional trends and data sets, and IGRAC (International Groundwater Resources Assessment Centre) facilities and databases have continued to build the climate change knowledge base allowing for improved integrated approaches for managing frozen water, surface and groundwater resources and for adapting to the impacts of global changes on river basins and aquifer systems.

5. Of particular importance is the reinforced focus during the biennium on human and social science and ethical issues related to the climate change knowledge base. UNESCO already has a recognized role in the field of climate change and ethics. This could be witnessed for example at

the workshop on Climate Change Adaptation in the Caribbean: Science, Ethics and Policies, organized in Saint Kitts and Nevis in March 2011 that examined how climate science and ethics can be brought to bear on policy construction at both the local and international level, especially with relevance to SIDS. The Programme on Managing Social Transformations (MOST) is now being positioned as a key international programme on the social transformations arising from global environmental change, especially climate change, including on migration. The Director-General took over the Chairmanship of the United Nations Global Migration Group in July 2011. The Group brings together 16 intergovernmental agencies active in the field of international migration. UNESCO published the same month the publication “Migration and Climate Change” that brings together the views of leading experts from a range of disciplines and presents case studies analyzing one of the most-discussed but least-understood aspects of climate change.

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

6. A significant achievement in the biennium is the establishment of the Climate Change Education for Sustainable Development programme that supports Member States to strengthen climate change education for sustainable development through capacity development in the area of policy development, curriculum development, teacher-training, reforming and greening TVET programmes and developing disaster reduction programmes. A UNESCO Climate Change Education Clearinghouse has also been established in support of the programme to assist Member States and partners with a comprehensive knowledge base of climate change policies, programs and advocacy within the education sector. The programme also supports regional networking, such as among SIDS on climate change education. Examples includes a workshop on “Educating Youth on Climate Change in Small Island States”, in Male’, Maldives, October 2010 and a Workshop in the British Virgin Islands in June 2011 that developed a declaration as well as two sub-regional action plans on climate change education for sustainable development in the Caribbean. Preparations are well underway for the International workshop on Climate Change Education in September 2011 in the Bahamas that will identify the challenges that climate change poses to education systems in SIDS globally and explore the role that education can play in adaptation to climate change.

7. Following up on the Paris Declaration on Broadcast Media & Climate Change adopted at the UNESCO Conference on “Broadcast Media and Climate Change: A Public Service Remit” (Paris, September 2009), UNESCO has continued to support media’s efforts to enhance the public awareness of climate change around the world. UNESCO sponsored a workshop in Sofia, Bulgaria, in October 2010 for staff from public service broadcasters in South East Europe (SEE) to increase their knowledge on climate change. UNESCO and Inter Press Service (IPS) Africa have partnered to highlight Africa’s voice at and reporting from the United Nations Climate Change Conferences.

8. UNESCO supported the Summit of Heads of State and Government of the Amazon, Congo, and Borneo-Mekong Forest Basins (Brazzaville, Congo 31 May to 3 June 2011) to foster discussion and collaboration for the sustainable management of forest ecosystems and their continued contribution to global climate regulation, poverty eradication and economic development efforts. UNESCO World Heritage Sites and biosphere reserves have been promoted to contribute to international discussions on Reduced Emissions from Deforestation and Forest Degradation (REDD). Efforts to establish a fully operational Global Climate Change Field Observatory of UNESCO Sites took a further important step forward at the International Conference "For life, for the future. Biosphere reserves and climate change" (Dresden, Germany, June 2011), that produced the Dresden Declaration on Biosphere Reserves and Climate Change which subsequently was endorsed by the 23rd session of the MAB Council.

9. UNESCO’s work on the gender dimensions of climate change was advanced, such as through the Conference on “Gender, Peace, Disaster and Climate Change: Third Meeting of the

Women's/Gender Studies Network in Asia-Pacific" (Bangkok, March 2011) that brought together a large number of experts and practitioners of Women's/Gender Studies.

Moving towards a climate-neutral UNESCO

10. The 2010 GHG Emissions Survey showed drops of 15.2% in air emissions and 27% in buildings and surface travel-related emissions compared to 2009 (but underlying flight numbers excluding Brazil were still rising). Flights cause 66% of UNESCO's worldwide emissions and buildings and surface transport, operations 34%, the majority of both from Field Offices and Institutes. UNESCO's Emissions Reduction Strategy is – in common with the rest of the United Nations System – due to be agreed by senior management, resourced and implemented by 8 November 2011. UNESCO aims to meet its 5% p.a. emissions reduction target by more efficient management of buildings and especially air travel. UNESCO has participated in developing a comprehensive United Nations System Sustainability Management Strategy which will be submitted to the United Nations Environment Management Group (EMG) for review and ratification in September 2011. The possibility of earning carbon credits instead of buying them depends crucially on whether the very complex rules on offsetting allow this. Legal and expert advice is needed before any realistic strategy on earning carbon credits can be advanced. Progress towards a climate-neutral UNESCO will depend also on the allocation of sufficient resources for sustainability in the course of the next biennium.

Implementation of the UNESCO Strategy on Human Rights (2003) and the Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Related Intolerance

(Follow-up to 185 EX/Decision 6 (I))

11. The UNESCO Strategy on Human Rights (32C/57) and the Integrated Strategy to combat Racism, Discrimination, Xenophobia and Related Intolerance (32C/13) aim at reaffirming the Organization's role and identifying priority areas of work where UNESCO's expertise and comparative advantage could be valorised. Pursuant to 185EX/Decision 6 Part I, this report provides a summary of outcomes achieved in the implementation of the two strategies. As their objectives are complementary and mutually reinforcing, their outcomes are presented in an integrated manner.

(i) Further integrating a human rights-based approach (HRBA) into all of UNESCO's programmes

12. In conformity with the decisions of its General Conference and Executive Board, UNESCO pursues the capacity-building of its staff (more than 500 persons of different grades, both at Headquarters and field offices, received training since 2006) to enable them to apply HRBA in the design, implementation and evaluation of programmes. The Organization contributed to the design of a United Nations common learning package on HRBA for which *inter alia* the production of relevant online learning tools is being considered.

(ii) Promotion of research and dissemination of knowledge

13. UNESCO contributed to the drafting and adoption, in 2009, of General Comment No. 21 on the right to take part in cultural life by the United Nations Committee on Economic, Social and Cultural Rights, which offers a framework for further integrating human rights in UNESCO's activities in the area of culture. At the initiative of UNESCO, renowned experts elaborated the Venice statement on the right to enjoy the benefits of scientific progress and its application (2009). It identifies the core elements and essential state obligations linked to this right, which has considerable implications in many domains of UNESCO for all Sectors and its statutory bodies. UNESCO is also introducing latest developments concerning the right to water and sanitation, which was recognized as a human right in 2010 by United Nations General Assembly Resolution A/64/L.63/Rev.1, into scientific and educational programmes targeting professionals and decision-makers.

14. The ability of UNESCO's stakeholders to act against poverty according to the human rights-based approach was enhanced through seven inter-sectoral projects carried out by all Programme Sectors between 2002 and 2007. The findings and recommendations of these projects are contained in the MOST Policy Research Tool available online. The paradigm of the consideration of poverty as a violation of human rights is developed from philosophical, legal and economic perspectives in the four volume publication *Freedom from Poverty as a Human Right* (2009). The manual, *Empowering the Poor through Human Rights Litigation*, will be published in 2011 with a view to assisting non-governmental organizations in promoting the human rights-based approach to the eradication of poverty and the justiciability of economic, social and cultural rights through advocacy, capacity-building and policy-oriented action.

(iii) Human rights education

15. UNESCO has actively contributed to the implementation of the first phase of the World Programme for Human Rights Education (2005-2009) focusing on primary and secondary education, as well as to the elaboration of the Plan of Action of the Second Phase (2010-2014) with an emphasis on higher education, teachers and educators, civil servants, law enforcement officials and military personnel. The Plan of Action was adopted at the 15th session of the Human Rights Council in September 2010.

16. To address the issue of intercultural and interfaith dialogue through education, in 2006, UNESCO elaborated Guidelines on Intercultural Education. A number of activities have been carried out in this connection including the publication, in 2008, of a manual for educators and teachers entitled *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education*. This manual, compiled in conjunction with training workshops for teachers, educators and young leaders, was promoted in various languages among partners and particularly the Associated Schools Project network (ASPnet) schools.

17. In order to equip media audiences to "read" media texts critically, UNESCO has developed the Media and Information Literacy Curriculum for Teachers (2011). A key aspect of the curriculum is to impart knowledge and understanding of media and information for democratic discourses, including breaking down any prejudices or biases that media and other information providers may wittingly or unwittingly convey to their audiences.

18. Cooperation with UNESCO Chairs that are active in the field of human rights research and education was reinforced through the adoption of a roadmap for enhanced cooperation at a meeting hosted in March 2011 by the University of Bergamo (Italy).

(iv) Standard-setting, monitoring and activities related to human rights protection within UNESCO's fields of competence

19. The 33rd session of the General Conference adopted new instruments founded on human rights principles and standards, notably the Universal Declaration on Bioethics and Human Rights (2005) and the Convention on the Promotion and Protection of the Diversity of Cultural Expressions (2005). In regard to the implementation of its standard-setting instruments, UNESCO has continued to follow the new multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, adopted by the Board at its 177th session (177 EX/Decision 35). Within the framework of the 50th anniversary of the Convention and Recommendation against discrimination in education, a ratification campaign on the Convention has been conducted in order to encourage States that are not yet parties to it to take necessary measures for acceding to it. In particular, the importance of national level action for creating equal educational opportunities for all, so that education becomes accessible to all without discrimination or exclusion, has been emphasized. In addition, a compendium of practical examples in the field of non-discrimination and the right to education was published as follow-up to the seventh consultation. These practical examples serve as an essential tool for information-sharing on concrete actions taken at national level within the framework of

UNESCO's normative action and the realization of the right to education in the context of EFA. The Eighth Consultation on this Convention will be launched shortly; the guidelines for the preparation of reports by Member States were adopted at the 186th session of the Executive Board. At the same time additional visibility through UNESCO's Website, special publications and similar initiatives was given to the Procedure 104 implemented by the Committee on Conventions and Recommendations which considers communications concerning the exercise of human rights in UNESCO's fields of competence (104 EX/Decision 3.3).

20. In promoting freedom of expression, press freedom, media independence and pluralism as prerequisites and major factors of the democratization, independence and pluralism of the media, UNESCO has continued to provide advisory services on media legislation and sensitizing governments, parliamentarians and other decision-makers. This work has involved reflecting on and producing resource materials on human rights in the context of communication for sustainable development and journalism education, as evidenced in the publications *Media as Partners in Education for Sustainable Development: A Training and Resource Kit* (2008) and *Civic Education for Media Professionals: A Training Manual* (2009).

21. UNESCO contributed to the Universal Periodic Review of the Human Rights Council by providing information on the implementation of the rights within its competence in the countries under review in 2011.¹ UNESCO also contributed to the human rights treaty bodies on the right to education.

(v) Strengthening partnerships and outreach

22. UNESCO consolidated its cooperation with the various United Nations treaty bodies, in particular the Committee on Economic, Social and Cultural Rights, several of the United Nations Special Rapporteurs and the Office of the United Nations High Commissioner for Human Rights. Partnerships have been developed with civil society and academic and research institutions, especially with UNESCO Chairs as a result of the Bergamo meeting in 2011. The International Centre for the Advancement of Human Rights was established in 2010 as a UNESCO category 2 centre in Buenos Aires, Argentina.

23. Visibility and outreach were further increased through the award of Prizes. The biennial UNESCO/Bilbao Prize for the Promotion of a Culture of Human Rights, was established in 2008 with the help of a generous donation from the City of Bilbao, Spain. It succeeds and widens the scope of the former UNESCO Prize for Human Rights Education. Established in 1995, and generously bestowed by UNESCO Goodwill Ambassador Madanjeet Singh, the UNESCO-Madanjeet Singh Prize is awarded biennially.

24. In light of limited resources and by exploiting UNESCO's comparative advantage in the struggle against racism, discrimination, xenophobia and related intolerance, the Coalition of Cities against Racism, Discrimination, Xenophobia and Intolerance was established in 2004. Considering the specificities of each region, UNESCO facilitated development of the initiative at regional level in Europe in 2004, Canada in 2005, Africa, Asia and the Pacific and Latin America and the Caribbean in 2006 and the Arab region in 2008. The Coalitions regroup some 500 individual member cities worldwide. Close to 5000 cities are represented by national and regional associations. The Coalitions allow cities to exchange information, to learn from good practice, to evaluate the impact of policies and to take concerted collective actions. Their Scientific Committee, coordinated and chaired by UNESCO, and its scientific advisors have been instrumental in advancing the work of the Coalitions. A major study on indicators and methodologies for assessing racism and developing municipal policies against it was accomplished in 2010. The regular reports of cities on their implementation of the Ten Point Plan of Action of the Coalition are currently being compiled in the form of a guide on best practices. The important role of UNESCO in mobilizing municipal

¹ These were: Antigua and Barbuda, Haiti, Iceland, Ireland, Lithuania, Republic of Moldova, Swaziland, Syrian Arab Republic, Tajikistan, Thailand, Timor-Leste, Trinidad and Tobago, Togo, Uganda, United Republic of Tanzania, Venezuela (Bolivarian Republic of) and Zimbabwe.

authorities through the Coalitions is in particular welcomed in the Outcome Document of the Durban Review Conference, April 2009.

25. New promising developments are the partnerships between UNESCO and major sports entities such as the football clubs of Barcelona and Malaga, Spain, whereby the visibility, reach and reputation of these clubs is associated with UNESCO's programmes in order to fight discrimination and racism and to promote tolerance among the general population, especially youth.

26. International Commemoration Days have served the purpose of promoting the values and respect for human rights and tolerance and of the fight against racism and discrimination. Every year UNESCO has celebrated through messages from the Director-General, conferences and outreach activities at Headquarters and field offices, among others, the International Day for the Elimination of Racial Discrimination (21 March), the International Day for the Promotion of Tolerance (16 November), the International Day of the Abolition of Slavery (2 December), and the International Human Rights Day (10 December). UNESCO's commemorative activities of the 60th anniversary of the Universal Declaration of Human Rights in 2008 represent good examples of UNESCO's commitment to the promotion of universal respect for human rights and fundamental freedoms, as underlined by 35 C/Resolution 35.

Progress achieved in the implementation of the strategic partnership for the operationalization of the Consortium on Science, Technology and Innovation for the South (COSTIS)

(Follow-up to 185 EX/Decision 45)

27. The Consortium for Science, Technology and Innovation for the South (COSTIS) was formally established through the decision adopted by the Ministers of Science and Technology of the member States of the G77 and China on the occasion of the tenth General Conference of the Academy of Sciences for the Developing World (TWAS) and the ninth General Assembly of the Third World Network of Scientific Organizations (Angra dos Reis, Rio de Janeiro, Brazil, 3 September 2006), and endorsed by the Ministers of Foreign Affairs of the member States of the G77 and China at their thirtieth and thirty-third annual meetings held at the United Nations Headquarters in New York on 22 September 2006 and 25 September 2009, respectively. COSTIS was formally launched on the occasion of the Fourth World Science Forum held in Budapest, Hungary, on 4 November 2009. In collaboration with UNESCO and TWAS, it promotes South-South cooperation in the fields of science, technology and innovation (STI), which is in keeping with the work and competencies of UNESCO.

28. In 185 EX/Decision 45, the Executive Board urged the Director-General to cooperate with the G77 and China, within the framework of facilitating South-South cooperation, to provide technical support for the operationalization of COSTIS and to mobilize the extrabudgetary resources needed for convening the first General Conference of COSTIS before the Third South Summit of the G77 and China.

29. In this perspective UNESCO opened a special account for extra-budgetary resources to be mobilized and informed the Chair of the G77 and China Paris Chapter and the Focal Point of COSTIS for the G77 of the creation of this special account. Moreover, UNESCO has assigned necessary material and human resources to ensure the implementation of the work for the organization of the General Conference of COSTIS.

30. In response to 185 EX/ Decision 45, the Secretariat immediately engaged with the Focal Point for the G77 and China Paris Chapter, H.E. Mrs Luisa Rebeca Sanchez Bello, the Distinguished Ambassador of Venezuela, on issues concerning COSTIS. As a follow up to this meeting, the Secretariat prepared a draft proposal and work plan for the organization of the General Conference of COSTIS and presented it to the current leadership of the G77 and China in New York, the former Chairman of the G77 and China (the Distinguished Ambassador of Kuwait),

and the Focal Point for COSTIS in Paris, so that the G77 could alongside UNESCO initiate fundraising and institutional strengthening activities for COSTIS.

31. The Secretariat also met with the former Executive Director of TWAS, Mr. Mohamed Hassan, and the newly appointed Executive Director of TWAS, Dr Romain Murenzi, and briefed them on the stage of the preparation of the General Conference of COSTIS. These meetings were important in reengaging TWAS as a major partner of this initiative.

32. UNESCO has also facilitated the transfer of documents concerning COSTIS from TWAS to UNESCO. A desk review of the draft documents was conducted which resulted in the compilation of a draft list of existing Members and an assessment of the draft Statutes of COSTIS which need to be discussed, refined and approved by the General Conference of COSTIS. All these documents were shared with the Focal Point of COSTIS at UNESCO.

33. At the request of the Secretariat, a meeting was recently held with the Chair of the G77 and China Paris Chapter and the Focal Point of COSTIS for the G77. On that occasion, the Secretariat proposed that the G77 and China consider appointing a Steering Committee with the representatives of all regions of the G77 and China to guide the operationalization of COSTIS. The Secretariat suggested that the Committee would provide a good governance structure under which activities for the operationalization of COSTIS and the organization of the General Conference of COSTIS may be efficiently planned and managed.

34. On that occasion, UNESCO was informed that the G77 in New York and the COSTIS Focal Point at UNESCO have undertaken intergovernmental consultations in order to identify a suitable venue for the COSTIS General Conference. As a result, the Permanent Representative of the People's Republic of China to the United Nations has expressed the agreement of its government to host the General Conference of COSTIS and the preparatory meetings.

35. UNESCO was also informed that three organizations, namely the Organization of Petroleum Exporting Countries (OPEC), the Islamic Development Bank (IDB) and Perez-Guerrero Trust Fund for Economic and Technical Cooperation Among Developing Countries Members of G77 (PGTF), have **expressed their readiness to provide financial support** to COSTIS and that a Website (<http://www.g77.org/costis/>) devoted to COSTIS has been designed by the G77 in New York to provide information on the project.

36. Considering the role of COSTIS as a platform for governmental agencies responsible for STI policy and for funding research to interact strongly with leadership in academies and science-based industry, UNESCO stands ready to provide technical support, if necessary, in order to facilitate the organization of the General Conference and the operationalization of COSTIS in keeping with 185 EX/ Decision 45.

Implementation of 35 C/Resolution 49 and 186 EX/Decision 5 relating to the Ascent to the Mughrabi Gate in the Old City of Jerusalem

(Follow-up to 35 C/Resolution 49 and 186 EX/Decision 5 (II))

37. Pursuant to 176 EX/Special Plenary Meeting/Decision and to the decisions of the World Heritage Committee since its 31st session in 2007, the World Heritage Centre has spared no efforts to facilitate the exchanges between Israeli, Jordanian and Waqf experts regarding the design of the Mughrabi ascent in the Old City of Jerusalem. Despite these efforts, no follow-up to the technical meetings which had taken place in January and February 2008 was possible.

38. At its 186th session, the Executive Board adopted Decision 186 EX/5 (II) recalling all previous decisions on this matter and reaffirming the principle of decision-making by consensus.

39. In May 2011, the World Heritage Centre received two plans for the reconstruction of the Mughrabi Ascent, one from the Israeli authorities and another from the Jordanian authorities.

However, it appears that high-level negotiations have taken place between the Jordanian and Israeli authorities in this respect and thus further examination of these plans by the World Heritage Centre and the Advisory Bodies will need to be undertaken in consultation with the concerned parties.

40. At its 35th session (19-29 June 2011, UNESCO Headquarters), the World Heritage Committee adopted Decision 35 COM 7A.22 reaffirming that “the UNESCO process for the follow up of the design of the Mughrabi Ascent is to be coordinated with all parties concerned, in accordance with the spirit and content of previous World Heritage Committee decisions.” It also noted “the access provided by Israel to the Mughrabi Ascent for Jordanian and Waqf experts on 23 May, 8 August and 28 November 2010,” reiterated “its request that Israel continues the cooperation commenced with all concerned parties, in particular with Jordanian and Waqf experts” and its “call on the Director-General of UNESCO to organize a follow-up meeting of experts as soon as possible, once the parties concerned have reached an agreement”.

41. Depending on the developments of the situation related to this issue, the Director-General is prepared to issue an addendum to the present document before the 187th session of the Executive Board.

Report by the Director-General on the follow-up to the recommendations of the External Auditor: recruitment and End-of-Service Procedures
(Follow-up to 186 EX/Decision 30 (IV))

42. Further to 186 EX/Decision 30 (IV), the Director-General is requested to develop a plan designed to ensure that agreed separations are used in a strategic manner, in the interests of the Organization, and to submit that plan to the Executive Board at its 187th session for review.

43. Following discussions at the recent United Nations HR Network Meeting (July 2011), some United Nations Organizations are developing guidelines on agreed separations. As there is benefit to adopt an approach which considers most recent experience and development of other United Nations agencies, we propose that this item be postponed and reported at the 189th session so that necessary consultations and coordination is undertaken.