



United Nations  
Educational, Scientific and  
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Organisation  
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Организация  
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Исполнительный совет

المجلس التنفيذي

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Summary records

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المحاضر المختصرة

简要记录

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## ORDRE DU JOUR

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- 1 Adoption de l'ordre du jour provisoire (5 INX/1 Prov.)
- 2 Intervention de la Directrice générale suivie d'une session de questions et réponses
- 3 Présentation du Rapport mondial de suivi sur l'éducation 2016
- 4 Rapport sur la mise en œuvre de la Stratégie de renforcement de l'action de l'UNESCO en matière de protection de la culture et de promotion du pluralisme culturel en cas de conflit armé (200 EX/5.1.F)
- 5 Propositions préliminaires de la Directrice générale concernant le projet de 39 C/5 (200 EX/13)

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## PREMIÈRE SÉANCE

Mardi 27 septembre 2016 à 10 h 10

Président: M. Worbs

### Item 1: Adoption of the provisional agenda (5 INX/1 Prov.)

1.1 **The Chairperson** welcomed the Members of the Executive Board to the fifth intersessional meeting, together with the Member States non-Members of the Board as observers with enhanced participation status.

1.2 Noting that the fourth intersessional meeting had been held only two weeks previously, and in order to ensure good time-management and efficiency, he turned immediately to the first item of the agenda, saying that, in the absence of any objection, he would take it that the representatives of the Member States wished to adopt the provisional agenda set out in document 5 INX/1 Prov.

2. *The provisional agenda was adopted.*

### Item 2: Statement by the Director-General followed by a question-and-answer session

3. **The Chairperson** invited the Director-General to deliver her statement with her responses to the written questions submitted in advance by the electoral groups. The statement would be followed by a question-and-answer session in which the Director-General would respond to sets of three questions at a time.

#### 4.1 **La Directrice générale** *in extenso* :

Monsieur le Président du Conseil exécutif, Monsieur le Président de la Conférence générale, Mesdames, Messieurs les membres du Conseil, Mesdames, Messieurs, j'aimerais revenir brièvement sur l'actualité car de nombreux débats auxquels l'UNESCO a participé récemment apportent des éléments de contexte utiles à la discussion d'aujourd'hui. L'UNESCO était présente lors de l'Assemblée générale des Nations Unies, à l'occasion des discussions sur le thème central des réfugiés et des personnes déplacées. Nous avons lancé le Rapport mondial de suivi sur l'éducation 2016 à Londres, où j'étais présente, à Kigali, à Jakarta, à Medellín et à New York, dans le cadre de l'Assemblée générale, avec l'Envoyé spécial du Secrétaire général de l'ONU pour l'éducation mondiale, M. Gordon Brown, l'Ambassadeur de bonne volonté de l'UNESCO pour la paix et la réconciliation, M. Forest Whitaker, M. Jeffrey Sachs, Président du Comité directeur du Rapport mondial de suivi, et M. Angel Gurría, Secrétaire général de l'OCDE, qui en ont salué la grande qualité. Cette publication vient appuyer les messages du rapport de la Commission internationale pour le financement de possibilités d'éducation dans le monde, préparé par l'UNESCO en collaboration avec la Norvège, l'Indonésie et le Malawi et qui propose des pistes de mobilisation financière pour mettre en œuvre le Programme 2030. Nous avons également mené des discussions au sein du Comité directeur de « L'éducation n'attend pas » et de la Coalition mondiale des entreprises pour l'éducation afin de lever des fonds au profit de l'éducation d'urgence. L'UNESCO a participé aux débats relatifs à la mise en œuvre du Programme 2030, notamment avec l'UNICEF et le Guardian, et lors d'une table ronde présidée par le Premier Ministre chinois et le Secrétaire général de l'Organisation des Nations Unies. Le nouveau Rapport mondial sur les sciences sociales a servi de base aux discussions, qui ont porté sur la façon dont les inégalités sociales fragilisent l'efficacité des politiques. Cet important

rapport sera présenté ici, au Siège, le 17 octobre prochain. Je pensais, pendant le débat, à la qualité d'un rapport comme celui-ci, mais aussi à sa précarité, car nous savons que sa publication par l'UNESCO est menacée. J'ai également lancé le Rapport sur l'égalité des sexes dans les universités, dans le cadre de la campagne HeforShe d'ONU-Femmes, au côté de leur Ambassadrice de bonne volonté Emma Watson. Dans le domaine de la culture, l'UNESCO a poursuivi et renforcé son travail de coordination et de sensibilisation à la protection du patrimoine : au Metropolitan Museum de New York, en compagnie du Président français François Hollande et du Vice-Président américain Joe Biden, sur les minorités religieuses ; lors de la réunion de haut niveau sur la protection du patrimoine, organisée à l'initiative de l'Italie et de la Jordanie, qui a rendu ses recommandations après un an de travail ; lors de la Rencontre ministérielle sur la mise en œuvre des Accords de paix au Mali, au cours de laquelle l'UNESCO a pu mettre en exergue les résultats positifs de sa coopération avec les forces de maintien de la paix – une coopération que nous souhaitons renforcer dans le cadre du Plan d'action dont nous nous apprêtons à discuter. Peut-être est-ce un signe que ce débat ait lieu alors que le Comité subsidiaire de la Convention de 1970 tient séance cette semaine et que nous attendons le jugement de la Cour pénale internationale sur la destruction des mausolées de Tombouctou – cela peut nourrir la discussion, et accélérer la décision. L'UNESCO a également conduit plusieurs débats de haut niveau, dans le cadre de l'Assemblée générale, sur la prévention de l'extrémisme violent, en particulier sur le rôle des femmes, et sur le thème de l'éducation contre la radicalisation, à l'initiative de l'Albanie, de la Jordanie et du Saint-Siège, le 20 septembre dernier. Les 19 et 20 septembre, à Delhi, l'UNESCO organisait, en collaboration avec l'Institut Mahatma Gandhi d'éducation pour la paix et le développement durable, la Conférence internationale intitulée « Prévenir l'extrémisme violent par l'éducation », qui a réuni de hauts responsables politiques de l'éducation du monde entier et des experts dans ce domaine. J'ai ouvert la dernière réunion de la Commission « Le large bande au service du développement numérique », le 18 septembre, à New York, en présence de ses deux coprésidents – le Président du Rwanda et M. Carlos Slim. Ses travaux ont inspiré nos débats d'hier, tout comme les débats du PIDC, en présence du Président du Ghana. Le Programme international de l'UNESCO pour le développement de la communication a organisé cette série de débats dans le cadre de la toute première édition de la Journée internationale de l'accès universel à l'information (le 28 septembre), et je tiens à remercier les Pays-Bas et la Lituanie pour leur engagement et leur soutien à cet égard.

4.2 Mesdames, Messieurs, ces éléments de contexte me semblent intéressants pour aborder les trois grands sujets à l'ordre du jour de cette réunion : le lancement du dernier Rapport mondial de suivi sur l'éducation de l'UNESCO ; le Plan d'action de la Stratégie pour le renforcement de l'action de l'UNESCO en matière de protection du patrimoine culturel et de promotion du pluralisme culturel en cas de conflit armé ; et la préparation du prochain Programme et budget. Je les aborderai dans cet ordre.

4.3 Le Rapport mondial de suivi sur l'éducation, intitulé « L'éducation pour les peuples et la planète », a été conçu avec le concours de nos instituts spécialisés et de l'Institut Mahatma Gandhi. Ce rapport concerne le suivi de la mise en œuvre de l'Objectif de développement durable n° 4. Il démontre le pouvoir de l'éducation comme

accélérateur de développement, et propose des clés pour des politiques adaptées. L'éducation sauve des vies, l'éducation donne des compétences, pour la société, pour l'emploi. Malgré ces constats, et malgré les engagements, 263 millions d'enfants et adolescents ne sont toujours pas scolarisés. Les enfants dans les zones de conflit comptent pour plus d'un tiers d'entre eux. Il manque 39 milliards de dollars chaque année pour le financement de l'éducation. Au rythme actuel, le monde atteindra l'objectif d'enseignement secondaire universel en 2084. Pourtant, je suis convaincue que les objectifs peuvent être atteints, à condition que nous innovions et changions de méthode. C'est la raison des réformes et des changements opérés dans les programmes de l'Organisation ces dernières années. L'UNESCO concentre ses moyens sur le soutien aux enseignants et leur formation, qui sont la clé d'une éducation de qualité. Elle se consacre davantage aux contenus de l'éducation, en phase avec les besoins des sociétés et de la planète : éducation aux droits de l'homme, à la citoyenneté mondiale ; enseignement technique et formation professionnelle ; éducation au service du développement durable. L'UNESCO a opéré des changements drastiques en termes de méthode : en répartissant mieux ses efforts sur l'ensemble des tranches d'âge scolaire – primaire, secondaire, supérieur et tout au long de la vie ; en concentrant ses actions sur les pays à revenu faible ; en tissant davantage de liens entre les politiques d'éducation et les politiques de santé, de nutrition et d'emploi, qui sont interdépendantes. C'est le sens des partenariats conclus avec ONU-Femmes et le Fonds des Nations Unies pour la population (UNFPA). Cet enjeu rejoint notre débat relatif au prochain Programme et budget, car le Conseil exécutif doit décider si l'UNESCO a les moyens de poursuivre ce travail.

4.4 Monsieur le Président, Mesdames, Messieurs, je souhaite aborder le deuxième point à l'ordre du jour, à savoir le Plan d'action pour la protection du patrimoine culturel et la promotion du pluralisme culturel en cas de conflit armé. Si vous me le permettez, j'aimerais répondre directement aux questions du GRULAC sur ce point, et faire deux remarques : d'abord, ce plan d'action est évolutif, son élaboration est en cours – elle a commencé au moins à la dernière Conférence générale et va se poursuivre et s'enrichir de vos commentaires, de vos réflexions, pour répondre à l'évolution de la situation sur le terrain ; ensuite, il vise à mettre en œuvre concrètement les conventions de l'UNESCO relatives au patrimoine mondial, au trafic illicite, à la protection du patrimoine en cas de conflit, domaines où l'UNESCO est attendue et dans lesquels elle dispose d'un avantage comparatif certain. Le Plan d'action ne se substitue pas au travail statutaire. Il s'agit de présenter un cadre clair pour notre action, de structurer un travail que nous accomplissons déjà et de vous donner l'estimation des coûts que vous avez sollicitée. Ce plan d'action sera mis en œuvre en collaboration avec nos partenaires habituels et dans le cadre strict de notre mandat, conformément à la décision de la Conférence générale et à notre Acte constitutif, dans le respect des règles des Nations Unies. C'est un point très important. Je tiens à rassurer totalement le GRULAC à ce sujet. Je crois qu'un certain nombre des points que vous aviez soulevés ont été clarifiés dans la deuxième version du Plan d'action que nous soumettons au Conseil, qui intègre les discussions menées dans le cadre d'une enquête en ligne, du « Groupe d'amis Unis pour le patrimoine », de discussions formelles et informelles, de tables rondes, de conférences, de réunions de haut niveau, organisées par l'UNESCO sur ce thème depuis plus d'un an, dans le cadre des réunions des conventions

et, naturellement, du Conseil exécutif, qui est le lieu par excellence pour un tel débat. Ce dialogue va se poursuivre, mais j'en appelle aux États membres : il ne sert à rien de dresser une liste d'actions à mener si l'UNESCO n'a pas les moyens de les mettre en œuvre. Or, il est tout à fait clair que notre budget actuel ne nous permet pas de mettre en œuvre ce plan d'action.

4.5 Mesdames, Messieurs, l'ensemble de ces sujets m'amène à évoquer la préparation du prochain Programme et budget. Lors de la dernière réunion intersessions, vous avez exprimé votre satisfaction quant aux propositions préliminaires, en termes d'orientation programmatique. Nous vous présentons aujourd'hui les progrès réalisés dans la mise au point d'un cadre budgétaire intégré et les étapes de la mise en œuvre des dialogues structurés sur le financement. Comme convenu également lors de notre dernière réunion, nous publierons prochainement un document d'information qui indiquera, dans le détail, les différents scénarios envisagés et les conséquences des coupes budgétaires. Il est très important que nous ayons une discussion franche et précise car je crois que c'est l'avenir de l'UNESCO qui est en jeu. Nous discutons de la différence entre des plans de dépenses à 507, 518 et 521 millions de dollars mais – et je le dis depuis presque 7 ans – l'UNESCO a besoin d'un budget à 653 millions de dollars. Faute de quoi, nous avons besoin d'une direction très claire du Conseil exécutif pour déterminer les coupes à opérer. Le Secrétariat est prêt à toutes les innovations ; tout est sur la table. Vous avez souhaité connaître la nature des coupes et les programmes qui seront le plus affectés. Dans plusieurs domaines, nous sommes déjà au minimum de ce qui est crédible, et toute coupe supplémentaire serait fatale. Il n'y a qu'un poste de responsable de la réduction des risques de catastrophes. Avec un plan de dépenses de 507 millions de dollars, il faudrait l'abolir. Il n'y a qu'un seul poste pour la coordination du Réseau mondial des réserves de biosphère – pour rappel, ce réseau compte 669 réserves de biosphère dans 120 pays. Avec un plan de dépenses de 507 millions, il faudrait l'abolir. Le nouveau Programme international pour les géosciences et les géoparcs, adopté par la Conférence générale, compte un seul responsable de programme pour l'ensemble du continent africain. Avec le plan de dépenses à 507 millions, ce poste pourrait être supprimé. L'UNESCO n'a plus les capacités suffisantes pour s'acquitter de sa fonction de conseil en matière de politiques scientifiques. Il n'y a plus qu'un seul spécialiste de l'eau en Afrique. Je pense également aux petits États insulaires en développement, qui constituent un enjeu central, comme en témoignent les Orientations de Samoa que nous venons d'adopter, et auprès de qui nos moyens ne seront plus suffisants pour espérer un véritable impact. La Commission océanographique intergouvernementale est déjà en sous-effectif chronique ; le Commissaire aux comptes parle d'un « point de rupture », comme c'est déjà le cas pour la gestion des conventions culturelles. Réduire davantage le budget, c'est renoncer à toute contribution de l'UNESCO en ce qui concerne l'océan et l'Objectif 14, pour lequel nous avons tant milité. En matière de sciences sociales, nous devons certainement abandonner la prospective, que le Conseil exécutif voulait encore tout récemment conserver, et même renforcer. Avec un plan de dépenses à 507 millions de dollars, l'UNESCO ne pourra plus participer au Rapport mondial sur les sciences sociales. J'ai lu avec intérêt la question posée par le Groupe africain sur les actions de l'UNESCO en ce qui concerne les migrations et leurs conséquences. C'est un sujet central, qui était au cœur des délibérations de

l'Assemblée générale des Nations Unies, et c'est précisément l'un des domaines où l'UNESCO est manifestement affaiblie. Une équipe de l'UNESCO était spécialement chargée de se pencher sur cette question et l'Organisation a publié un rapport de référence sur les migrations et le changement climatique en 2011. Les deux professionnels étant partis, l'Organisation ne dispose plus en interne d'expertise scientifique en la matière. Cette fuite des cerveaux se vérifie dans d'autres secteurs, notamment l'éducation, où de nombreux collègues partent vers d'autres agences, comme l'OCDE. Je précise qu'il est tout à fait justifié et nécessaire de définir des priorités, de supprimer des programmes. Cependant, la conséquence en est aussi l'affaiblissement de notre fonction de laboratoire d'idées, de lien entre les disciplines, qui ont longtemps fait notre valeur ajoutée. L'UNESCO se resserre sur la machinerie statutaire, en particulier dans les domaines de la culture et de la communication, où la quasi-totalité du budget finance les comités des conventions, les réunions du Programme International pour tous (PIPT) et du Programme international pour le développement de la communication (PIDC). La fonction statutaire est évidemment centrale mais elle ne permet pas de renforcer les capacités sur le terrain. Avec un plan de dépenses à 507 millions de dollars, il resterait à la culture 1 million pour l'intégralité des activités opérationnelles dans le monde. Je vois mal quel impact espérer dans ces conditions – ce budget est celui d'une start-up, pas celui d'une organisation mondiale. L'UNESCO ne doit pas se résigner à devenir l'ombre d'elle-même : si les moyens ne sont plus là, il faut changer de périmètre, de positionnement, de fonction. Nous pouvons adopter un moratoire pour les inscriptions sur la Liste du patrimoine mondial et organiser le comité tous les deux ou trois ans, pour accompagner les États dans l'intervalle. J'ai clairement entendu le message des capitales sur leurs difficultés financières. En même temps, le Royaume-Uni a lancé un fonds d'urgence de 30 millions de livres en faveur du patrimoine, et je salue cette initiative. Les Émirats arabes unis et la France projettent de créer un fonds similaire de 100 millions de dollars, et je m'en félicite. C'est la preuve que l'on peut y arriver, qu'il existe un grand intérêt politique pour les questions de protection du patrimoine. Soyez assurés que le Secrétariat continuera d'innover, de trouver des financements, de se tourner vers le secteur privé. Je m'y emploie depuis 5 ans et c'est, dans une large mesure, ce qui a permis à l'UNESCO de préserver son empreinte. En qualité de Directrice générale, je ne peux me résigner à la dégradation de l'UNESCO. Je vois l'évolution des choses et je vois la façon dont les équipes – collègues au Siège, bureaux hors Siège – continuent par tous les moyens de chercher à satisfaire les attentes, moins bien, moins vite, avec moins de qualité et moins d'impact, malheureusement. Je crois que cette Maison a besoin d'un geste politique qui dise clairement que l'UNESCO est efficace et qu'elle est une organisation importante. C'est pour cela que cette discussion est si essentielle et j'attends beaucoup des priorités et des orientations que vous adopterez.

*(La Directrice générale poursuit en anglais)*

4.6 Ladies and gentlemen, allow me now to turn to the other questions that you have addressed to me.

4.7 The Members of Group I raised the question of UNESCO's action to prevent violent extremism through education. I have already mentioned that recently, on 19 and 20 September, the United States of America, the Organisation Internationale de la Francophonie and

Saudi Arabia supported a UNESCO conference on "the prevention of violent extremism through education" in New Delhi (India). The goals of that conference were threefold: to explore the recommendations for the UNESCO draft guide for policymakers on the prevention of violent extremism through education, which I already mentioned at the last intersessional meeting; to raise awareness about the role of education in preventing violent extremism and identify actions to support governments; and to network education stakeholders in order to facilitate global learning and research. It was also an opportunity to present UNESCO's vision for preventing violent extremism through education, notably global citizenship education. The conference brought together 200 participants from some 70 countries, including senior education policymakers, notably the ministers of education of Kuwait and Somalia; the Deputy Minister of Education of Québec (Canada); Dr Karan Singh, representative of India on the Executive Board, Chairperson of the Governing Board of the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) and member of the Parliament of India; the permanent delegates to UNESCO from Albania, Kenya, Saudi Arabia and the United Arab Emirates; and a representative of the United States of America Mission to UNESCO. We will finalize the draft guide for policymakers on the prevention of violent extremism through education, starting in English and French, by the end of the year. The conference identified a number of capacity-building needs and country-level activities in this field. On the whole, the conference has provided a useful networking platform for, among other things, strengthening the online global citizenship education (GCED) clearing house. Let me underline also the importance of the youth statement, which highlighted the imperative of youth engagement. Therefore, the international conference was another great step forward for UNESCO in leading international efforts on an issue at the heart of international peace and security today. Another important event, because the question of preventing violent extremism through education is very closely linked with that of global citizenship education, under target 4.7 of Sustainable Development Goal 4, was the recent jointly organized launch of the Asia Society Centre for Global Education in New York, where we were able to share UNESCO's experience in this global fight for the hearts and minds of people and, through leveraging partnerships in this particular place with the Asia Society in New York, for crafting a new path forward and leveraging our synergy, our joint efforts. I think that this is also the way to pass on new ideas born here, at UNESCO, acting as a laboratory of ideas on global citizenship education. I think that that was another step forward in enlarging our group of partners and working with synergies to make this important contribution to the quest for global peace and security.

4.8 The questions from Group II touched on the key issue of extrabudgetary funding and how UNESCO could further improve its capacity to attract extrabudgetary funds, including by sector and funding source, such as the private sector and multilateral organizations. First of all, ladies and gentlemen, allow me to recall UNESCO's resource mobilization strategy for 2016-2017, which was well received and endorsed at the 197th session of the Executive Board. The transition towards an integrated budget framework and structured financing dialogue was one of its key components, along with clear targets for cooperation with different categories of donors. The implementation of the key principles of a structured financing dialogue can strengthen UNESCO's capacity to

attract extrabudgetary resources and, considering our past experience, we have strong examples of best practices to build upon. Regarding predictability, we need to engage in more long-term strategic partnerships, in the spirit of the Programme Cooperation Agreement that we have established with Sweden; the high-value, multi-annual, commitments to education from China and the Republic of Korea; the framework agreements with the Flemish Government for science and the heritage, which are renewable on a five-yearly basis; and Malaysia's five-year commitment to work on South-South cooperation and, of course, on our longstanding partnership within the Capacity Building for Education For All (CapEFA) programme. Among the multilateral partners, allow me to remind you that cooperation with the European Union is steadily growing, with cash contributions of \$22.4 million in 2015 representing an increase of 48% compared to 2014, and I would say that in the last six years we have reached almost \$100 million in project financing from the European Union, for which I am deeply grateful, and I think that it is a great achievement in terms of the trust shown in the Organization.

4.9 Expanding the donor base is another area where we need to make progress. As at June 2016, the total resources for the implementation of document 38 C/5 stood at \$812 million, including \$288 million in extrabudgetary resources, and in 2015 voluntary contributions from UNESCO's top 25 donors accounted for 81.7%. We are moving forward with our engagement with emerging donors. Salient examples include cooperation with Pakistan on girls' right to education, new commitments from Peru on teacher education, and cooperation with Morocco on climate change, among others. Over the last year, we have seen the diversification of partnerships with the Chinese private sector and innovative partnerships with, among others, Air Morocco and the Korean CJ Group. I wish to take this opportunity to mention the signing of a new agreement with the Dubai Cares organization last Friday, in New York, for the monitoring of progress on Sustainable Development Goal 4 (quality education). Let me commend also Canada for its announcement yesterday of a contribution of \$600,000 for UNESCO and the United States Holocaust Memorial Museum to improve education about genocide.

4.10 I know that a key condition for building confidence is transparency, which is why we have launched the UNESCO Transparency Portal as a key tool to support this process. We must do better in mapping strengths and needs and aligning our objectives with international goals and targets. This is happening across the Organization. For instance, the Natural Sciences Sector is leading a fundraising strategy group, which has linked projected activities to the Sustainable Development Goals and to funding gaps, and the Communication and Information Sector is crafting a resource mobilization strategy with a new focus on the country level – and I wish to underline the importance of field offices in raising extrabudgetary funds, closer to actual needs. To succeed, we must train staff and share the best practices of our champions on resource mobilization and results-based management, and we must strengthen these activities. Focus and clear messaging are vital and I consider this a key part of our fundraising strategy. For instance, the Culture Sector has designed a communication tool called Creativity Matters to reach out to the private sector. Thanks to this effort, the Culture Sector is seeking to craft new partnerships, notably with multilateral organizations, the European Union and the World Bank.

4.11 The Internal Oversight Service (IOS) audit of the working methods of the cultural conventions suggested the creation of general trust funds formed from voluntary or compulsory contributions. We have had mixed results on this, to say the least: a subsidiary fund to the Intangible Cultural Heritage Fund was established in 2010 to enhance the human capacity of the Secretariat but, six years later, it has received only 20% of the target of \$1 million per year; and a similar fund was established in 2013 for the World Heritage Convention with an annual target of \$1 million dollars but, two and a half years later, it has received 1.7% of that amount. I see this as being linked to the question raised by the Members of Group V(b) on raising non-earmarked funds.

4.12 Regarding the additional \$14.4 million needed for the \$518 million expenditure plan, Group V(b) has mentioned the possibility of having non-earmarked voluntary contributions to fill this gap. This is indeed a possibility and the Special Emergency Multi-Donor Fund for UNESCO Priority Programmes and Reform Initiatives under the 35 C/5 and 36 C/5 that I had created has collected \$75 million in exceptional circumstances. The Secretariat cannot recall any significant non-earmarked contributions received before this date and it is quite clear that neither the private sector nor bilateral donors are going to support core activities, such as the statutory meetings, in this manner.

4.13 Allow me to turn now to the question from Group IV on the latest efforts undertaken to improve intersectorality at UNESCO in mapping the various Sustainable Development Goals and targets across the sectors, such as in the areas of literacy, education for sustainable development and global citizenship education. As I have said before, I see the 2030 Agenda for Sustainable Development as a paradigm shift in its endeavour to connect areas that have long been separate. This is the context for a sharper focus on intersectorality at UNESCO. After many years of often mixed results in the field of intersectoral work, I have clarified the need for a more decentralized approach that provides better results. Intersectoral operational activities are now managed in principle directly by the relevant field offices. On climate change, I have created an intersectoral mechanism led by the Natural Sciences and Social and Human Sciences Sectors, with the full cooperation of the Education Sector in regard to education for sustainable development, and I expect this to facilitate our work in that field. Regarding global citizenship education, the Education and Social and Human Sciences Sectors have defined a clear division of focus and action. The example of science, technology, engineering and mathematics (STEM) highlights the extensive cooperation between the Education and Natural Sciences Sectors, particularly for girls, also bringing in the UNESCO Institute for Statistics (UIS). I would also mention our work to enhance mobile learning, with cooperation between the Education and Communication and Information Sectors. Let me underline the level of ambition of such new initiatives, which depend highly on the availability of increased financial resources, and I will elaborate on specific house-wide mechanisms to promote intersectorality within the framework of document 39 C/5.

4.14 Allow me to turn now to the question raised by the Members of Group V(a) on global priority Africa and how UNESCO will use its competencies to ensure that refugee and migrant children, particularly in Africa and especially girls, are not left behind. This question was at the heart of the deliberations last week at the 71st session of the United Nations General Assembly. As the question notes,

unprecedented numbers of forcibly displaced populations are raising pressure on education systems. Across the board, emergency responses have insufficiently taken into account the needs within national education systems. That is why UNESCO is investing technical expertise aimed at strengthening national capacities in order to mitigate the impacts. The UNESCO International Institute for Educational Planning (IIEP), for instance, is working closely with ministries of education in Burkina Faso, Chad, Mali, South Sudan and Uganda to ensure that their planning processes are crisis-sensitive. The Education Sector is finalizing two initiatives for system strengthening, in Burundi and the Lake Chad basin countries, in line with the humanitarian response plan.

4.15 Let me also highlight here UNESCO's contribution to Sustainable Development Goal 11, on inclusive cities, and to the new urban agenda to be adopted at the 2016 United Nations Conference on Housing and Sustainable Urban Development (Habitat III) in Quito (Ecuador). UNESCO will be leveraging its International Coalition of Inclusive and Sustainable Cities, especially the Coalition of African Cities Against Racism and Discrimination, to empower municipal authorities to align policies and practices with the principles of human rights and gender equality. A special focus must be placed here on migrants and refugees, notably the most disadvantaged, such as young girls. I aim to share with African countries the experience gained within the framework of the Welcoming Cities for Refugees initiative that UNESCO is implementing with the European Coalition of Cities against Racism (ECCAR) and the Marianna V. Vardinoyannis Foundation – Ms Vardinoyannis is a UNESCO Goodwill Ambassador. We are organizing the first MOST Programme Forum of Ministers of Social Development for Central African Countries (24-26 October 2016), hosted by Cameroon and focusing on insecurity and migration. These are just a few examples of UNESCO's work on migration-related issues in and with Africa. I would like to thank you for the questions and look forward to our discussion of how we move forward. Thank you, Mr Chairperson.

5. **The Chairperson** thanked the Director-General for her statement and opened the floor for questions.

6. La representante de la **República Dominicana**, refiriéndose a la guía sobre la prevención del extremismo violento mediante la educación que está preparando la Organización, pregunta si esta se centrará únicamente en el extremismo violento ligado al terrorismo y la violencia juvenil que afecta a una parte del mundo o también en el vinculado con el narcotráfico y la violencia contra la mujer que afrontan otras regiones. Por otro lado, pregunta cómo se está articulando la labor relativa a la prevención del extremismo violento mediante la educación con el Sector de Comunicación e Información, en particular, en lo que respecta a las dimensiones éticas de la sociedad de la información, y cómo se prevé fortalecer dentro de ese sector la División de la Sociedad de la Información.

(6) La représentante de la **République dominicaine**, évoquant le guide sur la prévention de l'extrémisme violent par l'éducation que l'Organisation prépare, demande s'il sera uniquement centré sur l'extrémisme violent lié au terrorisme et la violence des jeunes qui affecte une partie du monde ou s'il concernera aussi l'extrémisme violent lié au narcotrafic et les violences faites aux femmes auxquelles d'autres régions sont confrontées. Par ailleurs, elle demande comment s'articule l'action relative à la prévention de l'extrémisme violent par

l'éducation avec le Secteur de la communication et de l'information, en particulier en ce qui concerne les dimensions éthiques de la société de l'information, et la façon dont il est prévu de renforcer, au sein de ce secteur, la Division de la société de l'information.

7. The representative of **Nigeria** asked the Director-General for an update on the work of the UNESCO Task Force on the 2030 Agenda for Sustainable Development that she had established to support Member States in the follow-up to – and review of – the 2030 Agenda. In addition, she asked how the national commissions, in view of their key role in strengthening UNESCO's presence in the field and, hence, in the successful implementation of the 2030 Agenda, could be better integrated into programme delivery and efforts to mobilize extrabudgetary resources and what new rules could be applied to them, drawing on the lessons learned in the continuing reform of the field network.

٨ أفاد ممثل المملكة العربية السعودية بأن مقارنة وضع اليونسكو في عام ٢٠١٦ بوضعها في عام ٢٠٠٦ يظهر وجود بون شاسع بين ما كانت عليه آنذاك وما آلت إليه الآن بسبب ظروفها المالية المؤسفة التي يتيقنها المدير العام. ووافق المدير العام فيما قالته بشأن ضالة ميزانية اليونسكو مبدئياً أسفه لرؤية الوضع الذي آلت إليه المنظمة، إذ تُعتبر اليونسكو ضمير العالم ويؤمن الكثير من الناس بأهميتها ويعولون عليها. وأبدى أيضاً أسفه لتدهور وضع المنظمة تدهوراً شديداً بينما تشتد حاجة العالم إليها بسبب الأزمات والتوترات وأعمال العنف التي يشهدها. وحمل الدول التي تمتنع عن دفع اشتراكاتها في ميزانية اليونسكو المسؤولية عن الوضع المزري الذي آلت إليه المنظمة، وعن عجزها عن مواكبة التطلعات وتحقيق الأهداف المنشودة. واتهم تلك الدول، التي تعاقب اليونسكو عن طريق الامتناع عن دفع الاشتراكات، بالسعي إلى خنق المنظمة على مرأى ومسمع الجميع، بينما تنفق على الحواجز الخرسانية التي تضعها أمام سفاراتها في جميع أرجاء العالم أموالاً طائلة تبلغ أضعاف ميزانية اليونسكو، ولو أنفقت تلك الأموال على أنشطة اليونسكو الرامية إلى مكافحة العنف لما اضطرت إلى وضع الحواجز الخرسانية في الطرقات. وقال إن الغرض الذي أنشئت اليونسكو من أجله في عام ١٩٤٥، وهو "بناء حصون السلام في عقول البشر"، لم يعد يحظى باهتمام تلك الدول، ولا سيما الدول الكبرى التي ساهمت في إنشاء المنظمة، إذ اختلقت الأمور عمّا كانت عليه آنذاك وباتت الحروب الآن في منطقة أخرى قد لا يشغل مصيرها بال الدول التي أنشأت اليونسكو. ولذلك لا تهتم تلك الدول اهتماماً كافياً باليونسكو وتتركها تموت موتاً بطيئاً. ووصف ما يتعرض له اليونسكو في نهاية المطاف بأنه "هولوكوست عنصري".

(8) Le représentant de l'**Arabie saoudite** dit qu'il existe un large fossé entre la situation de l'UNESCO en 2016 et sa situation en 2006, dû à la regrettable santé financière de l'Organisation évoquée par la Directrice générale. Il souscrit aux propos tenus par la Directrice générale concernant le budget dérisoire de l'Organisation et déplore cet état de choses, d'autant que l'UNESCO est considérée comme la conscience du monde et que de nombreuses personnes croient en elle et comptent sur elle. Il regrette que la situation de l'Organisation se soit nettement détériorée alors que le monde a de plus en plus besoin d'une telle institution en ces temps de crise, de tension et de violence. Il rejette la responsabilité de cette déplorable situation sur les États qui ne paient pas leurs contributions au budget de l'Organisation, qui se trouve ainsi dans l'incapacité de répondre aux attentes et d'atteindre les objectifs fixés. Il accuse ces



États, qui punissent l'UNESCO en refusant de payer leurs contributions, de chercher à étouffer l'Organisation au vu et au su de tous, alors qu'ils consacrent des sommes considérables, représentant plusieurs fois le budget de l'UNESCO, pour poser des barrières en béton devant leurs ambassades à travers le monde. Ces barrières auraient d'ailleurs été inutiles si les sommes en question avaient été utilisées pour financer les activités menées par l'Organisation pour lutter contre la violence. Le but pour lequel l'UNESCO a été créée en 1945, à savoir « élever les défenses de la paix dans l'esprit des hommes », n'intéresse plus ces États, notamment les grands pays qui ont participé à la création de l'Organisation, parce que la situation a évolué depuis cette époque et que les guerres actuelles se déroulent dans des régions dont le sort ne préoccupe guère les pays fondateurs de l'UNESCO. Ces pays ne s'intéressent pas suffisamment à l'Organisation et la laissent mourir lentement. Pour conclure, l'orateur affirme que l'UNESCO est victime d'un « holocauste racial ».

9.1 **The Director-General**, responding to the representative of the Dominican Republic, said that efforts to tackle violent extremism were closely linked to the Organization's work to assist governments in dealing with terrorism, youth radicalization and other emerging issues, including through the elimination of hate speech in school curricula and the promotion of technical and vocational training. The key was to transform societies and foster a culture of peace and reconciliation so as to oppose the culture of violence generated by criminal activities, such as trafficking, which stemmed from marginalization and poverty. UNESCO's extensive experience in working with young people was particularly useful in that regard.

9.2 In response to the questions posed by the representative of Nigeria, she said that the UNESCO Task Force on the 2030 Agenda for Sustainable Development was hard at work and that she anticipated a robust discussion of its progress at the 200th session of the Executive Board. The Task Force had a key role to play in fostering the intersectorality needed to enable UNESCO to harness the tangible, individual and collective, inputs of the programme sectors in delivering on its responsibility to contribute to the implementation of the Sustainable Development Goals.

10. **Mme Melo** (Directrice de la Division de l'éthique, de la jeunesse et des sports, Secteur des sciences sociales et humaines), complétant la réponse apportée par la Directrice générale, donne des précisions sur les réalisations concrètes du Secteur SHS. Celui-ci travaille de manière intersectorielle avec le Secteur de l'éducation dans le cadre du programme de lutte contre les violences extrêmes. Il a lancé des projets spécifiques qui attendent les financements des États membres. Une étude sur la tolérance, l'Internet et le rôle des jeunes a été lancée et une publication devrait bientôt paraître à ce sujet. Dans le cadre du programme de dialogue interculturel, l'Organisation s'efforce de transmettre aux jeunes des valeurs et des attitudes positives et de leur inculquer le respect d'autrui. Un manuel à ce sujet paraîtra sous réserve de disponibilité des fonds nécessaires à cette fin.

11. **El Sr. La Rue** (Subdirector General de Comunicación e Información) suscribe la intervención de la representante de la República Dominicana, por considerar que la violencia no solo está motivada por el extremismo religioso, sino también por otras causas como el extremismo político, la xenofobia y el racismo, el crimen organizado y el narcotráfico. A su juicio, se deben prevenir todas las

formas de violencia, sin crear estereotipos, generando mecanismos útiles para las políticas de prevención de los Estados y utilizando dos vías paralelas: la educación, que es de carácter estratégico y a largo plazo, y los medios de comunicación al servicio y en manos de los jóvenes. A este respecto, la UNESCO está organizando, junto con el Gobierno de Quebec y el Gobierno federal del Canadá, una conferencia internacional abierta dedicada a la prevención de la incitación a la violencia por extremismos de todo tipo, que se celebrará en Quebec del 30 de octubre al 1º de noviembre de 2016, con objeto de sistematizar las experiencias positivas en materia de prevención. Por último, subraya que la prevención debe ser un esfuerzo permanente y, en este sentido, destaca la importancia de crear programas de alfabetización mediática que ayuden a los niños y jóvenes a utilizar Internet de forma crítica, eficiente y positiva, para evitar los muchos riesgos y peligros que entraña.

(11) **M. La Rue** (Sous-Directeur général pour la communication et l'information) souscrit à l'intervention de la représentante de la République dominicaine, considérant que la violence ne s'explique pas seulement par l'extrémisme religieux mais aussi par d'autres causes telles que l'extrémisme politique, la xénophobie et le racisme, le crime organisé et le trafic de stupéfiants. Il estime qu'il faut prévenir toutes les formes de violence, sans créer de stéréotypes mais en mettant en place des mécanismes utiles aux politiques de prévention des États et en empruntant deux voies parallèles : l'éducation, qui est de caractère stratégique et doit s'inscrire dans la durée, d'une part, et les moyens de communication, au service et entre les mains des jeunes, d'autre part. À cet égard, l'UNESCO organise, en collaboration avec le Gouvernement du Québec et le Gouvernement fédéral du Canada, une conférence internationale ouverte consacrée à la prévention de l'incitation à la violence par des extrémismes de tous bords, qui aura lieu à Québec du 30 octobre au 1<sup>er</sup> novembre 2016, avec pour objectif de systématiser les expériences positives en matière de prévention. Enfin, l'orateur affirme que la prévention doit être un effort permanent et, en ce sens, il souligne combien il est important de créer des programmes d'alphabétisation médiatique qui aident les enfants et les jeunes à utiliser l'Internet de manière critique, efficace et positive, pour éviter les nombreux risques et périls qu'il comporte.

12. **Mr Falt** (Assistant Director-General for External Relations and Public Information – ADG/EPI) said that the role of the national commissions in regard to UNESCO's contribution to the Sustainable Development Goals had been discussed at a range of events, most notably the Third Interregional Meeting of National Commissions for UNESCO in Shanghai (China) in June 2016. The discussion would continue at a number of other events, including a videoconference with the national commissions of several countries in Southern Africa in the margins of the current meeting and, in view of the prevailing concerns over reductions in the regular budget, the commissions' role in mobilizing extrabudgetary resources was set to remain a key talking point.

13.1 The representative of the **United Kingdom of Great Britain and Northern Ireland**, endorsing the Director-General's emphasis on the importance of fundraising and broadening the donor base, questioned whether it was the right way forward, in the context of an integrated budget framework, to have so many different

sector and even programme-specific strategies as opposed to a more coherent, Organization-wide, approach. He welcomed the agreement signed with the Dubai Cares organization for the monitoring of progress on Sustainable Development Goal 4, and requested more information on how the funding would be distributed beyond the relatively large share that was likely to be allocated to the UNESCO Institute for Statistics (UIS).

13.2 On the matter of the preparation of the Draft Programme and Budget for 2018-2021 (39 C/5), the Board needed further clarification of some of the proposals set out in the documents prepared for its 200th session, as well as the list of posts that the Director-General had said would have to be abolished in the event of the Organization adopting a \$507 million expenditure plan. If any did indeed need abolishing, which was hard to understand when staff costs should be falling, then programme sector posts should not be the first on the list.

13.3 On a different note, he requested an update on the review of the Memory of the World Programme (MWP) and clarification as to why the online consultation period had been extended and whether any further changes were envisaged, especially in terms of staffing or resource allocation.

14. La representante de **Cuba** destaca que la situación financiera de la Organización se debe principalmente a una crisis de impago, por lo que, en todas las medidas que se adopten al respecto, se ha de recalcar la necesidad de que los Estados Miembros cumplan sus obligaciones financieras, y observa que esa causa no se menciona en el documento EX/4. Por otro lado, advierte que no se debería seguir simplificando y compactando el programa ni limitar el mandato de la Organización a la labor metodológica y normativa, sino que convendría también fomentar su valor añadido como laboratorio de ideas y mantener sus actividades en materia de cooperación y ayuda para el desarrollo. Refiriéndose a las propuestas para la elaboración del documento 39 C/5, dice que le preocupa la supresión de ciertos resultados esperados relativos al fortalecimiento de capacidades de los Estados Miembros que figuraban en el 37 C/5, y el hecho de que la formulación del programa se asemeje a la de la Agenda 2030 para el Desarrollo Sostenible, que no abarca todos los ámbitos de la Organización, cuyos principios y mandato fundacional deberían preservarse.

(14) La représentante de **Cuba** souligne que la situation financière de l'Organisation est principalement due à une crise des impayés et que, par conséquent, dans toutes les mesures adoptées à cet égard, il convient de rappeler la nécessité pour les États membres de respecter leurs obligations financières ; elle fait observer que cette cause n'est pas mentionnée dans le document EX/4. Par ailleurs, elle signale qu'il conviendrait de ne pas continuer de simplifier et compacter le programme ni limiter le mandat de l'Organisation à l'action méthodologique et normative, mais qu'il faudrait aussi promouvoir sa valeur ajoutée en tant que laboratoire d'idées et maintenir ses activités en matière de coopération et d'aide au développement. Évoquant les propositions en vue de l'élaboration du document 39 C/5, elle se dit préoccupée par la suppression de certains résultats escomptés relatifs au renforcement des capacités des États membres qui figuraient dans le 37 C/5 et par le fait que la formulation du programme ressemble à celle du Programme de développement durable à l'horizon 2030, qui n'embrasse pas tous les

domaines couverts par l'Organisation, dont les principes et le mandat fondateur devraient être préservés.

١٥ شكر ممثل اليمن المدير العام على عرضها الواضح، وأبدى مع ذلك أسفه لرؤية الصورة القائمة التي رسمتها للمنظمة إذ قالت إن اليونسكو لا تستطيع تنفيذ خططها الخاصة بالتراث الثقافي، ولا تستطيع الاضطلاع ببرامجها في مجال الثقافة بوجه عام، بسبب افتقارها إلى الإمكانيات المادية اللازمة. واعتبر أنشطة قطاع الثقافة مرآة اليونسكو مبدياً أسفه لاضطرار هذا القطاع المهم إلى الاعتماد على مصادر التمويل الخارجي، إذ يمكن أن يؤدي هذا الأمر إلى تحكّم الممولين في الأنشطة الثقافية التي يضطلع بها القطاع وإلى إيجاد أنشطة ثقافية "حسب الطلب". وقال إن المؤتمر العام هو الذي يعتمد البرامج والأنشطة وهو الذي يملك صلاحية إلغائها، ولذلك يجب على المدير العام أن تعرض البرامج والأنشطة التي يُعتمَر التحلي عنها بسبب الوضع المالي على المجلس التنفيذي والمؤتمر العام. وقال إن الظروف المالية العسيرة والمؤسفة التي تواجهها اليونسكو لا تخفى على أحد، بيد أنها ليست السبب الوحيد للصورة القائمة الراهنة للمنظمة. وذكر بانسحاب ثلاث دول أعضاء من اليونسكو في الماضي، وقال إن انسحابها لم يُضعف اليونسكو ولم يتسبب في إلغاء أي برنامج من برامجها. وأفاد بأن الأسباب الأخرى التي أضطت إلى الأزمة الراهنة التي تعاني منها اليونسكو تتمثل في افتقارها إلى رؤية واضحة تتيح لها مواصلة الاضطلاع بوظيفتها الرائدة بوصفها مختبراً للأفكار، وافتقارها إلى المصدقية اللازمة، وافتقارها إلى إدارة ثابتة ومتناسكة منذ عدة سنوات.

(15) Le représentant du **Yémen** remercie la Directrice générale de son exposé clair, et déplore le tableau très sombre qu'elle a brossé de la situation quand elle a souligné que l'UNESCO était dans l'incapacité de mettre en œuvre ses plans relatifs au patrimoine culturel, ainsi que ses programmes dans le domaine de la culture en général, faute de moyens matériels. Les activités du Secteur de la culture sont la vitrine de l'UNESCO, et il est regrettable que ce Secteur important soit obligé de compter sur des sources de financement extérieur, car cela pourrait amener les bailleurs de fond à exercer un contrôle sur les activités de ce Secteur et déboucher sur des activités culturelles « à la carte ». C'est la Conférence générale qui est habilitée à approuver – ou supprimer – les programmes et les activités, et c'est pourquoi la Directrice générale doit soumettre au Conseil exécutif et à la Conférence générale les programmes et activités qu'il est envisagé de supprimer en raison des difficultés financières. La situation financière difficile et regrettable que traverse l'Organisation est connue de tous, mais elle n'explique pas à elle seule les difficultés actuelles de l'Organisation, puisque trois États membres se sont retirés de l'UNESCO par le passé sans que cela n'affaiblisse l'Organisation ou n'entraîne la suppression d'un de ses programmes. Les autres raisons de la crise sont l'absence d'une vision claire qui permette à l'UNESCO de jouer son rôle de chef de file en tant que laboratoire d'idées, la perte de crédibilité, et l'absence d'une direction stable et solide depuis des années.

16.1 **The Director-General**, in response to the question on the Organization's fundraising strategies, said that the specificity of programmes sometimes called for different approaches to potential donors, as in the case of the contribution of the Dubai Cares organization to the Capacity Building for Education For All (CapEFA) programme, on which the Assistant Director-General for

Education would provide further details. In addition, the strategies differed when self-benefiting funds-in-trust arrangements were the preferred option for activities financed by extrabudgetary resources, such as in the areas of teacher training in Peru and literacy in Nigeria, as well as when the overall approach was adapted to cater for countries at differing stages of social and economic development, in keeping with the current practice under the 2030 Agenda for Sustainable Development. That said, the overall approach did need reviewing and adjusting in the light of the experience gained in the new ways of working adopted to cope with the new financial situation, such as that of seeking the longer-term alignment of donors with specific programmes and actions, as exemplified in UNESCO's long-term strategic partnership with Sweden.

16.2 On the comments of the representative of Yemen, she said that UNESCO, despite being in a completely different financial and political situation to the past, had lost neither its vision and credibility as a laboratory of ideas nor its leading role in the promotion of, among other things, culture and education. Indeed, UNESCO remained the lead agency in the implementation and monitoring of Sustainable Development Goal 4, while also advocating for the attainment of several other Goals, such as those related to gender equality (Goal 5) and the conservation and sustainable use of oceans, seas and marine resources (Goal 14). Furthermore, the concept of education for global citizenship (target 4.7) and other new ideas attested to UNESCO's unwavering commitment to developing a new vision of education for the twenty-first century. In view of how her reform of the field network had been undermined by the financial difficulties of the previous five years, however, she was concerned about the enormous pressure that that had placed on the Organization and how the resource shortage would affect its future in terms of its ability to deliver quality work and respond to the call from Member States to strengthen its presence in the field, especially in Africa.

17. **Mr Le Saux** (Director of the Bureau of Strategic Planning – BSP), further to the Director-General's comments on the Organization's fundraising approach, said that that approach would be further discussed and refined in the light of the integrated budget framework and structured financing dialogue, as requested by many Member States, at a series of meetings with the sectors in late October and early November. Aligned as it was with the principles and targets of the resource mobilization strategy adopted by the General Conference at its 38th session, the overall approach had lost none of its coherence, owing to the coordinating role of the Bureau of Strategic Planning (BSP), while a deeper understanding had been gained of the issues specific to each sector. With the gradual introduction of an Internet portal to broaden the donor base, the focus was on ensuring the predictability, transparency and flexibility needed for the sectors and regions affected by budget cuts to adjust their resources accordingly.

18. **Mr Tang** (Assistant Director-General for Education – ADG/ED), on the question from the United Kingdom on the Dubai Cares agreement, said that UNESCO would be receiving \$2 million to assist Member States in aligning their national education policy with the targets of Sustainable Development Goal 4, which was one of their biggest challenges under the newly established 2030 Agenda for Sustainable Development, and that 10 countries were set to benefit from the assistance within the framework of the Capacity Building

for Education For All (CapEFA) programme, with the support of the UNESCO Institute for Statistics (UIS). The agreement, which had been negotiated jointly by the Bureau of Strategic Planning (BSP) and the Education Sector, was an example of how the programme sectors, working with BSP, could mobilize the support of donors for activities in UNESCO's priority areas of work.

19. **Mr La Rue** (Assistant Director-General for Communication and Information – ADG/CI) informed the representative of the United Kingdom that the deadline for the online consultation on the Memory of the World Programme (MWP) had been extended to 30 October at the request of the International Advisory Committee (IAC) in the interest of ensuring maximum participation; the consultation period had included August, when many people were on holiday, leaving only the month of September to conclude the work. As to the next steps, the results would be published in December in a document that would form the basis of further consultations in January 2017 and the full recommendations would be circulated to Member States for comments, which would then be posted on a website accessible to Member States and IAC members. Meanwhile, the Communication and Information Sector (CI) continued to strive to achieve its objective of expanding, strengthening and ensuring the independence of the programme within the Sector by relieving the CI staff working on the programme of all other duties and, in consultation with the Culture Sector, forging links with other heritage-related programmes.

20. Le représentant du **Togo** remercie la Directrice générale de son exposé sur l'action menée par l'Organisation et des réponses judicieuses apportées aux questions des groupes régionaux. La publication du Rapport mondial de suivi sur l'éducation et du Rapport mondial sur les sciences sociales ou la lutte contre l'extrémisme violent ne sont que quelques exemples qui tendent à montrer que l'UNESCO est plus utile que jamais. Cependant, l'orateur souligne aussi que la question du budget fait peser sur l'Organisation une lourde menace et estime que revenir à un budget de 507 millions de dollars est inconcevable, au risque de contraindre cette Maison à se séparer d'un personnel important, qui est sa principale richesse. Aussi pense-t-il qu'il est nécessaire de tout faire pour préserver le budget à 518 millions de dollars – un budget qui a permis à l'UNESCO de fonctionner au cours du dernier exercice biennal et que les contributeurs importants, notamment lors de la réunion sur la gouvernance, n'ont pas jugé hors d'atteinte. Au lieu de toujours tirer l'Organisation vers le bas, il conviendrait de trouver comment réunir ce budget et préserver les acquis. Il estime à cet égard que le dialogue structuré sur le financement est une chance et que les plus gros contributeurs devraient faire preuve de plus de souplesse afin d'améliorer les moyens d'action de l'Organisation. Enfin, sa délégation entend soutenir toutes les initiatives visant à renforcer l'intersectorialité pour favoriser la mise en œuvre du Programme 2030.

21. La représentante du **Cameroun**, à la suite de l'annonce par la Directrice générale de la tenue prochaine au Cameroun du Forum ministériel du MOST pour l'Afrique centrale, assure les États membres que son pays est fin prêt à accueillir cette importante réunion, la première du genre dans la sous-région, et se réjouit par avance d'y accueillir un maximum de participants. À l'image de la prise en charge des jeunes filles dans les zones de conflit, elle demande ce que l'Organisation a prévu pour la réinsertion des jeunes garçons, parfois enrôlés comme soldats et contraints, de ce fait,

d'interrompre leur scolarité.

22.1 La représentante du **Brésil** estime qu'en ce qui concerne la possibilité d'activités de l'UNESCO dans le contexte des opérations de maintien de la paix, cette proposition ne pourrait se substituer aux éventuelles décisions du Conseil de sécurité de l'ONU, du Comité spécial des opérations de maintien de la paix de l'Assemblée générale des Nations Unies (Comité des 34) et de la Cinquième Commission de l'Assemblée générale. Aussi demande-t-elle comment l'UNESCO va s'adapter à cette ligne de commande de l'ONU.

22.2 En outre, elle estime que le questionnaire en ligne mis à la disposition des États membres dans le cadre du processus de consultation sur le Plan d'action était insuffisant car trop succinct et orienté dans son format, ne permettant pas aux États membres de nuancer leurs réponses sur un sujet aussi délicat. Ce processus de consultation doit donc être plus approfondi et substantiel afin que la proposition de plan d'action puisse être débattue et améliorée, et elle estime donc nécessaire d'organiser à cette fin une réunion intergouvernementale ou un groupe de travail avant la prochaine session du Conseil exécutif.

23.1 **La Directrice générale**, qui laissera à BSP le soin de répondre aux questions relatives au budget, répond quant à elle aux questions concrètes des États membres. Elle remercie une nouvelle fois le Cameroun d'accueillir le Forum MOST, vaste plate-forme d'échange d'expériences sur les transformations sociales et les inégalités qui doit permettre d'élaborer des politiques plus robustes sur les questions sociales.

23.2 Elle rappelle que les programmes de l'UNESCO ne font pas de différence entre les filles et les garçons mais que certaines spécificités existent en ce qui concerne les premières. En effet, les filles sont davantage concernées par l'exclusion sociale et scolaire et sont soumises aux mariages précoces et aux violences. Dans le cas particulier des garçons soldats, elle souligne que l'Organisation joue un rôle actif en soutenant, par exemple, le travail de la Fondation de l'Ambassadeur de bonne volonté de l'UNESCO pour la paix et la réconciliation, Forest Whitaker, au Soudan du Sud, en vue de leur réinsertion.

23.3 Répondant à la question du Brésil, la Directrice générale dit que l'UNESCO lie la protection du patrimoine à l'extrémisme, aux destructions, au trafic illicite des biens culturels et aux questions humanitaires et sécuritaires, et que le Plan d'action sert le plaidoyer de l'Organisation en faveur de la paix à travers la protection du patrimoine, mais qu'évidemment c'est le Conseil de sécurité qui décide des missions de maintien de la paix. Citant l'exemple du Mali et de la MINUSMA, elle salue le fait que la formation des troupes françaises de maintien de la paix envoyées sur place intègre les questions de protection du patrimoine, importantes pour la réconciliation et la paix, et dit que la préservation de la diversité est essentielle pour l'avenir des communautés. En outre, les initiatives telles que le lancement par l'Italie d'une Équipe spéciale pour la protection du patrimoine, même si elles ne sont pas directement liées aux missions de maintien de la paix mais plutôt au trafic illicite des biens culturels, que la résolution 2199 (2015) du Conseil de sécurité évoque, sont utiles car elles permettent à l'UNESCO d'agir à l'échelle mondiale au côté d'INTERPOL, d'autres institutions et des pays pour mettre fin au financement direct de l'extrémisme violent et donc de contribuer à la paix et à la lutte contre l'extrémisme, domaine dans lequel

l'Organisation joue un rôle de chef de file. Par ailleurs, la Directrice générale convient que le questionnaire en ligne n'est pas le seul moyen de consulter les pays et accueille favorablement l'idée d'une réunion ou d'un groupe de travail, le Plan d'action étant l'œuvre des pays autant que du Secrétariat.

24. La représentante du **Brésil** tient à clarifier son intervention précédente en disant que la MINUSMA ne peut pas être généralisée, étant donné que le Conseil de sécurité prend ses décisions sur les opérations au cas par cas et que ces décisions ont des incidences en termes de budget et de personnel.

25.1 **M. Le Saux** (Directeur du Bureau de la planification stratégique), répondant au représentant du Togo, confirme que l'Organisation se trouve dans une forme d'impasse budgétaire. Il dit que le document d'information qui sera présenté au Conseil à sa prochaine session comprendra des exemples de mesures envisagées pour répondre à cette situation, sachant que le scénario à 518 millions de dollars constitue la réalité du Secrétariat. Si le dialogue est important pour approfondir les discussions budgétaires, dans certains domaines, notamment administratifs, il n'est pas possible de suppléer à la décroissance du niveau budgétaire par des contributions volontaires, et le budget ordinaire est essentiel pour assurer le maintien des fonctions de l'Organisation.

25.2 Continuing in English, he assured the representative of the United Kingdom that staff costs would indeed fall for most of the sectors and that current staffing levels could be maintained, on the whole, as long as the budget expenditure plan was not reduced from \$518 to \$507 million. Should that happen, however, the sectors that had already invested in recruiting or retaining staff for essential activities might face the prospect of abolishing the posts mentioned by the Director-General in her opening statement.

26. The representative of **Pakistan**, citing the observation in the 2016 *Global Education Monitoring Report* about the alarming gap to be closed if the Sustainable Development Goal targets were to be met by 2030, asked the Director-General what UNESCO was doing in terms of advocacy to encourage the developed countries to honour their commitment in the Incheon Declaration to provide 0.7% of their gross domestic product for official development assistance to developing countries, especially in the context of the International Commission on Financing Global Education Opportunity.

27. The representative of **Sweden**, recognizing the veracity of the Director-General's comments about UNESCO's difficult financial situation, said that knowledge of the integrated budget framework and structured financing dialogue was crucial to the effective implementation of those two tools and, hence, to informed budgeting and priority-setting at the autumn and spring sessions of the Executive Board, which represented a turning point for Member States and the Secretariat alike. The shift to a transitional integrated budget framework was, in her view, more of a political matter than a question related directly to the preparation of document 39 C/5 and she asked the Director-General for her thoughts on the main challenges and opportunities.

28.1 **The Director-General**, responding to the representative of Pakistan, said that the Secretariat attached great importance to advocacy aimed at mobilizing public and private-sector resources for the

capacity building to ensure the integration of the targets under Sustainable Development Goal 4 into national policy agendas. In addition to the discussion of the 2016 *Global Education Monitoring Report* at the current meeting, under item 3, recent examples of that advocacy had included the consideration of the need to close the funding gap at the simultaneous launch of the report on all five continents, including at the high-level event in New York attended by, among others, Mr Gordon Brown, the United Nations Special Envoy for Global Education, and Mr Angel Gurría, Secretary-General of the Organisation for Economic Co-operation and Development (OECD); at the previous week's celebration of the 50th anniversary of the Recommendation concerning the Status of Teachers (1966) in New York, with Mr Guy Ryder, Director-General of the International Labour Organization (ILO), Ms Julia Gillard, Chair of the Global Partnership for Education (GPE) and the representatives of many other partners, such as the United Nations Children's Fund (UNICEF); and within the framework of the International Commission on Financing Global Education Opportunity, which was chaired by Mr Brown and co-convened, in addition to herself, by Ms Erna Solberg, Prime Minister of Norway, Ms Michelle Bachelet, President of Chile, Mr Joko Widodo, President of Indonesia and Mr Peter Mutharika, President of Malawi. The inaugural meeting of the Commission had been one of the highlights of the 70th session of the United Nations General Assembly and the presentation of its recommendations to the United Nations Secretary-General, together with the other 60 events being organized to mark the launch of the *Global Education Monitoring Report*, would provide further opportunities to talk about Sustainable Development Goal 4, including the fact that the Organization had already established the indicators and the means of piloting efforts to ensure its implementation.

28.2 In response to the representative of Sweden, she said that the Organization did indeed appear to be at a turning point and that the Board would hopefully have a robust discussion of UNESCO's relevance and financial situation with a view to consolidating the focus on core priorities and the best ways to capitalize on its role as a platform for experience sharing, a laboratory of ideas and a lead agency in driving forward the implementation of the Sustainable Development Goals, especially in the area of education. At the same time, Members would have an opportunity to develop a vision of the kind of organization that UNESCO should strive to become and to rethink the focus of – and interlinkages between – its programmes. Key issues to consider in the discussion, drawing on the deliberations in the Economic and Social Council (ECOSOC) in New York on the quadrennial comprehensive policy review (QCPR), included governance and effective working relationships with other United Nations specialized agencies so as to avoid duplication, competition and mission creep in delivering on the 2030 Agenda for Sustainable Development.

### **Item 3: Presentation of the 2016 *Global Education Monitoring Report***

29.1 **Mr Antoninis** (Senior Policy Analyst – GEM Report Team), introducing the 2016 *Global Education Monitoring Report* (GEM Report), recalled that its purpose, as mandated by the representatives of the international education community at the World Education Forum in Incheon (Republic of Korea) in May 2015, was to monitor progress on the education commitments embodied in the new agenda for sustainable development to be agreed the following September by the Member States of the United

Nations. The 2016 edition, the first of a 15-year series, provided a detailed analysis of the targets and their respective proposed indicators pertaining to Sustainable Development Goal 4 (quality education), raising substantive issues and identifying gaps where further work was needed to inform the debate on the way forward, bearing in mind that many indicators had yet to be measured on a global scale. Among the target-specific challenges to be addressed an estimated 263 million children, adolescents and youth had been found to remain out of school in 2014, only 43% of youth had completed upper secondary education and there was currently no agreed measure of the number of children and youth achieving minimum learning outcomes (target 4.1); gender disparities were far greater at upper secondary than primary level and completion rates at all levels remained subject to significant disparities by wealth, especially in low-income countries (target 4.5); and the concept of climate change had been mainstreamed into just half of the national curricula analysed, while the terms "global citizenship" and "identity" figured in no more than 42% (target 4.7).

29.2 In view of the potentially overwhelming challenge of target-by-target measurement analysis by governments, the GEM Report had identified six key steps that they should take to strengthen national education monitoring capacity over the coming three to five years: extend the range of data sources for monitoring inequalities in education to household, labour force and other surveys produced by national statistical agencies; establish or improve national assessment frameworks to keep track of learning outcomes; review how issues such as tolerance, human rights and sustainability were addressed in curricula, textbooks and teacher education programmes; monitor improvements in education outcomes not only in schools but also in adult education and lifelong learning, which were barely covered at present; share ideas and best practices in key areas of education policy with the encouragement and support of regional organizations; and adopt a national education accounts approach to monitor education spending by governments, donors and households and determine how fairly the cost burden was being shared.

29.3 The GEM Report projections conveyed the stark message that without an unprecedented break from past trends, global commitments to achieving universal primary and secondary completion or even the education for all (EFA) goal of universal primary completion, for instance, were unlikely to be met by 2030. At the current rate, the upper secondary completion targets would not be attained before 2084 at the global level or until well after 2100 in sub-Saharan Africa.

29.4 The GEM Report also examined the multiple links and synergies between Sustainable Development Goal 4 and the other 16 Goals of the 2030 Agenda for Sustainable Development in six chapters on the themes "planet", "prosperity", "people", "peace", "place" and "partnerships".

29.5 Chapter 1 of the report (Planet: environmental sustainability) highlighted the role of education in facilitating the shift to more sustainable ways of living by, among other things, shaping values and perspectives; helping students to understand environmental problems and address their consequences; and developing the skills to limit unsustainable practices and build resilience. Education was described as the most effective tool for raising climate-change awareness and addressing one of the biggest strains on the environment, namely population

growth, by increasing women's autonomy over fertility-related decisions. While emphasizing the need for greener schools featuring new teaching methods and stronger links with local communities and nature, the report made clear that the critical decisions in the coming 15 years would be taken by people who had already left school and that emphasis must also be placed on non-formal education and learning supported by government agencies, religious organizations, non-profit community groups, labour unions and employers.

29.6 Chapter 2 (Prosperity: inclusive and sustainable growth) examined the role of education in achieving sustainable production and consumption by supporting the shift to new green industries, orienting higher education and research towards innovation and supplying the skills for green jobs, with continuing education and training for workers, while also protecting against abusive employment relationships and working poverty so that nobody was left behind. It was estimated that investment in research and development would need to increase by up to five times per year to achieve a quick transition to low-carbon development. Agriculture in particular was urgently in need of attention, as it accounted for one third of all greenhouse gas emissions. Education could provide farmers with the skills and knowledge to increase productivity without damaging the environment, such as through field schools and extension programmes, which had already helped farmers to increase productivity globally by 12% and their net income by 19%.

29.7 According to Chapter 3 of the report (People: inclusive social development), inclusive social development relied on the universal provision of essential services. The vast majority of the population in low-income countries, however, lacked access to services such as sanitation and electricity, which had a negative impact on education. Women's education was especially important. Educated mothers were more likely to seek help during pregnancy and childbirth and health care for their children, and an estimated 3.5 million child deaths could be prevented in sub-Saharan Africa in the decade from 2050 if the target of universal upper secondary education for women there were met by 2030. Education also increased employment opportunities for women, thus helping to reduce gender inequalities in the labour market. Education alone, however, would not suffice to reduce risk, vulnerability and social inequalities and had to be integrated into other actions, such as social protection and health programmes. Simple health and nutrition interventions, for instance, could be ten times less costly if delivered by teachers in schools than by mobile health teams.

29.8 Chapter 4 highlighted the role of education in preventing violence and conflict and achieving sustainable peace by enhancing political participation, inclusion and democracy through well-designed civics education and teaching people the literacy and other skills to access information and understand the language used in political campaigns. Sustainable peace also called for a well-functioning justice system, to which end education could serve to build the capacity of judicial and law enforcement officers to improve evidence gathering and prevent abuses of the system. The report, however, noted that while conflict was more likely in the countries with wider education gaps, nearly one third of all peace agreements signed between 1989 and 2005 did not mention education, and that discriminatory language in education policies could provoke wider grievances.

29.9 Chapter 5, on inclusive and sustainable cities,

drew attention to the fact that despite the enormous strain placed on education systems by rapid urbanization, with over half of the world's population living in cities and most of the urban population growth in the coming decades set to occur in low-income countries, the education sector was largely missing from urban planning decision-making. More than one third of urban residents in poorer countries lived in slums or shanty towns with little access to education while the migrants facing discrimination, language barriers, unemployment and exploitation in the informal economy lacked the skills that only education could provide. Examples from North America, South Africa and Europe showed the positive social impacts of education, especially in reducing crime.

29.10 Chapter 6 of the report, on partnerships for enabling conditions to achieve the Sustainable Development Goals, including SDG 4, highlighted how little progress was being made in developing the integrated approaches needed to solve complex collective problems owing, above all, to a persistent financing gap. At least 35 countries devoted less than 4% of their gross domestic product and 15% of total public expenditure to education. That barrier could be overcome in some cases by incorporating education into policies to increase tax revenues, as higher literacy rates could improve taxpayer behaviour and compliance. While the poorest countries would continue to rely on aid to meet their targets, the GEM Report had shown that the education financing gap could be closed, as suggested by the representative of Pakistan in the discussion at the current meeting, under item 2, if donors provided 0.7% of their gross domestic income and at least 10% of that went to education. For the time being, however, education aid was not being allocated to the populations facing the biggest challenges: Liberia and Mauritania had posted the same primary school completion rates but the former received ten times as much aid per school-age child as the latter.

29.11 The GEM Report then went on to highlight a number of policy recommendations to enable education systems to contribute more effectively to sustainable development by strengthening cross-sector collaboration with all partners, including ministries, experts and civil society, at the local and national levels; integrating not only formal but also non-formal education and training into government efforts to tackle the complex, systemic, problems; ensuring increased, predictable and equitable financing to achieve universal primary and secondary completion by recruiting larger numbers of qualified, motivated, teachers; targeting policies to marginalized populations with the greatest needs; and revisiting the curricula to determine the kind of education needed to meet to implement the 2030 Agenda; and developing the appropriate skills policies for sustainable growth, with a particular focus on, among other things, green skills to students and retraining opportunities for workers. Civic, peace and sustainability education programmes should be regarded as key levers for ensuring progress on the Sustainable Development Goals and for prioritizing actions liable to improve the lot of future generations.

29.12 The GEM Report had been published in all six United Nations languages and would be distributed to delegations in the coming days. In addition, the summary had been translated into 14 other languages, with an interactive version available online; a gender review providing information on gender equality and education would be released the following week; and a number of other related products was available to target different audiences and needs. Requesting the support of one and

all to help to disseminate the report's findings and recommendations as widely as possible, Mr Antoninis invited all interested parties to join the conversation via the GEM Report website (<http://en.unesco.org/gem-report/>) and on twitter (@GEMreport/#SDG4All).

30. The representative of **Pakistan** said that the use of mobile phones and social media was one of the most powerful tools for education. The GEM Report was one of the best he had seen in 21 years. Most important was the foreword, by Mr Jeffrey Sachs, on Sustainable Development Goals (SDGs), from which he quoted the following: "This report should set off alarm bells around the world and lead to a historic scale-up of actions to achieve SDG 4. [...] Better education leads to greater prosperity, improved agriculture, better health outcomes, less violence, more gender equality, higher social capital and an improved natural environment. [...] There is a wealth of information to be mined in the tables, graphs and texts. [...] Yet the report also emphasizes the remarkable gaps between where the world stands today on education and where it has promised to arrive as of 2030. The gaps in educational attainment between rich and poor, within and between countries, are simply appalling. [...] While SDG 4 calls for universal completion of upper secondary education by 2030, the current completion rate in low-income countries is a meagre 14%. [...] Cynics might say, 'We told you, SDG 4 is simply unachievable', and suggest that we accept that 'reality'. Yet, as the report hammers home in countless ways, such complacency is reckless and immoral. If we leave the current young generation without adequate schooling, we doom them and the world to future poverty, environmental ills, and even social violence and instability for decades to come". He wished to know how UNESCO was transmitting that powerful message on social media and mobile phones in a shorter, more accessible form than the report itself.

31. The representative of the **Republic of Korea** said that the GEM Report had been mandated to monitor progress towards the education targets in the new Sustainable Development Goals (SDGs) framework in an independent authoritative and evidence-based manner, following a call for action stipulated in the Incheon Declaration adopted in 2015. He commended the Secretariat and the Advisory Board of the Global Education Monitoring Report for their efforts in successfully publishing the first GEM Report, despite difficulties in new indicator development and data collection. As recognized from its title, "Education for people and planet", the report was instrumental in identifying which target areas were needed to enhance global education cooperation with a view to achieving the SDGs. However, he considered that the practical value of policy guidelines at the national level should be further harnessed and there was room for improvement in critical aspects such as disparities in sample data, which could make it difficult for policy-makers to make full use of the report for policy guidance. He wished to know how the Secretariat intended to address such issues and take forward the report, which he hoped would serve as a flagship in global education monitoring, with continued efforts to address the report's shortcomings improve its quality.

32. The representative of **Malaysia** said that one of the key messages in the GEM Report was that while a global framework for reviewing education systems and policies might be desirable, such monitoring was better served at the regional level, primarily because Member States were more likely to voluntarily exchange

information on their education systems. To that end, he wished to know whether it was possible to equip some of the education specialists in the UNESCO regional offices in Santiago, Dakar, Beirut and Bangkok with specific in-service training. Once trained, those specialists should in turn be able to facilitate the acquisition of information on monitoring education systems and policy in the regions.

33. The representative of **Germany** said that his country had welcomed the Global Education Monitoring Report since its first publication in 2002, as an essential reference document on the global situation of education. Through its wealth of reliable data and critical analysis, the report provided the donor community with options on how to act, and served as a planning tool. UNESCO had launched the GEM Report in Bonn, Germany, on 13 September 2016. The meeting had been organized in cooperation with the German Federal Ministry for Economic Cooperation and Development (BMZ) and the German Commission for UNESCO. He thanked the Director of the Global Education Monitoring Report Team for his presentation in Bonn, which had been attended by 60 experts from the education and education cooperation sectors. BMZ had contributed to funding the Advisory Board since 2003 and had just signed a new agreement for a contribution in 2017. Finally, he asked what criteria had been used in deciding into which languages the report had been or would be translated.

34. La représentante de la **Côte d'Ivoire** dit que ce rapport est très important car il constitue un état des lieux de l'éducation au plan mondial. Cependant, elle demande quelles dispositions sont prises pour que le Comité directeur ODD 4 – Éducation 2030, récemment créé et présidé par l'ADG/ED, prenne en compte les conclusions de ce rapport.

35. The representative of **Sweden** said that, as highlighted by the report and the presentation, education played a decisive role in sustainable development. Yet the projections showed that basic education for all would still not be attainable after having been a goal for more than 30 years. Financing was of utmost importance, both from domestic sources and Overseas Development Assistance (ODA). As UNESCO's mandate included coordinating and supporting Member States in the implementation of SDG 4, he requested further information on the role of the GEM Report as a follow-up report on the implementation of SDG4, and what steps UNESCO intended to take to support Member States in measuring quality and learning outcomes.

36. La representante de **Cuba**, tras reiterar la importancia del Informe de Seguimiento de la Educación en el Mundo (GEM), observa que el Índice de Desarrollo de la Educación, que ocupaba un lugar importante en anteriores Informes de Seguimiento de la Educación para Todos en el Mundo y ofrecía una panorámica mundial sobre la situación de los distintos países, no figura en la primera edición del Informe GEM y pregunta a la Secretaría si en las próximas ediciones del Informe se ha previsto incluir ese Índice .

(36) La représentante de **Cuba**, après avoir rappelé l'importance du Rapport mondial de suivi sur l'éducation (GEM), fait observer que l'indicateur de développement de l'éducation, qui occupait une place importante dans les précédents rapports mondiaux de suivi sur l'Éducation pour tous et offrait un panorama mondial de la situation des différents pays, ne figure pas dans la première édition du Rapport GEM, et demande au Secrétariat s'il est prévu d'inclure cet

indicateur dans les prochaines éditions du Rapport.

٣٧ أبرز ممثل قطر أهمية التعليم ودوره الحاسم في تحسين الظروف المعيشية للناس مستشهداً بالتجربة القطرية التي آتت أكلها في هذا المجال بفضل المخطط التربوية والتعليمية الواضحة والطويلة الأجل التي وضعتها الدولة، ومؤكداً وجود تجارب عديدة ماثلة في جميع أرجاء العالم. وطرح بعد ذلك السؤالين التاليين: هل توجد فعلاً آليات واضحة لقياس التقدم المحرز في مجال التعليم في مختلف دول العالم؟ وهل يُعترم إبراز التجارب الناجحة في مجال التعليم في عدد من دول العالم والإشادة بتلك التجارب لكي تكون نبراساً لتحدي به الدول الأخرى؟

(37) Le représentant du **Qatar** souligne l'importance de l'éducation ainsi que son rôle décisif dans l'amélioration des conditions de vie. Il prend comme exemple l'expérience de son pays en la matière, une expérience concluante grâce à des plans clairs et à long terme mis en place par le Qatar dans les domaines de l'éducation et de l'enseignement, et rappelle qu'il existe nombre d'expériences comparables à travers le monde. Il souhaite savoir s'il existe des mécanismes clairement définis pour mesurer les progrès accomplis en matière d'éducation dans les différents pays, et s'il est prévu de mettre en évidence les expériences réussies dans le domaine de l'éducation dans un certain nombre de pays afin que les autres pays puissent s'en inspirer.

38. The representative of **Kenya** said that the GEM Report was highly informative, though quite alarming in view of the projections of global education attainment to 2030 and beyond. The message was very clear: specific steps must be taken to address the Education 2030 Agenda. He welcomed the various launch venues for the GEM Report around the world and encouraged UNESCO to share widely the report's contents, particularly with policymakers and key stakeholders in those countries, in order to instil the sense of urgency required for SDG4 to be achieved by 2030. He stressed that the Education 2030 Agenda should not be alarmist, but be presented in a more balanced, reasoned manner, weighing up the pros and cons, focusing on best practices and using up-to-date and verified statistics from the countries concerned in order to avoid some of the mishaps encountered for the Millennium Development Goals (MDGs). UNESCO had a critical role to play, taking the lead in driving the Education 2030 Agenda so that the SDGs could be attained by 2030.

39. The representative of **Lithuania** said that the GEM Report was a very significant comparative tool for education policymakers. As a former expert on the board of the qualification assessment agency for his country's university system, he knew all too well that while quality mattered, it was very difficult to achieve. In the presentation, it had been suggested that countries should implement evaluation systems for school curricula and learning outcomes, but such systems were extremely expensive and required considerable national and international resources and expertise. He echoed Sweden's query as to whether UNESCO planned to send technical and financial assistance to the countries that were most in need of such evaluation systems.

40. El representante del **Paraguay**, tras agradecer la publicación del Informe GEM, destaca la interacción que debe existir entre la Secretaría, las oficinas regionales, los centros de categoría 1, el Comité de Dirección del ODS 4-Educación 2030 y los Estados Miembros. En su opinión, la Secretaría tiene la función esencial de coordinar la

interpretación de los resultados del Informe, por lo que desea conocer la metodología que se aplicará para el análisis de los datos y el fomento de las medidas necesarias para avanzar en la consecución de las metas del ODS 4 en los planos mundial, regional y nacional.

(40) Le représentant du **Paraguay**, après s'être félicité de la publication du Rapport GEM, insiste sur les liens réciproques qui doivent exister entre le Secrétariat, les bureaux régionaux, les centres de catégorie 1, le Comité directeur de l'ODD 4 – Éducation 2030 et les États membres. Il estime que le Secrétariat a pour fonction essentielle de coordonner l'interprétation des résultats du Rapport et souhaite donc connaître la méthodologie qui sera appliquée pour analyser les données et favoriser l'adoption des mesures nécessaires pour progresser dans la réalisation des cibles de l'ODD 4 à l'échelle mondiale, régionale et nationale.

41. El representante de **México** se suma a la felicitación por el gran trabajo realizado para la publicación del Informe GEM. A su juicio, además de examinar las tendencias futuras, convendría analizar los últimos decenios para aprehender el crecimiento exponencial de las tecnologías y sus efectos disruptivos en el ámbito de la educación. Así, podría ser útil tener en cuenta las aportaciones de Sugatra Mitra, Peter Diamandis o la Khan Academy, entre otras personas e instituciones, que representan un movimiento disruptivo en cuanto a las tecnologías y los métodos de aprendizaje. En este sentido, sería necesario cuestionar la pertinencia de la memorización, profundizar más bien en el contenido mismo de las materias y tener en cuenta la importancia de la pasión, la curiosidad, la imaginación y el pensamiento crítico, así como analizar en qué medida se están integrando los avances tecnológicos en la educación.

(41) Le représentant du **Mexique** salue à son tour le travail d'envergure accompli en vue de la publication du Rapport GEM. Il estime qu'il conviendrait non seulement d'examiner les tendances futures mais aussi d'analyser les dernières décennies pour appréhender la croissance exponentielle des technologies et les effets radicaux qu'elles ont produits dans le domaine de l'éducation. Ainsi, il pourrait être utile de tenir compte des contributions de Sugatra Mitra, de Peter Diamandis ou de la Khan Academy, entre autres personnes et institutions, qui appartiennent à un mouvement en rupture avec le passé en ce qui concerne les technologies et les méthodes d'apprentissage. En ce sens, il conviendrait de s'interroger sur la pertinence de la mémorisation, d'approfondir plutôt les contenus mêmes des disciplines et de tenir compte de l'importance de la passion, de la curiosité, de l'imagination et de la pensée critique, mais aussi d'analyser dans quelle mesure les avancées technologiques sont intégrées dans l'enseignement.

42. The representative of **Oman** noted that the GEM Report summary referred to the need to explore alternative ways to measure and monitor education at national and regional levels. She requested some insight into the alternative ways of achieving that, as monitoring was crucial for the realization of education objectives. Furthermore, if the Sustainable Development Goals (SDGs) could bring about major transformations in societies, but were only attainable in 60 to 70 years, she wished to know whether civic education could be enhanced sooner, with a view to achieving short-term results, easing conflict around the globe and boosting the



transition towards education for peaceful and sustainable societies.

43.1 **Mr Tang** (Assistant Director-General for Education – ADG/ED), on behalf of the Director-General, thanked the countries hosting the launch of the GEM Report, which enabled the report to be well disseminated to policymakers and stakeholders. The message of the report was very clear: ways of working must be changed in order to attain SDG 4 by 2030.

43.2 In reply to questions posed by the representatives of the Republic of Korea and Paraguay, he said that UNESCO had been planning to include country-level policy guidelines in the Programme and Budget for 2018-2019 (39 C/5), and country-level follow up would be supported by extrabudgetary funding through Capacity Building for Education 2030 (CapED) to help countries align their national education policies and strategies with SDG 4 targets.

43.3 In response to the comments by the representative of Malaysia, he said that training of specialists in measuring and monitoring education was already under way in UNESCO's regional offices and would be strengthened by staff from the UNESCO Institute for Statistics (UIS).

43.4 In reply to the question posed by the representative of Côte d'Ivoire he said that the next steering committee meeting would be held in December, and would include an agenda item on a review of the GEM Report. It was the first Global Education Monitoring Report published since the adoption of the Sustainable Development Goals (SDGs) and therefore there had been little to measure in terms of change over the past six months. The main aims of the report were to ring the alarm on the global education situation and to specify the links between SDG 4 and all the other SDGs. The steering committee would then make a number of recommendations to Member States, disseminated through the committee members, the United Nations agencies and other stakeholders.

43.5 In response to the remark by Sweden on making the GEM Report an official follow up report for the monitoring of SDG 4, he said that the United Nations Development Programme (UNDP) and the United Nations Department of Economic and Social Affairs (UNDESA) would publish overall reports on the progress of SDGs, but as yet, no designation had been made for official reports on the individual SDGs. UNESCO Member States had nonetheless decided at the 38th session of the General Conference that the GEM Report should be the monitoring tool for SDG 4, and it would thus undoubtedly be used for such a purpose, *de facto*, by the international community.

43.6 In reply to the question raised by the representative of Kenya, he said that the GEM Report would be shared with Member States so that they could fully utilize it in a balanced approach to formulate national policy.

43.7 In response to the comments made by Lithuania, he said that he would make a short presentation that

afternoon on how education programming in document 39 C/5 aimed to facilitate implementation of SDG 4 in Member States and how UNESCO planned to perform a global and regional coordination role.

43.8 He agreed with the representative of Oman that the idea that it would take 60 to 70 years to achieve the SDGs was alarming; however, over the four years to 2020 UNESCO would endeavour to help Member States to change their ways of working and through those joint efforts, there would be a change for the better.

44.1 **Mr Antoninis** (Senior Policy Analyst – GEM Report Team) said that in 2019, the United Nations High-level Political Forum on Sustainable Development would focus on education, along with a number of other SDGs, and outputs would be targeted to serve the needs of the international community.

44.2 In response to the question posed by Qatar, he said that the mechanisms used to measure progress had not been finalized. At the global level, the core indicators, including 11 education indicators, had been proposed, but the Inter-Agency and Expert Group on Sustainable Development Goal Indicators, convened by the United Nations Statistical Commission, was currently refining the methodology and details of the indicators, a process in which Member States were taking part. In parallel, the more extensive set of thematic indicators in education were being addressed by the UNESCO Institute for Statistics (UIS) through continuous consultation with stakeholders in order to jointly design the monitoring mechanisms of the 2030 Agenda.

44.3 In reply to the question raised by the Republic of Korea, he said that there were specific recommendations that should help countries to take initial steps. In response to questions raised by Malaysia and Oman, he said that all regional organizations with a stake in education could help to bring countries together to discuss issues and thus help drive progress.

44.4 He then addressed specific questions relating to the report itself. In reply to the representative of Cuba's query, he said that the old EFA development index had not been replaced because the new global indicators were not yet being globally monitored. Use of the old indicators would be re-examined once the new indicators were being monitored more systematically. In reply to the question raised by the representative of Pakistan, he said that UNESCO had dedicated social media officers, and statistics showed that the Organization was highly visible on Twitter and other such platforms. As to Germany's question on the choice of languages into which the report was translated, he said that it depended on support and demand from local partners – UNESCO offices and National Commissions – as well as the results of a pilot project on dissemination conducted in 2015 in consultation with the Advisory Board.

45. **The Chairperson** thanked all those who had participated actively in the discussion and closed the meeting.

*The meeting rose at 1.10 p.m.*

## DEUXIÈME SÉANCE

Mardi 27 septembre 2016 à 15 h 10

Président : M. Worbs

### **Item 4: Report on the implementation of the Strategy for the reinforcement of UNESCO's action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict** (200 EX/5 Part I (F))

1.1 **Mr Bandarin** (Assistant Director-General for Culture ad interim – ADG/CLT a.i.) presented two documents that would be tabled at the 200th session of the Executive Board, 200 EX/5 Part I (F), pertaining to the report on the implementation of the Strategy for the reinforcement of UNESCO's action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict and 200 EX/5 Part I Add., providing the draft action plan for the implementation of the Strategy and the proposed mechanisms for implementation for rapid intervention and mobilization of national experts. As the Director-General had mentioned that morning, the draft action plan had been developed in accordance with 38 C/Resolution 48. The action plan covered a wide range of actions corresponding exactly to the mandate provided for in the Strategy. The fundamental goal of the Strategy was to give concrete application to one of UNESCO's core constitutional mandates: to contribute to peace and security in the Organization's different fields of competence, which included culture. That mandate was also reflected across all of the culture conventions adopted by the Organization since 1954.

1.2 A progress report would be presented at the 200th session of the Board, showing the significant number of activities that had been implemented by the Organization so far to respond to the challenges and goals of the Strategy, some of which were concrete and others of a more exploratory nature. The action plan included many essential activities, some of which could be implemented, relating to the culture conventions, and others that could not, owing to the persisting lack of resources. He stressed that protecting cultural heritage from conflict was at the core of the Organization's mandate. The activities proposed by the action plan were thus completely and intrinsically linked to the work of UNESCO's culture conventions. The action plan proposed an overarching framework covering all of the different activities needed, from awareness raising to specific activities in the field, and defining the priorities for the action of the Organization as well as the cost estimates. It also proposed to strengthen cooperation with key players outside the cultural domain, such as peacekeeping institutions, humanitarian organizations, and other players such as the International Criminal Court (ICC), which had that very morning sentenced a militant involved in the destruction of the mausoleums in Timbuktu. The Strategy and its action plan were not focusing on anything new to the Organization, but strengthening UNESCO's response to matters upon which it had been founded.

1.3 In the context of the severe financial constraints faced by the Organization, it was clear that the regular budget would only go so far in terms of the activities proposed in the action plan. The world, however, looked to UNESCO and expected it to respond to disaster or conflict, as it had been mandated by the United Nations system to provide responses. The protection of cultural heritage was currently a subject of debate at the highest level of the United Nations, and the Security Council had

adopted two related resolutions in recent years. The action plan was in a draft form and would need to be approved by the Member States in order for the Organization to be able to respond to the current critical challenges.

2.1 La représentante de l'**Italie** remercie le Secrétariat pour la qualité du travail accompli au cours des derniers mois et rappelle que le Plan d'action proposé correspond aux indications de la résolution 38 C/48 adoptée par la Conférence générale. Elle estime que ce document complexe et novateur constitue une base de travail très utile pour aborder un sujet prioritaire pour tous les États membres et l'Organisation elle-même et que la crédibilité de l'UNESCO dépend de sa capacité à apporter des réponses concrètes sur ce sujet, y voyant une responsabilité éthique et morale. Elle rappelle qu'en avril 2015 l'Italie a lancé avec d'autres un processus visant à renforcer l'action de l'UNESCO en matière de protection de la culture en cas de conflit armé et que la résolution adoptée envisageait une coordination plus étroite entre les six conventions culturelles. À la lecture du Plan d'action, elle estime que cette coopération pourrait être encore renforcée, par exemple en indiquant dans le Plan, pour chaque activité, les connexions qui existent avec les différentes conventions, le Plan d'action étant un outil devant servir à rationaliser les activités.

2.2 L'oratrice ajoute que la Stratégie a été conçue dès le début comme un moyen de renforcer l'action de l'UNESCO dans les situations de crise, et pas seulement en cas de conflit armé. Elle pense donc qu'il conviendrait aujourd'hui d'en modifier l'intitulé pour mieux refléter l'ensemble des activités déjà prévues dans le Plan d'action, qui ne concerne pas uniquement les zones de conflit. De plus, son pays est bien conscient qu'il existe un forum institutionnel, le Conseil de sécurité, seul compétent pour introduire la composante culturelle dans les différentes missions de maintien de la paix.

2.3 Enfin, elle estime que l'ampleur des menaces délibérées visant la culture oblige l'Organisation, pour être crédible et efficace, à rester unie et à recenser des solutions qui ne soient ni partielles ni parallèles et qu'il convient de mettre les capacités et l'expertise de chacun à la disposition de la seule organisation investie d'un mandat spécifique dans le domaine de la culture. Le fait que plusieurs États ont lancé des initiatives à ce sujet témoigne de sa nature prioritaire et l'Italie, plus décidée que jamais à œuvrer au côté de l'Organisation en vue de la protection du patrimoine culturel, figure d'ailleurs parmi les pays qui ont déjà signé un accord avec l'UNESCO afin de mobiliser ses spécialistes nationaux au service de l'Organisation. Aussi l'oratrice souhaite-t-elle vivement que le Plan d'action rencontre un consensus, avec les modifications qu'il sera nécessaire d'y apporter.

3. La représentante de la **Côte d'Ivoire** a pris note de la rédaction d'un plan d'action et de la proposition de création et de gestion d'un mécanisme pour la mobilisation rapide et l'intervention d'experts nationaux. Elle demande, afin d'éviter les ratifications dans les situations d'urgence, quelles sont les mesures prises par le Secrétariat pour encourager les pays à la ratification des conventions culturelles, jugée guère importante dans certaines régions. Ensuite, elle propose de sensibiliser les pays afin qu'ils contribuent au Fonds d'urgence en cas de conflit. Enfin, elle estime que le recrutement des experts doit répondre à certains critères clairs en termes de répartition géographique et de genre.

4. The representative of **Brazil** said that a number of countries in the Latin America and Caribbean Group

(GRULAC) had some concerns about the proposed action plan. Although strongly in favour of the reinforcement of UNESCO's action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict, they felt that further discussion was needed on three key issues before the action plan could be approved and implemented: (i) ensuring that it did not interfere with the United Nations decision-making process on the mandate and budget of each individual peacekeeping mission – that should not be substituted or bypassed by an ad hoc component added to a peacekeeping mission through contacts between the UNESCO Secretariat and the Department of Peacekeeping Operations (DPKO); (ii) concerning document 39 C/5 – if the Member States were to accept the idea of financing at least 20% of the estimated cost of the action plan with resources from the regular budget, there must be more clarity on where the money was coming from and which initiatives would have to be reduced or discontinued in order to allocate \$5 million to the action plan; and (iii) examining the need for minor adjustments and clarifications in the proposed action plan in areas such as promotion of the protection of cultural property among non-State armed groups, conclusion of agreements with other regional organizations such as the North Atlantic Treaty Organization (NATO), and the coordination of the activities implemented in the context of the action plan with the governing bodies of UNESCO's cultural conventions. In order for such concerns to be correctly addressed, GRULAC had proposed that an intergovernmental meeting be convened to make the necessary adjustments to the action plan. Another option would be to establish an open-ended working group on the matter that could meet as soon as possible and agree on a consensus amendment to the action plan to be presented to the Executive Board at its 200th session.

5. El representante de la **República Bolivariana de Venezuela** reitera el compromiso de su país con la defensa, promoción y protección del patrimonio, los derechos culturales y la diversidad cultural y reconoce los esfuerzos realizados hasta el momento en ese sentido, en particular la labor de Italia. Refiriéndose a la Estrategia para reforzar la labor de la UNESCO en materia de protección de la cultura y promoción del pluralismo cultural en caso de conflicto armado y su plan de acción, expresa su preocupación, en primer lugar, por la imprecisión de determinados aspectos operativos y jurídicos de la propuesta de plan de acción, especialmente la falta de definición legal de lo que constituye una crisis a efectos de la aplicación del plan, y en segundo lugar, por las modalidades de cooperación de la UNESCO en este ámbito, a través del mecanismo de respuesta rápida y de intervención de las fuerzas de mantenimiento de la paz de las Naciones Unidas y agentes armados no estatales. A raíz de esos componentes del plan de acción, la soberanía y la seguridad de los Estados podría quedar al margen de la protección del derecho internacional. Agrega que la Organización ya cuenta con instrumentos normativos sobre la cuestión, a saber, sus convenciones relativas a la cultura, especialmente las de 1954 y 1970 y que, por tanto, la aplicación del plan de acción no debería suponer la disminución de los fondos del presupuesto ordinario asignados al Sector de Cultura, especialmente en el contexto del 39 C/5, ni un debilitamiento de sus instrumentos normativos. La Estrategia y el plan de acción deberían integrarse de forma coherente en los trabajos de los órganos de seguimiento de las convenciones, en lugar de convertirse en un mecanismo paralelo. Por último,

subraya la pertinencia de la propuesta del GRULAC de organizar una reunión intergubernamental abierta e inclusiva para todos los Estados Miembros e insta al logro de un acuerdo sobre el tema.

(5) The representative of the **Bolivarian Republic of Venezuela** reiterated his country's commitment to the defence, promotion and protection of the heritage, cultural rights and cultural diversity, and acknowledged the efforts made to date in that respect, particularly by Italy. Referring to the Strategy for the reinforcement of UNESCO's action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict and its plan of action, he expressed his concern regarding, firstly, the lack of precision surrounding certain operational and legal aspects of the proposed plan of action, in particular the lack of legal definition of what constituted a crisis for the purpose of implementing the plan and, secondly, UNESCO's cooperation arrangements in that field, through the rapid response and intervention mechanism of United Nations peacekeeping forces and armed non-State actors. Owing to those components of the action plan, the sovereignty and security of States might remain at the margin of protection under international law. He added that the Organization already had standard-setting instruments on the matter, namely, its culture-related conventions, especially the 1954 and 1970 conventions and that, accordingly, the implementation of the action plan should not presuppose the reduction in regular budget funds allocated to the Culture Sector, particularly in the context of document 39 C/5, nor a weakening of its standard-setting instruments. The Strategy and action plan should include in a consistent way the work of the convention monitoring bodies, rather than becoming a parallel mechanism. Finally, he emphasized the relevance of the GRULAC proposal to hold an open and inclusive intergovernmental meeting for all Member States and urged the achievement of an agreement on the matter.

6. La representante de **España** agradece la inclusión de este punto en el orden del día de la reunión, dado que aún es necesario aclarar ciertos aspectos, y coincide con el Subdirector General de Cultura en que algunas actividades del plan de acción podrían llevarse a cabo con los instrumentos con los que ya cuenta la UNESCO. El objetivo de la Estrategia para reforzar la labor de la UNESCO en materia de protección de la cultura y promoción del pluralismo cultural en caso de conflicto armado, que su país apoyó junto con Italia, era definir un marco de acción coherente y transversal, incorporando las actividades existentes dentro de la UNESCO y, al mismo tiempo, estableciendo una coordinación interna y externa con otros organismos de las Naciones Unidas y otros agentes que trabajan en zonas de conflicto, a fin de reforzar la función de la UNESCO en este ámbito, teniendo debidamente en cuenta las competencias que incumben a la UNESCO y a las Naciones Unidas al incluir elementos relativos a la cultura en el mandato de cualquiera de sus misiones. Por otra parte, subraya la importancia de apoyar no solamente las convenciones relativas a la cultura, sino también el Fondo de emergencia para el patrimonio, al que su país aportará 120.000 euros, y alienta en particular a los países que respaldaron la decisión relativa a la Estrategia a contribuir a él.

(6) The representative of **Spain** welcomed the

inclusion of the item in the meeting's agenda, since it was still necessary to clarify certain aspects, and she agreed with the Assistant Director-General for Culture that some of the activities under the action plan might be accomplished with instruments that UNESCO had already. The purpose of the Strategy for the reinforcement of UNESCO's action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict, that her country supported together with Italy, was to set a consistent and cross-cutting framework for action, including activities that already existed in UNESCO and, at the same time, establish internal and external coordination with other United Nations agencies and bodies working in conflict areas, so as to reinforce UNESCO's function in this field, taking due account of the competencies incumbent upon UNESCO and the United Nations to include elements relating to culture in the terms of reference of some of its missions. Furthermore, she underscored the importance of supporting not only the culture conventions but also the Heritage Emergency Fund, to which her country had contributed €120,000, and she encouraged in particular the countries that had backed the decision on the Strategy to contribute to it.

7.1 Le représentant de la **France** remercie le Secrétariat pour le Plan d'action présenté, qui lui semble correspondre aux domaines d'action prioritaires définis dans la Stratégie adoptée lors de la dernière Conférence générale. Il approuve le concept général du mécanisme de réponse rapide mais dit qu'il faudra approfondir la réflexion sur ses aspects juridiques et opérationnels – qui pourra décider d'un déploiement sur le terrain, quel sera le statut des experts, quelles seront les modalités de sélection ? –, s'interrogeant en outre sur le financement de ces actions supplémentaires. Sur tous ces sujets, il conviendra d'établir un lien très étroit avec les opérations de maintien de la paix, par exemple en intégrant les experts dans les équipes chargées du maintien de la paix.

7.2 Il signale que la France et les Émirats arabes unis organisent à Abou Dhabi, les 2 et 3 décembre 2016, une conférence internationale sur le patrimoine en danger, dans les situations de conflit armé et à la suite d'actes de terrorisme. Cette conférence est le moyen de mobiliser des ressources supplémentaires et d'accroître la visibilité politique de ce sujet et devrait déboucher sur des recommandations, ainsi que sur la création d'un fonds bien doté qui financera ces opérations de préservation et de défense en cas d'urgence.

8.1 The representative of **India** said that his country had wholeheartedly supported the Strategy for the reinforcement of UNESCO's action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict and had no hesitation in extending support to the proposed action plan. UNESCO's mandate and leading role in the protection of cultural heritage demanded that the Member States ensure implementation of the Strategy and its action plan. He noted that the Secretariat was expecting the Executive Board to endorse the action plan so that its implementation could be effective. The action plan was a living document that could be refined during its implementation stage as well. He was nonetheless concerned about the budget for the implementation of the Strategy and action plan and looked forward to further discussion on the matter under item 5 on draft document 39 C/5.

8.2 Paragraph 15 of the Strategy said that it was

important to adopt a comprehensive approach to the protection of culture during conflict, including its legal protection and therefore it was a priority to build synergies in the implementation of the relevant UNESCO culture conventions. He asked ADG/CLT how the synergies would be extended and how coordination between the Emergency Preparedness and Response Unit and the statutory bodies of the cultural conventions would be ensured. He also wondered whether UNESCO should spend its time and money on raising the awareness of non-State players. He noted that there were funds available for the activity but more reflection was required before it was undertaken. Lastly, it had been mentioned in the documents for the 199th session of the Executive Board that the Secretariat would report more comprehensively on its consultations with the United Nations regarding deployment of UNESCO experts in peacekeeping operations, but there was no detail thereon in the documents submitted for the 200th session even though incorporating the protection of cultural heritage into the mandate of peacekeepers was a very important issue. He therefore agreed with the representative of Brazil that it would be constructive to set up a working group or an intergovernmental meeting to refine the action plan before its endorsement by the Executive Board.

9. Le représentant de l'**Allemagne** se joint aux félicitations exprimées par les orateurs qui l'ont précédé au sujet de ce document plein de propositions et d'idées qui pourraient constituer un plan pour les années à venir. Il souligne que, s'il est nécessaire d'agir, il convient de ne pas oublier la question budgétaire et rappelle que nombre de pays sont déjà actifs sur le terrain ; l'Allemagne, par exemple, a organisé à Berlin, en collaboration avec l'UNESCO, une conférence sur la Syrie qui a réuni 230 participants, et le réseau qui a été créé est actif dans plusieurs pays puisqu'il prépare des actions en Syrie, en Iraq et au Yémen. L'orateur demande au Secrétariat quelles sont les synergies possibles avec les projets d'autres conventions culturelles, par exemple la Convention du patrimoine mondial, dans le cadre de ce plan d'action, pour éviter d'avoir à chercher des budgets supplémentaires.

10. The representative of **Oman** said that she appreciated all the efforts concerning the Strategy and its action plan, but her country believed in preventative measures and the need for a culture of inclusiveness based on mutual understanding and acceptance of differences. Every nation must reinforce those values, including respect and empathy, not just as slogans, but lived and practiced as a daily reality. Every nation must educate in its homes, out in the street, at schools and in places of worship. That, above all, would turn the focus toward prevention, rather than judging each other. Perhaps then, and only then, would there be no more destruction of cultural heritage.

11.1 **Mr Bandarin** (Assistant Director-General for Culture ad interim – ADG/CLT a.i.) said that the answers to many of the questions raised were included in document 200 EX/5 Part I(F), which was very extensive and detailed. One of the recurrent questions regarded the relation between the Strategy and the cultural conventions. The conventions were individual normative tools, each with its own history, mandate, committees and States Parties. That also meant that they each had limits of various kinds, whether statutory, financial, operational or other. They could not form a very coherent system unless there was a strategy or programme that brought them together, and only the Secretariat could provide such

a service. The previous day, the second periodical meeting of chairpersons of the cultural conventions had been held in order to exchange ideas and find common platforms. He stressed that there was no attempt by the Secretariat to fuse the autonomous conventions, which were all separate legal tools, but to make the best use of their resources for the overarching strategy of UNESCO. The Strategy aimed to give strength to the individual conventions by providing coherence through a systematic framework. For example, the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict had been ratified by only two thirds of UNESCO Member States, which imposed limits. It was also feasible to make explicit in the action plan which conventions acted together for which activities, as suggested by the representative of Italy. The latter had also mentioned that the title of the 1954 Convention was limited to "armed conflict", while the action plan covered other types of crises, such as natural disasters. It was up to the General Conference to adjust the Convention's title to include the full range of issues dealt with by UNESCO.

11.2 In response to the question raised by Côte d'Ivoire, he said that the Director-General had launched a campaign to promote the ratification of conventions, by raising the awareness of governments. The fact that 75 UNESCO Member States had not ratified the 1954 Convention was a serious matter that should be considered closely by the Executive Board.

11.3 With regard to the group of experts, the Secretariat would be establishing a roster in line with UNESCO's policy on geographical distribution and gender equality. Funding of the Strategy was a major and overarching issue. Qatar had provided a considerable donation prior to its adoption, but there had been no donations to the fund since. He urged the Member States to consider the matter seriously, otherwise it would be mere words and not lead to any action.

11.4 In response to the remarks made by the representative of Brazil, he stressed that the action plan was not proposing to form alliances with non-State armed groups. It simply proposed to raise awareness among them about the importance of protecting cultural heritage, which UNESCO had been doing for decades. One example was when Mr Matsuura, Director-General of UNESCO in 2001, had sent a representative to Afghanistan to speak to the Taliban concerning the destruction of the Buddhas of Bamiyan. As ADG/CLT, he himself had gone to the Congo a number of years previously to speak to the armed groups about the importance of protecting their natural heritage. The action plan proposed that the awareness raising be done indirectly through NGOs.

11.5 With regard to the proposal by the representative of Brazil, seconded by India, to establish an open-ended working group to refine the action plan, there was very little time to do so before the 200th session of the Executive Board, although it was certainly more feasible than setting up an intergovernmental meeting. Decisions had to be taken and UNESCO could not afford to take another year discussing the issue.

11.6 Lastly, with regard to UNESCO's involvement in peacekeeping operations, he said that UNESCO was involved in two types of humanitarian response: one in the event of natural disasters and the other in the event of conflicts. Natural disasters accounted for 90% of the Organization's response and UNESCO had recently signed an agreement with the Red Cross, which should

enable the Organization to expand its capacity in that area. In the case of peacekeeping operations, the situation was very different, as UNESCO required the explicit authorization of the United Nations Security Council, a fact that was stated very clearly in the action plan. Such authorization had been given when UNESCO had collaborated with the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA) and with the United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO), when natural or cultural heritage had been included in the peacekeeping missions.

12. **The Chairperson** thanked the Assistant Director-General for Culture for his comprehensive answers to questions raised by Members and non-Members of the Executive Board. The intersessional meeting did not have the power to convene a formal body to discuss the proposed action plan, but an informal working group could be arranged among the representatives of Member States. He urged Member States to address the matter at the 200th session of the Executive Board, taking into account the rich debate during the present meeting.

13. La representante de la **República Dominicana** se congratula por la propuesta de la Directora General de celebrar una reunión de trabajo e información con los Estados Miembros para poder tratar este tema con mayor detalle.

(13) The representative of the **Dominican Republic** welcomed the Director-General's proposal to hold a working and information meeting with Member States so as to deal with the matter in greater detail.

14. **Mr Bandarin** (Assistant Director-General for Culture ad interim - ADG/CLT a.i.) agreed with the representative of the Dominican Republic that the only solution available between the current meeting and the 200th session of the Executive Board was to hold an informal information meeting to discuss further the Strategy and its draft action plan.

15. La representante de **Cuba**, que comparte algunas de las preocupaciones expresadas acerca del plan de acción, pregunta si en la reunión de información los Estados Miembros podrán proponer modificaciones del plan, ya que, a su juicio, el proceso de consultas no brindó esa posibilidad. En efecto, considera que deberían aclararse ciertas dudas, en particular la función que desempeñarán las convenciones relativas a la cultura en la aplicación de la Estrategia y el mecanismo de seguimiento que se establecerá.

(15) The representative of **Cuba**, who shared some of the concerns expressed concerning the action plan, asked whether it would be possible to suggest amendments to the plan in the information meeting for Member States, since she considered that the consultation process had not allowed for that possibility. In fact, certain doubts should be cleared up, in particular regarding the function that the culture conventions would play in applying the Strategy and the follow-up mechanism that would be established.

16. **The Chairperson** said that the Assistant Director-General for Culture would check the feasibility of organizing an information meeting in the short time available before the Board's 200th session. He emphasized the fact that no formal decisions could be taken to amend the action plan during such an information meeting. He reiterated the remark made by ADG/CLT and

the representative of Germany, among others, that without extrabudgetary contributions to the related fund, beyond that made by Qatar, the Strategy and action plan would remain mere words.

**Item 5: Preliminary proposals by the Director-General concerning draft document 39 C/5 (200 EX/13)**

17. **The Chairperson** introduced agenda item 5, which was a continuation of the discussion from the previous intersessional meeting on the Director-General's preliminary proposals for draft document 39 C/5. The Director-General was seeking the Board's views on the strategic direction for the Organization, to help prioritize UNESCO's action and activities within each of the major programmes in order to meet the needs and expectations of Member States within the context of a realistic programme and operating budget. He thus invited each of the Assistant Directors-General to give a short presentation on the challenges and opportunities they foresaw within their individual programme sectors. In addition, the Director-General would be issuing an information document for the 200th session of the Executive Board, outlining the possible consequences of budget cuts on the programme and central services. The presentations would be followed by a question and answer session.

18.1 **Mr Tang** (Assistant Director-General for Education – ADG/ED) said that the preliminary proposals for Major Programme I responded to the strong message sent by Member States during the consultation process, insisting that it should be closely aligned with the education-related goals and targets of the 2030 Agenda for Sustainable Development and guided by the Education 2030 Framework for Action adopted in November 2015 by the United Nations and eight of its agencies. Over the following two years, the Education Sector would focus on two main lines of action (MLA): supporting Member States in their implementation of Sustainable Development Goal (SDG) 4; and leading its global and regional coordination and monitoring. Several principles guided the Sector's work, whose aims included: to establish a demand-driven plan to support implementation and monitoring, which should be results-based and cover nine out of the ten targets of SDG 4; to highlight the contribution of education to the other relevant SDGs and emphasize UNESCO's mandate and comparative advantage; and to reinforce UNESCO's normative role, in relation to the relative conventions in each thematic area. UNESCO's response to the targets for SDG 4 included: Early Childhood Care and Education (ECCE) through UNESCO's work on sector-wide policy, planning and curriculum; technical and vocational education and training (TVET), employment and entrepreneurship, literacy and numeracy skills in youth and adults, higher education, teachers and sustainable development (global citizenship education and education for sustainable development), eliminating gender disparities and creating inclusive and effective learning environments, including for refugees. In comparison with the past four years, there was sharper focus, reducing the main lines of action from three to two and the number of expected results from 13 to 10.

18.2 The major challenges for Major Programme I in document 39 C/5 included the fact that the international community would not adopt the final global and thematic indicators for SDG 4 until March 2017, leaving a possibility that the indicators could be modified; and the reduced regular programme budget would have a negative impact, jeopardizing UNESCO's credibility at the start of 2030

Agenda implementation and affecting the scope of the education programme and the reach of its policy advice, capacity development and technical assistance to Member States.

18.3 With regard to staffing, the Education Sector had a current budget of \$51 million, which was the bare minimum. Any further cut to the staffing budget would have a severe impact on delivery. The Sector had already cut 50 regular programme posts in 2012. Activities would be streamlined and the thematic areas further prioritized, but priority programme areas such as TVET or teachers might also need downscaling. If the regular budget was only \$81 million, after staffing, only \$30 million remained, \$14 million of which was for the seven UNESCO institutes under the Sector, leaving just \$16 million for activities at Headquarters and more than 50 field offices.

18.4 As to non-assessed contributions received by the Sector, during the current biennium, some 65 countries were benefiting from extrabudgetary work – 32 countries in Africa, eight in the Arab States, 18 in Asia and the Pacific and seven in Latin America and the Caribbean. Category 1 institutes that were financially weak would also be hard hit by the lack of funding and it was unlikely that they would start any new initiatives.

18.5 The final challenge facing the Sector was the introduction of an integrated budget framework for document 39 C/5. There were numerous technical and political issues that needed to be addressed. The process would be introduced step by step in a transparent manner so that donors could be informed of the priority areas in need of funding. However, the integrated budget framework would not necessarily generate a large amount of unearmarked extrabudgetary funding.

19.1 **Mme Melo** (Directrice de la Division de l'éthique, de la jeunesse et des sports, Secteur des sciences sociales et humaines) dit que le Secteur SHS propose des activités de programme en vue d'aider les États membres à mettre en œuvre le Programme 2030 et ce, en renforçant la cohérence, en adoptant une approche plus intégrée et en développant les synergies et l'intersectorialité. Elle explique que le Secteur a respecté les priorités fixées par les États membres dans leurs réponses au questionnaire : promotion du développement durable, avancement de la réflexion sur la définition de principes éthiques, sociétés pacifiques et inclusives, participation des jeunes, dialogue interculturel, consolidation de la paix et lutte contre toutes les formes de discrimination. À cet égard, les coalitions des villes contre le racisme et la discrimination seront revitalisées pour rendre les villes inclusives et pacifiques. Le Secteur se concentre sur la mobilisation des savoirs et l'intégration des droits de l'homme et de l'éthique pour promouvoir des sociétés inclusives et équitables (Programme MOST), sur la lutte contre les discriminations et la promotion de valeurs et de droits. Le Secteur collabore avec Habitat III. Afin d'améliorer la perception du public à l'égard des migrants et des réfugiés, une collaboration avec le Secteur de la communication et de l'information permettra de favoriser un discours plus nuancé dans les médias. Les journées internationales et les prix pertinents permettront de promouvoir l'inclusion et le respect de la diversité. Pour relever les défis sociétaux liés au développement scientifique, des mesures de promotion de normes éthiques seront mises en place. En cas de coupe budgétaire, la création de réseaux de jeunes scientifiques devra être abandonnée. La promotion du sport au service du développement et la lutte contre le dopage figurent

également au programme du Secteur, de même que l'intégrité du sport et la formulation des politiques nationales en la matière. S'agissant de la mobilisation des jeunes en vue de bâtir des sociétés pacifiques et participatives, la Stratégie opérationnelle de l'UNESCO pour la jeunesse 2014-2021 porte sur trois axes d'action : la révision des politiques publiques avec la participation des jeunes, l'engagement civique et le renforcement des capacités des jeunes. En ce qui concerne le domaine thématique 6, SHS recentrera son programme sur le dialogue interculturel, l'histoire et la mémoire (projet « La route de l'esclave », utilisation pédagogique de l'Histoire générale de l'Afrique, par exemple).

19.2 Continuing in English, DIR/SHS/YES said that the newly achieved gains under the current expenditure plan could be heavily compromised by a reduced budget. The Social and Human Sciences Sector (SHS) had increased its presence at the country level by establishing 6.5 new posts in the field (3 in Africa, 2 in Asia, and 1.5 in Latin America and the Caribbean). New cuts would not permit adequate resourcing of all SHS field specialists, thereby calling into question the sustainability of the field operations network and activities. It had become clear that programme specialists would have to dedicate a growing proportion of their time to fundraising, thus diminishing their ability to focus on their core functions of providing technical expertise and policy advice in response to Member States' needs.

19.3 With regard to programmatic cuts, the flagship activities on foresight might have to be shut down owing to the persistent difficulties in securing a critical mass of human and financial resources to ensure continuity and global impact. That would lead to the abolition of one P-4 post. Furthermore, SHS would no longer be in a position to sustain its involvement with the production of the World Social Science Report, which was co-published with the International Social Science Council (ISSC). SHS was also encouraged to find innovative means to cover the cost of statutory meetings, which would have a direct impact on externalization of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), International Bioethics Committee (IBC) and Intergovernmental Bioethics Committee (IGBC).

20.1 **Mr Bandarin** (Assistant Director-General for Culture ad interim – ADG/CLT a.i.) said that the preliminary proposal for Major Programme IV was based on strategic objective 7, “protecting, promoting and transmitting heritage”, and strategic objective 8, “fostering creativity and the diversity of cultural expressions”. The Culture Sector (CLT) had two main lines of action (MLA) and eight thematic areas. Six of the eight thematic areas concerned the six culture conventions and the other two were crosscutting and responded to new, contemporary issues: the protection of culture and the promotion of cultural pluralism in the event of armed conflict and emergency situations; and the issue of culture in the various Sustainable Development Goals (SDGs) of the 2030 Agenda, which aimed to improve the methodologies, analytical and statistical tools and indicators to support national efforts to implement the targets in which culture was specifically mentioned in the 2030 Agenda. The plan was to make up for the lack of a systematic body of information for advocacy purposes. The Organization's two global priorities, Africa and gender equality, would naturally be integrated throughout Major Programme IV.

20.2 The issue of funding was clearly very important. Under a \$507 million expenditure plan, the Sector would

run into serious problems, especially in activities that focused on the implementation of the conventions – the statutory activities were already suffering owing to the reduction of staff, not to mention the limited decentralization of funds to the field offices, which could endanger their capacity to deliver. The two attempts in recent years to raise funds for the conventions had largely failed: the Intangible Cultural Heritage Fund had raised \$1.5 million in six years, which was about 20% of the target, and the World Heritage Fund had raised a mere \$50,000 in two years, while the target was \$1 million. The initiative of establishing specialized funds to contribute towards the staffing of the conventions had therefore been unsuccessful and it was time to take stock of the situation.

21.1 **Mme Schlegel** (Sous-Directrice générale pour les sciences exactes et naturelles – ADG/SC) présente les principes qui ont présidé à la formulation des propositions préliminaires du Secteur SC concernant le 39 C/5 : l'appui au Programme 2030, aux Orientations de Samoa, au Cadre d'action de Sendai et à l'Accord de Paris, mais aussi à l'Agenda 2063 de l'Union africaine ; la prise en compte des réponses et points de vue des États membres et des commissions nationales ; l'accent mis sur les synergies, à travers une intersectorialité renforcée, une approche multi-parties prenantes et des partenariats ; la coordination et la consultation entre les secteurs de programme de l'UNESCO et avec l'ISU. Elle souligne que les programmes scientifiques (PHI, MAB, géoparc et géosciences) sont pleinement opérationnels. L'ISU est étroitement associé au travail sur les indicateurs au sein du Groupe d'experts des Nations Unies. Des défis demeurent cependant, du fait de contraintes structurelles et en termes de ressources, et l'oratrice appelle de ses vœux des instruments de planification plus flexibles, avec des plans de travail ou codes budgétaires partagés.

21.2 Continuing in English, ADG/SC said that in the preliminary proposal, the Natural Sciences Sector (SC) was responding to the demands of the 2030 Agenda to improve the overall capacity in Member States in terms of science, technology and innovation (STI), as a real enabler and promoter of economic, social and environmental development and to improve evidence-based knowledge for specific thematic areas such as water management, climate change and biodiversity.

21.3 The SC Sector had decided to reduce the number of main lines of action (MLA) from three to two – one per strategic objective. MLA 1, for strategic objective 4, was to harness STI and knowledge for sustainable development, responding to the task set by the 2030 Agenda. MLA 2, for strategic objective 5, was to advance science for sustainable management of the natural resources through UNESCO's natural science programmes (the International Hydrological Programme (IHP), the Programme on Man and the Biosphere (MAB) and the International Geoscience and Geoparks Programme (IGGP)). The proposed thematic areas under the two MLAs were not yet expected results; they focused on impacts, outcomes or products for the Member States, and facilitating intra- and intersectoral cooperation and highlighting the untapped potential of sites. Under MLA 1, the three thematic areas were (1) to develop inclusive STI systems, (2) to build capacities to monitor the STI systems and (3) to increase capacities to produce, disseminate and apply knowledge. Under MLA 2, the thematic areas were (4) to strengthen scientific cooperation as a base through IHP, MAB and IGGP, (5) to increase resilience to climate change and natural disasters and (6) to highlight the sites for sustainable development (MAB biosphere reserves and

IGGP geoparks) as learning sites for inclusive and comprehensive approaches to sustainable development.

21.4 The mapping of the new proposed MLAs and thematic areas to the divisions, the programmes and the Sustainable Development Goals (SDGs) showed that MLA 1 related more or less directly to the work of the Division of Science Policy and Capacity-Building (SC/PCB) and catered to many SDGs, since STI was one of the foundations for sustainable development, but mainly covered SDGs 9 and 17. MLA 2 reflected the work of the Division of Ecological and Earth Sciences (SC/EES), catering to SDGs 11, 13 and 15 and the Division of Water Sciences (SC/HYD), which mainly catered to SDG 6. There was also a strong correlation between strategic objective 4 and SDG 4 on education, particularly with regard to science, technology, engineering and mathematics (STEM), and SDG 5 on gender equality.

21.5 With regard to the differences between the previous programme and budget and the preliminary proposals for draft document 39 C/5, the SC Sector was seeking to increase resources for Priority Africa and Priority Gender Equality as well as for evaluation and communication, which lacked a convincing narrative to explain programmes such as geoparks and the MAB Programme, particularly to potential donors. She stressed the importance of a regional approach, increasing delegation to the field offices to meet regional demands and assist in SDG implementation. The SC Sector also planned to tap into the potential of its extensive networks, which comprised chairs, category 2 centres and laureate programmes, among others. Intersectoral cooperation would be sought in the areas of climate change and the Small Island Developing States (SIDS) Action Plan as well as disaster risk reduction, where it was already a reality. The SC Sector also wished to increase cooperation with the Social and Human Sciences Sector (SHS) on ethical issues and mobilizing young scientists, and with the Communication and Information Sector (CI) in the area of ICT, particularly with regard to capacity building and STEM teacher training.

21.6 From a programmatic point of view, SC wished to highlight the sites networks and thus proposed a related thematic area under MLA 2. Following budget constraints, in an attempt to streamline activities, the SC Sector proposed bringing engineering under MLA 1 in thematic areas 2 (monitoring) and 3 (capacity building) and incorporate it into programmes relating to water, biodiversity, climate change and disaster risk reduction. Similarly, owing to cuts, energy-related activities would be limited to extrabudgetary activities driven by demand from Member States, through the field offices.

21.7 With regard to resource mobilization and discussion on the future regular budget, echoing her colleagues from the Education and Culture Sectors, she strongly advocated maintaining the level of the regular budget dedicated to staff. The SC Sector had suffered the loss of some 30 posts in recent years, and the Director-General had made it clear in her address that morning that any more cuts to staff would impact the sciences sectors' ability to deliver on the programmes and increase fundraising activities. The SC Sector was mobilized for an integrated budget approach for document 39 C/5 through the structured financing dialogue with the Member States.

22.1 **Mr Fischer** (Chief of Ocean Observations and Services Section – IOC/OOS) conveyed the regrets of the Assistant Director-General/Executive Secretary of the Intergovernmental Oceanographic Commission

(ADG/IOC), who was unable to attend the meeting. The preliminary proposal for document 39 C/5 concerning the Intergovernmental Oceanographic Commission (IOC) was informed by significant events in global and environmental governance, which in 2014 and 2015 had resulted in four key frameworks that shaped the response of IOC. They were, first, the Paris Agreement on Climate Change adopted at the United Nations Climate Change Conference in Paris (COP 21), which for the first time explicitly identified in the body of the agreement the importance of the ocean in the mitigation of and adaptation to climate change, as well as continuing its call for the systematic observation and research to support the objectives of the United Nations Convention on Climate Change. Second was the Sendai Framework for Disaster Risk Reduction 2015-2030, in which the work of the IOC in tsunami early warning systems and other related hazards was a key contribution. Third was the SIDS Accelerated Modalities of Action (SAMOA) Pathway of 2014, highlighting significant risks posed by sea-level rise and other adverse impacts of climate change on small island developing States (SIDS) and the fact that the growth prospects of SIDS had been hindered by the impact of natural disasters and the degradation of coastal and marine ecosystems. Last but not least, came the 2030 Agenda and its Sustainable Development Goals (SDG), with standalone SDG 14, "Conserve and Sustainably Use Oceans, Seas and Marine Resources for Sustainable Development". In all of the frameworks, ocean issues were highly visible and sensitive, offering IOC a test of its relevance, impact and stability, which it passed convincingly, showing that IOC had been on the right path to contributing ocean-related solutions to major challenges, along with growing sustained contributions through ocean services to the development of the ocean economy. However, there were significant issues of lack of resources, visibility, risks to sustainability and capacity for successful delivery on all the demands that Member States placed on IOC.

22.2 Consistent with the resolution adopted by the IOC Executive Council in June 2016, the Commission's work aimed at achieving the following expected result: "Science-informed policies for reduced vulnerability to ocean hazards, for the global conservation and sustainable use of oceans, seas and marine resources, and increased resilience and adaptation to climate change, developed and implemented by Member States, towards the realization of the 2030 Agenda". In accordance with the IOC Medium-Term Strategy and the decisions of the IOC Assembly, the IOC would focus on four thematic programme areas, with particular attention to ensuring that all its Member States had the capacity to meet their objectives. The first thematic area was "ensuring healthy ocean ecosystems and sustaining ecosystem services". IOC's work in that area would include coordination of essential research on ocean ecosystem health, extension of ocean observing systems to embrace biology and ecosystems, a focus on strengthening the existing global network of data and information centres, developing and contributing to continuous monitoring of the identified indicators, and support to the United Nations World Ocean Assessment. The second thematic area was "Effective early warning for ocean hazards, including tsunami", where IOC would support regionally harmonized tsunami warning systems, strengthen the work of regional tsunami information centres and develop tsunami preparedness. The third thematic area was "increasing resiliency and adaptability to climate change and variability", an effort that began with



an ocean observing system monitoring the major global scales of climate, building readiness and capacity in providing local information. IOC would also coordinate ocean climate research, partner in the Global Framework for Climate Services (GFCS), and apply scientific knowledge to improve regional climate adaptation and mitigation. The fourth thematic area was “enhancing knowledge of emerging issues”, which included environmental issues such as new contaminants, invasive species and the cumulative effects of human activities on fragile ecosystems. IOC’s work in that area would focus on improving understanding of the opportunities and of the changes that were occurring within the ocean, including the deep sea and communicating them to a policy audience.

22.3 Turning specifically to IOC’s contributing to the 2030 Agenda, he said that the Commission had been identified as “custodian agency” for a number of SDG 14 targets focused on marine pollution, ocean acidification and marine science capacity. Beyond SDG 14, most of the SDGs were informed by information on the ocean, particularly SDG 2 on food security and improved nutrition, SDG 4 on lifelong learning opportunities, SDG 8 on economic growth and productive employment, SDG 11 on resilient and sustainable cities, and SDG 13 on climate change. The 2030 Agenda and its reliance on the ocean provided a number of entry points for establishing and strengthening IOC’s intersectoral collaboration within UNESCO, for example with the International Hydrological Programme (IHP) in the Natural Sciences Sector, and for actively contributing to the UNESCO’s global priorities on Africa and gender equality.

22.4 IOC would build on existing strengths and identify functions and programmes that leveraged, with a very small resource base, multi-billion dollar annual investment by Member States in ocean science, ocean observation, data systems, and delivery of relevant ocean information for society. The IOC capacity development strategy had been renewed in June 2015 by the IOC Assembly, and its implementation would be key in ensuring the Commission’s continued relevance as a global intergovernmental platform to assist and develop the capacities of its Member States, particularly small island developing States (SIDS) and least-developed countries. IOC was an active participant in relevant United Nations interagency coordination mechanisms and processes; it had outreach capacity and convening power to mobilize multiple stakeholder networks, including national policy-makers, scientific institutions and civil society, and through its three regional sub-commissions for the Caribbean, Africa and the Western Pacific.

22.5 In the view of UNESCO’s External Auditor, as set out in document 200 EX/20.INF.2, IOC was at a crossroads, having to recover from the shock of the 2011 financial crisis while facing major challenges from recent international developments concerning climate change, sustainable development and marine spaces. Oceans were more relevant than ever to the common goals of humanity, sustainable development and the stewardship of the planet, disaster risk reduction, the development goals of small island large ocean States, and dealing with global and local challenges driven by climate change. IOC had a strong base of comparative advantages and ongoing programmes with Member States’ backing, leveraging a large investment by 148 Member States and creating value for all. Further budget reductions to IOC would undermine recent progress and require the IOC governing bodies to drop some priority activities. Much

effort had been invested into interagency coordination, starting with Rio+20 and leading to standalone SDG 14 on oceans. The role of the oceans was finally being acknowledged in the climate regime in the Paris Agreement and IOC should not be denied the opportunity to be meaningfully engaged.

23.1 **Mr La Rue** (Assistant Director-General for Communication and Information – ADG/CI) said that, having joined UNESCO recently, he was very proud of joining the team in the Communication and Information Sector (CI), a strategic sector because UNESCO had been established to build peace in the world by facilitating the free flow of ideas and knowledge.

23.2 Among the priorities established by the consultation of Member States, four concerned the CI Sector: ICTs for education; freedom of expression and safety of journalists; the Memory of the World Programme; and information and communication technology (ICT) for people with disabilities. The CI Sector had engaged in all four of those priorities, with two main lines of action (MLAs). MLA 1, “fostering freedom of expression online and offline, promoting the safety of journalists, advancing diversity and participation in media, and supporting independent media” had three thematic areas. One was freedom of expression and safety of journalists, including coordination of the implementation of the United Nations Plan of Action for the Safety of Journalists and the Issue of Impunity. The CI Sector had recently attended coordination meetings in Geneva and New York with other United Nations agencies, all of which had agreed with UNESCO’s plan of action, framed within the 2030 Agenda and its Sustainable Development Goals (SDGs). SDG 16 established the obligation of ensuring public access to information for all, which was not only a human right and an element of democracy but was also necessary for development. Another concerned media literacy, particularly concerning prevention and critical thinking, especially with regard to the Internet. It also addressed the training of journalists and the use of media concerning particular topics, such as the Paris Agreement, to ensure the dissemination of important information to the public. Furthermore, it focused on the communication of information during emergencies and disasters, collaborating with humanitarian agencies and international organizations, as it did successfully with the World Health Organization (WHO) concerning the Ebola crisis and the Zika virus.

23.3 Under MLA 2, “enabling universal access to, and preservation of, information and knowledge”, with thematic areas including open and inclusive solutions and the innovative use of ICTs for sustainable development, building knowledge societies through free online educational resources. Education through ICTs was one of the solutions for enhancing education, affecting SDG 4. Another thematic area was the preservation and promotion of documentary heritage through the Memory of the World Programme, in collaboration with the Culture Sector. The agenda of the World Summit on the Information Society (WSIS) could only be achieved by balancing the issue of connectivity with the issue of content. In the Broadband Commission for Sustainable Development, UNESCO was at the forefront of promoting connectivity for the seven billion people in the world who were not yet connected. That only made sense, however, if the content was appropriate, gender-balanced, culturally diverse, relevant to the communities it served and enhanced a culture of peace in the world. UNESCO had a comparative advantage in that area.

23.4 Prosiguiendo en español, el orador dijo que desea vincular los aspectos mencionados con la Agenda 2030 para el Desarrollo Sostenible y que si bien el Objetivo de Desarrollo Sostenible (ODS) más directamente relacionado con el Sector de Comunicación e Información es el ODS 16, el Sector también contribuye al logro del ODS 4, al promover la educación a distancia a través de Internet, que es fundamental para los países que carecen de instalaciones educativas o educación presencial a fin de alcanzar la educación para todos. En relación con la igualdad de género, reconoce la brecha digital que existe entre hombres y mujeres y la polarización económica del mundo y subraya la importancia de utilizar Internet para reducir esa brecha y generar oportunidades para todos los sectores, proporcionando la educación, la información y las infraestructuras de comunicación necesarias para el acceso a la red. Por lo que respecta al ODS 16 y su meta 10, la construcción de sociedades pacíficas e inclusivas, con acceso a la justicia, con transparencia y con acceso público a la información es un factor fundamental para el desarrollo. El acceso público a la información atañe a los 17 Objetivos de Desarrollo Sostenible y las políticas de comunicación deben contribuir al logro de todos ellos. Por último, señala que el Sector CI es el que dispone del presupuesto y el personal más exiguo de toda la Organización, por lo que, de ser necesario, se podría tal vez reducir el presupuesto destinado a actividades o proyectos, pero en ningún caso el asignado al personal. A pesar de que el PIDC y el PIPT son programas intergubernamentales que respaldan la labor del Sector CI, ello no basta y en el Programa y Presupuesto de la UNESCO se debe prever una planificación estratégica para fomentar el intercambio de información, la comunicación y la difusión del conocimiento en el mundo.

(23.4) Continuing in Spanish, he said that he wished to link the aspects mentioned with the 2030 Agenda for Sustainable Development and that although the Sustainable Development Goal (SDG) most directly related to the Communication and Information Sector was SDG 16, the Sector also contributed to the achievement of SDG 4, promoting distance education through the Internet, which was fundamental for countries lacking educational facilities or classroom education so as to achieve education for all. In connection with gender equality, he acknowledged that there was a digital divide between men and women and that the world was polarized in economic, and emphasized the importance of using the Internet to bridge the divide and generate opportunities for all sectors, providing the education, information and communication infrastructure needed for Internet access. As regarded SDG 16, and its target 10, building peaceful and inclusive societies with access to justice, transparency and public access to information was a fundamental factor for development. Public information to information affects the 17 Sustainable Development Goals and communication policies should contribute to achieving all of them. Finally, he said that the CI Sector was the one with the smallest budget and staff of the whole Organization, so if it necessary it might be possible to cut the budget for activities and projects, but in no way could the budget for staff be reduced. Even though the International Programme for the Development of Communication (IPDC) and Information for All Programme (IFAP) were intergovernmental programmes that supported the work of the CI Sector,

that was not enough and strategic planning should be provided for in the UNESCO Programme and Budget to promote exchange of information, communication and the dissemination of knowledge in the world.

#### **Question and answer session**

24. **The Chairperson** thanked the members of the Secretariat for providing an overview of the Director-General's preliminary proposals for draft document 39 C/5 with regard to each of the sectors and the Intergovernmental Oceanographic Commission (IOC). He wondered whether they could provide similar projections to those mentioned by the Assistant Director-General for Culture ad interim on where any budget cuts could be made, if necessary. He then opened the floor to questions.

25.1 The representative of the **United Kingdom of Great Britain and Northern Ireland** said that the Assistant Directors-General (ADGs) had defended the importance of their sectors' programmes well, explaining how they each linked to the Sustainable Development Goals (SDGs). He nevertheless would have liked to hear from each of them how they would deal with a lack of funding, and what was new in their programmes following the adoption of the SDGs. He enquired about the possibility of a "sunset clause" for the discontinuation of programmes, as he had not heard about any plans to terminate any of the Organization's activities. He also found it puzzling that half of the Organization's funds were spent on non-programme sector activities, yet nothing had been said about how those activities would deal with a lack of funding either. He wondered whether there would be a budget orientation debate, as had been the case for previous budgets, and whether independent external advice would be sought to help understand how the budget was put together.

25.2 He regretted that the budgetary tables in the preliminary proposal were unclear. According to a table in document 200 EX/13 Part II, staff costs had decreased by \$16 million, so to his mind, the Organization could maintain the same number of staff and continue with the same missions and programmes with \$16 million less. He did not understand why the provision for staff allowances was being increased by 42 per cent, from \$25 million to almost \$36 million, when the International Civil Service Commission (ICSC) had not changed the staff terms and conditions. The \$11 million in that budget line alone was the difference between the zero nominal growth (ZNG) and the ZNG+ scenarios. He wished to understand the underlying factors for the stated figures before he could make recommendations to his Government.

26. The representative of **Malaysia** welcomed the reduction in the programme sectors' main lines of action from 16 to 10, which would help to focus delivery. The meeting of the National Commissions for UNESCO in Shanghai had shed much light on the Sustainable Development Goals and how their implementation defined the priorities for draft document 39 C/5. UNESCO's comparative advantages in its fields of competence would also serve to meet the priority needs of UNESCO's Member States. Her delegation was not in a position to comment on the integrated budgetary framework in detail until the preliminary proposals became definitive at a later stage.

27. The representative of **Lithuania**, emphasizing the importance of the Communication and Information Sector (CI), highlighted an event held the previous day entitled "IPDC Talks", which had been brilliantly organized by the

UNESCO Secretariat in collaboration with the delegations of the Netherlands and Lithuania and had provided an astounding panorama of the 17 Sustainable Development Goals (SDGs). It demonstrated that without a free and independent media and clear channels of communication, it would be impossible to promote the SDGs, build partnerships, raise support, inform societies and ensure responsible government. He supported the request by the Assistant Director-General for Communication and Information to avoid any more cuts to the sector's staff in view of the pressing need for the clear communication of UNESCO's messages given the current tensions in the world. He also recalled the address by the President of Ghana at the IPDC Talks, which said that open societies could achieve the SDGs slowly but with more assurance, while closed societies could achieve the SDGs faster but not sustainably.

28. The representative of **Sweden** welcomed the Director-General's preliminary proposals for draft document 39 C/5, the underlying analysis of the 2030 Agenda and the more focused main lines of action (MLAs). Discussions needed to focus on a robust results framework in order to ensure priority-setting, fundraising and accountability. In that connection, she also welcomed the proposal of sustainability indicators. She stressed, however, that gender equality was one of UNESCO's global priorities, underpinning all of the SDGs as well as being the subject of a standalone SDG. Although a gender transformative perspective was set out in the introduction to the preliminary proposals, she considered that it could be better reflected in the major programmes and requested further explanations from the Director-General on how it would be introduced more extensively throughout draft document 39 C/5. In view of the strained financial situation, she wished to know how the Communication and Information Sector (CI) and the Education Sector (ED) aimed to strengthen intersectoral cooperation with regard to media literacy. Similarly, she requested details on how the Natural Sciences Sector (SC) and the Social and Human Sciences Sector (SHS) would increase their joint response to the current major societal changes, including climate change related migration. She welcomed the focus of the Culture Sector (CLT) on the normative mandate, but requested further detail on its normative work on artistic freedom and freedom of expression for artists. She requested further explanations on the meaning of "to monitor and measure the impact of culture" regarding the SDGs, particularly SDG 16. Lastly, she requested an update on the transparency portal, which was a crucial tool to increase openness, provide funding information for document C/5, and enable robust accountability in the follow-up of the MLAs and expected results.

29. La representante de **España** reconoce el gran esfuerzo realizado para reflejar en el documento 200 EX/13 la realidad internacional y, en particular, la Agenda 2030 para el Desarrollo Sostenible. Ante la situación financiera crítica de la UNESCO, caracterizada por la falta de financiación estructural, subraya la importancia de que en la próxima reunión del Consejo Ejecutivo se mantenga un verdadero diálogo para establecer prioridades y determinar cuáles son las actividades esenciales de la Organización.

(29) The representative of **Spain** acknowledged the great effort made to reflect international reality in document 200 EX/13 and, in particular, the 2030 Agenda for Sustainable Development. Given UNESCO's critical financial situation, marked by the

lack of structural financing, it was important for a genuine dialogue to take place at the upcoming Executive Board session to set priorities and identify activities that were essential to the Organization.

30. **The Director-General** said that with regard to staff costs, although the current exchange rate between the dollar and the euro was in the Organization's favour, there were increased costs, which could be explained by the Director of the Bureau of Strategic Planning (DIR/BSP) and the Director of the Bureau of Human Resources Management (DIR/HRM). In reply to the question raised by the representative of the United Kingdom concerning a "sunset clause", she explained that in the United Nations system that concept did not exist, and that each biennial budget marked the beginning of a new programme cycle, when certain programmes were stopped and other new activities were started. During the Organization's adaptation to the cuts in the budgetary ceiling, many programmes had been terminated. Examples of programmes that had been discontinued included one on museums and another on books. The literacy programme had been transferred from Headquarters to the UNESCO Institute for Lifelong Learning (UIL) in Hamburg. During the priority exercise, the structure of the Secretariat had been adjusted, as had the emphasis placed on programmes, in order to meet the priorities decided by Member States. The representative of the United Kingdom had chaired the Board's Finance and Administrative Commission during that exercise. A similar prioritization exercise should be undertaken once again to give guidance to the Secretariat on how to meet their demands. One telling example of a change in priorities between the previous exercise and the current one was the emphasis placed by Member States on science, technology and innovation (STI), which used to be low priority and had become high priority. Other priorities included areas where UNESCO had comparative advantages, as noted by the representative of Malaysia, as well as increased intersectoral collaboration.

31. La representante del **Paraguay**, refiriéndose al proceso de establecimiento de prioridades, sugiere que se aprovechen las reuniones intermedias que tendrán lugar antes de la reunión de primavera del Consejo Ejecutivo para seguir debatiendo y aclarando las dudas existentes al respecto. Por otro lado, pide más precisiones sobre factores que podrían influir en el presupuesto, como el cálculo de la inflación que fue más baja el pasado año, el alza del dólar que podría ser favorable para la Organización y la aplicación de la política de recuperación total de los costos, para saber si se podrá mantener el actual nivel del presupuesto.

(31) The representative of **Paraguay**, referring to the process for setting priorities, suggested using the intersessional meetings that would take place before the spring session of the Executive Board to continue discussing and clearing up existing doubts in that respect. She also asked for more details about factors that might influence the budget, such as the calculation of inflation that had been lower in the previous year, the rise in the dollar that might be of benefit to the Organization and the implementation of the full cost-recovery policy, so as to ascertain whether the current budget level could be maintained.

32. Le représentant du **Togo** remercie les sous-directeurs généraux de leurs présentations, qui montrent que les États membres doivent tout faire pour préserver les moyens d'action de l'UNESCO. Il fait observer qu'à

l'heure où les États sont appelés à mettre en œuvre le Programme 2030, beaucoup d'États n'ont pas atteint les Objectifs du Millénaire pour le développement. Il souhaite donc que ces pays bénéficient d'une aide en vue de rattraper leur retard (par exemple en matière d'éducation), afin que tous aient les mêmes chances de réaliser le Programme 2030. De plus, il souhaite que les priorités, notamment l'Afrique et l'égalité des genres, se traduisent clairement par des actions concrètes facilement identifiables. Enfin, il s'inquiète des suppressions de postes au sein du Secteur SC, craignant que ces suppressions n'entraînent la disparition de domaines d'action très importants tels que l'énergie ou l'ingénierie, domaines où le fossé entre pays du Nord et pays du Sud est le plus grand.

33. The representative of the **Netherlands** expressed sympathy to the members of the Secretariat who were dealing with the budget cuts, which reminded him of when budget cuts had been imposed on the Foreign Ministry when he had worked in The Hague. He understood that there were two possible options being proposed to the Member States, one where their assessed contributions would rise, providing the Secretariat with \$11 million more, and the other where their assessed contributions would remain the same. There was another major problem in that certain Member States were not going to pay their assessed contributions. He wondered whether the Organization was legally obliged to pay the \$11 million increase in staff allowances and whether the funds from the \$16 million decrease in staff costs mentioned by the representative of the United Kingdom could be spent on the programme.

34. 中国代表感谢秘书处对 39 C/5 的详细介绍, 特别感谢助理总干事的详细说明。中国认为, 有限的资源难以支撑我们所期望实现的所有目标, 应当开源节流。中国希望教科文组织通过包括有序的募资对话在内的各种方式, 募集更多的预算外资源, 改善本组织的财务状况, 实现本组织的优先事项。中国还注意到, 秋季执行局会议将就 39 C/5 展开详细讨论, 其中包括综合预算框架以及有序的募资对话等在世界卫生组织已经开展的新机制。中国认为教科文组织应该学习和借鉴其他国际组织的做法, 并针对教科文组织的特殊性, 将其纳入 39 C/5 的计划与预算的制定。中国愿与其他会员国及秘书处充分交流, 加强研究, 避免不必要的损失。

(34) The representative of **China** expressed appreciation to the Secretariat for its detailed presentation of the preliminary proposals for document 39 C/5, and particularly to the Assistant Directors-General. China considered it difficult to achieve all expected goals with such limited resources and pointed out that UNESCO should explore more funding sources and cut down expenditure. China indicated that UNESCO should mobilize more extrabudgetary resources through various channels, including the structured dialogue on financing, in order to improve the Organization's financial situation and implement its priorities. China had also taken note that at its autumn session, the Executive Board would discuss in detail the preliminary proposals for draft document 39 C/5, including new mechanisms such as the integrated budget framework and the structured dialogue on financing, which had already been implemented by WHO. China believed that UNESCO should draw from the good practices of other international organizations and integrate them into the development of the Programme and Budget (39 C/5),

taking into consideration the specificities of UNESCO. China was prepared to conduct thorough communication with other Member States and the Secretariat so as to further study the issue and to avoid unnecessary loss.

35. La representante de **El Salvador** se suma a las observaciones de los representantes de los Países Bajos y del Reino Unido y pide que se dé una respuesta clara a la pregunta formulada por el Reino Unido. En relación con la disminución de los gastos de personal en 16 millones de dólares, desea conocer el destino que se dará a ese importe, y en lo que respecta al incremento de las prestaciones del personal en un 40%, pregunta cuáles son los motivos de ese aumento considerable, a fin de tener una idea clara de la cuestión para poder continuar el debate con conocimiento de causa en la Comisión Administrativa y de Hacienda.

(35) The representative of **El Salvador** joined the comments of the representatives of the Netherlands and the United Kingdom, and asked for a clear answer to the question formulated by the latter. In relation to the \$16 million fall in staff costs, she asked about the fate given to that information, and regarding the 40% increase in staff costs, she would like to know the reasons for that considerable increase so as to have a clear idea of the matter in order to be able to continue the discussion fully informed in the Finance and Administrative Commission.

36.1 Представитель **Российской Федерации** благодарит Секретариат за высокое качество подготовки межсессионного совещания и представленных докладов.

36.2 Сославшись на ответы Генерального директора, в которых прозвучала информация о планируемом сокращении пяти должностей в сфере фундаментальных наук, оратор подчеркивает, что данное решение не может не вызвать сожаления. Российская Федерация рассматривает Межправительственную программу по фундаментальным наукам как полезный инструмент, в связи с чем вопросы, касающиеся фундаментальных и естественных наук должны очень серьезно обсуждаться и прорабатываться. Оратор подчеркивает, что, в конечном итоге, речь идет о секторе, который будет определять будущее человечества, давая подпитку развитию других направлений, в том числе социальных наук.

(36.1) The representative of the **Russian Federation** thanked the Secretariat for the high quality of the preparations for the intersessional meeting and the documents presented.

(36.2) Referring to the Director-General's answers containing information about the planned reduction of five posts in the field of the basic sciences, he emphasized that such a decision could not but be regretted. The Russian Federation considered the International Basic Sciences Programme to be a useful instrument, in which connection issues concerning the basic and natural sciences must be discussed and studied in all seriousness. He stressed that in the final analysis it was the sector that would determine the future of humanity, giving impetus to the development of other disciplines, including the social sciences.

37. **Mr Le Saux** (Director of the Bureau of Strategic Planning – DIR/BSP), in response to the remarks made by the representatives of the United Kingdom, the

Netherlands and El Salvador, said that if the \$518 million scenario was taken as a base, to make up the difference between the current \$507 million scenario and the re-costed \$518 million level, some \$14.4 million were required. That amount could not be taken from the staff costs. The \$10.5 million difference in the cost of staff allowances in document 38 C/5 Approved and the proposed budget base for draft document 39 C/5 was explained by the fact that the amount was formerly paid out of staff cost savings, which had sometimes caused enormous delays. It had therefore been considered better management to include those costs in the budget of the Organization. Furthermore, it was incorrect to say that staff costs were declining by \$16 million. Referring to paragraph 20 of document 200 EX/13 Part II, he said that staff costs were decreasing by \$6.6 million. Despite that reduction in staff costs, cuts were still necessary because of \$4.5 million in new or additional costs, as explained in the same document under paragraph 15, owing to the sharp increase in field security contributions to the United Nations Department of Safety and Security (UNDSS). In addition, it should be borne in mind that when the Organization had an expenditure ceiling of \$518 million during the 2016-2017 biennium, posts had been created in the different sectors, so if the lower expenditure ceiling of \$507 million were adopted, costs for those posts would have to be absorbed, potentially via staff cuts.

38.1 The representative of the **United Kingdom of Great Britain and Northern Ireland** said that the \$16 million reduction in staff costs he had quoted earlier came from Table 4 in the Annex to 200 EX/13 Part II, which he had calculated by ignoring the increase in "other allowances", counting only the decreases in net remuneration, pension fund contributions, contribution to the MBF and provision for ASHI liability. Furthermore, he considered that the Secretariat should link the budget with the current vacancy rate. The current vacancy rate was 11% at Headquarters and 17% in the field, but the preliminary proposal was based on a lapse factor of 5%, which was extremely generous.

38.2 Previously, the Executive Board had held a formal budget orientation debate, chaired by the chairpersons of the Finance and Administrative (FA) Commission and the Programme and External Relations (PX) Commission, and benefiting from the assistance of the External Auditor, who was able to understand whether the techniques used were necessary and appropriate. Such a debate would help Member States to understand the changes in techniques used in the budget and thus inform their decision-making. He therefore insisted upon the need for a budget orientation debate to understand what was behind the numbers.

39. **The Director-General** agreed with the

representative of the United Kingdom on the utility of a budget orientation meeting before the 200th session of the Executive Board and she would ask the Director of the Bureau of Strategic Planning to try to convene such a meeting.

40. **The Chairperson** recalled that the budget orientation debate had been part of the work of the Preparatory Group, which had been suspended. The current two formats available were intersessional meetings and information meetings, under which such a budget debate could take place. The Secretariat would examine the technical possibilities of holding a meeting in the short time available before the Board. One possibility would be to hold a meeting on 3 October, as the working group on governance had been postponed.

41. La représentante du **Maroc** croit se souvenir que, lors de la réunion du Bureau, il a été décidé qu'une réunion serait organisée sur ces questions afin de permettre à tout le monde de comprendre ce dont il s'agit et de faciliter ainsi les réunions de la Commission FA.

42. **The Chairperson** agreed to hold an information meeting on the financial and technical aspects of document 39 C/5, using the two working languages, before the 200th session of the Executive Board. It would depend, nevertheless, on the availability of a room and interpreters.

43. The representative of the **Netherlands** thanked the Director-General for her offer to convene such an information meeting, but insisted that the matters raised by the representative of the United Kingdom should be dealt with in a focused and simple manner in order to spare the time spent on a long debate.

44. The representative of **Sweden** welcomed the proposal to convene an information meeting on the budget and asked what role the Chairperson of the Finance and Administrative (FA) Commission would have in such a meeting, which would have an impact on the work of the FA Commission during the 200th session of the Executive Board.

45. The representative of **Oman** said that such a budget orientation debate was indeed vital to the Member States' understanding of the budget. She also considered that the Chairperson of the Finance and Administrative (FA) Commission should chair such a meeting.

46. **The Chairperson** said that he would explore the possibility of holding such a meeting in cooperation with the Chairperson of the Finance and Administrative (FA) Commission.

*The meeting rose at 6.15 p.m.*