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

SUMMARY

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

No decision is required.

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I. 170 EX/Decision 6.3 and 171 EX/Decision 28: Progress on the seventh consultation of Member States on the implementation of the Convention and the Recommendation against Discrimination in Education (1960)

1. The seventh consultation of Member States on the implementation of the Convention and the Recommendation against Discrimination in Education (1960) covering the period 2000-2005 was launched in conformity with 170 EX/Decision 6.3 and 171 EX/Decision 28.

2. In April 2005, the Director-General issued a circular letter (CL/3749) to raise awareness of the Convention and to encourage States, which are not yet parties of the Convention, to take necessary measures for acceding to it. He especially emphasized the importance of national level action for creating equal educational opportunities so that education is accessible to all without discrimination or exclusion. He also mentioned that the Convention needs to be disseminated broadly, projecting the principles and norms which it lays down so that these are widely embraced.

3. In September 2005, the Director-General issued another circular letter (CL/3770) requesting Member States to prepare a comprehensive report on the basis of the guidelines (171 EX/22 Annex I) approved by the Executive Board at its 171st session and to submit it to UNESCO before 1 September 2006. He underlined that even Member States that are not parties to the Convention against Discrimination in Education are required to prepare and submit such a report.

4. Pursuant also to 171 EX/Decision 28, an Informal Information Meeting of States Parties to the Convention and other Member States was organized on the sidelines of the 33rd session of the General Conference (15 October 2005) in order to make Member States more aware of the significance of the reports and the methodology for their preparation.

5. Subsequently, in May 2006, by a new circular letter (CL/3793), the Director-General reminded Member States of their obligations to submit reports as requested, before end of December 2006. This letter was sent along with a CD-Rom including the Final Report of the Informal Information Meeting and background methodological tools developed by the Secretariat in 2005 and 2006 in order to help Member States in the reporting.

6. As of 15 January 2007, the Secretariat received only 18 reports (Benin, Cyprus, Czech Republic, Denmark, Georgia, Guinea, Italy, Mauritius, Niger, Norway, Portugal, Senegal, Slovakia, Spain, Sweden, Uganda, United Kingdom and Zimbabwe) from States Parties to the Convention and 11 reports (Algeria, Bangladesh, Burundi, Cameroon, Columbia, Gabon, Mali, Nepal, San Marino, Tanzania and Turkey) from Member States in line with their political commitments under the Recommendation.

7. By 170 EX/Decision 6.3 and 171 EX/Decision 28, the Director-General was requested to present to the Executive Board at its 176th session the results of the seventh consultation in the form of an analytical report, based on the submissions received from Member States. However, in view of the fact that the Secretariat is still receiving reports from Member States, and that another letter of reminder has been issued requesting those Member States which have not yet submitted reports to do so as soon as possible and at the latest by 1 April 2007, the Director-General deems it expedient to postpone the presentation of the analytical report to the 177th session.

8. The Director-General hopes that this progress report will receive due attention and will create a positive impact on Member States for preparing and submitting comprehensive reports of good quality on the implementation of the Convention and the Recommendation against Discrimination in Education, which he has requested repeatedly.

II. 174 EX/Decision 6: Progress report on UNESCO's work on HIV and AIDS

9. By 174 EX/Decision 6, the Executive Board invited the Director-General to provide periodic updates on UNESCO's work on HIV and AIDS (174 EX/7). This update covers the period since then.

10. The Seventh Meeting of the **Working Group on EFA**, held in Paris from 19 to 21 July 2006, included a session entitled "Response to HIV and AIDS: the Role of Education in Prevention and Mitigation". This led to a subsequent session at the Sixth Meeting of the High-Level Group on EFA in Cairo, 14-16 November 2006, entitled "Stronger, more Comprehensive Responses of the Education Sector to HIV and AIDS". Both sessions, which were instigated and organized by UNESCO, highlighted the need to address HIV and AIDS as part of efforts to achieve the EFA goals.

11. **UNESCO strategy on HIV and AIDS** has been updated to reflect United Nations-wide priorities of striving towards universal access to prevention programmes, treatment, care and support as well as the Organization's role within the UNAIDS programme. The revised strategy benefited from an extensive consultative process throughout the Organization and provides the framework for guiding UNESCO actions in the years ahead. As with previous UNESCO strategies in 2001 and 2004, the overarching goal of the strategy remains to ensure that Member States have the most effective response to HIV and AIDS in all sectors relevant to UNESCO's mandate. The priority is to prevent the spread of HIV through education and to protect the core functions of the education system from the worst effects of the epidemic, drawing on the strengths and resources of all UNESCO sectors.

12. UNESCO continues to be an active and engaged co-sponsor of **UNAIDS**, participating in all of its regular meetings and processes and working collaboratively with other co-sponsors at global, regional and national levels. In particular, UNESCO provides the secretariat for the UNAIDS Inter-Agency Task Team (IATT) on Education, a dynamic and well-supported group representing all key constituencies involved in education and HIV and AIDS issues, meeting twice a year. The successful operation of the IATT on Education is widely acknowledged, a fact underlined by the commitment of donors to core funding for its activities.

13. The importance attached to education on HIV and AIDS in the new strategy is reflected in the central role given to the UNAIDS Global Initiative on Education and HIV and AIDS, known as **EDUCAIDS**, an effort led by UNESCO. EDUCAIDS provides support for the implementation of comprehensive national education sector responses to the epidemic, and is one of three core EFA priorities endorsed by UNESCO's Executive Board. Thirty countries are now participating in EDUCAIDS, with more expressing interest in becoming involved. The full Committee of Co-sponsoring Organizations of UNAIDS endorsed EDUCAIDS in 2004, and since then it has benefited from the engagement of a broad-based and growing partnership of stakeholders in the Education Sector, and substantial extrabudgetary support.

14. UNESCO has been supporting a number of **non-formal education programmes related to drug issues** that aim to stimulate innovative programming and policy dialogue, with renewed extrabudgetary support from the European Union. Collaborating with existing education, drug treatment and rehabilitation agencies in Asia, Latin America and the Caribbean, partnerships with community-based organizations are supported to improve the quality of life of key marginalized groups. The ultimate goal of the programme is to enable individuals who are excluded from the formal education system to attain sustainable livelihoods, thus reducing their vulnerability to HIV and drug misuse, through improved access to relevant educational opportunities, harm reduction treatment, and care and support services. The entire process seeks to engender political commitment towards addressing the needs of key populations, especially drug users and people living with HIV.

15. In addition to the programme work, significant progress has been made to ensure that UNESCO is a safer and more protective environment for its staff. UNESCO's **workplace policy** on HIV and AIDS was updated in 2006 and calls for continuous awareness-raising among UNESCO personnel through training sessions devoted to the subject, with over 200 Headquarters staff trained in 2006. UNESCO is an active partner in the joint "United Nations Cares" programme of the United Nations which aims to provide education, care and support for United Nations employees throughout the world.

III. 175 EX/Decision 4 (III): South-South cooperation in education

16. The SSC programme has been introduced to field office staff as part of the Education Sector regional consultation meetings for the preparation of draft documents 34 C/4 and 34 C/5, which took place in Bangkok, Cairo, Montevideo and Zanzibar during November and December 2006. A focal point for SSC has been established at Headquarters. As well as liaising with the G77 and China Working Group on South-South cooperation, this focal point is responsible for:

- planning the South-South cooperation programme;
- mainstreaming South-South cooperation in UNESCO's work;
- managing information in South-South cooperation;
- monitoring and evaluating initiatives and activities concerning South-South cooperation worldwide; and
- assisting in fundraising.

Contact points have also been identified in each of the four Regional Bureaux for Education to facilitate planning and management of SSC funds and activities at the regional level. In order to promote SSC in literacy, the relevant existing networks and resources of the UNESCO Institute for Lifelong Learning (UIL) are being examined.

17. In addition to creating institutional anchorage for South-South cooperation, the Education Sector Reform has also established a new model of accountable decentralization. The significant **strengthening of the regional bureaux for education** will enhance UNESCO's capacity to foster and support South-South cooperation, especially at the regional and subregional levels.

18. An initial budget for SSC is being proposed under Major Programme I in draft document 34 C/5. A letter inviting Member States to make voluntary contributions has been sent. The Secretariat is currently communicating with some Member States who have already expressed interest in making voluntary contributions to the SSC programme. As part of efforts to expand partnerships for the promotion of the SSC programme in education, initial contact has been established with the Special Unit on South-South Cooperation, hosted in UNDP, and possibilities for cooperation and synergies are being explored.

IV. 175 EX/Decision 7: Results of the reorganization of the Education Sector

19. Following the major reorganization and streamlining of the Education Sector (DG/Note/06/37) and the personnel changes associated with the reform and restructuring of the Education Sector (DG/Note/06/38), three Reform Working Sessions were organized throughout September to November 2006 for each Division on the following issues: Overview of Reform and Detailed Division Design; Teamwork and Work Realignment; and Sharable Work and Position Redesign. In addition to the above, another Working Session to address modifications needed to be made to post descriptions as a result of the Reform was held for the Management Teams, made up of Chiefs of Sections of each Division. New roles and responsibilities have been defined for the staff members in line with the new structure and they have been closely consulted in the elaboration of

their new post descriptions. The Deputy Assistant Director-General for Education Programme Management has taken up her function as of the beginning of 2007.

20. With the new Divisions reorganized and in place administratively and programmatically, the Draft Medium-Term Strategy 2008-2013 (34 C/4) and the Draft Programme and Budget 2008-2009 (34 C/5) were prepared taking into account the streamlined structure and in line with the focused programmatic approach. Additionally, the Education Sector has continued to implement document 33 C/5 as approved by the General Conference and progress is well on track.

21. A new accountable decentralization structure and policy (DG/Note/06/52) has been established since the previous Board session to reinforce UNESCO's alignment and responsiveness to country needs and priorities. This new decentralization policy has been put into practice in the preparation of the Draft Programme and Budget for 2008-2009 (34 C/5) with the Regional Bureaux for Education taking the lead in drawing up the regional strategic frameworks and resource allocation matrices. At the structural level, efforts are being made to strengthen UNESCO's professional and administrative platforms in the regions in order to be able to service country level activity. At the time of preparing this report, seven posts are being redeployed to Regional Bureaux and one to a field office.

22. In developing the work plans for the Programme and Budget for 2008-2009 (34 C/5), the Education Sector will roll out the newly conceptualized "implementation contract" which is part of the new accountable decentralization structure and policy. These "contracts", which will be entered into by the Regional Bureaux for Education, under the delegated authority of ADG/ED, and the relevant National or Cluster Offices, will be the Education Sector's key operational modality for accountability. The implementation contracts will provide the basis for improved monitoring and assessment of activities during the course of the biennium.

23. By creating greater accountability, coherence and integration, the reform of the Education Sector places UNESCO in a much stronger position to fulfil its global leadership role in Education for All (EFA) and to support Member States at the field level. The endorsement of the EFA Global Action Plan by the Sixth High-Level Group Meeting in Cairo and the expansion of UNESCO Education Support Strategies (UNESS) are two good examples of our reinforced action in these areas.

V. 175 EX/Decision 16: Progress report on the preparation of a draft declaration of principles relating to cultural objects displaced in connection with the Second World War

24. In pursuance of 175 EX/Decision 16 requesting, among other things, the Director-General to examine further this issue and, after consultation with the Member States of the Executive Board, to decide the most appropriate course of action in order to implement 33 C/Resolution 45, the Director-General organized in Paris on 5 December 2006 such consultation.

25. The consultation revealed that the majority of the Members of the Executive Board was in favour of a second session of the intergovernmental meeting. In consequence, the Director-General convened such a meeting in Paris on 8 and 9 March 2007.

26. The main purpose of the March 2007 Paris meeting was to finalize work towards the Draft Declaration of Principles relating to cultural objects displaced in connection with the Second World War to be submitted to the 34th session of the General Conference.

VI. 175 EX/Decision 24: Reorientation of the UNESCO Office in Brasilia

27. Since the last session of the Executive Board, a considerable number of measures have been agreed and a series of activities have been undertaken in order to consolidate the

reorientation process. In accordance with 175 EX/Decision 24, the aim of this brief report is to keep the Members of the Board informed of the main developments in this process.

28. From a programmatic perspective, the strategic framework launched at the beginning of October 2006 has become the Office's main working tool in its discussions and exchanges with national partners. Operational at the time when the new governmental teams at the federal level and at the level of the states of the Union were being established following the November 2006 elections, this tool makes it possible, from the moment a new project is designed, to clearly define UNESCO's spheres of action and the ways in which it can best contribute added value. Some 20 new projects are under preparation and negotiation with national partners.

29. In the field of health, the transition phase continues. The Brazilian authorities (Ministry of Health; Ministry of Planning, Budget and Administration; Ministry for External Relations) have officially requested the United Nations Resident Coordinator to ask the United Nations Development Programme (UNDP), UNESCO and the United Nations Office on Drugs and Crime (UNODC) to extend to June 2008 the contracts of the permanent teams of certain projects to enable them to take the measures needed to recruit permanently the appropriate administrative staff and to ensure that progress on the major programmes at national level of which the projects are a part is not hindered in the meantime. In return and in accordance with the policy of withdrawal, the Ministry of Health will carry out all the purchasing and subcontracting operations initially provided for under the projects. The Director-General has therefore authorized the extension of the contracts of the teams of five projects executed by UNESCO. The Headquarters of UNDP and UNODC have taken the same decision with regard to the projects for which they are responsible.

30. From the administrative viewpoint, the arrival of a new international Administrative Officer (AO) in the last quarter of 2006 made it possible to introduce and strengthen practices that meet the standards in force throughout the Organization. For example, since 1 January 2007, ongoing projects can no longer present a deficit in relation to the allocation authorized by the Bureau of the Budget and the number of suspense accounts has been drastically reduced. These actions are part of the preparations for the changeover of the Brasilia Office's present management system, SICOF, to the common system, FABS. The changeover process, which will last approximately one year, was designed according to the principles of good project management given the volume and the sensitivity of the data which will have to be handled.

31. In order to finalize the new administrative and financial procedures worked out for in 2006 (for the budget, contracts, procurement, travel, payments, income, auditing of the bank accounts and investments), the Office is conducting a thorough analysis of the corresponding workflows, control points and modalities and related responsibilities, and profiles of required skills. This work, which will signal the end of the transition phase, should be completed in July and will include a complete review of the human resources needed and the establishment of an adequate structure for carrying out all the operations.

32. In November 2006, a team of external auditors from the French Cour des Comptes visited the Brasilia Office in order to learn about its internal operations, become familiar with its activities by examining some of its projects and conduct an assessment of its audit risks, to be used in planning subsequent missions.

33. In accordance with the strategy described in documents 175 EX/24 and 175 EX/INF.6, the staff of the five antenna offices are now fully integrated at the budgetary level and the post descriptions are being standardized. The acting director has made several on-site visits in order to reinforce the institutional partnerships with states and municipalities and to open up new channels of cooperation. In the next two years, new projects will gradually emerge, enabling these antenna offices to reach the point of equilibrium to become self-financing.

34. With regard to training, nearly 70 staff members of the Office have received institutional training designed and provided by BFC and HRM. The two one-week training courses constituted important and fruitful events enabling each staff member to know and understand the Organization better. The four senior trainers who travelled from Headquarters welcomed the quality of the exchanges and the dynamism of the field team.

35. Faced with an ambiguous legal situation in which national courts do not always recognize the immunity from prosecution of the United Nations and its specialized agencies and with many labour law cases arising from differences governing the contracts of temporary staff and consultants, the United Nations agencies represented in Brazil have decided, together, to request reasoned legal opinions from two eminent independent specialists. These opinions will be submitted to the Supreme Court by the local United Nations team through the Ministry of Foreign Affairs so that the Court may issue a ruling and thus only one interpretation of the Convention on Privileges and Immunities will prevail in all Brazilian courts. This joint initiative should be useful and invaluable to UNESCO which has one case pending before the Supreme Court and others before the labour courts.

VII. 33 C/Resolution 32: Granting of the status of regional institute under the auspices of UNESCO to the Instituto de Matemática Pura e Aplicada (IMPA) in Brazil

36. This item was withdrawn from the agenda of the 174th session of the Executive Board by the Brazilian Government. Following consultations with the IMPA Director and the Brazilian Permanent Delegation to UNESCO, it appeared that the statutes of IMPA are ruled by the Law of Social Organizations and that it could not make the needed changes in its legal statutes so as to comply with the requirements of UNESCO category 2 institutes. The proposal of granting a category 2 status for IMPA has therefore been definitely withdrawn by the Brazilian authorities, it being understood that IMPA will nevertheless be interested to cooperate with the IBSP.

VIII. 33 C/Resolution 34: Proposal for the establishment of the International Centre for Biological Sciences (CICB) in Venezuela, under the auspices of UNESCO

37. On 16 January 2007, the Venezuelan National Commission for Cooperation with UNESCO informed the Executive Board of the decision taken by the Minister of Sciences and Technology of Venezuela to suspend the negotiations between Venezuela and UNESCO with regard to the establishment of the International Centre for Biological Sciences (CICB) and not include this item in the agenda of the 176th session of the Executive Board. The question will be re-examined by the Venezuelan authorities in the light of the experience gained with the National Centre for the Life Sciences and Biosciences, which is to be established in 2007.

IX. 33 C/Resolution 90: Creation of category 2 institutes and centres and their contribution to strategic programme objectives

38. At its 33rd session, the General Conference adopted 33 C/Resolution 90 on UNESCO's cooperation with category 2 institutes and centres. As defined in 33 C/Resolution 90, category 2 institutes and centres are entities which are not legally part of the Organization, but which are associated with it through formal arrangements by the General Conference, to ensure that they are providing a substantial, effective and sustainable contribution to the implementation of UNESCO's programme of action, thereby making use of all available resources and strengthening the Organization's global outreach and impact.

39. At present, UNESCO has designated 29 centres and institutes (see annex) under its auspices, including the recent designation of the first category 2 centre devoted to addressing the needs of young people – The International Children Centre (ARTEK) in Ukraine. Category 2 institutes and centres contribute to the execution of UNESCO's programme through capacity-building, through exchange of information in a particular discipline, theoretical and experimental research and advanced training, etc. They also provide technical support and expertise in their

area of specialization to Member States and other Secretariat units, including field offices. Indeed, one of the largest shares of activity of category 2 institutes and centres is devoted to capacity-building in their respective fields of competence, particularly in developing countries, in order to contribute to poverty reduction, peace and sustainable development. For example, the International Centre for Human Sciences in Lebanon continued to hold activities that contribute to peace-building for scholars, young researchers and graduate students from Lebanon, Jordan, Egypt and various European countries in spite of the post-war circumstances.

40. In an effort to bring about greater synergies between category 2 institutes and centres, Headquarters, field offices and National Commissions, focal points have been designated within UNESCO who are working collaboratively with category 2 institutes and centres to increase the visibility and impact of UNESCO's work at the regional and national levels. For example, the International Institute for Central Asian Studies (IICAS) in Samarkand, Uzbekistan and the International Institute for the Study of Nomadic Civilizations (IISNC) in Mongolia are working in close cooperation with the Tashkent and Beijing UNESCO Offices within the framework of the Project on Intercultural Dialogue in Central Asia to implement programmes which foster intellectual cooperation in Central Asia and abroad in order to improve visibility and promote knowledge of the region in general and nomadic studies in particular.

41. Initiatives are also under way to develop specific strategies that enhance cooperation between UNESCO's programmes and category 2 institutes and centres. For example, the IHP Intergovernmental Council formed a task force to prepare a draft strategy on UNESCO's category 1 and category 2 water-related institutes and centres in consultation with IHP National Committees. This strategy will provide the framework on how both the category 1 and 2 centres will be linked to IHP at all levels and how they will work together as a network to avoid overlap, promote cooperation, and provide coherence vis-à-vis Member States. The strategy will be finalized in June 2007 in Delft, the Netherlands at a meeting of the directors of UNESCO's category 1 and category 2 water-related institutes and centres.

ANNEX

Ref. 33 C/Resolution 90

LIST OF CATEGORY 2 INSTITUTES AND CENTRES UNDER THE AUSPICES OF UNESCO

(as of February 2007)

1. International Research and Training Centre for Rural Education (INRULED), Baoding, China.
2. Asia-Pacific Centre of Education for International Understanding (APCEIU), Inchon, Republic of Korea.
3. Guidance, Counselling and Youth Development Centre for Africa (GCY), Lilongwe, Malawi.
4. Regional Educational Planning Centre, Sharjah, United Arab Emirates.
5. International Centre for Girls' and Women's Education in Africa (CIEFFA), Ouagadougou, Burkina Faso.
6. International Research and Training Centre on Erosion and Sedimentation (IRTCES), Beijing, China.
7. Regional Humid Tropics Hydrology and Water Resources Centre for South-East Asia and the Pacific (WRCSEAP), Kuala Lumpur, Malaysia.
8. Regional Water Centre for the Humid Tropics of Latin America and the Caribbean (CATHALAC), Panama, Panama.
9. Regional Centre on Urban Water Management (RCUWM), Tehran, Islamic Republic of Iran.
10. International Centre for Pure and Applied Mathematics (CIMPA), Nice, France.
11. Regional Centre for Training and Water Studies of Arid and Semi-arid Zones (RCTWS), Egypt.
12. International Centre on Qanats and Historic Hydraulic Structures (ICQHHS), Yazd, Islamic Republic of Iran.
13. Latin American Physics Centre (CLAF), Rio de Janeiro, Brazil.*
14. Regional centre for biotechnology training and education in India.
15. International Centre for Water Hazard and Risk Management (ICHARM), Tsukuba, Japan.
16. Regional Water Centre for Arid and Semi-Arid Zones of Latin America and the Caribbean (CAZALAC), La Serena, Chile.
17. European Regional Centre for Ecohydrology, Łódź, Poland.
18. International IHP-HELP Centre for Water Law, Policy and Science, University of Dundee, Scotland, United Kingdom.
19. International Research and Training Centre on Urban Drainage (IRTCUD) Belgrade, Serbia and Montenegro.

* Established in 1962 prior to the formulation of guidelines pertaining to UNESCO institutes and centres.

20. Regional Centre on Urban Water Management for Latin America and the Caribbean (CINARA), Cali, Columbia.
21. International Centre for Human Sciences (ICHS), Byblos, Lebanon.
22. International Institute for Central Asian Studies (IICAS), Samarkand, Uzbekistan.
23. International Institute for the Study of Nomadic Civilizations (IISNC), Ulan Bator, Mongolia.
24. Nordic World Heritage Foundation, Oslo, Norway.
25. Regional Centre for the Safeguarding of the Intangible Cultural Heritage of Latin America (CRESPIAL), Cusco, Peru.
26. International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), Rome, Italy.
27. Regional Centre for Book Development in Latin America and the Caribbean (CERLALC) Bogotá, Colombia.
28. ISSN (International Standard Serial Number) International Centre, Paris, France.
29. International Children Centre (ARTEK), Ukraine.



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

UNESCO'S ROLE AND THE CHALLENGE OF AFRICAN MIGRATION

ADDENDUM

SUMMARY

Further to 175 EX/Decision 57, the document provides information on practical proposals in UNESCO's fields of competence to respond to the challenges of African migration and development, and increase intersectoral action in this area.

Decision proposed: paragraph 8.

WORKING GROUP ON AFRICAN MIGRATION

1. At its 175th session, the Executive Board adopted 175 EX/Decision 57 on the challenge of African migration and UNESCO's role in meeting this challenge. The decision notes that contemporary African migration is a matter of international concern that requires concerted action and fits into UNESCO's priority targets (Africa, youth and least developed countries); it stresses the human rights implications of this phenomenon and invites the Director-General to define UNESCO's role in this respect. Pursuant to that decision, the Director-General decided to establish an intersectoral working group in the Secretariat (DG/Note/06/56). The group, chaired by ADG/SHS, comprises representatives of the Africa Department, BSP and the five programme sectors. It has the mandate to consider appropriate practical proposals in UNESCO's fields of competence to respond to the problems of African migration and development. The group met twice, in December 2006 and January 2007. In addition, a meeting was organized in January 2007 with permanent delegations for an informal exchange of views on the work of the group. Another meeting was organized in February 2007 with the International Organization for Migration (IOM – represented by IOM's Deputy Director-General) in order to strengthen UNESCO's cooperation with IOM in this domain and to avoid duplication of work; to this end, the elaboration of a memorandum of understanding between UNESCO and IOM is under consideration.

2. The work of the group is of particular relevance in the context of the United Nations work on international migration. Recently several major initiatives have been taken within the United Nations system, including the creation of the Global Commission on International Migration, whose 2005 report is guiding the United Nations response to the challenges raised by migration; the 2006 High-Level Dialogue on International Migration and Development that took place at the United Nations and was the most important event ever organized on this issue within the United Nations system; and the creation of the Global Migration Forum, the first meeting of which will be organized in July 2007 by the Government of Belgium to provide governments with a platform to exchange views on migration. In addition, in order to strengthen the coherence of the United Nations response to the challenges raised by international migration, the United Nations Secretary-General established in 2006 the Global Migration Group (GMG), now composed of 10 agencies active in this field (ILO, IOM, OHCHR, UNCTAD, UNDESA, UNDP, UNFPA, UNHCR, UNODC and the World Bank). UNESCO's application for membership in the GMG is currently being considered.

3. The intersectoral working group conducted its work with due regard to recent statements, recommendations and guidelines adopted in the context of the African Union and the European Union. In particular, the working group took careful note of the African common position on migration and development and the AU-Migration Policy Framework for Africa (Banjul, Gambia, June 2006) and the joint Africa-European Union Declaration on Migration and Development (Tripoli, Libya, November 2006). It also took note of 175 EX/Decision 14 of the Executive Board concerning the follow-up to be given to the Second Conference of Intellectuals from Africa and the Diaspora II (CIAD) (Salvador de Bahia, Brazil, 12-14 July 2006) and 175 EX/Decision 41 on UNESCO's cooperation with African subregional and regional organizations. It noted the emphasis put in these documents on the root causes of migration, such as poverty and underdevelopment, the importance of migratory movements within Africa, and the necessity of addressing the challenges of migration within a broad development framework and in cooperation with all countries and regions involved. The working group stressed the need to cooperate closely with the African Union and all relevant partners in conducting UNESCO's work in the field of African migration.

4. The intersectoral working group discussed appropriate practical proposals in UNESCO's fields of competence to respond to the problems concerning African migration and development. The following fields of action were identified:

Education: (1) addressing brain drain from Africa (for example in relation to the joint UNESCO-Hewlett-Packard project on this issue); (2) facilitating the recognition of qualifications and higher education studies through existing UNESCO normative instruments in this area, thus enabling circulation of the highly skilled, in accordance with the joint Africa-EU declaration on migration and development that recommends working “towards mutual recognition of academic qualifications and professional certificates”; (3) increasing opportunities for technical and vocational education and training, particularly with respect to entrepreneurship, to enable young people to engage in productive livelihoods close to their homes (notably in relation to the forthcoming establishment of Community Lifeskills Development Resource Centres); (4) establishing additional UNESCO Chairs on migration and diasporas to strengthen research capacities (a UNESCO Chair on African migration is to be established at the University of Dakar, Senegal, in close cooperation with IOM. Another Chair on African Diaspora could be envisaged in another African subregion).

Natural sciences: (1) addressing the emerging issue of “environmental refugees” (i.e. people who leave their homes following natural and man-made disasters, such as desertification, cyclones, floods, landslides, droughts and extremes of temperature); (2) mainstreaming sustainable development into migration policies; (3) ensuring smooth cooperation between scientists through their international mobility in order to strengthen research capacities in Africa, facilitate brain gain among students and skilled migrants, and to compensate for brain drain and the loss of human capital in less developed countries.

Social and human sciences: (1) promoting human management of migration flows through concertation among stakeholders and the promotion of managed migration opportunities, particularly at the regional level; (2) raising awareness regarding human rights abuses connected to irregular migration; (3) fostering the development of sending regions in relation to migration through the emphasis on migrants’ potentially positive impact as well as through transnational diaspora connections (a joint UNESCO-IOM-AU initiative in furthering the diaspora dialogues initiated by CIAD will constitute an initial step in this respect); (4) addressing the specific situation of migrants in cities and the urban cohesion-migration nexus; (5) addressing the migration-human rights nexus in line with the AU recommendation outlined in its common position on migration and development calling for the ratification and implementation of international instruments such as the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families.

Culture: (1) fighting human trafficking by addressing its cultural dimensions; (2) addressing linguistic diversity and the peaceful coexistence of refugees and migrants with the receiving countries’ populations; (3) emphasizing the crucial role of culture in national and regional development strategies to address the root causes of migration; (4) valorizing traditional crafts with a view to creating jobs (through the promotion of traditional know-how and of cultural tourism, for example).

Communication and information: (1) contributing to African development through diaspora members who are actors in the development of their countries of origin, in line with the joint Africa-EU declaration and the second CIAD outcomes that recommend the facilitation of “the role of diasporas in order to contribute to the sustainable development of their countries of origin”; (2) including new African languages in the digital world, relying notably on the African Diaspora; (3) building “virtual laboratories” to bring together Africans and members of the African Diasporas through the use of ICTs; (4) launching a “Diaspora experts network” to elaborate project proposals for submission to international partners (European Union, African Development Bank, European Development Bank, Islamic Development Bank, China-Africa Forum, TICAD, USAID, World Bank, etc.).

Africa Department: (1) promoting research on African migration and development through partnerships with regional initiatives and actors, including the African Union and the African Regional Economic Communities (RECs); (2) contributing to the dissemination and

valorization of the artistic, literary and cultural production by the African Diasporas; (3) addressing African migration through a focus on migration history in the region, the advocacy of preventive diplomacy and the restoration of a culture of peace in African post-conflict countries; (4) following up on the first and second CIAD meetings; (5) following up on the implementation, in UNESCO's fields of competence, of the recommendations that will be issued by the forthcoming Global Forum on Migration, scheduled in Brussels, Belgium, in July 2007.

5. In order to increase intersectoral coherence, the working group proposed the following actions:

Literature review and information-gathering. Available information regarding African migration, in terms of causes, process and functioning, consequences and policy options, should be systematically collected and analysed in order for initiatives to be taken on the basis of sound and accurate data. In addition, policy initiatives taken by all stakeholders (mainly national governments, regional organizations, international/intergovernmental institutions and NGOs) should be taken into account in order to situate UNESCO's activities within a comprehensive United Nations framework.

Network-building. The establishment of a research and policy-oriented network should be envisaged. Regional or subregional research networks would enable continuous and in-depth information-gathering through research, consultations and hearings notably, in order to document and monitor migration flows in and from the region, with the support of UNESCO's expertise. The UNESCO Regional Youth Forum to be held in West Africa in mid-2007 may constitute an appropriate platform for dialogue and exchange of ideas; similarly, in partnership with IOM, the 2007 meeting of the Campus of Excelencia to be organized in July 2007 in Spain may be used to gather additional inputs. Research networks would focus on issues such as the education-migration nexus, brain drain, gender in migration dynamics, human trafficking and contemporary forms of slavery, the impact of remittances on development, the role of environment- and health-related factors, human rights and transnational diaspora migration patterns. A research network bringing together existing research institutions across the different subregions of Africa and different continents, in view of creating a migration observatory network in order to better inform policy on migration and development should be envisaged. UNESCO's long-term experience in creating and maintaining regional and inter-continental networks could be used in this regard.

Strengthening capacity-building. In close cooperation with ILO and the Conference of African Ministers of Education (COMEDAF) and within the framework of the implementation of the Second Decade of Education in Africa, a priority research on technical vocational training should be undertaken to help establish a policy of better adjusting the level of education, competence, knowledge and know-how of African youth to the local requirements and opportunities so that they can fully participate in the efforts of national and regional development.

6. Finally, the working group emphasized the need to envisage pilot projects in UNESCO's fields of competence that would address the problems of African migration. Such projects would, subject to the availability of extrabudgetary funding, enable the elaboration and evaluation of innovative approaches to this issue, thus facilitating long-term activities by UNESCO's different sectors and field offices. Examples include explorations of the feasibility of managed and concerted labour migration schemes on the regional level.

7. An intersectoral approach to tackle the issues mentioned above will increase the added value of the Organization in addressing the challenge of African migration and development. The activities will be undertaken in coordination and in close cooperation with Member States and with the members of the Global Migration Group. The annual United Nations Coordination Meeting on

migration will be used to showcase the results of the activities and to strengthen UNESCO's cooperation on migration within the United Nations system.

Proposed draft decision

8. The Executive Board may wish to consider adopting a decision along the following lines:

The Executive Board,

1. Recalling 175 EX/Decision 57 on UNESCO's role and the challenge of African migration, 175 EX/Decision 20 on the second conference of Intellectuals from Africa and the Diaspora, and 175 EX/Decision 41 on UNESCO's cooperation with African subregional and regional organizations,
2. Further recalling that Africa, LDCs and young people are priority targets in UNESCO's programmes,
3. Having examined document 176 EX/5 Add.,
4. Welcomes the report by the Director-General;
5. Emphasizes the need for an intersectoral approach involving each programme sector to address the challenge of African migration and development;
6. Expresses its support for the three-step action plan outlined in document 176 EX/5 Add.;
7. Stresses the necessity for UNESCO to continue exploring opportunities for new and innovative approaches and to enlist new partners in the implementation of practical solutions;
8. Invites the Director-General to further strengthen UNESCO's activities in its fields of competence, in particular the sciences, education, culture and communication, in addressing the issues of international migration and development.



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

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

PROGRESS IN THE DEVELOPMENT OF CROSS-SECTORAL CAPACITY-BUILDING PROGRAMMES

ADDENDUM 2

SUMMARY

This document is in response to 174 EX/Decision 14 on “Progress in the development of a cross-sectoral capacity-building programme”. It is organized around several intersectoral themes, each comprising different sectoral contributions across all of UNESCO’s Programme Sectors – constituting together a *cross-sectoral* programme – as well as a considerable number of *intersectoral* actions, where two, three, four or all of UNESCO’s Programme Sectors collaborate in a concerted manner to advance capacity-building.

Decision proposed: paragraph 43.

I. BACKGROUND

1. By 174 EX/Decision 14 on “Progress in the development of a cross-sectoral capacity-building programme”, the Executive Board requested the Director-General to develop cross-sectoral programmes of capacity-building for Member States and to ensure that the elaboration of a concrete and coherent cross-sectoral capacity-building scheme is duly included in the preparation of documents 34 C/4 and 34 C/5. This decision was taken after a debate which highlighted the critical importance of UNESCO's function as a capacity-builder in Member States, *inter alia* by helping developing countries and particularly least developed and post-conflict countries to enhance their technical capacities, including for poverty eradication and the provision of safe drinking water. UNESCO was considered to be well placed to reinforce the alignment of its programme activities in an intersectoral and cross-sectoral manner in order to bring about synergies bolstering effective capacity-building. To that end, the Director-General was invited to submit a report on progress made to the Executive Board at its 176th session. The present report provides information about the increasingly important role of capacity-building in development and in UNESCO's programming and that of the United Nations at large. The document is organized around several intersectoral umbrellas, each comprising different sectoral contributions cutting across all of UNESCO's Programme Sectors – constituting together a *cross-sectoral* programme – as well as a considerable number of *intersectoral* actions, where two or more of UNESCO's Programme Sectors collaborate in a concerted manner. This intersectoral engagement is then captured in a specific intersectoral platform included in draft documents 34 C/5 (see paras. 08000–08005) and 34 C/5 Addendum (para. 0013).

II. BUILDING CAPACITIES IN MEMBER STATES – A KEY FUNCTION FOR UNESCO

2. Capacity-building in Member States has always been a central function and modality in UNESCO's activities. Its importance is further accentuated by the need to assist countries to attain internationally agreed development goals, including the 2015-bound Millennium Development Goals (MDGs) – in particular the MDGs of halving both poverty and the number of people without access to safe drinking water and sanitation – as complemented and made more specific by the provisions of the 2005 World Summit Outcome document. A diversified range of capacity-building efforts will need to be offered to help realize these high-level international commitments. Through United Nations General Assembly resolution 59/250 on the 2004 Triennial Comprehensive Policy Review (TCPR) of Operational Activities for Development, Member States have accordingly called on the United Nations system to bolster and scale up its efforts, particularly to support national capacity-building. United Nations Country Teams are enjoined to make capacity-building a core focus of their work and to explore innovative and effective ways to support capacity-building so as to enable countries to pursue their national development objectives and priorities. The need to strengthen effective and sustainable capacity-building will also feature prominently in the context of United Nations reform initiatives and United Nations common country programming exercises. To underpin this task, the United Nations Development Group (UNDG), with UNESCO as a member, issued in 2006 a Position Paper on Capacity Development.

3. In line with the practice of the United Nations system, document 174 EX/16 had specified *capacity* as the capability of individuals, communities, institutions, organizations, social and political systems and society as a whole to use a range of different resources at their disposal to pursue sustainable development goals, to make informed choices about the solution of problems and to implement projects and to sustain them. Accordingly, the *building or development of capacities* is defined as a process whereby individuals, institutions, organizations and countries acquire, adapt, strengthen, deploy and maintain their capacities or abilities.

4. Given the broad scope of the terms, it may be appropriate to distinguish between the three levels of individual, institutional and the “enabling environment” capacity-building. While individual capacity development is a valuable component of development efforts, sustainable capacity-building depends rather on the quality of institutions and their performance, which is determined by

the aggregate results of individual capacities and efforts. In turn, the performance of particular institutions is affected by the “enabling environment” in which they operate.

5. Effective and sustainable capacity-building must be linked with participatory approaches so as to ensure ownership and long-term retention by countries and communities. This emphasis is important, as the international development community has not always fully taken into account the broader political and social context in which capacity-building takes place, thereby reducing the concept to a merely technical process. A new consensus has emerged whereby capacity-building is seen as a necessarily endogenous process, led and owned from within a country and according to national priorities geared towards the achievement of internationally agreed development goals. To be effective, capacity-building must use diversified modalities of knowledge-sharing and transfer, with a growing focus on South-South collaboration and triangular North-South-South collaboration.

6. To avoid too narrow an approach to capacity-building, UNESCO will deliver capacity-building through sectoral, cross-sectoral and intersectoral approaches, as appropriate, thereby capitalizing on UNESCO’s comparative advantage being able to draw on all its domains in responding to complex and multilayered contemporary problems. The cross-sectoral programme called for by 174 EX/Decision 14 will be organized around several programme-driven, overarching themes benefiting from contributions by various Programme Sectors and often involving joint engagements of two or several Sectors. The thematic umbrellas, elaborated by an intersectoral working group, are the following: (i) building capacities for poverty eradication, (ii) building capacities utilizing ICTs for the construction of knowledge societies, (iii) strengthening national research and planning capacities, (iv) knowledge acquisition and sharing, (v) building capacities for sustainable development, with an emphasis on water, and (vi) building capacities for education for all.

7. Member States’ call for a reinforced intersectoral approach to programming has also informed the preparation of the draft Medium-Term Strategy for 2008-2013 (34 C/4), which is structured around five overarching objectives for the entire Organization, which define areas where UNESCO has a unique role and competence in the multilateral field. Fourteen strategic programme objectives then define how the overarching objectives shall be pursued in a thematic manner and through sectoral and/or intersectoral action. *Capacity-building in Member States in UNESCO’s fields of competence* has been defined as one of five essential functions through which the Organization will discharge its mission. Hence, the need for capacity-building is inherent in all overarching objectives. Likewise, they are integral and visible components of each strategic programme objective (SPO) and sometimes even their title, such as SPO 4 entitled “Fostering policies and capacity-building in science, technology and innovation, with special emphasis on the basic sciences and energy”. Flowing from the draft 34 C/4, the biennial sectoral priorities and the related main lines of action of all major programmes in draft Programme and Budget for 2008-2009 (34 C/5) invariably envisage strong support for capacity-building in different forms, bolstered by specific expected results, performance indicators and benchmarks.

III. THE COMPONENTS OF UNESCO’S CROSS-SECTORAL APPROACH TO CAPACITY-BUILDING

1. Building capacities for poverty eradication

8. *Given its ethical and intellectual mission, UNESCO is well placed to contribute in an intersectoral manner to an expanded and holistic poverty paradigm, drawing in particular on the Organization’s competences – in education, natural sciences, social and human sciences, culture and communication and information –, and its translation into concrete anti-poverty activities, assisting Member States in their efforts to attain MDG 1 calling for a halving of poverty by 2015. In these efforts, UNESCO is partnering with relevant United Nations agencies and programmes and pursues partnerships with governments, research institutions and universities as well as with NGOs. In this context, there are several entry points for capacity-building efforts across Sectors, some of which are elaborated below.*

1.1. Small grants programme on poverty eradication: building national capacities for research and policy analysis

9. Drawing on one of the recommendations of the projects relating to cross-cutting theme “*Eradication of poverty, especially extreme poverty*” of the 31 C/4, a grants programme has been established with a view to enhancing national research capacities for the elaboration of poverty eradication policies, targeting researchers in developing and least developed countries. The objective of the small grants is to empower young mid-career professionals and their institutions in sub-Saharan Africa, South Asia and Latin America and the Caribbean to contribute to the formulation of poverty reduction strategies and national action plans. Specific focus is on assisting key professionals to analyse the impact of national poverty reduction strategies; conducting policy research on the extent to which “pro-poor” policies and related national actions are actually contributing to improved livelihoods and participation of the poor in areas of UNESCO’s competence; and training grant awardees on relevant conceptual, analytical and data-gathering techniques. Such capacity-building efforts are expected to result in: (a) strengthened capacities of professionals and institutions to undertake research and policy analysis on poverty eradication; (b) the development of pertinent poverty eradication strategies and action plans; and (c) an enhancement of country capacities to manage and evaluate poverty-relevant public policies in areas of UNESCO’s competence. This action, begun during the biennium 2006-2007 is proposed to be continued throughout 2008-2009, as indicated in the draft 34C/5 under Main Line of Action 3, “Policy-oriented research in the social sciences”.

1.2. Building capacities for poverty alleviation through the promotion of cultural industries

10. UNESCO’s Culture Sector undertakes capacity-building for poverty alleviation *inter alia* through the promotion of cultural industries, including through the follow-up of the 10-year Action Plan Jodhpur initiatives “*Asia-Pacific Creative Communities: a Strategy for the 21st Century*” calling for activities to promote cultural industries for poverty alleviation and socio-economic development. This is implemented by UNESCO’s field offices in Bangkok and New Delhi and an annual forum is organized by the Home Affairs Bureau of the Hong Kong Special Administrative Region Government to build capacities and promote cultural exchange and cooperation in the Asian region. Action in this area is guided by the principle that it is only in concert with other areas that cultural resources can be deployed as tools to tackle issues such as lack of social cohesion, diversity of cultural expressions or unemployment. This underlines that objectives for culture must be expressly integrated into anti-poverty policy formulation and action, which will benefit from a cross-sectoral approach. Policies for the development of the creative sector, contributing to poverty alleviation, should therefore be explicitly integrated with other industrial, economic and development policies.

2. Building capacities utilizing information and communication technologies (ICTs) for the construction of knowledge societies

11. ICTs are a critical factor to support capacity-building requisite for the emergence of knowledge societies and for sharing knowledge supportive of poverty eradication. UNESCO builds capacities for the use, as well as through the use, of ICTs in various ways:

2.1. Building e-capacities for improving local governance

12. In collaboration with the Social and Human Sciences Sector, UNESCO’s Information and Communication Sector established a project around the use of “ICTs as tools for improving local governance”, also in an effort to promote inclusiveness and participatory development for the fight against poverty. In this framework, UNESCO provides capacity-building and training to specialists in Africa and the Caribbean in the areas of local e-administration, local e-government and local e-democracy. A complementary project on local e-governance is conducted under the Information for All Programme, through cooperation with Spain under a “funds in trust” agreement. It also aims at the formation of a network of experts on the topic.

2.2 *Building individual and institutional capacities for free and open source software development*

13. Drawing on the potential of ICTs for enabling access to information and for information-sharing, being a characteristic of inclusive knowledge societies, UNESCO promotes Free and Open Source Software (FOSS) to strengthen capacities of experts and institutions. FOSS use in UNESCO's fields of competence involves: (i) creating communities of practice for Open Standards and Open Educational Content; (ii) contributing to the development and free distribution of selected open source software tools for information processing (Open CDS/ISIS, Open IDAMS, Open eNRICH, and Greenstone), communicating knowledge and facilitating education through ICT; (iii) supporting collaboration of FOSS experts in Africa, East Europe, Central Asia, Asia and Latin America and the Caribbean; and (iv) fostering FOSS technical applications.

2.3 *Capacity-building for ICT competency*

14. The impact of ICTs on teaching and learning processes has been steadily increasing at all levels, introducing new perspectives, challenges and opportunities for making education systems more inclusive and innovative. ICTs have become an integral part of educational strategies, policies and practices, providing greater flexibility in learning situations, promoting increased connectivity between learners and learning resources and broadening the outreach to the unreached. Likewise, ICTs have become an important tool for updating and improving teachers' practice at all levels. UNESCO's "ICT Competency Standards for Teachers", led by the Information and Communication Sector in close cooperation with the Education Sector, focuses on combining ICT skills with contemporary and emerging views in pedagogy, curriculum, and school organization to further teachers' teaching competencies and to enable them to become innovation leaders in their institutions.

2.4 *Building capacities through open training platforms*

15. UNESCO's Information and Communication Sector, in collaboration with all other four Programme Sectors, is establishing an open online training platform to help build the capacities of different groups and communities (educators, cultural actors, journalists, natural and social scientists, information specialists) through an ICT-enhanced central access point to non-formal education resources and training. This platform can be modulated according to specific needs, knowledge levels and different languages, with a special emphasis on the needs of developing countries.

2.5 *Building capacities through ICT-based networks and education*

16. Several ICT-based networks and e-education approaches underline their potential for capacity-building especially with a view to contributing to poverty eradication. The objective of the ICT-based *Resource Centres Network* in sub-Saharan Africa, a collaboration between the Education Sector and the Communication and Information Sector, is designed to enable the development of capabilities for delivering training in the countries of the Great Lakes region and to build the capacity of end users – learners, teachers, trainers, and managers: The *African Virtual University project* represents another capacity-building effort of an intersectoral nature, aimed at forming local capacity for developing tertiary courseware and for developing a quality assurance policy and methodology. The *Space for Science project* aims at the provision of scientific information and services to South East European (SEE) research and academic institutions in cooperation with peer entities in Western Europe, taking advantage of the instantaneous links provided by satellite technology. UNESCO provides expertise to the *African Institute of Science and Technology* and participates in the design of the campus network and related teaching processes. The *Avicenna project* is a self-sustainable virtual university, based on cooperation between institutions of Mediterranean countries. It focuses on the use of ICT-based knowledge centres to exchange course materials suitable to build capacities.

3. Strengthening national research and planning capacities

3.1 *Building national capacities for social and human science policies*

17. A major thrust of capacity-building conducted by the Social and Human Sciences Sector relates to UNESCO's contribution to the strengthening of national research systems and the development of social and human science policies, including philosophy. Emphasis will be placed on building capacities for the development of research systems responding to development needs, ensuring linkages with sustainable development strategies and taking into account the need to pursue social development policies. This thrust is also reflected in the intersectoral platform on "Strengthening national research systems" proposed in the draft 34C/5, which involves four Programme Sectors as well as UIS. These capacity-building efforts also entail a strengthening of research-policy linkages in the social sciences envisaged under MP III's Main Line of Action 4 in the draft 34 C/5, with appropriate budget provisions committing the Organization *inter alia* to the expected result of strengthening capacities of Member States to develop regional and national social and human science policies.

18. With a strong component of regional collaboration and South-South cooperation, as well as triangular North-South-South collaboration, UNESCO's action in this regard is focusing on efforts to strengthen international cooperation in the field of social sciences in cooperation with ISSC and relevant social science consortiums and funding agencies, with a view to enhancing both common research programmes between developed and developing countries, and with a special emphasis on contributing to research capacity needs in Africa and Asia.

3.2 *Building national institutional capacities in the field of ethics and bioethics*

19. A priority of UNESCO's Social and Human Sciences Sector will be to undertake capacity-building in the field of ethics and bioethics at different levels: (a) institutionally, by providing support to the establishment of ethics and bioethics national committees and assisting existing ones; and (b) institutionally and at individual levels through the Ethics Education Programme, the creation of networks of experts in ethics teaching, developing resource documentation, contributing to existing teaching programmes, and developing model programmes and quality assessment criteria. Strengthening Member States' capacities to address the major ethical challenges arising from innovations and advances in science and technology also requires intersectoral collaboration with the Science Sector, e.g. as regards the further exploration and dissemination of the ethical principles of the Declaration on Science and the Use of Scientific Knowledge.

3.3 *Building technical capacities and local research capacities in educational planning*

20. The core mission of the International Institute for Educational Planning (IIEP), to build the capacities of Member States in educational planning and management, is mainly achieved through training (long- and short-term, residential and at distance) and technical assistance which emphasises learning by doing. The emphasis is on strengthening such technical capacities as strategic planning, policy analysis, indicators, monitoring, information systems, etc. The IIEP also strengthens local research capacities.

21. Beyond individual skills, the Institute actively seeks to work with national planning institutions in order to have an impact at the institutional level. A case in point is the Institute's involvement with the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) which IIEP has supported since 1995. Similarly, lasting impact on institutional capacity is at the heart of the instructional model on which our distance courses are based: training teams from participating institutions rather than individuals.

22. IIEP aims at giving long-term support so that processes become nationally owned. This is highlighted by the experience of the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), which IIEP has supported over decades. IIEP has also been

contributing to the cross-cutting theme activities in education by organizing virtual fora and encouraging their evolution into communities of practice, as well as by designing evaluation tools and ensuring appropriate follow-up. IIEP has also been entrusted with a number of executing responsibilities under an Education Sector project for capacity development for EFA.

4. Knowledge acquisition and sharing

23. Knowledge constitutes a global public good, the access to which becomes a question of social justice and a critical factor for individual development, careers and success. Capacity-building at various levels is a unique means to enable individuals and institutions to access, utilize and sustain knowledge and skills. UNESCO's efforts in this area comprise the components below:

4.1 Promoting community access centres as vehicles for capacity-building

24. UNESCO promotes a number of different models, platforms and programmes that facilitate, as vehicles for capacity-building, community access – to learning and development resources, to cultural opportunities, to information and to tools, both through traditional media and ICTs. Different types of UNESCO community centres can be found across Sectors and include (among others) Community Learning Centres (Education Sector), Community Multimedia Centres (Communication and Information Sector), Culture in the Neighbourhood Centres (Culture Sector), Multipurpose Community Telecentres (Communication and Information Sector). Although efforts have been made in the past to promote exchanges and cooperation among offices working with community access platforms, these efforts have not yet succeeded. Based on the recommendations of an independent evaluation of the CMC project (2001-2006), the Communication and Information Sector will launch an intersectoral initiative to research and document the range of UNESCO's community access models and programmes with a view to realizing synergies. Among the key objectives of this initiative is to build the capacities of local centres in order to enable them to interact and to build dynamic relationships with a wide range of development actors for the delivery of locally appropriate content and programming. Furthermore, it shall seek to assess local needs and identify, gather, produce and deliver development information content and programming. The initiative also aims at facilitating the sharing of knowledge, experience, skills and tools among centres and UNESCO offices and staff.

4.2 Promoting science communication

25. The Communication and Information Sector together with the Natural Sciences Sector has developed ways to promote science communication, in particular in developing countries. Under this initiative, UNESCO established a contract with BBC Worldwide, with financial support from the British Government, to disseminate scientific knowledge through high-quality television programmes on science and technology to developing countries. UNESCO has acquired the rights for one year to 46 titles in the award-winning BBC Horizon series for distribution in 41 African and 9 Asian countries. To this date, national broadcasting stations in 29 countries have entered into agreements with UNESCO to broadcast these programmes. Among the topics covered by these programmes are basic sciences and life sciences, as well as ecology and earth sciences, including disaster mitigation, but also more detailed and specific features on issues such as Einstein's theory of relativity, the occurrence of tsunamis, or gene therapy. This intersectoral cooperation has also resulted in the International Radio and TV University (URTI) and the International Council of French-speaking Radios and Televisions (CIRTEF) coproductions on "Environments and Ecosystems" in West and Central Africa.

4.3 Building capacities of indigenous communities

26. The UNESCO programme on dialogue with and among indigenous peoples reinforces capacities of indigenous organizations, governmental and international organizations to engage effectively in processes of building mutual consent with indigenous communities about decisions and programmes concerning their development. Methodological and ethical principles of cultural

mapping have been devised, and training provided in this regard. A guide on organizing cultural mapping sensitization workshops and a concept paper on participatory cultural mapping as an opportunity for intercultural dialogue are under elaboration. UNESCO furthermore participates in the elaboration of terms of reference for United Nations country teams to ensure that principles of cultural diversity and intercultural dialogue and the rights and aspirations of indigenous peoples and their capacity-building needs are taken into account in joint United Nations programmes.

4.4 Building capacities for the protection and management of cultural heritage

27. Following the results of the European Periodic Reporting presented to the World Heritage Committee at its 30th session (July 2006), capacity-building programmes were developed in Central and Eastern Europe and South Eastern Europe focusing on integrated management of World Heritage properties, some of which are also UNESCO Biosphere Reserves, and on applications of remote sensing for integrated management of ecosystems and water resources in Africa.

28. The World Heritage Centre pursues and strengthens capacity-building activities through its World Heritage Education project. In this framework, and to contribute to wider diffusion of the “World Heritage in Young Hands” resource kit (WHYH) in schools, new versions have been produced in official and non-official languages of the Organization, expanding considerably the outreach. For even wider diffusion, various versions have been made accessible online for free. Teachers are being trained in the use of the Kit through several workshops. They also focus on the links between World Heritage education and sustainable development, emphasizing the need to highlight the transmission of heritage values. Efforts to impart knowledge on World Heritage preservation among youth have been pursued through innovative projects.

29. The Culture Sector also fosters institutional capacity-building by assisting countries in the development of a cultural heritage management strategy. Such a strategy takes into consideration how local culture, both tangible and intangible, is perceived through local and international media, measures its feedback and proposes how to approach civil society. Part of the strategy is an evaluation of school curricula at primary and secondary levels in order to verify if and how local culture is transmitted to students. In the field of cultural properties and museums – and in particular in the context of the establishment of the National Museum of Egyptian Civilization (NMEC) in Cairo and the Nubia Museum in Aswan –, several cross-sectoral activities have taken place involving the areas of education, natural sciences and human and social sciences. This led to an initiative to establish a school of museum studies for postgraduate and diploma studies.

4.5 Building capacities for basic sciences and mathematics education

30. As regards basic sciences and mathematics education, various technical capacity-building activities have been developed in physics, chemistry, the life sciences and mathematics. These include the International Basic Sciences Programme (IBSP), the SESAME project (International Centre for Synchrotron-light for Experimental Science and Applications in the Middle East) as an international centre promoting science for peace in the Middle East, the MIRCEN network of Microbial Resource Centres and the “Experiencing Mathematics” travelling exhibition supported by UNESCO.

4.6 Building individual capacities through the Participation Programme and the Fellowships Programme

31. UNESCO’s Participation Programme and the Fellowships Programme are targeted at capacity-building. Whereas the former offers technical and financial assistance to support Member States’ initiatives and activities, the latter promotes capacity-building at the individual level. The two programmes have a cross-sectoral component through the operations of intersectoral screening committees, applying a strong focus on capacity enhancement and poverty eradication, especially

in Africa and least developed countries. In the past years, the alignment with C/4 and C/5 strategic and programme priorities has been significantly improved.

5. Building capacities for sustainable development

32. Effective capacity-building at different levels is one of the critical factors affecting sustainable development. While the concept of sustainable development as such is rather wide, special emphasis in this document is placed on UNESCO's capacity-building efforts relating to the issue of water and related ecosystems, including – in the light of 171 EX/Decision 59 and 174 EX/Decision 14 – the provision of safe drinking water. In addition to water-related capacity-building efforts, this section also discusses the building of capacities related to cultural diversity (linked with biological diversity) for sustainable development and the utilization of South-South collaboration.

5.1 Building capacities for sustainable development in coastal regions and small islands

33. In the framework of the Natural Sciences Sector's "Coastal regions and Small Islands (CSI) Platform" – a global platform for environmentally sound, socially equitable, culturally respectful and economically viable development in coastal regions and small islands – several cross-sectoral and intersectoral capacity-building efforts were undertaken with Education, the Communication and Information Sector and BSP/YOUTH. The main goal of the platform is the mitigation and management of conflicts over coastal resources and values. The CSI platform allows the exchange of wise coastal practices for sustainable human development, the mobilization of indigenous knowledge for equitable resource governance and the involvement and training of youth. Cross-sectoral and intersectoral capacity-building activities include:

- The "Sandwatch" project integrates issues relevant to sustainable living and development along coasts and beaches, based on intersectoral collaboration between the Natural Sciences and the Education Sectors, several field offices as well as active participation from National Commissions. Since 2001, this interregional initiative has in a number of small island nations afforded a framework for school students to monitor beach environments, to evaluate problems and conflicts, and to work with communities to address issues in a sustainable manner. A notable development is that the "Sandwatch" approach has been adopted by Member States who have started to take full ownership of the network created through the project (www.sandwatch.org).
- Youth Visioning for Island Living (YVIL) is a participatory capacity-building exercise among island youth whereby the young people envision how they would like to see their islands develop and change over the next decade. They then implement proposals and plans on the ground. Supported by the Science Sector and BSP/YOUTH, as well as by organizations at the national, regional and interregional levels, YVIL gets young islanders actively involved in their community and enables them to acquire experience in all stages of the project cycle, from visioning, conceptualizing, designing, implementing and monitoring to evaluating (www.unesco.org/csi/YV/index.htm).
- The development of the Small Island States Universities Consortium in the framework of UNESCO UNITWIN with the aim of stimulating cooperation between small island universities in order to foster capacity-building, interregional training and sustainable development research.
- The intersectoral Small Islands Voice (SIV) initiative focuses on sustainable development activities at the local level through "Communities in Action", sharing their experiences. Specific capacity-building activities include: training to enable islanders of all ages to use computers to broaden their knowledge and allow exchanges about sustainable living and development, including through Internet forums. Themes addressed range from crime, viability of small islands, water resource management, commercial whaling, alternative energies, genetically modified crops and racial discrimination to the tourist industry. With a

focus on “learning by doing”, small island partners are assisted in carrying out capacity-building to help communities plan neighbourhood development; share eco-friendly practices; preserve island memories, traditions and languages; develop sustainable fisheries; and operate community radio.

5.2 Building capacities to utilize local and indigenous knowledge systems for sustainable development

34. Local and indigenous knowledge has gained widespread recognition as a vital factor for sustainable development and biodiversity management. Through the intersectoral LINKS programme, local knowledge, practice, values and worldviews are promoted as tools to achieve poverty eradication and environmental sustainability. In this manner, the programme seeks to empower rural and indigenous communities with the building of capacities, thereby enhancing cultural pluralism and sustaining biodiversity. Led by the Natural Sciences Sector, LINKS is implemented in collaboration with the Social and Human Sciences, Education, Culture and Communication and Information Sectors, comprising several capacity-building dimensions:

- Documenting indigenous knowledge and know-how related to a major ecosystem and food resource, namely the aquatic system and its freshwater fishes and turtles. After an initial phase of building local capacities for the gathering, transcription/translation and compilation of indigenous knowledge data, a flexible framework is being set up that leaves the ownership, i.e. the continuing design, planning, and execution of the project in the hands of the indigenous communities, while offering expert backstopping.
- Establishing an encyclopedia of indigenous knowledge on reefs and rainforests and developing new school curricula in the vernacular language, LINKS has fostered the transmission of indigenous knowledge to provide a bridge between indigenous and scientific understandings of the natural environment and its management, enhancing the capacities of the communities to participate effectively and make decisions in the management of natural resources. In the Pacific, LINKS has developed a CD-ROM on indigenous navigation in the Pacific as a vehicle for traditional knowledge and to reinforce the identity and self-esteem of indigenous youth, while strengthening ties between elders and youth. A Learning Resource Pack with teacher manual and student workbooks is currently being developed for insertion in Pacific curricula, which will enhance the capacities of Pacific teachers to use indigenous knowledge materials effectively in the classroom.

5.3 Water education for sustainable development

35. Cooperation between the Natural Sciences and Education Sectors has led to programme activities for water education and related capacity-building, in particular within the framework of the intersectoral UNESCO Action Plan for DESD. Following action by the IHP Intergovernmental Council, an expert-level Water Education and Capacity-Building Working Group was established to advise and guide UNESCO's work on water education and capacity-building and to review thematic programmes for DESD. Programme activities by both Sectors are being aligned to explore synergies in bolstering capacity-building for water education.

5.4 Building capacities in urban water management, with a focus on provision of safe drinking water

36. The International Hydrological Programme is conducting an Urban Water Management Programme with a strong capacity-building and knowledge-transfer component. There is ongoing cooperation with the Social and Human Sciences Sector in the aspect of urban water conflicts, which was presented at the recent World Urban Forum in Vancouver. Intersectoral cooperation is further envisaged in capacity-building, particularly since the achievement of the water-related MDG, with a focus on enhanced access to safe drinking water and basic sanitation, entails broad social

and developmental factors. The large, forward-looking urban water European Union Project “SWITCH” (2006-2010) being led by UNESCO-IHE seeks a paradigm shift in order to achieve sustainable development in the city of the future and has important elements that transcend the purely scientific fields, including social inclusion and broad governance and institutional issues. One major component of this project is the establishment of Learning Alliances within demonstration cities. Efforts are now under way to link SWITCH to IHP’s urban water programme. IHP has also a “Water and civilization” programme, which generates numerous awareness-raising and capacity-building activities.

5.5 Capacity-building in marine sciences

37. To harmonize capacity-building efforts in marine sciences, and hence to maximize their impact, UNESCO’s Intergovernmental Oceanographic Commission (IOC), and in particular its capacity development section, coordinates closely with other capacity-building efforts of IOC programmes and with IOC regional offices. Furthermore, IOC coordinates and collaborates its capacity-building efforts with the UNITWIN Chairs and Participation Programme, as well as with UIS and the UNESCO-IHE Institute for Water Education. In particular, this concerns [an extensive survey of marine institutes and capacities by country, which could take the form of an atlas or world report on oceanography, which is being explored jointly by IOC, Science Policy and UIS](#). IOC also conducts an awareness-raising project on coastal modelling to factor in marine biosphere reserves as a special element in coastal planning exercises. IOC Chairs have been integrated with the revamped UNITWIN Chairs policy of UNESCO. In this context, marine science Chairs have been encouraged to coordinate projects that span a network of universities. [Some collaborative work is being published evaluating capacity development in marine sciences](#). IOC is also organizing, with various regional arms, a workshop series on self-driven capacity development.

5.6 Capacity-building in engineering education for sustainable development

38. As regards the engineering sciences, technical capacity-building activities conducted by UNESCO include international workshops on engineering, technology and poverty reduction and sustainable development – and the first international workshop on engineering education for sustainable development. There has been close cooperation with the World Federation of Engineering Organisations, International Council of Academies of Engineering and Technological Sciences and related international engineering organizations, cooperation and support for Engineers for a Sustainable World and Engineers Without Borders. Activities in innovation, women and gender issues in engineering include the publication of “Technology Business Incubation” and development of a forthcoming toolkit on gender indicators in science, engineering and technology. Planning is under way for a UNESCO Report on Engineering. A virtual library for engineering education and sustainable development in Africa is being developed at the University of Khartoum. Capacity-building and the promotion of international cooperation among young engineers targeting poverty and sustainable development is the focus of the successful Mondialogo Engineering Award series, resulting from a partnership between UNESCO and DaimlerChrysler. These activities have been complemented by a special cross-cutting theme project on technology and poverty eradication (TAPE).

5.7 Cultural diversity and education for sustainable development

39. UNESCO’s Culture Sector collaborated with the Education Sector to finalize the UNESCO Action Plan for DESD, which led to its leadership for the intersectoral thematic programme “Mainstreaming cultural diversity and intercultural dialogue in DESD”. This Programme will interconnect UNESCO projects throughout several Programme Sectors that represent good practice in building intercultural capacities, competencies, dialogue and understanding. Putting special emphasis on the interface between cultural diversity and biological diversity, UNESCO’s Natural Sciences Sector has set up a biodiversity working group to develop intersectoral activities between the Culture Sector and the Science Sector’s work, in particular regarding the

Communications, Education and Public Awareness (CEPA) work programme of the Convention on Biological Diversity (CBD), which involves capacity-building efforts at several levels.

5.8 *South-South collaboration for sustainable development*

40. As a measure that will impact the development of capacities at the institutional level, a UNESCO Chair has been established for South-South Cooperation for Sustainable Development at the University of Para in Belem, Brazil. Furthermore, ERAIFT in Kinshasa, Democratic Republic of the Congo, has committed to develop a programme of South-South as well as complementary South-North-South triangular activities, research and capacity-building exchanges focusing on the themes of biodiversity, climate change and sustainable development.

6. **Building capacities for Education for All (EFA)**

41. Attaining the six EFA goals will be crucial for the eradication of poverty. To this end, the Education Sector has taken steps to foster cross-sectoral capacity-building through the development of the Global Action Plan (GAP), which will improve support to countries to develop capacities for achieving the EFA goals. The development of a single Education Sector plan is the pivot for better coordination and division of labour among the various EFA convening agencies. It will be complemented by UNESS which will serve as leverage for promoting one United Nations programme in education. To ensure that capacity development and technical assistance to be provided to the Member States are effective, targeted and relevant, UNESCO will provide an analysis of the national educational needs and priorities, identify gaps and options for improvement in terms of data, policies, capacities, finance and donor coordination and propose remedial, supportive measures in response to national policies and priorities.

42. Capacity development, monitoring and evaluation, and national planning have been identified as three major areas in which UNESCO shall foster coordinated support to countries. Accordingly, UNESCO has initiated an exercise to elaborate a global framework and establish a technical resource network in capacity development. It is also in the process of conceptualizing a global framework for monitoring and assessment and its operationalization through a technical resource network. UNESCO will coordinate these two networks to ensure that they function in tandem, particularly in the areas of monitoring and assessment as well as in national planning. These frameworks and networks will be further developed and expanded in the course of the biennia of the next medium-term strategy to support, to the greatest extent possible, the Organization's work in programme areas that are intersectoral in nature such as HIV and AIDS education, education for sustainable development and ICT in education.

43. The Executive Board may wish to consider the following draft decision:

The Executive Board,

Recalling 171 EX/Decision 59 and 174 EX/Decision 14,

Having considered document 176 EX/5 Add.2,

Emphasizes the crucial role of capacity-building for the attainment of the internationally agreed development goals, including the Millennium Development Goals, especially with respect to the eradication of poverty and the provision of safe drinking water and sanitation;

Reiterating that institutional and individual capacity-building in Member States is one of the established key functions of UNESCO and underlines its role for the effective implementation of UNESCO's programmes and the realization of its expected results, as recognized in draft documents 34 C/4 and 34 C/5,

Takes note of the broad range of relevant cross-sectoral and intersectoral capacity-building activities already being implemented or envisaged by UNESCO, at Headquarters and in the field;

Requests the Director-General to intensify ongoing efforts in all Programme Sectors and at all levels of the Secretariat to render capacity-building to Member States in an effective manner, especially by developing concrete and coherent activities through the dedicated intersectoral platform elaborated in draft document 34 C/5;

Invites the Director-General to report on the further refinement and implementation of this intersectoral platform in his biannual reports on the implementation of the Programme (EX/4) in a results-based manner.