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Educational, Scientific and  
Cultural Organization

# **Executive Board**

Hundred and eighty-fourth session

184 EX/INFORMATION MEETING

## **REPORT OF THE INFORMATION MEETING OF THE EXECUTIVE BOARD**

**Thursday, 4 February 2010**  
**(10.15 a.m.–1.15 p.m. and 3. 25 p.m.–5.40 p.m.)**

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In accordance with 155 EX/Decision 5.4, confirmed by the Executive Board at its 156th session, an information meeting between representatives of the States Members of the Executive Board and the Director-General was held at UNESCO Headquarters on 4 February 2010. Fifty-seven Member States out of 58 were represented at the meeting, which all the Permanent Delegations to the Organization were invited to attend, as well as non-Board members and Permanent Observers. An account of the meeting follows.

### Morning meeting

#### 1.1 **The Chair** *in extenso*:

Dear friends and colleagues, I am very glad to see you all after the vacation, and I welcome you to the first information meeting of the new UNESCO biennium and of my mandate as Chair of the Executive Board. I hope that this informal day of dialogue will be constructive and help us to prepare ourselves appropriately for our upcoming session in two months' time.

1.2 Before inviting the Director-General to make her introductory remarks, I would like to take this opportunity to reiterate the sense of shock and emotion felt by all Members of the Board and all peoples of the world, upon hearing of the extent of the human tragedy and material damage experienced by the Haitian people as a result of the recent earthquake. After the interesting and productive session organized by the Director-General on 26 January on this subject with all the Permanent Delegates, I can only express our deep gratitude for UNESCO's action in Haiti, which translates our strong solidarity with this stoical nation of tolerant people and our readiness to support its government to the greatest possible extent. In this regard, it is important for us to hear from the eye-witnesses of such a disaster, to learn from those who have been touched very closely by its cruel realities. I am therefore pleased to share with you that in the afternoon meeting of our information day we will be able to listen to our colleague, the representative of Haiti, Mr Claude Moïse. On this occasion, I would like to inform you that the Permanent Delegation of Haiti notified us of the unfortunate news that the former representative of Haiti to the Executive Board, Mr Hubert de Ronceray, had perished during the recent earthquake. We shall pay tribute to his memory during our forthcoming spring session.

1.3 Some of you might have noticed the photo exhibit before entering the Board room this morning. At the initiative of the French delegation, this exhibit has been specially organized for today on the theme *Haiti, avant et après*. You will be able to appreciate some 60 photographs of Haiti taken by Mr Frédéric de Lamure who was in the country before and after the recent devastating earthquake.

1.4 Dear colleagues, let us now observe a minute of silence in memory of all victims of the catastrophe.

*(The Board observed one minute of silence)*

1.5 Dear colleagues, it would be amiss to hold our information meeting without expressing our profound regret over the sudden demise of Mr Philippe Séguin, our External Auditor, whose competence and work of the highest quality were of the utmost benefit to UNESCO. The Executive Board will also pay tribute to his memory at its spring session.

1.6 You have before you the consolidated list, plus an Addendum, of some 100 questions organized by Sector and activity, received from 15 Member States and two groups of Member States. I deemed it appropriate not to include on this list certain questions of a bilateral nature. I have asked the Director-General to reply directly to the Member States concerned in due course. Among the questions received there was one addressed to me as Chair of the Board, which

concerned the organization of the Thematic Debate. In this regard I should like to indicate that the themes of the Thematic Debate for the 185th session of the Board to take place in October this year must of course accord with UNESCO's fields of competence. By the middle of this month I shall begin consultations on the choice of the themes, through the Vice-Chairs of the Board. I should be able then to confirm to you the results of the selection during our upcoming spring session.

1.7 There is also the subject of the Board's working methods, on which I would like to seek your views and on which the Director-General and I have shared opinions, based on the many past Board decisions and General Conference resolutions adopted on the subject of the governing bodies' running costs and working methods, not least among which is the landmark study carried out by the immediate past President of the General Conference, our colleague Ambassador Anastassopoulos. By virtue of this, improvements have to be made in the building of the Board's agenda and the documentation prepared for our Board sessions in order to increase effectiveness, devote maximum time to debate and decision-making on the most important topics, and avoid cost overruns. The number of items on the draft provisional agenda circulated for consultation in mid-January has been accordingly condensed from 50 to 32, the aim being not just to cut, but to make a responsible and rational analysis of the situation. The reduction in the number of items has been arrived at by introducing a new reporting system, bringing together a large number of documents we requested from the Director-General under only four or five agenda items, where they previously constituted literally dozens of separate items.

1.8 It is for these same reasons that I am proposing to extend the plenary general debate by one half-day so that all Members can have 10 minutes in which to deliver their main interventions. It is crucial that we keep our time for the most significant debates leading to substantive decision-making.

1.9 Furthermore, we have decided to reduce the number of pages of the main Board documents from six to four, except for major report documents – I mean EX/4 and EX/5, which will keep their usual length and will of course be translated into all six languages. Longer background documents will be available online, translated into English and French only, subject of course to any special requests that certain delegations with special needs may make. These documents will not need to meet the 30-day deadline for translation, since in the main they will be INF documents. Lastly, a single hard copy of Board documents will be sent to each addressee, in line with accepted practice for the General Conference for the last two sessions.

1.10 I have, on a preliminary basis, already broached some of the issues mentioned above with the Vice-Chairs, and was encouraged to look into all practical and sensible ways to modernize our functioning. That, dear colleagues, you may rely on me to seek to do. The Director-General and I both look forward to hearing your proposals for the item on the reduction of the governing bodies' running costs, to be put to you in the spring session in a formal document. In the meantime, we shall continue, as encouraged, to introduce common sense practical improvements where we can, and we will de-brief after the spring session to see whether these were valuable and should be continued.

1.11 If there are no comments at this stage, I would remind you, as I indicated in my letter, that our work day is divided into two parts – respectively focusing on programme issues, and then administration and management matters. I am pleased now to give the floor to the Director-General to address the first part of our discussion.

## 2.1 **The Director-General** *in extenso*

Madam Chairperson of the Executive Board, Mr President of the General Conference, Excellencies, ladies and gentlemen, allow me to welcome you to this information meeting of the Executive Board, which is the first in my term of office as Director-General. May I also thank you, Madam Chairperson of the Executive Board, for your constructive comments. I sincerely hope that

this day of exchange will seal between us the beginning of a very dynamic interaction based on dialogue and trust.

2.2 Now more than ever, we have a desperate need to be united, together as one, to meet the immense challenges of today's world. This year, 2010, dawned with the terrible tragedy in Haiti. The force of the earthquake and the extreme distress in which it has left the Haitian people have moved us beyond words. I shall brief you on UNESCO's action with regard to Haiti in a few moments.

2.3 Only 80 days ago, I took office as the head of UNESCO. The strategic priorities that I highlighted in my installation address were warmly welcomed by both our sister agencies in the United Nations system and numerous key partners. During these first three months, I have favoured very high-level meetings in order to demonstrate UNESCO's unique role and reposition our Organization at the centre of today's biggest challenges. With this in mind, I met, among others, the Secretary-General of the United Nations, many heads of agency, the Chairperson of the African Union, the Managing Director of the International Monetary Fund, Dominique Strauss-Kahn, and many other international decision-makers.

2.4 During this period, I had the opportunity to visit a number of countries such as Brazil, Denmark, Egypt, the United States of America, India, Kuwait and Qatar, where I had the chance to meet many high authorities, including Heads of State.

2.5 I was listened to when I argued for cultural dialogue, peace and diversity. Likewise, when I mentioned the place that culture and science occupy at the centre of development. I reaffirmed the importance of advancing education for all, providing global solutions to climate change and the loss of biodiversity. I was listened to when I argued for freedom of expression and the promotion of access to information. I received wide-ranging support which will enable us to be a more influential player and to enhance our cooperation on all levels.

2.6 In my installation address on 23 October, I announced that I would establish a High-Level Panel on Peace and Dialogue among Cultures. This project has been quickly implemented, since the Panel is scheduled to meet in two weeks' time. I also undertook to launch an initiative to address climate change, and I did so at the Copenhagen Summit. I also announced the establishment of a high-level scientific panel and, in that connection, I am consulting experts with a view to holding the first meeting during the second half of 2010.

2.7 I also announced the establishment of task forces to simplify and streamline bureaucracy, optimize UNESCO's work and raise the efficiency of programme execution and operations. I have formed four task forces to achieve those ends, and they are already at work.

2.8 I shall, of course, inform you in depth on all of these issues this morning.

2.9 I should also like to express my firm resolve to make UNESCO greener. In my opinion, it is high time for us to be more demanding in this field and set an example in the struggle to safeguard our planet, practising what we preach in the international arena. My first, symbolic step in that direction will consist in sending the report of today's meeting to you in electronic format. Printed copies will naturally be available for delegates who do not have easy access to the Internet.

2.10 I am determined that UNESCO's response to the United Nations climate-neutrality plan will be exemplary. I have begun to study the greenhouse gas emissions inventory drawn up for the Headquarters and the field offices. I shall support all measures required to implement an emissions reduction plan. I am also examining the various methods of trading emissions that simply cannot be eliminated.

2.11 Madam Chairperson, I have received many questions: about 100. I shall strive to answer them all during my address, which is divided into two main parts: the first will deal with document

35 C/5 and programme matters; the second will address, among other things, United Nations reform, human resources, partnerships and visibility. Each part will be followed by questions and answers.

2.12 Excellencies, now let me turn to Haiti, to update you and to answer specific questions from Chile and Argentina. I am proud of the strong role UNESCO has been playing in education since the disaster struck. As you know, the Minister of Education and his team are working out of the UNESCO premises. This week, the emergency Education Cluster, bringing together 12 organizations, met at the UNESCO office. We are at the heart of the education response and we intend to lead the response in the field of culture. Initiatives are currently being prepared for the immediate, post-emergency rescue phase.

2.13 Now to the specific questions: the Latin America and the Caribbean region has mobilized to support emergency operations. The Regional Bureau for Education in Santiago de Chile has made available up to \$50,000 in regular programme funds to finance the mission of an education expert this week to Haiti to support the UNESCO Port-au-Prince office. The Education Sector is financing the mission of another specialist. Consultations are ongoing with the president of GRULAC and its members to explore whether funds from the Participation Programme within a limit of US \$340,000 can be used to partially finance our education activities.

2.14 The top priority remains external fund mobilization for the Flash Appeal. Our requirements now stand at \$1.9 million for three projects: reactivation of emergency schooling; emergency support to national education authorities and psycho-social support through UNESCO teacher training.

2.15 As you will recall, I urged Member States last 26 January to contribute to this Flash Appeal. I am extremely pleased to announce that offers of support have already been made by Brazil, Bulgaria, Japan, Norway and Israel. I warmly thank all these countries. The Government of Brazil has decided to fund the project on psycho-social support through teacher training. These funds will be immediately credited to UNESCO. The Governments of Japan and Bulgaria are also ready to commit funds, while Norway has seconded two specialists and Israel has also offered to provide an expert. I am confident that these generous responses will inspire other donors to come forth.

2.16 Of donor funding going to the Flash Appeal, about 3% only has been committed to all of the emergency education initiatives within the Appeal, among which our three projects form just one part. This low rate is typical at early stages of a disaster when donors focus on water, food, shelter and protection. We must continue our advocacy efforts, to convince donors that education also has its part to play in the emergency stage. I am confident that our three initiatives will get adequate funding and I will continue to urge Member States and all our partners to continue to provide funding for our post-disaster action in Haiti.

2.17 Coordination of the disaster response in Haiti is a huge challenge. In all high-level meetings I had during my official visits to the United Nations and to the United States of America, I explored ways of ensuring that UNESCO's role, values and concerns in the short- and longer-term post-disaster response are fully anchored in the coordinated humanitarian efforts of the international community. In partnership with the Office of the Coordinator of Humanitarian Affairs and the Education Cluster, we are taking part in the upcoming Education Sector Rapid Needs Assessment and we will be on board during the subsequent Post-Disaster Needs Assessment. In response to Argentina's question, school feeding falls under the remit of the World Food Programme.

2.18 UNESCO is also focusing on the cultural dimension of reconstruction. We have a mission in Haiti at the moment working very closely with Haitian authorities to assess damage to the country's tangible and intangible heritage. I have also written to the Secretary-General requesting his support in preventing the illicit traffic of cultural objects. In a separate letter to Haiti's Minister of Culture, I have proposed to establish an international coordinating committee to safeguard the island's cultural heritage. I will further report on this at the April session of the Board.

2.19 The situation changes day to day in Haiti: Member States can consult a dedicated web page on UNESCO's site which provides regular coverage of our response. You will see that since Monday, UNESCO is inviting donations to help rebuild Haiti's educational system and preserve the country's cultural heritage.

2.20 Madam Chairperson, I now have the opportunity to provide greater details on UNESCO's action to promote dialogue among cultures, to which we shall give special impetus, *inter alia*, when launching 2010, International Year for the Rapprochement of Cultures on 18 February 2010. You will recall that the major goal of the Year 2010 is to highlight the beneficial impact of cultural diversity, while recognizing the importance of the continuous transfers and exchanges among cultures. The UNESCO World Report, *Investing in Cultural Diversity and Intercultural Dialogue*, published in October 2009, focuses on this theme, which is reflected in many different approaches, thus opening up new lines of enquiry.

2.21 The goal of the Year 2010 is to incorporate the principles of dialogue and mutual knowledge in all policies, especially education, science, culture and communication policies, in particular in the hope of eliminating erroneous cultural stereotypes. In reply to the questions raised by the representatives of Germany, Djibouti, the United States of America and Malaysia, I should like to remind you that the Member States and partner organizations were involved in preparations for the Year as early as spring 2009 so that they could make comments and propose activities. After an analysis of their replies, four strategic themes have been identified: first, promoting reciprocal knowledge of cultural, ethnic, linguistic and religious diversity; second, building a framework for commonly shared values; third, strengthening quality education and intercultural competences; and fourth, fostering dialogue for sustainable development.

2.22 To answer the question raised by the representative of Djibouti, let me say that I have mobilized all programme sectors, including field offices, in order to ensure both a worldwide and interdisciplinary implementation of the Year. All sectors have identified flagship activities in support of the celebration of the Year, whose timetable can be viewed on the website.

2.23 Furthermore, in order to win United Nations sister agencies' support for the spirit and for the implementation of the International Year for the Rapprochement of Cultures, I have requested Ms Helen Clark, UNDP Administrator and Chair of the United Nations Development Group, to call upon all Resident Coordinators and the United Nations country teams to launch, in turn, activities directly linked to the Year. Thus, the culture of peace promoted by UNESCO will also be supported in the countries that we serve, in accordance with the Organization's Constitution. I have also written along those lines to all members of the United Nations System Chief Executives Board.

2.24 On the actual day of the launching of the Year, a major public debate will be held on the rapprochement of cultures. I hope a very large number of you will participate. With regard to the Alliance of Civilizations, it has already proposed several activities to celebrate the Year. In a meeting with Mr Sampaio here at Headquarters on Monday, 1 February 2010, I reviewed those initiatives which will supplement all activities carried out by our Organization. We are determined to work together constructively. The Memorandum of Cooperation between UNESCO and the Alliance of Civilizations is being revised, in order to clarify our respective responsibilities and roles and identify specific projects. I intend to travel to Brazil with a large delegation in order to participate in the third Forum of the Alliance of Civilizations, which will be held at the end of May.

2.25 It will also be on the occasion of the launching of the International Year for the Rapprochement of Cultures that the first meeting of the High-Level Panel on Peace and Dialogue among Cultures will be held. On 18 February 2010, I shall thus have the great honour of welcoming 18 eminent persons chosen for their force of thought, their experience and their scholarship. In reply to the question asked by the representative of Afghanistan, let me say that the members of the High-Level Panel were invited on the basis of criteria such as geographical distribution, gender equality and balance of profiles (decision-makers, artists, creators, intellectuals, representatives of the economic world and religious dignitaries). In reply to the

question raised by the representative of India, I would add that due consideration has been given to the inclusion of eminent persons belonging to different faiths in the membership of the Panel. I should like to make it clear that these eminent persons have been chosen strictly in a personal capacity.

2.26 Several States, including the Philippines, wondered whether they could make suggestions concerning the membership of the High-Level Panel. I can reply that all observations in that regard are welcome and will receive my full attention. Furthermore, the list of the Panel's members is not closed since the High-Level Panel has been devised as an evolving structure, a think-tank on peace and dialogue. It is thus quite likely that other great intellectuals will attend this workshop, which calls for very great synergy. The Panel's membership may be specifically enlarged according to the topics selected.

2.27 As I explained in my Ivory Note of 2 February 2010, the primary tasks of the High-Level Panel on Peace and Dialogue among Cultures will be to ensure that UNESCO's message resounds around the world and to help me to make recommendations that will guide UNESCO's action for peace and dialogue among cultures.

2.28 The Panel will meet twice yearly. We hope that the second meeting will be held in late 2010 in New York, at United Nations Headquarters.

2.29 I turn now to the work plans. We rely on well-designed work plans to set the ground for achieving the aims defined by the General Conference. After intensive discussion and creative thinking in all regions, the plans were completed on time in December. They have since been examined by our central services to ensure their overall coherence and effectiveness in reflecting our strategic priorities.

2.30 In this process, a leading concern has been to verify that Africa and gender equality – our cross-cutting priorities – are integrated across all activities through relevant, quality interventions. We must make real advances – for Africa and for girls and women in all spheres of life.

2.31 I also attach particular importance to increasing support to small island developing States (SIDS), and least developed countries (LDCs), a concern raised by Bangladesh. The sectors are now reviewing the work plans, in consultation with the Bureau of Strategic Planning, the Bureau of the Budget and the Africa Department. Changes will be integrated by the end of this month and I am confident that this exercise will lead to a well-targeted and coherent roadmap for implementing our programmes effectively.

2.32 In the meantime, I have given preliminary approval to the plans and authorized funding commitments up until the end of March.

2.33 As part of this review I have requested that particular vigilance be given to improving the balance of funds between administration and programmes, as requested by the General Conference. This matter has been raised by Group II. As already stated on several occasions, I will be unremitting in my commitment to reduce administrative costs, including consultancies and travel. You have raised the possibility of delocalizing certain services. This has to be examined carefully to ensure that we maintain high standards. You will see proof of my determination to reduce administrative costs as the biennium unfolds.

2.34 A number of Member States – Denmark, Germany and the United States of America – have asked about eventual changes in our organizational and managerial structure. I am determined to ensure that our structures allow us to deliver in a coordinated and effective way, maximizing synergies between sectors, between Headquarters and field offices, centres and institutes.

2.35 But changes in structure must be based on informed evidence of what is working and what is not. Structures evolve with needs. As you know, one of my most urgent priorities is to optimize

the Organization's effectiveness and relevance. At this stage I see two processes at work to achieve this. First I am recruiting my leadership team – 20 senior positions. My priority now is to recruit top calibre directors, with a proven track record in their field and leadership in an international context. I will ensure that geographical distribution and gender balance are also taken into account.

2.36 The second track that will contribute new ideas and practical proposals, in order to inform eventual changes in structure, are the four Task Forces that I set up. These have been running since 15 January. I am personally chairing them with the assistance of coordinators. All members of the Secretariat have been encouraged to take part: either by joining a Task Force, or by sending ideas and input to the dedicated email address and shared online work space. I am looking for fresh ideas and attach great importance to the input of staff at Headquarters and in the field. I am convinced that this exercise will also serve to mobilize and motivate staff. I see this as an open, dynamic process that will create a sense of ownership in the vision and work of the Organization.

2.37 Let me briefly run you through the Task Forces. One focuses on optimizing UNESCO's operations. It covers field operations, de-bureaucratizing our procedures, improving management practices and human resource policies. Two Task Forces are devoted to our priority areas, Africa and Gender Equality. In each case the aim is to increase impact, effectiveness and visibility. The last Task Force will explore new ideas for partnerships and the mobilization of extrabudgetary resources – crucial for achieving our ambitions. I expect compelling and relevant recommendations to emerge from this open process, which runs until the end of this month. I look forward to sharing developments with the Executive Board in April.

2.38 Finally I am also holding meetings with the staff – Professional and General Services – in each sector. I started off at the beginning of the year with the Education Sector, next with the Culture Sector and continuing with the others. This direct dialogue with divisions and units is also giving me rich insights into daily challenges that will inform my decisions.

2.39 These three pillars – high quality work plans that reflect our strategic priorities and give us the means to deliver results at country level; the recruitment of first-class senior managers; and the creation of task forces to provide new ideas and orientations – form the main thrust of my immediate undertaking since being in office to strengthen UNESCO from within and increase our impact at all levels. I will be investing a good part of my time in the next two months to take this reflection forward and to consult extensively. I am committed to an inclusive and consultative approach to change management with as many participatory elements as possible.

2.40 I also expect the findings of the Independent External Evaluation to complement my initiatives to harvest information and ideas as to de-bureaucratizing this Organization and make it more dynamic, effective and above all relevant. While the Task Forces are focused on efficiency, delivery and internal procedures, the Independent External Evaluation concentrates on UNESCO and the external environment: how the Organization should position itself in the midst of the challenges and opportunities of the twenty-first century.

2.41 Finally, I would like to assure you that any considered change in structure will be put to the Executive Board in April when we discuss concrete steps that could be taken, including organizational change.

2.42 Group I has asked me to provide some initial indications of my thinking with regard to cutting the running costs of the Executive Board and the General Conference, as requested by the latter. We are taking a two-phase approach. First, after consultation with the Chairperson of the Executive Board, we have both agreed on several practical steps in relation to the Board that, as the Chairperson has reported, have already been taken. They are based on past decisions and resolutions to which the Chairperson referred in her preliminary remarks. Allow me to say how much I welcome our shared vision on this question.



2.43 But this does not dispel my concern about serious cost over-runs as experienced in the past biennium. I am ready to stand by Member States and the Executive Board to see how we can work together to reduce costs. Using electronic documents, for example, while not penalizing Member States with limited connectivity is part of the answer.

2.44 I must stress that although the Conference resolution expects net economies that could be transferred to programmes, this is unlikely to happen in the Board's case due to the size of the deficit involved. We must deal with this before all else.

2.45 It would not be wise just to identify short cuts to savings. Instead, some fairly radical measures might be required to significantly reduce the cost of the General Conference. Again, we have to decide this together. One option is to reduce the length of the session of both governing bodies. In this connection I will have to make a plea for realism and stand by you in any type of courageous decision we might take together in how we conduct our work. I am confident that we can find ways to ensure that any changes will not lead to less interaction between Member States and the Secretariat. Again we have to adapt to our times – harness technology for example, but above all, recall that in a context of limited resources, our overarching priority must be to run effective programmes. Now I will move on to address questions that have been asked about all Sectors and intersectoral activities.

2.46 Let me now turn to questions regarding education. As I said at the outset, in all my conversations with our United Nations partners and the Bretton Woods institutions at the highest levels, I have emphasized the urgency of placing education at the centre of the development agenda. I was very happy that the United Nations Secretary-General Ban Ki-moon joined me to launch the Education for All *Global Monitoring Report* last 19 January at the United Nations in New York. As you know the Report is an independent annual publication commissioned by UNESCO. Over 400 people, including numerous United Nations permanent delegates, attended this high-level event, which was also webcast. This is the first time that a United Nations Secretary-General attended the launch and Mr Ban Ki-moon's presence sent a strong signal to the international community. He assured me that he would press throughout the year for more concerted action on education. To keep up the momentum, I have also suggested that the United Nations Chief Executives Board take up education at one of its future sessions.

2.47 The Education for All *Global Monitoring Report* provides a global and comparative picture of progress. I will not go into detail here as copies of the Report have been sent to all delegations and are easily obtained, but in answer to Malaysia's question, I can give a few salient figures based on the EFA Development Index. The latest calculations, which include data for 128 countries, find that 66 countries – six more than in 2006 – have either achieved the four most quantifiable Education For All goals or are close to doing so. A further 36 countries are in an intermediate position while 30 countries, the majority of which are in sub-Saharan Africa, are far from achieving the Education For All goals.

2.48 How are we responding to this? The General Conference fully endorsed the Education Sector's focus on priority areas – literacy, teachers, technical and vocational education and training, and sector-wide policy and planning.

2.49 Let me answer questions that have been asked on these issues. First on literacy, in response to Burkina Faso, Morocco and Pakistan. We have moved into the second half of the United Nations Literacy Decade. With regard to roles and responsibilities, the programme and budget for 2010-2011 stipulates that Headquarters ensures the overall coordination of all literacy activities, while the UNESCO Institute for Lifelong Learning coordinates the Literacy Initiative for Empowerment.

2.50 The nine high-population countries, as Pakistan notes, are home to a majority of the world's illiterates. We must raise the profile of literacy on global and national agendas. Already, Literacy for Development will be the theme of the next E-9 Ministerial Review Meeting in Nigeria this June. I

expect this meeting to result in a commitment to scale up literacy programmes through concrete follow-up actions and strengthened cooperation and I intend to participate in this debate.

2.51 Burkina Faso draws attention to innovations it has developed to increase the pertinence and quality of adult learning programmes but laments lack of funding. Your country's efforts gained international recognition in 2009 when the non-governmental organization Tin Tua received one of the two UNESCO King Sejong Literacy Prizes. This January, UNESCO decided to open an antenna office in Ouagadougou that will be staffed by a national education programme officer. The profile of this post is being discussed with the Government of Burkina Faso and could include a specific expertise in literacy. UNESCO stands ready to support Burkina Faso in all its efforts to accelerate progress towards literacy, a key for women's empowerment and reducing extreme poverty.

2.52 Second, several questions have been asked about teachers. Since the Oslo High-Level Group in 2008, UNESCO has stepped up its efforts to address the teacher gap. An estimated 1.9 million new teachers are required just to reach the goal of universal primary education in 2015. In response to the Philippines, the Teachers for EFA Task Force has secured \$3.8 million from the European Commission, France, Germany and Norway, and secondments from Indonesia and Germany. The Task Force includes 64 countries and 18 international organizations, with strong representation from the South. Three of six Secretariat members have been hired, two will join before the end of this month. The G8 communiqué in 2008 welcomed the creation of this Task Force, giving it exposure from the outset. The Task Force is conducting a study on teacher attrition in Africa, identifying possibilities for new partnerships, and will soon be launching a website and a global e-network. In response to Chile's question, our regional bureaux are also on board. Specifically, our regional bureau in Santiago is establishing a regional task force at the respected Universidad Católica de Chile in Santiago and has identified funds for this purpose.

2.53 The Teachers for EFA Task Force is not divorced from our programme activities on teachers, notably the Teacher Training Initiative for Sub-Saharan Africa. Burkina Faso has expressed concern about the running of this Initiative. Since its launch in 2006, the Initiative's approach has changed, based on lessons learnt and the findings of an external evaluation in 2009. The priority now is to scale up the use of the policy tool kit to carry out a comprehensive diagnosis of needs. The Director of the Regional Bureau for Education in Africa wrote to all Ministers last December inviting their countries to carry out this exercise.

2.54 On the specific case of Burkina Faso, UNESCO is planning several activities including policy guidance, a seminar this March and reinforcing the centre for teaching at the University of Ouagadougou. The role of the national coordinators is being clarified and assessed by UNESCO's field offices. As it moves into a second phase I am confident that the Initiative will be an asset for developing sound and sustainable policies for teachers across Africa.

2.55 Our third priority is technical and vocational education and training, all the more vital in the context of the economic crisis and high rates of youth unemployment. UNESCO shares the concern expressed by Bangladesh in this regard. Countries vary enormously in the coverage and effectiveness of technical and vocational education. Many national programmes suffer from a combination of under-investment, poor quality and weak links to employment markets. Guided by a new strategy for vocational education, UNESCO will be more centrally engaged in promoting skills development for the world of work within a broader context of lifelong learning.

2.56 Let me pause here to pick up on a question from Germany on the perception that UNESCO's role partly collides with UNICEF's. It is important in my mind to make a distinction here. UNICEF is a fund that operates in over 150 countries; UNESCO is a specialized intergovernmental development agency and global organization. UNICEF is one of the five convening agencies of the Education for All movement. Our two organizations cooperate closely but work in very different ways. Although UNESCO was not involved in the Schools for Africa Partnership, we discussed the use of these funds at country level with UNICEF. We also have a very strong network through our

Associated Schools. Our two agencies have worked closely in Africa on the Child-Friendly Schools programme and our own Basic Education in Africa programme.

2.57 This brings me to the broader question about our role as global coordinator of Education For All and the perception that UNESCO has lost some ground in key sectors. In my discussions with top management at UNDP, UNFPA, the World Bank, the IMF and with the chair of the Fast Track Initiative, Carol Bellamy, I have consistently stressed that education needs a stronger coalition and higher visibility and more funding. Based on the recent evaluation of the Fast Track Initiative, I have signalled to the Managing Director of the World Bank, which administers the Fast Track Initiative, and to Carol Bellamy, that UNESCO will seek a much closer linkage of country needs and resources provided. To this end, I intend UNESCO to take a much stronger role in the Steering Committee of the Fast Track Initiative.

2.58 Let me also inform you that for the first time this year at the World Economic Forum in Davos, education took centre stage at two sessions. I attended both and made the case for education as essential to the economic recovery and sustainable development. I pledge to do all in my power to move education up the international agenda. This is one way in which UNESCO can regain ground.

2.59 Our sights are now on the High-Level Group meeting in Addis Ababa later this month and the Secretary-General's high-level Millennium Development Goals review in September. On the former, in response to Spain and Germany, we will present and discuss the outcomes in an upcoming information meeting. As the lead agency for Millennium Development Goal 2 on universal primary education, UNESCO is collaborating closely with sister agencies and EFA partners to produce a paper that will inform and complement the Secretary-General's report.

2.60 We must also have the openness to look at where we should be doing more. We will be more vocal and active on women and girls who are still not enjoying equal education opportunities, a question raised by the United States of America. You will recall that in my investiture speech I also expressed my extreme concern at this situation. I am most encouraged that in discussion with leading personalities, including Secretary of State Hillary Clinton, and the First Ladies of Qatar and Egypt, among others, there is a commitment to launch a global initiative on girls' and women's education. I will share with you my intentions at the Executive Board in April.

2.61 The four World Conferences on Education held in 2008 and 2009 have produced a shared global agenda to promote inclusion, education for sustainable development, adult learning and higher education. In response to questions regarding follow-up from several Member States, including Chile and Morocco, let me give a few examples ahead of a more detailed report that will be prepared for our next meeting.

2.62 UNESCO has provided assistance to develop learning tools for inclusive curricula and is facilitating consultations in all regions on inclusive education policies. I am also happy to inform you that during my visit to Kuwait in December for the UNESCO/Emir al-Sabah Prize to promote quality education for persons with intellectual disabilities, I had discussions with his Highness the Emir of Kuwait and the Government of Kuwait to establish a new trust fund dedicated to inclusive education. I am extremely grateful to the Government of Kuwait and His Highness the Emir for a very positive response.

2.63 A strategy is now developed for the second half of the United Nations Decade of Education for Sustainable Development that will be submitted to the April session of the Board. In higher education, work plans also include follow-up activities of the World Conference, including on brain drain and brain gain, on using open educational resources, and capacity-building for quality assurance agencies as well as research and development, among others. Finally, UNESCO has integrated a number of actions stemming from CONFINTEA VI in its work plans. The Secretariat has started to support Member States to share good practices on the recognition and accreditation of non-formal and informal learning, following an initiative on this topic launched at CONFINTEA.

2.64 Finally, there are several questions regarding UNESCO's participation in various regional initiatives such as the PRELAC Ministerial plan for education in Latin America. Let me say that we are systematically engaged in such large-scale regional strategies that are shaping educational development. To answer Chile, in the case of PRELAC, specific activities are planned around the implementation, monitoring and evaluation of this strategy.

2.65 But in today's integrated global environment, it is crucial to share knowledge and practices across regions. This is particularly the case in higher education where the cross-border environment has transformed teaching and learning. Latvia and Romania have drawn attention to the Bologna process, which aims to make academic degree and quality assurance standards comparable and compatible across Europe. UNESCO is ensuring that this process, now involving some 46 countries, is promoted across other regions. The aim is not to replicate but to inform similar initiatives under way in Africa, Asia and the Pacific, and Latin America and the Caribbean. We are also facilitating the participation of Higher Education Ministers from outside Europe at a Bologna Ministerial Conference in Vienna this coming March. Such knowledge-sharing and cooperation is at the heart of our mandate.

2.66 Allow me now to turn to questions linked to centres and institutes. UNESCO's centres and institutes make a significant contribution to our programmes. As Burkina Faso notes, UNESCO's Education Sector is actively promoting collaboration between category 2 centres, field offices and Headquarters. Following a meeting in China in May 2009, this collaboration is being maintained through an e-platform, newsletter and network of focal points. A second meeting of category 2 centres will be organized in Seoul in 2011 and hosted by the Asia-Pacific Centre for International Understanding. Centres and Institutes in China and Africa are working together on teacher training. UNESCO has also provided technical assistance for setting up category 2 centres in the Philippines and Syria, as approved by the General Conference at its 35th session. But as I have said, these centres and institutes must be sustainable and serve our programmes. We should consolidate what we have and build strong synergies between this network and our regular programmes.

2.67 To further respond to Burkina Faso, UNESCO is not in a position to fund activities of category 2 centres from regular programme funds. But in line with a strategy adopted by the last General Conference, the Organization may contract category 2 institutes and centres to implement programme activities.

2.68 There is no graduation process from category 2 to category 1 status. Such a change has administrative, financial and legal consequences. Applications must benefit from host country support backed by sufficient resources. There should be no precipitate decisions on creating new entities. I stress the importance of presenting thorough and well-argued proposals to the Executive Board and the General Conference.

2.69 Excellencies, I trust that this addresses your immediate concerns about education. I will discuss South-South cooperation in education towards the end of my intervention. I would first like to move on to our other sectors, starting with science.

2.70 UNESCO has a unique comparative advantage in the sciences, as reflected on several occasions over the past two months. One example is our participation in the United Nations Climate Change Conference in Copenhagen last December. The conference might not have lived up to expectations, but it generated an unprecedented global debate. Our climate change strategy, including the new initiative that I presented in Copenhagen and which builds on our multidisciplinary capacities, takes on a new importance in this perspective. You will recall that this new initiative has four pillars: scientific, educational, environmental and ethical. On the ethics, we have begun the process of preparing a report on "The desirability of preparing a draft declaration on the ethical principles in relation to climate change" for submission to the 185th session of the Executive Board, as requested by the General Conference at its 35th session.

2.71 The initiative was well received and later, during my meetings with the members of the United Nations Chief Executives Board, led by the Secretary-General, I was able to begin discussions on how partnerships could be built with interested agencies, programmes and funds so as to reinforce our efficiency and effectiveness and boost the impact of our joint action with other agencies in the field. Moreover, the Executive Director of the United Nations Environment Programme, who met with me here at Headquarters at my invitation, expressed his agency's interest in being associated with our climate change work, especially as regards education and ethics. I received similar shows of support from many influential constituencies during my mission to New York and Washington.

2.72 At Headquarters, I am in the process of launching a thematic working group on climate change. Its mandate will be to sketch out concrete measures to implement the new initiative, in collaboration with the Intersectoral Platform.

2.73 I have also asked ADG Science to follow-up on my discussions with the United Nations Environment Programme and to put together a team which, on the basis of the agreement that was signed with this agency last April, will develop concrete initiatives and activities, including in line with our climate change discussions.

2.74 In response to the question by Group I on the Intergovernmental Panel on Climate Change (IPCC) Programme, I would like to reassure you that we are in no way duplicating efforts. The IPCC education programme, to which reference was made, comprises one curriculum component. UNESCO's work, on the other hand, is more wide-ranging because it deals with broader curriculum change. I trust this will answer concerns by Group I, Bangladesh, Malaysia and Argentina on UNESCO's participation in the Climate Change Conference, its relationship with similar activities of the IPCC and other activities under way.

2.75 As regards environmental governance, I am convinced that we are uniquely placed to frame a constructive debate on this important issue. During my visit to the United Nations, I met with several delegations involved in discussions and negotiations at the General Assembly on the issue, and I have conveyed UNESCO's unique role through its programmes in the Natural Sciences Sector.

2.76 In my mind the erosion of biodiversity is as big a global challenge as climate change. I am proud that UNESCO hosted two high-level events for the launch of the International Year of Biodiversity last month. It will be a crucial year for awareness-raising and reinforcing UNESCO's efforts to address all aspects of biodiversity management and conservation. I have expressed UNESCO's interest in a project to create an intergovernmental platform on biodiversity and ecosystems services to promote exchange between scientists and policy-makers, similar to the IPCC. I will inform and consult the Executive Board when this proposal firms up.

2.77 To answer Chile, we will continue to be closely associated with negotiations on the Convention on Biological Diversity, leading up to the Nagoya Summit in October. We will encourage initiatives on biodiversity in all regions of the world and jointly with all our partners – from National Commissions to UNESCO Clubs and the Associated Schools Network, so that we can reach the widest public. In response to Burkina Faso, teaching and learning materials on biodiversity will be widely distributed, both through the Associated Schools Network and UNESCO Clubs.

2.78 From climate change to biodiversity, we have to seize opportunities to influence leading debates. We are doing exactly this. To further improve our relevance, I intend to establish a High-Level Panel on Science, as indicated in my inauguration speech. Its role will be to advise us on how best to focus and reorient our programme to better respond to pressing needs and to map out avenues through which we can reinforce our links with international scientific bodies and gain our leadership in this important area. In response to Group II, I am being proactive at the highest levels of the United Nations. For instance, I spoke with the United Nations Secretary-General about

engaging with the Biotechnology Forum he plans to establish and spoke with the Administrator of the United Nations Development Programme about improving cooperation in the field of science through the United Nations country teams.

2.79 Encouraging scientific scholarship and research is partly the vocation of the African Virtual Campus, a key component of our activities to implement the African Union's Consolidated Plan of Action. Côte d'Ivoire has expressed concern about its future. This Virtual Campus, established through extrabudgetary funding, has led to the establishment of e-learning centres in four West African countries. Although further expansion is constrained due to lack of funds, we are committed to continuing the capacity-building aspects of the project. In the meantime, the Science Sector has submitted project proposals to fund the extension of the Campus to the European Commission and the African Development Bank. I will pursue this when I visit the European Commission on 17 February, and make every effort to stress the value of this project and its contribution to Africa's scientific development.

2.80 Argentina has asked about ways to ensure the continuity and relevance of our natural and social sciences programmes. The Budapest Science Forum noted the need to break traditional barriers between the two and to adopt a more interdisciplinary approach. The Climate Change Initiative, with its scientific, ethical, social and human dimensions, is an example of this. But it is an issue that I will also encourage the High-Level Panel on Science to address in the near future.

2.81 Beyond this, the Natural Sciences Sector will also build on the recommendations made at the World Science Forum in Budapest last November. To answer Argentina, the recommendations were wide ranging. They include the need to improve national science policies, ensure a supportive research environment, increase the participation of women in science and broaden scientific cooperation both regionally and internationally. All these are fields in which UNESCO is directly involved.

2.82 UNESCO, for example, helps Member States to formulate or review national science policies. These generally recommend appropriate science and technology infrastructure. While UNESCO cannot provide financial assistance for setting up such infrastructure, it can help Member States identify the potential donors for doing so, and we stand ready to work with the Government of Bangladesh in this regard.

2.83 Madam Chairperson, I now come to the social and human sciences. First of all, regarding the question raised by the Philippines concerning the examination of the Statutes of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), I should like to say that the proposal to review the statutes is currently under consideration, in the light of the decisions taken by the Executive Board at its 182nd session and in view of the important work carried out by the Commission (COMEST) on the advisability of developing a framework of principles in relation to climate change.

2.84 In response to Djibouti's question concerning the measures taken by the Secretariat to guarantee the continuity of the Forum of Intellectuals for the Horn of Africa, let me say that since the Forum was established in 2007, UNESCO has provided constant support for the implementation and funding of its activities. The sum of \$190,400 has been allocated for the operation of the Forum during the current financial period. UNESCO has also increased contacts in order to raise additional funds and it encourages all members of the Forum to do likewise.

2.85 I am pleased to inform you that UNESCO has drawn the attention of the European Union, which has shown a great deal of interest in the Forum's activities and has substantial funds for allocation to the Horn of Africa. Although, as you are aware, the crisis does not facilitate the mobilization of extrabudgetary funds, you may rest assured that I shall spare no effort to support this activity.

2.86 I should add that a policy dialogue took place in November 2009 between the “Grand Horn Horizon” Forum and the world of business in the region. That meeting resulted in a very important agreement under which the business world will in future actively support the Forum’s activities. A similar meeting is planned for next May, for the purpose of making contact with the media in the region. The aim is to obtain media support for the dissemination of the outcomes of the Forum’s various initiatives, thus raising the Forum’s profile.

2.87 In regard to the Regional Research and Documentation Centre on Women, Gender and Peace Building in the Great Lakes Region, I am pleased to inform you that the centre, based in Kinshasa, in the Democratic Republic of the Congo, already has premises and a skeleton staff made available on a provisional basis. An operating budget has also been proposed by the host country. The consultation of the 14 States of the Great Lakes Region, held in order to finalize the proposal for the launching and the status of the centre, is drawing to a close. This proposal will be submitted to the Executive Board at its 184th session.

2.88 A technical meeting with experts from the countries of the Great Lakes Region will be held from 16 to 18 February next in Tanzania, in order to finalize the technical and legal documents necessary for the opening of the centre. I hope that the official launch can take place in May or June 2010. It will most probably be accompanied by a conference of the centre’s donors, including the African Development Bank.

2.89 I now come to another question raised by Djibouti, as to how and with which partners did the Social and Human Sciences Sector intend to implement projects concerning the culture of peace and the dialogue between cultures. We are broaching here a theme which is both wide-ranging and essential, a theme which, as I said when I took office, is more central to my term of office at UNESCO than ever before. I would say that the culture of peace is embodied intersectorally in every UNESCO programme. It is UNESCO’s *raison d’être*.

2.90 We are exploring new paths which can improve the effectiveness of the Organization’s endeavour to bring cultures closer together. I have just informed you about the Forum of Intellectuals for the Horn of Africa, which was established to facilitate the formulation and implementation of policies designed to promote mutual understanding, regional integration, peaceful coexistence and the development of the region. In the same spirit, UNESCO and the National Council for Human Rights of Egypt launched the Permanent Forum of Arab-African Dialogue on Democracy and Human Rights in Cairo in 2008.

2.91 I was privileged to open the first meeting of that Forum, held on migration in the Arab-African region, in Cairo on 7 December 2009.

2.92 The International Coalition of Cities against Racism, Discrimination, Xenophobia and Intolerance is, of course, another powerful instrument for promoting the culture of peace by combating racism, discrimination and xenophobia at the municipal level.

2.93 The Sector’s work to create a culture of human rights is also supported through a number of prizes such as the UNESCO-Bilbao Prize for the Promotion of a Culture of Human Rights, established in December 2008, and the UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence, established in 1996. The Social and Human Sciences Sector also publishes works on human rights, such as *Human Rights: Questions and Answers* and *Introducing Democracy, 80 Questions and Answers*. I would add that special activities and events are held regularly. I refer in particular to the celebration of the 60th anniversary of the Universal Declaration of Human Rights. Lastly, I should like to remind you that an International Centre for the Advancement of Human Rights was opened in Buenos Aires in February 2009. The purpose of the centre, established under the auspices of UNESCO, is to act as a catalyst in order to build inclusive societies respectful of human dignity through training, research and human rights advocacy.

2.94 Madam Chairperson, turning now to culture, I should like to begin by addressing the issue of World Heritage, in view of Chile's question about the periodic reports on the implementation of the World Heritage Convention in Latin America and the Caribbean. This is a very important mechanism that yields highly useful evaluations, both with regard to implementation by the States Parties in compliance with the World Heritage Convention and the maintenance of the exceptional universal value of listed properties. It also provides information regularly about these properties, in particular any change in their state of conservation. Lastly, it is a mechanism that boosts regional cooperation and the exchange of information and experience among States Parties in regard to the World Heritage Convention and the conservation of listed properties.

2.95 With regard to the second series of periodic reports now under way in Latin America and the Caribbean, six meetings are scheduled between 2010 and 2013, two in each subregion, in close collaboration with the Regional Bureaux in Latin America and the Caribbean and with the category 2 centres of Zacatecas in Mexico and Rio de Janeiro in Brazil. Two meetings will be held in 2010 by these two centres with which the World Heritage Centre is working specifically to prepare the training programmes for the managers of World Heritage sites, in the context of preparation of the periodic reports. This is another indication of the important contribution made by the category 2 centres to the implementation of UNESCO's programmes in these countries.

2.96 To move on now to a question from both Romania and Latvia concerning the respective roles of the World Heritage Committee and the International Council on Monuments and Sites (ICOMOS), I can say that these roles are very clearly apportioned. It is the World Heritage Committee that is the sovereign body with the final say on whether or not to include a property in the World Heritage List. As stipulated in the operational guidelines governing the implementation of the World Heritage Convention, the International Council on Monuments and Sites (ICOMOS), as an advisory body to the World Heritage Committee, is responsible for making recommendations, which the Committee decides to follow or not to follow.

2.97 In response to a question from the Philippines concerning the detailed report which, according to 182 EX/Decision 33, must be submitted to the Executive Board at its 184th session on the International Fund for the Promotion of Culture, I should like to give the following explanations. The Secretariat has for one thing drawn up a working document outlining the context and reviewing action taken by the Secretariat to implement the decision in question. The document contains a draft decision on the approval of the modified Statutes of the Fund, together with those modified Statutes, as submitted in document 35 C/57 to the General Conference. The document will be complemented by an information document reporting in detail on the management and administration of the International Fund for the Promotion of Culture from 2006 to 2009, evaluating the activities of the Fund's Administrative Council and its decisions taken at its 2006 annual meeting and presenting financial statements from December 2005 to November 2009.

2.98 I should like now to give India and Côte d'Ivoire the clarifications sought on the project "Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a reconciled universal". I am pleased to announce that the regular budget funds allocated under document 34 C/5 have been used not only to develop the strategic thrusts of the programme and prepare a set of communication and international dissemination tools, but also to have them examined and developed by an international expert group that recently met on 28 and 29 January 2010. The booklet introducing the programme, which is to be published at the end of April, was discussed by that group.

2.99 The proposals made at that expert workshop, and in particular their intersectoral implementation, will be the subject of a meeting of programme ADGs on 8 February next. The meeting is further due to complete the preparation of the proposals that I shall be submitting to the Executive Board at its 184th session, in accordance with 35 C/Resolution 46.

2.100 Let me add that an information and advocacy meeting of the permanent delegations and foundations concerned is being considered for 24 February next.



2.101 I should like now to answer the questions raised by Morocco and the Syrian Arab Republic on the subject of Jerusalem. As you know, UNESCO has for many years constantly been endeavouring to safeguard the cultural heritage of the Old City of Jerusalem. All decisions and resolutions adopted by its governing organs have aimed to preserve the City's distinctive character, both religious and cultural, historical and demographic.

2.102 In common with the international community as a whole, I earnestly hope that dialogue between the parties concerned, duly taking the cultural identity of the population of the Old City into account and respecting its diversity, will be resumed.

2.103 The situation of the Ascent to the Mughrabi Gate has unfortunately not evolved since it was examined by the Executive Board at its 182nd session and the General Conference at its 35th session. UNESCO continues to monitor the issue with the utmost attention, but no fresh information has been provided by the parties concerned.

2.104 You will remember that the Executive Board and the General Conference requested UNESCO to organize as soon as possible a follow-up expert meeting once the parties concerned had reached an agreement.

2.105 I wish to assure you that UNESCO will continue its efforts to facilitate dialogue and technical exchanges between all heritage conservation professionals involved.

2.106 Finally let me add that UNESCO is continuing its operational commitment, in particular by implementing the Action Plan for Jerusalem. This Action Plan aims to safeguard the cultural heritage of the Old City and improve the daily lives of its inhabitants and its social and urban environment.

2.107 Madam Chairperson, I shall now turn to the communication and information programme. I shall answer Côte d'Ivoire's question on South-South cooperation when I deal with this topic more globally. I should now like to reply to Bangladesh's question concerning access to information and communication technologies in connection with the digitization process and the growing digital divide between the developed and the least developed countries.

2.108 Clearly, there are two complementary aspects to this issue. First, there is that which concerns infrastructure, equipment and software; and, second, there is the whole side concerned with content, policies and capacity-building. To my mind, UNESCO's contribution consists primarily in supporting and developing this latter aspect, particularly by stimulating the creation of items of local interest, by strengthening multilingualism on the Internet or by increasing the number of capacity-building initiatives.

2.109 In this respect, a new step towards greater linguistic diversity on the Internet was made in December 2009, when I signed a partnership agreement between UNESCO and the Internet Corporation for Assigned Names and Numbers (ICANN), the agency which coordinates the system of online addresses for Internet users, in order to introduce internationalized domain names in non-Latin characters, which will make the Internet more global and more accessible to all. This is progress for which UNESCO had long been calling. The Internet must be multilingual to allow all language groups genuinely to take advantage of its exceptional potential.

2.110 I should also like to recall that in April 2009 UNESCO and 33 partners launched the World Digital Library, an Internet site offering a whole range of cultural materials from libraries and archives worldwide. The site offers manuscripts, maps, rare books, films and sound recordings. Untrammelled access to these resources is provided in seven languages, free of charge. In only a few months this project has expanded considerably since it now has 56 partners in 35 countries.

2.111 I want here to say how very interested I was by my recent conversation in Washington with Professor James Billington, who as Librarian heads the United States Library of Congress. The

world digital library project, developed by the Library of Congress under the auspices of UNESCO, now has a very extensive network of partnerships. I consider that this worthwhile initiative should be able to contribute still further to UNESCO's programmes, regarding for instance the cultural dimension of development. This project would therefore deserve more extrabudgetary support from a greater number of partners.

2.112 Finally, to take another facet of UNESCO's role in this area, I should like to mention the Media Development Indicators (MDIs) drawn up by the Organization. These indicators were approved by the International Programme for the Development of Communication (IPDC) in 2008. The various United Nations bodies and agencies working on media development and good governance recognize that these indicators constitute unique and very complete tools for assessing the media environment in a given country and identifying shortcomings. These indicators, already tested in three pilot countries, Croatia, Maldives and Mozambique, were launched in 2010 in a fourth country, Ecuador.

3. **The Chair** thanked the Director-General. Introducing the question and answer session, she invited Member States to put their questions. Since the Director-General had already provided very detailed responses to the written questions, Members should be specific, and avoid repetition. As usual, a list of speakers would be drawn up so that the Director-General could respond after every third speaker. After a brief pause, she announced that six countries had asked for the floor.

4. **Mr Paré** (Burkina Faso) congratulated the Director-General and welcomed the steps she was taking to raise the Organization's visibility. He favoured the setting up of a High Panel on Peace and Dialogue among Cultures, a topic on which his country would have a contribution to make. He was pleased with the various measures taken with regard to the category 2 centre in Burkina Faso, and with the proposal to arrange a meeting on TTISSA in Ouagadougou, as the time had come for action in that field. In his view, the Fast Track Initiative (FTI) would be of considerable help to the beneficiary countries in strengthening their efforts to combat illiteracy. Lastly, he thanked UNESCO once more for the prize awarded to the Tin Tua association. It had provided a boost to the work being done by that NGO on the ground in alleviating poverty, especially among women, which, in a country like Burkina Faso, was of great importance for development.

5.1 **Ms Mukherjee** (India) began by congratulating the Director-General for her very full responses to the many questions. She looked forward to continuing that dialogue. Specifically, she asked the Director-General, when addressing issues relating to the South-South Cooperation Fund in Education, to comment on the possibility of UNESCO organizing a pledging conference on South-South cooperation to raise funds, given the fact that she had already publicly demonstrated her commitment to the Fund.

5.2 Her second question concerned the response given with regard to the *Atelier des experts* that had taken place on Tagore, Césaire and Neruda. She drew the Director-General's attention to the fact that the workshop had been organized at very short notice, and clashed with the Council meeting of the International Bureau of Education (IBE), as a result of which the Ambassadors of Benin, France and India had been unable to participate substantively in the workshop or arrange to be fully represented. They were not aware of all that had happened at the workshop, and looked forward to a written report on it. She hoped a fuller meeting would be held in consultation with the principal delegations responsible for the initiative, so that it could become part of the Organization's intersectoral activities.

5.3 Finally, while much appreciating the information given concerning the High Panel on Peace and Dialogue among Cultures, she requested more information on the identity of the eminent personalities who had accepted the invitation for 18 February, as well as on the agenda and the kind of discussion the Director-General had in mind. The results from that meeting could then be taken forward to the meeting to be held in New York later in 2010.

6. **Ms Sol De Pool** (El Salvador) congratulated the Director-General for having answered all the questions raised. She observed that, while efforts were being made to cut the costs of the governing bodies, the new proposal to increase the speaking time of Member States in the general policy debate from 8 to 10 minutes would, surely, add to the cost. In her delegation's view, the existing arrangement was sufficient: speakers should be encouraged to be more focused and less rhetorical, and to refer to the documents the Secretariat produced in order to keep within the allotted time.

7.1 **The Director-General** thanked the representative of Burkina Faso for his support and his remarks concerning UNESCO's commitment to education. UNESCO was working to improve and speed up the roll-out of TTISSA, and she hoped that the Ouagadougou meeting would yield some answers. As for the FTI, the decision had been taken at meetings with the World Bank to strengthen that initiative as well as communication and cooperation between the two organizations themselves, given that UNESCO could and should be playing a more major role.

7.2 On the High Panel for Peace and Dialogue among Cultures, the idea had been to organize a day for the launch of the International Year for the Rapprochement of Cultures. The aim was not to have a closed board or committee, but a forum that would attract other intellectuals, decision-makers, thinkers and academics based on the message of dialogue, diversity and respect that UNESCO wished to spread throughout the world. A number of well-known figures had already confirmed that they would be taking part, including the Malian film-maker Souleyman Cissé, the former Prime Minister of Norway, Kjell Magne Bondevik, Simone Veil, of the Holocaust Memorial Foundation (*Fondation pour la Mémoire de la Shoah*), and Mustafa Ceric, the Grand Mufti of Bosnia-Herzegovina. She was proposing that the launch day should start with a private morning session in which the participants could exchange ideas, with a plenary session in the afternoon attended by Permanent Delegates, French intellectuals and other prominent persons. The day would end with a cultural event in the evening. She had already suggested some broad themes for discussion, which the members of the High Panel could use as the starting point for a document or an appeal, but, obviously, it would be left to these very high-level personalities to set their own agenda and plan their work.

8. **The Chair** assured Member States that the increase in speaking time for the general debate would not entail any increase in the length of Executive Board meetings, or, therefore, in expenditure. She sincerely hoped that it would facilitate genuine, focused debate on specific issues, rather than being used by Members to make set statements. After the first such session, a questionnaire would be distributed to Member States seeking their reactions, and if they so wished, the previous practice could be reinstated.

9. **Mr Haddad** (Tunisia) said that it was unthinkable for Tunisia not to be represented on the panel of "thinkers and sages" from the outset: to remedy that omission, he put forward the name of Mr Hassin Fantar, the holder of the Ben Ali Chair for the Dialogue of Religions and Civilizations, who had done remarkable work over the past fifteen years. Tunisia had no image or position to promote in this area, just experience to be passed on and shared. Since the late 1980s, it had not only organized colloquia and seminars, but had also taken pains to involve all students, from primary level to higher education, in dialogue of this kind. Ten years ago, the Zitouna Theological University had launched an experiment in dialogue among religions and civilizations based on tolerance and understanding of others, be they Jewish, Christian, Buddhist or Hindu, and it was that unique experience that justified the inclusion of Mr Fantar on the Panel.

10.1 **The Director-General** commented that there was great potential within the Executive Board for a discussion on dialogue among cultures, for peace. In reply to the representative of Tunisia, she felt all countries shared the same ambitions and could make the same claims. She took note of Tunisia's proposal, like all the others, in great friendship and good will, as she wanted the process to go forward in a spirit of consultation. She felt sure that the High Panel on Peace and Dialogue among Cultures would evolve in the future to include numerous prominent persons with a variety of ideas and from a variety of regions.

10.2 Reverting to the topic of Haiti, the Director-General expressed warm thanks to the Kingdom of Saudi Arabia and to His Royal Highness Prince Sultan bin Abdul Aziz Al Saud of Saudi Arabia for funding the Arabic version of the *Mobilizing for Haiti* web page, which was an important contribution to UNESCO's efforts.

11.1 **Mr Killion** (United States of America) congratulated the Director-General, whose tenure was off to a tremendous start, and whose efforts to raise the visibility of the Organization were already bearing fruit. She had proven to be an effective communicator on the world stage. Having accompanied the Director-General for part of her visits in Washington DC, he could report that they had been incredibly successful, and had included the first meeting between a Director-General and a United States Secretary of State since his country re-entered UNESCO. The Secretary of State had expressed a strong desire to work with the Director-General on tackling the problem of education for girls.

11.2 The United States of America applauded and supported the Director-General's efforts to put UNESCO at the lead of the international effort to preserve Haiti's patrimony. Mr Killion knew that she had written to United Nations Secretary-General Ban Ki-moon and others on the subject. His delegation, however, was concerned about reports recently received that the United Nations Stabilization Mission in Haiti (MINUSTAH) had not yet begun to address the issue of preserving Haiti's cultural heritage. What replies had been received to those letters? Was MINUSTAH now firmly committed to saving cultural property in Haiti, and what, specifically, was being done on the ground?

12. **Mr Attar** (Algeria) was dismayed by the continued use of the expression "reducing" poverty as found in the summary of the EFA report, with its suggestion that poverty was inevitable. That view was no longer tenable, as the debate had moved on to the point where poverty was now considered a breach of human rights. Stronger terms should be used instead, like "combat", "eradication" or even "abolition". He liked the phrase "silent emergency" in the report's summary, as it accurately reflected UNESCO's activities as the agent, par excellence, of silent transformation. UNESCO must strive to be the first not only in time but in quality, to aim high as the bearer of hopes. Visibility was good, but credibility was better still.

13. **Ms Lacoeylhe** (Saint Lucia) said that she was very impressed by the Director-General's presentation and the numerous activities she was undertaking, and offered her sincere congratulations. She had recently received an email inviting all Permanent Delegates of UNESCO to a dinner in a beautiful Paris restaurant on 18 February to launch the International Year of the Rapprochement of Cultures and the High-Level Panel on Peace and Dialogue among Cultures. Her concern related to the timing. While the dinner had certainly been planned a long time previously, before the earthquake in Haiti, she wondered how it would affect UNESCO's image – and the fundraising campaign -- to be seen spending money on a gala dinner at the same time as appealing to all Member States, rich and poor, as well as individuals, to donate money to Haiti. On the initiative of the Ambassador of Colombia, President of GRULAC, poor countries, for which the few thousand dollars they obtained through the Participation Programme made a lot of difference, had made donations to Haiti from their regional and national projects. Might the Director-General consider postponing the event or, in view of the circumstances, at least changing its format into something less expensive and more sober and, instead, giving the money to Haiti?

14. **Mr Anastassopoulos** (Greece) thought that the list of one hundred questions for the meeting was excessive, and that it was vital for the Board to make a ruling on the length of the discussions. Self-restraint was needed both for the Board to do its work properly and for the benefit of those having dealings with it. He remarked that there was a contradiction between the tenor of the letter from the Chair of the Executive Board, announcing a series of measures to cut short the debate at Board meetings, and her proposal to extend the speaking time from eight to ten minutes. In the General Conference, the speaking time for Ministers had been reduced from eight to six minutes, but that had not prevented them from expressing their views. The aim must always be to cut down the length of oral interventions, not to increase it. Turning to the statement by the

representative of Tunisia, Mr Anastassopolous commented that thousands of candidates could be suggested for the High Panel, but the choice was a matter for the Director-General alone. However, he strongly advised against putting some names forward at the risk of forgetting others.

15. **Mr Al-Nafisi** (Kuwait) thanked the Director-General for her clear and excellent answers, and for what had been accomplished in the very short time since her appointment. He was optimistic that the Organization would continue to improve. In the International Year of the Rapprochement of Cultures, the combat against intolerance should be a key focus. Efforts should be concentrated on using the school curriculum as a vehicle to fight intolerance and extremism. What steps was UNESCO taking to that end? Technical and vocational education and training (TVET) was another area of the utmost importance, both for achieving development and fulfilling the needs of the labour market. It deserved greater focus. In particular, the International Centre for Technical and Vocational Education and Training (UNEVOC) in Germany needed more visibility. It should be given the resources needed to make it a success, as well as the benefit of other countries' experience and best practices in that field.

16. **The Chair** announced that the list of speakers was closed. After the reply by the Director-General, she would herself address the specific question raised by Greece.

17.1 The **Director-General** reported, in reply to the question from the United States of America, that there had been a positive response to UNESCO's appeal for preservation of cultural property in Haiti. First, she had heard that morning that MINUSTAH had taken action, after her appeal, to protect areas of cultural heritage and not to allow any kind of activity in them.

17.2 Second, and subject to anything the distinguished representative of Haiti might wish to say, given that UNESCO was coordinating its actions with the Government of Haiti, she had sent two experts there at the beginning of the week, with two more to follow. The intersectoral mission would start work on 10 February, to enable an assessment to be made of the actual situation. She was also pursuing consultations, in New York as well as on the ground. Depending on the political process, the question was whether to introduce specific formal text in a possible omnibus resolution of the Security Council, and she hoped to hold consultations on that with the members of the Security Council, both permanent and non-permanent, represented at the Board and in the Organization. She had written to the Minister of Culture and also instructed Mr Jorge Espinal, who had been moved from Central Asia to take over as Interim Director of the UNESCO Office in Port au Prince, to inform the Minister of her wish to establish an international committee to prohibit the export of cultural objects, in cooperation with the Government of Haiti. UNESCO's initiative had received a positive response and made a real impact on the prohibition of trade in cultural objects from Haiti.

17.3 In reply to the representative of Algeria, the Director-General said that she was aware of the ongoing debate in the international community surrounding the expression "reducing" poverty. She had used that term as it was the language of the EFA project, but in the knowledge that the goal must be not to reduce poverty, but rather to abolish it. The issue would be discussed when examining the outcomes of the Millennium Development Goals.

17.4 Responding to the representative of Saint Lucia, she said that her efforts in recent days had been focused on attracting the maximum amount of funding to implement the three projects in UNESCO's Flash Appeal. She was confident that they could be launched by the end of the following week, bringing credibility to the actions of the Organization. Unfortunately, funding for Haiti was hampered by a lack of information and knowledge. The representatives of Member States and Ministers with whom she had spoken were expecting UNESCO to have access from the outset to funding from other agencies, but that was not the case as UNESCO was not considered as participating in the first-line humanitarian response phase. In New York, where she had met with the United Nations Secretary-General, the Administrator of the United Nations Development Programme (UNDP), Ms Helen Clark, and the Under-Secretary-General for Humanitarian Affairs, Mr John Holmes, the message was clear: efforts to rebuild the educational

system, teacher support and psychological assistance must start at once, and donors must be approached to obtain the necessary funding. The Director-General was aware that all the countries represented on the Executive Board had already provided funds, either bilaterally or through other organizations, which made it difficult to seek additional resources. That said, it had been possible to release funds from various programmes, thus enabling UNESCO to dispatch missions and start work on the ground, even without any provision in the budget.

17.5 Offering the people of Haiti a brighter future would require the promotion both of culture and of the Haitian national identity, issues she had discussed with, among others, the representative of Haiti on the Executive Board. She had therefore suggested that UNESCO hold an event in the near future with both cultural and intellectual content, to help the people of Haiti survive the tragedy, and serve as a reminder of what the Haitian spirit, history and identity had contributed to mankind's history and culture. It would also generate further funding to go towards the country's recovery. The necessary financing would have to be found for such an initiative, but the process was already under way.

17.6 On the subject of the evening planned for the launch of the International Year for the Rapprochement of Cultures, it would be supported by donors and countries and attended by French intellectuals, and would focus attention on UNESCO's work in favour of the rapprochement of cultures. This was a long term initiative, not merely a one-day event.

17.7 Turning to the question from Kuwait, the Director-General agreed that it was important to focus on fighting intolerance. The culture of peace and the issue of rapprochement of cultures and peace required two separate levels of action. Of course, high-level appeals were needed to garner moral, political and intellectual support for UNESCO's activities in order to send very strong messages around the world. At the same time, the Organization would not be credible if it did not introduce the same focus into its own programmes. In fact, the very essence of the mission of the International Year for the Rapprochement of Cultures was to work mainly through action plans at the national and local level. She confirmed that specific work was being done on curricula. The International Bureau of Education concentrated on that issue, as well as, more generally, emphasizing the need to include important elements and values such as tolerance in the Organization's day-to-day programmes. She shared the belief of the representative of Kuwait that if the process of inculcating tolerance as a normal value of everyday life did not start in schools, no amount of high-level political action would succeed.

17.8 Best practices, too, were important, and were part of the programme for the International Year for the Rapprochement of Cultures. There would be follow-up after the Year, and the experience gained through all the different events organized at national, regional and international levels would be of great help in developing best practices, which could then be incorporated into activities and shared as widely as possible.

18. **The Chair** stated, in response to the issue raised by Greece, that she had looked very carefully at all the recommendations made to the Executive Board, especially those of the group led by Mr Anastassopoulos himself for the more efficient and pragmatic organization of the work of the Executive Board and the General Conference. She emphasized, first, that the issue of speaking time was still under consideration, and no decision had been made. If many countries viewed the increase as unwise, it would not be implemented. Second, there was a considerable difference between the General Conference, where ministers were duty bound to make their statements, and the Executive Board, where genuine debate on major issues could take place round the table. Her own view was that allowing 10 minutes would encourage such a debate, but she was open to other suggestions. There being no further speakers, she adjourned the meeting until 3.15 p.m.

*The meeting rose at 1.15 p.m.*

## Afternoon meeting

### 19.1 **The Director-General** *in extenso*:

Excellencies, a growing number of our activities work across sectors and this was the main reason for setting up intersectoral platforms. In response to Morocco's question, I believe that the platform approach has proven value and I will do my best to enhance it further. They offer a mechanism that is enabling us to work more effectively and coherently. I will give you two examples. First, climate change: the new Climate Change Initiative that I launched in Copenhagen was based on and drew from the expertise of the dedicated platform. Secondly, the disaster in Haiti: the post-conflict, post-disaster platform was activated immediately after the earthquake, to pull together all the Organization's relevant competences.

19.2 Morocco has submitted questions regarding assistance to the reconstruction and development of Gaza and Lebanon, and actions for educational and cultural institutions in Iraq. UNESCO has consolidated its presence and activities in Gaza. We acted swiftly and constructively in the aftermath of the military operation. In a context where the humanitarian response was focusing on primary schools, UNESCO provided support to organize catch-up courses for students in upper secondary education. In the field of communications, we have focused on the protection of freedom of expression and safety training for Palestinian journalists, photographers and cameramen. By the end of 2009, we had received funding for all our projects in the 2009 United Nations Gaza Flash Appeal. Morocco has also asked about the occupied Arab territories and occupied Syrian Golan. UNESCO has continued to provide technical assistance to the Ministry of Education in the Palestinian Territories in the field of national teacher education strategy, training for school principals and the development of science education. Continued assistance was provided for the safeguarding of selected cultural monuments and sites in Bethlehem, Nablus and Jericho. In the occupied Syrian Golan, funding from the Japanese Funds-in-Trust was approved in May 2009 for a four-year scholarship for Syrian students studying at Damascus University.

19.3 With regard to Lebanon, UNESCO's Deputy Director-General led an intersectoral mission to Beirut in August 2008 which was received by the President, Prime Minister and a number of key Ministries, collecting a wide range of requests for assistance. UNESCO then developed a Programme of Assistance for Lebanon's Reconstruction based on the requests expressed by the various ministries and other agencies visited. The \$20 million programme covers three overarching projects: building bridges across diversity, strengthening capacity to respond to conflict and disaster and modernizing key public sector services. The programme was submitted to the Prime Minister in April 2009, who confirmed his full commitment to it, and fundraising activities were discussed at the time with key aides. UNESCO will determine with the new Government authorities the best moment for dispatching a new mission to Beirut.

19.4 We are also a major multisectoral actor in Iraq. In education we take a sector-wide approach, assisting authorities to support access to quality education at all levels. I can cite just a few achievements: the printing of 18 million new textbooks, the launch of educational television programmes, staff training and materials for vocational institutions, science equipment for secondary schools and short-term fellowships. We are involved in protecting Iraqi cultural heritage through the rehabilitation of the Al-Askari Shrine in Samara and revitalizing the Erbil Citadel. On a long-term basis our programmes focus on building up the capacity of national cultural institutions and combating the illicit traffic of cultural heritage.

19.5 Let me now come back to the efficiency of the intersectoral platforms. We have begun taking a critical look at the effectiveness of the twelve platforms established during the 2008-2009 biennium. It has concluded that while these platforms were successful at encouraging a dialogue and a cross-fertilization of ideas among colleagues, they were not securing effective high-level buy-in and results.

19.6 In the circumstances I will consider several options. I will propose that we improve the effectiveness of our work across sectors and in collaboration between Headquarters and field

offices and category 1 and 2 centres. One option is to reduce the total number of thematic platforms, selectively focusing on three or four that can most effectively serve our priorities. A second option is to maintain the twelve platforms but to reformulate their work plans by defining a limited number of high-level objectives. Here again, I think we must face facts: to achieve effective, high-level buy-in and results, the platforms need dedicated funds.

19.7 As I said at the outset, I attach foremost importance to the recruitment of my senior leadership team. For all these positions, I have used the competitive process in order to secure the highest standards of efficiency, competence and integrity. Again, let me reiterate to Group II and Chile that the evaluation panels will ensure that due consideration is given to geographical distribution as well as gender. I am well aware that Group III and Group IV are below their minimum quota and will seek to remedy this. But I would like to stress that appointments are and will be made first and foremost on the basis of competence and merit.

19.8 With respect to the External Auditors' recommendations on temporary assistance, several are in progress or will be implemented in 2010 and 2011. In response to Morocco's concern, the introduction of a new policy on consultants has already addressed several recommendations. These cover closer attention to competitive bids, starting and expiry dates of contracts and geographical diversity. Other recommendations are in progress or will be implemented in 2010/2011. As an incoming Director-General, let me assure you that I intend to scrutinize closely the matter of consultancy contracts.

19.9 With regards to Sri Lanka's questions about staff performance, if expected results are not achieved as agreed, managers are expected to prepare a plan to improve on shortcomings. At the end of each biennium, they are supposed to provide a detailed assessment on the performance of each of their staff. I am aware that this is not always the case and will take measures to improve the situation.

19.10 Excellencies, let me now move on to our place in the United Nations system and in the "Delivering as One" initiative. As regards the question of Cuba on our seemingly marginal place within the United Nations system, let me state unequivocally that my ambition is for this not to be the case. It is not the perception of the Resident Coordinators and the United Nations country teams I have met and it certainly is not correct if we look at the track record of the "Delivering as One" pilots as well as the new United Nations Development Assistance Frameworks being prepared. UNESCO has fully participated in this process: we have been able to emphasize the central role of education in the development efforts of the countries concerned and we were even able to bring to the fore the critical role of science and culture in the development process. I do believe that we can deliver more and better. Moreover, in many countries, UNESCO has been asked to take a lead role in thematic groups of United Nations country teams and thus had an unusually visible and responsible role in shaping the United Nations system programme for the benefit of the countries concerned. At the global level, UNESCO has become, in the Chief Executives Board and the United Nations Development Group, a respected and listened-to partner shaping programmes in unison with other specialized agencies and funds. This country-level and global performance and orientation will continue with renewed vigour and energy on my side in the months to come.

19.11 I am dedicated to making UNESCO a lead partner in United Nations country teams and in promoting regional programmes. Decentralization is one of the issues that I consider crucial to ensuring UNESCO's impact in the Member States, along with human resources and strategies for more effective programme delivery. For this reason I have created a task force on optimizing UNESCO's operations, which will include field operations. I will inform you of the group's recommendations and of my own decisions at the April Executive Board session.

19.12 As you know, I will be presenting a full report on decentralization at the autumn session of the Executive Board.



19.13 On numerous occasions I have reiterated the importance of forging partnerships and strategic alliances, for advocacy, financing, programme development and better understanding of our values. We already have a faithful set of allies in our National Commissions of course. To answer Group II, the Coordination Group of National Commissions was invited to Headquarters to brainstorm on how to further strengthen relations with UNESCO. I am looking for concrete proposals to review and improve our programme with National Commissions, and will be personally attending all the upcoming regional consultations on the preparation of the draft document 36 C/5.

19.14 The landscape of development cooperation is changing: dynamic middle-income countries have emerged with growing influence on the world stage. This offers a tremendous opportunity for sharing knowledge, expertise and best practice among countries facing similar challenges. The questions on South-South cooperation should be addressed against this backdrop both for Least Developed Countries and middle-income countries. The issue is high up on UNESCO's agenda and has been raised by Côte d'Ivoire, Morocco and India. Last December in Montevideo, we organized a Future Forum and workshop on middle-income countries featuring speakers from governments and a wide range of development actors, including United Nations funds and programmes, specialized agencies, Bretton Woods institutions, regional economic commissions, development banks and civil society. Our action in middle-income countries should be specific, targeted and demand driven.

19.15 I am convinced that strengthening South-South cooperation is a key to advancing the right to education. UNESCO has taken steps to raise the visibility of the South-South Cooperation Fund in Education. I warmly welcome India's energetic promotion of this initiative. UNESCO has taken measures to implement a fundraising strategy, including the organization of a round table in December, making initial contacts with potential partners to whom I have personally written. Although no new contributions have been received to date, these contacts will be actively followed up. A fundraising event in the Gulf States is foreseen later this year. India's proposal for a pledging conference needs to be considered against the wider backdrop of resource mobilization, from both conventional and innovative sources. Currently nine developing countries have contributed a total of nearly \$227,000 to the Fund. UNESCO cannot transfer funds from its regular programme to extra-budgetary accounts such as the South-South Cooperation Fund. But there are direct links between the Fund's pilot projects and regular programme activities, such as ICTs in education in the Asia and the Pacific region. The pilot project officers have submitted funding proposals in the Complementary Additional Programme tool.

19.16 Côte d'Ivoire asked about the possibility of extending South-South cooperation to the field of communications and natural sciences. We are, of course, already promoting such exchanges but I fully intend to enhance them. In the field of public service broadcasting UNESCO is developing models to enhance South-South collaboration in Lusophone countries. Our 33 science-related category 2 centres are another rich mechanism for South-South cooperation. The centre for biotechnology, training and education in India, the centre for science technology and innovation in Malaysia, our network of water centres in practically all the regions of the world and many others give us an enormous potential to share knowledge and expertise.

19.17 More broadly, the Secretariat is rethinking its overall resource mobilization strategy. A specific task force, as I outlined earlier, is devoted to this.

19.18 We are about to launch the second Complementary Additional Programme of projected extrabudgetary activities, known as CAP. This mechanism aims to strengthen the results, scope and impact of UNESCO's regular programmes. I will review the final CAP towards the end of March before officially launching it in the presence of Member States, major partners and donors. In response to the Czech Republic and Latvia, the CAP document will be available for all the Member States, donors and partners in a booklet format. An online version will be accessible from the UNESCO Internet site after the launching.

19.19 The security of staff at Headquarters and in the field remains a top concern for the Organization. The Philippines has enquired about a revised medium-term security plan. This is under way although several measures have already been taken, including replacement of badges and entry rights for retired staff, improvement of video surveillance and hiring of three additional security agents on the regular budget. The main thrusts of the medium-term plan and financial requirements remain unchanged.

19.20 With regard to the External Auditor's recommendations on the renovation work at Fontenoy, all have been applied. More detail will be provided, as planned, at the Board's April session.

19.21 As you will have realized from my account of the various actions I have undertaken over the past weeks, I see communication and visibility as an integral part of UNESCO's work. When we take a successful initiative, we can get visibility if we reach out to the media effectively. When we deliver our programme, we must ensure that we get our message out relating to that programme. This is not just PR – public relations. Informing the public is a duty and a core responsibility of our Organization.

19.22 You will undoubtedly have noticed that I have given many interviews and appeared in numerous television programmes. Our media monitoring service reports that UNESCO was cited in 2,975 articles since Monday. My website now also carries increased coverage and offers greater transparency on my official activities. This is not an issue of personal visibility. My intention is to raise the profile of our Organization, to amplify its key messages and explain its themes and activities. These are often not well-known to the public. Last month, we launched the International Year of Biodiversity. One newspaper article on the launch of this Year noted the findings of a Gallup poll: 64% European citizens had either never heard of the word "biodiversity" or had heard of it but did not know its meaning. This is the challenge UNESCO faces.

19.23 I want to ensure that we develop a closer relationship with journalists, so that they get a better understanding of the daily work of our Organization. I have instructed the Bureau of Public Information to issue permanent accreditation and offer facilities to those journalists who cover our activities regularly. Earlier this week, I launched the new website, which offers a more attractive, more user-friendly access to our one million pages of online information.

19.24 In response to Group I, our activities calendar has also been improved and can now be consulted in the new, integrated online version. If you have already used this new version of the events calendar, you will have seen that the user can select activities according to a set of practical criteria – by theme or by region, for example – as well as by date.

19.25 As for the calendar of official conferences and meetings, the first version went online in December and a revised version went online this week. Further updates will be issued on a regular basis.

19.26 Another important aspect of our information and communication activities, and one that is essential for UNESCO's visibility, is the Organization's publication and dissemination strategy. To respond to Morocco's question, of the 15 recommendations on publication and dissemination made by the External Auditor, eight have been fully implemented while seven are still at different stages of implementation. Their full and effective implementation is a priority, and I intend to report to you on these activities at the next session of the Executive Board in April.

19.27 Prizes also give visibility to our programmes, encourage innovation and showcase best practice. In response to Bangladesh asking about a directory of UNESCO prizes, such information is available on the website. With regards to fellowships, offers are announced to Member States through a circular letter. As soon as this is done, all information is posted on the UNESCO fellowships web page which receives more than 200,000 visitors each year. A directory of former fellows, however, is published.

19.28 As I mention prizes, I would like to take this opportunity to inform you that I have established a Thematic Working Group on UNESCO prizes, in order to ensure a greater coherence of UNESCO prizes and to enhance their visibility and impact, thereby helping to raise the profile and prestige of the Organization.

19.29 We are starting 2010 in a position of strength to address major challenges: proactive engagement to carry forward our climate change initiative, activities to safeguard biodiversity, advocacy to bring education to the centre of the internationally agreed development goals, and dialogue to favour the rapprochement among cultures. Internally, my senior management team is being recruited while initiatives are in place to encourage debate and recommendations to improve our effectiveness. I look forward to reporting to you in April on all these issues.

19.30 Ahead of that, I will continue to organize regular information meetings with Permanent Delegations to brief them on our ongoing activities and encourage dialogue. We rely on each and every one to implement our ambitious agenda. I plan to hold the next one on 5 March, upon my return from Ethiopia.

19.31 Finally, I would like to pay tribute to Deputy Director-General Marcio Barbosa, who will be leaving us this month. For the past decade Mr Barbosa has been a real driver of reform in UNESCO. All those who have worked with him appreciate his calm, tempered and wise manner. No matter how complex a situation may be, he examines all aspects with the eye of a scientist, always searching for the best short and long-term solutions.

19.32 Thank you, Mr Barbosa, on behalf of the entire Organization for bringing your competence and managerial vision to bear. I am certain that the Board joins me in wishing you every success in the next chapter of your distinguished career.

19.33 Thank you for your questions, thank you for listening. I have done my utmost to answer your concerns frankly and clearly and look forward to our continued discussion.

20. **The Chair** once more thanked the Director-General for her very detailed answers. She proposed that the afternoon's exchanges on topics concerning administration and management should follow the same procedure as the morning meeting.

21.1 **Ms Khimulu** (Kenya) thanked the Chair for organizing the meeting, and also the Director-General and all those who had assisted her in preparing the very impressive and thorough responses contained in her two-hour morning statement. On the question of recruitment of the senior management team, she pointed out that such positions could only be filled by very senior nationals from their capitals. In most countries, officials at that level spoke only one of UNESCO's languages, either English or French. Some countries never had senior people appointed to the Organization because, unlike younger people, that age group had never learned a second language. Most of the advertisements stated that a second language was an advantage, but not that it was compulsory. When considering geographical distribution and gender, language should not be used as a basis for discrimination: to do so was unfair. It was possible to learn French at UNESCO, and she was sure that English language classes could also be organized.

21.2 Turning to the Director-General's stated desire for visibility and follow up for her forthcoming trips, Ms Khimulu suggested that one solution was to rely on the Delegations, who could ensure more effective follow-up. As an ex-Ambassador, the Director-General knew that when inviting ministers to visit, it was sometimes necessary to issue another invitation specifically for the delegations, so that they could obtain the necessary permission. This was a problem not just for herself, but for very many ambassadors with whom she had spoken.

22. **Ms Haddad** (Grenada) thanked the Director-General for all the information she had given. Her question related not only to administration, but also visibility and working methods. The Director-General had mentioned the creation of several high-level panels and committees. Apart

from the Intergovernmental Panel on Climate Change, there was the High-Level Panel on Science and the High Panel for Peace and dialogue among Cultures, the second meeting of which was to be held in New York for reasons of visibility, and also the new International Committee for the Preservation of Culture in Haiti. While, certainly, high-level panels and committees of that kind could bring visibility to UNESCO and associate intellectuals with the Organization's work, she asked how long such panels would continue to exist, what their task would be and how their contributions would be used. Was there any estimate of the cost of such panels, and how were they funded?

23. **Mr El Zahaby** (Egypt) thought that, while 80 days was not long enough to achieve objectives, it could suffice to set out a vision for the future working methods of the Organization. In that connection, he remarked that it was not possible to separate the programme part from the administration and budget, and that the Director-General had not outlined the main thrust of the methodology she would be using to reform the Organization. Lastly, he wished to know the views of the Director General on the progress of decentralization and the reduction of administrative costs in favour of programme spending, and asked if the setting up of the High Panels would have budgetary implications.

24.1 **Ms Cummins** (Barbados) said that Barbados very much appreciated the presentation by the Director-General and the detailed account of her implementation of the various initiatives. She would, however, appreciate further information on the proposed establishment of an international or intergovernmental panel on climate change education, including clarification of the intended membership or the criteria for membership, the timeframe for delivery, the scope of its operations and its links and complementarity with the broader climate change initiatives referenced in the Director-General's earlier presentation.

24.2 She also asked what initiatives the Director-General would be taking to arrest the erosion of biodiversity and address the need to establish more appropriate biodiversity management and conservation measures.

24.3 There was a clear preponderance of views among UNESCO's Member States in favour of the Organization's continued involvement in ocean governance for scientific purposes, and a strengthened mandate for the Intergovernmental Oceanographic Commission (IOC). Ms Cummins asked what plans were in place to follow up.

24.4 Having noted the Director-General's commitment to concentrate efforts on the recovery, resuscitation and reorganization of Haiti's teaching complement, which was extremely important and much wanted, she asked if UNESCO had been in contact with the regional tertiary training and academic initiatives and institutions as well as the regional ministerial forums on education, which had undertaken similar missions albeit on a smaller scale, for example in Montserrat over 10 years previously. Resources were available in the region, but it was not known how it was intended to mobilize them.

25.1 **The Director-General** announced that she would ask the Assistant Director-General and Secretary of the International Oceanographic Commission to address some of the specific points raised on scientific research and biodiversity.

25.2 Turning to the questions raised by Kenya, she said that she approached the process of recruitment of senior managerial staff with an enormous sense of responsibility. It was extremely important for the Organization to find people of knowledge, quality, expertise and merit and at the same time have fair geographical distribution. She was very cognizant of the language factor in the recruitment process. In her belief, the most important factors at that stage were expertise, knowledge and merit. In the later, post-recruitment, phase, she strongly encouraged not only senior management but staff at all levels to learn, know and use the two working languages of the Organization. It was equally important for French-speakers to speak English and for English-

speakers to speak French. That was only fair to the Organization and to the whole United Nations system.

25.3. As to the inclusion of Permanent Delegations in important meetings, and specifically the High-Level Group on Education, the list of invitations already included ministers, high-level representatives, other agencies and all the different actors and stakeholders whose participation was considered important. She would welcome the presence of Permanent Delegates, as well, to enhance the debate and the decision-making process. Permanent Delegates should take her reply as a formal appeal for their presence, but she intended to follow up with a written invitation to those who were interested to take part in the sessions of the Group.

25.4 Turning to the question by Grenada, in her inauguration speech the Director-General had personally proposed only two high-level panels: the High-Level Panel on Peace and Dialogue among Cultures and the High Panel on Science. The first, which she would be launching in two weeks' time, seemed extremely important not only in terms of giving more visibility to the Organization, but refocusing and repositioning the role of UNESCO in the eyes of the intellectual community and opinion-makers in the broad scheme of dialogue, alliances and interaction of cultures and civilizations. It was extremely important for UNESCO to reposition itself in order to get its message across. After visiting New York, she was convinced that the message would be stronger if UNESCO held important meetings with persons of high visibility and international prominence, and was present in New York where the Headquarters of the whole United Nations system was located.

25.5 The International Committee for the Preservation of Culture in Haiti had indeed been her proposal, but it would be entirely different in scope and format from the High Panels. The Organization was working with the Haitian authorities on the composition and methods of work of the International Committee to see how to tackle the issue of possible pillage and loss of cultural objects in Haiti. It was in the interests of the whole international community for UNESCO to be fully engaged in preserving and protecting cultural objects and prohibiting their export and trade.

25.6 As to the High Panel on Science, she had pledged greater focus on science, in the belief that it deserved emphasis within the Organization. The many requests, as well as support, from different Member States, both during and after the previous General Conference, for UNESCO to become a natural home for Nobel Prize winners and prominent scientists, had prompted her to formulate the idea of a High Panel composed of such persons as a way of refocusing on science.

25.7 On the question of cost, the Director-General confirmed that the different activities of the High Panels depended entirely on extrabudgetary resources. The financing of the International Committee for the Protection of Cultural Objects in Haiti was the subject of ongoing discussion; it was likely that this, too, would involve mobilizing extrabudgetary resources. She believed, however, that all those initiatives brought the Organization visibility, attracted many prominent personalities, highlighted its work, sent a strong message to the intellectual community at large, including the scientific community, and helped streamline activities and priorities.

25.8. The question from Egypt raised the huge issue of general vision. The Director-General admitted that she was still in the process of understanding and formulating concrete proposals for reforms within the Organization. Until the work of the task forces was concluded and she had their input, as well as feedback from the Independent External Evaluators, it would be premature to say what she wanted to do. She would have more concrete proposals to present to the Board in April, when she looked forward to discussing the most important issues and finding ways to make the Organization more efficient and more relevant.

25.9 The Director-General explained that, unlike the High Panels, the task forces needed no specific financing, as they were part of the normal day-to-day work of the Organization. Their work was an inclusive process, partly conducted online and by videoconferencing, in line with her intention to make the best use of all the different working methods available internally, so that the

task forces did not attract a lot of expense. Should the need arise, however, she had already received proposals from donors to fund various activities, and she thought extrabudgetary resources could be made available as many governments were interested in reforming the Organization.

25.10 The question put by Barbados was a very specific and difficult one: how did the Organization coordinate its activities in cooperation with other agencies in the area of climate change? Before asking the ADG, Science and the Secretary of the International Oceanographic Commission for their detailed input, the Director-General emphasized that she believed UNESCO had a very specific role to play in climate change, with, she hoped, increased input through its work in science and biodiversity. For that matter, she believed, too, that UNESCO had a truly specific role in Education for Sustainable Development, that of devising an entirely new concept in education for climate change. The experiences of other institutions could be useful: as an example, she cited her visit to the prestigious Institute of Science in Bangalore, India, which had a faculty on climate change offering a range of curricula. At her suggestion, it had been agreed to explore how UNESCO might incorporate the experiences of the Institute's scientists and professors in its own projects.

25.11 Returning to the subject of Haiti and UNESCO's response, the Director-General warmly endorsed the idea suggested by the representative of Barbados, which had already been discussed within the Organization's emergency cell. There was much to be gained, both in implementing the Flash Appeal and in the longer-term perspective, from the expertise, examples and experience available within the region. Many countries close to Haiti had not only the expertise but also the tools to transmit it, and UNESCO would not hesitate to reach out to them.

26.1 **Ms Watson-Wright** (Assistant Director-General, Intergovernmental Oceanographic Commission) welcomed the question from Barbados on climate change education. She explained that the initial focus would be to follow up on the recommendations of the International Seminar on Climate Change Education held in July 2009, and she offered to provide more details after the Information Meeting.

26.2 She was delighted to hear of the interest in, and support for, the Intergovernmental Oceanographic Commission, and its focus on ocean governance, coordination of observation and science, and also ocean hazards such as tsunamis. Small islands were one of the major areas of focus, given the importance of the oceans to those states. She welcomed the opportunity to follow up on their more specific questions after the Information Meeting.

26.3 Finally, marine biodiversity was an area of huge interest for IOC, and she was delighted to report that it was acquiring a database as a result of the ten-year project to compile a survey or census of all the species of marine life in the oceans, which had been the subject of the French film *Océans*, premiered in Paris the previous week.

27.1 **Mr Erdelen** (Assistant Director-General for Science) explained the very specific reasons why 2010 was the International Year of Biodiversity. At the World Summit on Sustainable Development in Johannesburg in 2002, a target had been set of significantly reducing biodiversity loss by 2010. That target had not been met, so efforts had been intensified to find ways of preserving biodiversity in the long term. The European Union, among others, had put forward proposals aimed at completely halting the loss of biodiversity, and they had been discussed at the United Nations Climate Change Conference in Copenhagen. The major outcome of that Conference had been the new Agreement on Reducing Emissions from Deforestation and Forest Degradation (UN-REDD-Plus). All those initiatives fed in together. UNESCO's practical complementary action was to work very closely with the Intergovernmental Panel on Climate Change (IPCC). It made no sense to look at biodiversity without examining the climate angle.

27.2 Secondly, he was to meet the IPCC Chairman, Dr Rajendra Pachauri, the following week, to look into establishing Chairs in the field of climate change. UNESCO was working very closely

with IPCC on establishing new elements for the biodiversity component of the fifth IPCC assessment report, another topic to be discussed with Dr Pachauri. Specific situations were kept under review in which climate change and biodiversity conservation might be overarching issues. Finally, UNESCO was also involved in discussions on the new targets that must be developed now that the 2010 target had been missed.

28.1 **The President of the General Conference** thanked the Chair for giving him the floor. He realized that the meeting was geared to the report of the Director-General and her feedback on some of the many questions raised, and it also allowed Members a bird's eye view of where the Board was headed. But, he felt compelled to place another item on the agenda, perhaps to be called "Other Business", as it was important to set the tone of the new leadership at the very beginning.

28.2 To briefly paraphrase an idea taken from his inaugural speech at the General Conference, the future of UNESCO should not be business as usual. What did he mean by that? Simply, that all the ingredients were present to prepare the Organization to deal honestly and transparently with all the issues confronting it. Not only must the three principal organs be in sync, but Member States and staff must cultivate a very strong sense of interdependence. In his estimation UNESCO should not be afraid of taking risks; it should count mistakes as learning experiences and most of all show care for the Organization and its employees.

28.3 He could feel a breath of fresh air in the house, after witnessing the deftness with which the Chair of the Executive Board had conducted her first meeting and the exemplary way in which the Director-General had put forward her views and answered the many questions and concerns Members had raised. It went without saying, however, that no one could succeed alone: everyone's support and cooperation were very much needed. The aim was not to win praise, but rather achieve cooperation and understanding. Out of that could come frank dialogue and a relationship of trust that would withstand the test of time. To sum up, here was an opportunity that should not be missed.

29. **Ms Mukherjee** (India) raised a concern about the team carrying out the Independent External Evaluation for UNESCO, while realizing that it had been put in place before the Director-General took office. It was not at all geographically representative. Though she had been told that the selection was the result of a process of competitive bidding, she believed it would have been preferable to have a team with a broader geographical focus. Intelligence and good qualifications were not restricted to any particular geographical region. Furthermore, the ASPAC Group had been given very short notice that the team wanted to meet with them; the Ambassador of Sri Lanka and Chairman of ASPAC would have appreciated a much longer lead time to be able to prepare an effective and substantive regional contribution. Was it normal for an external evaluation team of such importance to be constituted on such a narrow geographical base, and would it be possible to involve regional groups over a longer timeframe to enable them to contribute?

30. **The Director-General** agreed that the ongoing external evaluation, which had started before she took office, was an extremely important process. While she herself was following the evaluation very closely, Mr Bert Keuppens could answer the question more fully.

31. **Mr Keuppens** (Director, Internal Oversight Service) thanked the representative of India for the interest she had shown in the evaluation. He explained that, in order to find a team capable of handling the evaluation, a very transparent, ambitious and difficult process had been followed, in accordance with United Nations guidelines. Expressions of interest had been received from some 28 interested firms or individuals of which eight submitted bids and one was chosen as the best team. That team was chaired by Professor Elliott, from Lancaster University in the United Kingdom, the former Chair and President of the European Evaluation Society. He was assisted by a number of evaluators. One was a Chinese professor who had formulated the norms of evaluation used in China. There was an evaluator from Africa to assist the team and participate in the evaluation of the offices in Africa, especially with regard to Priority Africa, and also an evaluator from South

America taking an active part. He thought it was the first time in the history of UNESCO that there had been a Chinese evaluator, and it was a matter of pride. Mr Keuppens believed geographical representation was adequate. He was aware that there had been criticism of the composition of the team, but he believed it to be unfounded. There was a continuing need to pay the utmost attention to geographical as well as gender representation.

32. **Ms Mukherjee** (India) said that, while she did not intend to enter into a semantic debate, the document indicated that the evaluation team was led by a no doubt very competent person from the United Kingdom, assisted by five other nationals from developed countries from Group I. It also stated that the role of the three individuals Mr Keuppens had just mentioned was to assist in the field. Even the way the document was written was highly pejorative, as it gave the impression that there were two tiers of evaluators. She welcomed the news that the three so-called field experts were now being given a more substantive position, and advised that the document in question be brought to the attention of the Director-General and a corrigendum issued clearly indicating that those three individuals were working on an equal basis with the other five members of the evaluation team. Her Group looked forward to being kept informed of, and participating in, the present evaluation, which, by virtue of its timing, could have very far-reaching results

33. **The Director-General** said that she took the point of the distinguished representative of India, especially on the timeframe and the process, which was indeed an important one that might have far-reaching consequences. She and Mr Keuppens were working on the issue and were in constant contact. She would personally watch how the process evolved to ensure that all regional groups and other stakeholders were included.

34. **Mr Seghrouchni** (Morocco) said that, with regard to the High Panel on Science that would be tasked with examining ways of alleviating the effects of climate change, UNESCO could contribute to the work of that body within its spheres of competence, such as oceanography, but it must not lose sight of the ethical approach to climate change, because it was here that the Organization possessed a comparative advantage. He hoped, therefore, that the High Panel would be made up not only of physicists, chemists and meteorologists, but also specialists in the social and human sciences, and that its membership would be geographically balanced.

35. **Ms Baltina** (Latvia) offered sincere thanks to the Director-General for her excellent report, and commended her openness and honesty in discussing and acting on all issues of concern. Her own question related to administration. In view of the Director-General's stated intention to join all the forthcoming consultations with Member States, had she thought of ways to revise or enhance the consultation process? How did she plan to feed the results of all the High Panels into the development of the next C/5 document?

36.1 **The Director-General** wished, first, to clarify any misunderstanding that underlay the statement by the representative of Morocco. She had no plans for a High Panel on climate change. In her inauguration speech she had proposed a panel on science, innovation and technology – a panel of prominent scientists from all the different fields of natural, human and social sciences. As such, they might encounter some climate change issues.

36.2 Turning to the question from Latvia, she believed that good ideas for the preparation of the next C/5 document might indeed emerge from the consultation process with all Member States. Starting with the regional meetings of National Commissions, she intended to participate in all their discussions. The normal consultation process would identify necessary readjustments, and some of those findings could be included in the next C/5 document, which would of course be widely discussed as one of the most important documents for the coming year. As for the consultation process on restructuring, management and recruitment, she would abide by the Constitution, which defined her responsibility in terms of offering solutions, taking decisions, and of course consulting the Executive Board. She would consult the Executive Board in accordance with the provisions of the Constitution on the interaction of the three executive organs. She would do everything legally



and institutionally incumbent on her, and, of course, live up to her responsibilities as Director-General of the Organization.

37. **The Chair** declared that the part of the discussion devoted to administrative and management questions was concluded, and gave the floor to the representative of Haiti.

38.1 **Mr Moïse** (Haiti) *in extenso*

Madam Chair, thank you. I do not think it will take much time to enlighten you about a situation that has gained widespread coverage and on which much information is available. To begin, Madam Chair, Director General, President of the General Conference, Excellencies, I have only one thing to say, and that is thank you. Since I have been here, I have received nothing but touching expressions of sympathy and solidarity, and this does not apply just to one person. All of you have witnessed the incredible movement of solidarity that has sprung up around the world, not just at the institutional and government level, but among the people, in response to the tragedy that has struck our country.

38.2 Before I go on, we want to spare a particular thought for all the foreigners who lost their lives in Haiti in this earthquake. UNESCO became involved early on in the movement of solidarity, and we knew about this. It has taken one initiative after another, and even though at first these were in the nature of assessments, they made a considerable impression on Haiti's intellectuals, civil society and government.

38.3 The Director-General has given you enough information for there to be no need for me to repeat the details, but what I can do, perhaps, is add some factors to give you a fuller idea of the situation in terms of how we move forward, and the problems we currently face. We have heard reports of the observer-assessors sent in by UNESCO. Bernard Hadjadj in particular, who was chosen for this task, is a great friend of Haiti, having lived for many years in the country and written about it. He is a personal friend, and it gives me much pleasure to be able to acknowledge him individually.

38.4 Within this assembly, too, I have noted a wealth of initiatives by the different delegations or groups: GRULAC, the Africa group, and others as well. I do not need to labour the point. Aside from the response by the delegations, the Director-General's appeal on 28 January for support for Haiti has also been heard. The quest for financing for emergency programmes and the determination seen in all quarters can only encourage the Haitians, or at any rate console them in their distress. There will be an acute need in Haiti, for a long time to come, for UNESCO's support and expertise in the field of education, which is key to the plans for Haiti's reconstruction, and even more so now we have seen the consequences of the tragic events of 12 January.

38.5 I would also like to inform you of some initiatives being taken aside from those already under way, this time by civil society. People have rallied automatically around some of the centres of culture or heritage. The Institute for the Preservation of National Heritage has lost no time in taking stock of the heritage buildings that were destroyed, and has also devoted attention to the cultural property under threat. Apart from that Institute, other groups have played a part in the assessment work and are making it their first concern to secure the sites destroyed or damaged by the earthquake. In Montreal, for instance, the City of Montreal, the main Quebec library and specialists from various Canadian institutions are working on this together with the Haitians, to see that working groups are set up based on UNESCO's practices. They stressed that the most urgent priority is to secure the sites, while also acknowledging that the large numbers of specialists becoming involved might get in each other's way. They were firmly of the view that coordination was necessary, and that UNESCO could play a major role. What is new, they say, is that the technical implementation of the method accepted by UNESCO must be swift, given the extreme situation produced by this type of catastrophe. This is the most suitable method, and the system of priority coding of sites using colour-coded tarpaulins is an important one that must be deployed as soon as possible, as the bulldozers are already starting the major work of clearing. The concern extends to a number of other sites, and the other major idea to emerge is that it will be necessary,

in line with the proposal made to the Government of Haiti, to ask UNESCO to set up a body to coordinate all the interventions required on the ground for safeguarding the heritage in general.

38.6 This would not be UNESCO's first action in Haiti. UNESCO has already been working in this area, not in disaster relief but in consolidating what has already been achieved in cultural heritage. It would therefore be easier to call upon the various specialists in securing sites of this kind (including recovery of materials, documents and objects), those working in the management and restoration of collections, etc., as they would be operating from the outset under the control of the organs of UNESCO. It is exactly this proposal that will be put to the Government of Haiti. I do not know what its response will be to the request, but the fact remains that a number of commissions are at work within the Haitian community both in Haiti and abroad, to ensure that this urgent need to protect and preserve cultural property is acted upon.

38.7 Obviously, the most urgent needs are being addressed by the international community in its great strength. The emergency has not been brought completely under control, and it encompasses areas other than cultural property, education, or fields specifically within UNESCO's remit. There will be a future, and from that standpoint we speak of reconstruction. I don't know if that is the right word, as reconstruction can mean doing the same things over again, putting back the things that had been made and destroyed. There are many questions we must ask ourselves, questions that have to be raised. How, for example – and this perhaps concerns both UNESCO and the United Nations system – do we make use of this situation to inject more discipline into how we deal with the Millennium Development Goals for education, due to be met by 2015? What should we do, in practice, to rebuild the university system, which has suffered terrible damage? We will see situations appearing that are hard to bring under control. As an example, the severe losses of human resources and material have left the public administration in total disarray and the main central government institutions in a state of collapse. Even if the aid robustly pleaded for by Haiti and generously given by foreign governments and institutions guarantees the safety of the suffering inhabitants, it cannot fill the void left by the deaths of many officials, the collapse of government buildings, the destruction of administrative records and the disruption to the lives of almost one million citizens.

38.8 This reconstruction is already presenting very severe problems, given the lack of manpower. To add to the toll of destruction and loss of life, many people have left the capital, in an exodus not only to the provinces but out of the country altogether. Many qualified people are going in search of a life elsewhere, which will leave a considerable gap and also, I think, lead to anguish. When one raises the issue of emergency, it is out of a desire to help people get back on their feet. It is normal for some to want to go elsewhere to breathe more freely, but at the same time it leaves a gap that is hard to see how to fill straight away. That is why when one raises the problem of an emergency, one is also raising the prospect of radical reform. We are facing dramatic consequences which, coming after successive periods of crisis, have for the last twenty years prevented Haiti from achieving lasting stability.

38.9 As soon as one speaks of intervention in the sovereign affairs of a State, it raises issues of sensitivity, not only in terms of relations between States, but of the manner in which the aid is delivered and received by the country in need. There is no avoiding this issue of sovereignty, and in fact as early as the conference of 25 January in Montreal, the Prime Minister and all the conference participants stressed the absolute need to guarantee the sovereignty of the State of Haiti. Obviously, the question is also being raised in Haiti itself. I do not think the question is being raised out of political correctness. It arises inevitably, as soon as one asks what will happen in the future. A major problem will arise before long, that of the legitimacy of Haiti's elected politicians, since Parliament is coming to the end of its term and a new President of the Republic must, according to the Haitian Constitution, be elected at the end of this year. It is hard to imagine how general elections can be organized in these circumstances, as they will inevitably spark reactions and confrontation. Elections are always a source of trouble, leading to conflict, confrontation and intransigence, and even if Haiti received massive amounts of aid, there is absolutely no way of

restoring the basics of civil status and identity needed to enable Haitians to vote. This is what is known as the governance issue.

38.10 On all sides, those in the relevant fields are asking if the time has not now come to turn this huge misfortune to advantage and approach the country's problems from a different angle. In other words, Haitians cannot avoid this: it is their responsibility to ask themselves what kind of country they want. How can they remodel and rethink it, restructure the State and refashion society to make it fairer, and create a different kind of future? This is a question not only for the Haitians, but also for those who are helping, and have always helped, Haiti, who must be wondering what is the point of the aid they have been giving for so long. We need to look back beyond the earthquake to see what is happening and what will happen once the emergency has been brought under control and it is time to rebuild. The problem will take on a completely different dimension, and the time to address it is now.

38.11 We are confronted with very specific circumstances. Large numbers of teachers and students have died, and the universities have collapsed. Even before the earthquake, given the state of the universities in Haiti, the Presidential Commission for the Celebration of the Bicentenary had suggested approaching certain South American countries that were already present on the ground in Haiti to help the country emerge from a crisis, to mark not only the 200th anniversary of the Haitian Revolution but also the 200th anniversary of the independence of South American countries such as Venezuela, Colombia, and the countries of Greater Colombia that received help from Haiti in 1810 in their struggle for independence, by setting up two constituent universities in Haiti, one in Jacmel and the other in Les Cayes, the places where Miranda and Bolívar lived before leaving Haiti to fight for the independence of their respective countries. This was one way of raising, straight away, the idea of South-South relations and aid. Cuba is one country that has already had experience in Haiti, discreetly providing efficient and effective aid for the training of young doctors. The Dominican Republic, which was in the front line when the catastrophe struck, has on the whole showed exemplary solidarity despite its own turbulent history. These are our two closest neighbours. Similarly, South American countries, especially Brazil, Argentina and Chile, which have troops in Haiti, are making more specific plans to convert the aid they have provided as part of MINUSTAH to something much more development-oriented. When asked recently to cancel Haiti's debt on that occasion, the President of Venezuela made a statement that touched our hearts: "Haiti has no debt to us. We are the ones with the debt to Haiti".

38.12 We are taking all these aspects into account, as they are issues that will arise as soon as the time comes to apply ourselves with strictness and discipline to devising this multi-faceted and radical reform, central to which will be education, which is essential. UNESCO must play its part. UNESCO must be in the forefront of this radical reform where education is concerned. We are confident. From what I see and from the accounts I have received and will be passing on, I believe that we in Haiti can be confident. It will be up to us to take over the reins and prove ourselves deserving of the incredible sympathy the whole world has shown us. We must be worthy of it, and we will do our best to be. Once again, on behalf of the Haitians, I thank you very much.

*(Applause)*

39.1 **The Chair** thanked the representative of Haiti for his full report, in which he had covered not only the issues of interest to UNESCO, but also the political situation in Haiti. She was pleased that the whole world had rallied to Haiti's aid, and, recalling the earthquake that had struck her own country, stressed that the process of rebuilding Haiti must go beyond emergency aid. Where UNESCO was concerned, all emergency measures had been taken in good time, for which thanks were due to the Secretariat and the Director-General.

39.2 Three essential matters remained to be resolved: an exact assessment of the situation must be carried out, a realistic plan of action drawn up, and the necessary financing raised, a major issue that was in the hands of the Director-General.

40. **Ms Nibbeling-Wriessnig** (Germany) (Vice-Chair, Group I) expressed her sincerest condolences to the representative of Haiti, and also to the government and people of Haiti, for the apocalyptic scale of the earthquake that had struck their country. Some consolation could be found in thinking of those countries in Groups I and II that had formerly been in ruins, but had been put back on their feet thanks to the generous aid they had received. In the same spirit of solidarity and brotherhood, States the worlds over had participated extensively in bringing humanitarian aid to Haiti and stood ready to examine, at the Montreal conference, what more could be done to rebuild the country. The Haitian people and government would be the ones to rebuild Haiti and offer a new life to its young people, helped by the international community. No amount of effort or donations could give back the dead to their families and friends, but it was possible to help the Haitians to recover their hope for the future and live in peace and contentment.

41.1 **Ms Baltina** (Latvia) (Vice-Chair, Group II) conveyed the deepest condolences of Group II to all the victims who had suffered in the earthquake and their families. That very sad event had touched everybody on a very personal level. It had proved that the world was one, in the sense that, in order to build peace, there must be a common understanding that people needed each other, and must support and help each other in situations of need. The example of Haiti showed how necessary UNESCO was in that process. UNESCO's work had proved that the whole world could be mobilized to come together in a spirit of involvement and responsibility for giving mutual assistance and bringing life back to normality. Normality must be understood not only as food and shelter, but schooling, the normal work of cultural institutions, normal communication within society and the re-establishment of the State. This, she believed, was just the beginning of the common effort. As the representative of Germany had said earlier, it was a moment for everyone to stop, think, look at their own actions, and ask what more the countries could do together to foster peace and mutual support.

42.1 **Mr Estrella** (Argentina) (Vice-Chair, Group III), expressing his deep sadness at the irreparable losses Haiti had suffered as a result of the earthquake, said that the images of the catastrophe that had gone round the world had showed up flagrant injustices. The Haitian people had infinite dignity, which was why the world must not abandon them after the first charitable impulses. GRULAC's efforts would not diminish with time, and it was providing energetic support for all UNESCO's initiatives in the knowledge that education was one of the most important instruments in the fight against poverty and injustice. He hoped that the strategies put forward by the different United Nations bodies for helping Haiti would manifest themselves in practical measures of social transformation, in the mid- and long- term. In that regard, he underlined the efforts of the member countries of GRULAC from the first hours of the disaster, and the part they had played in all the programmes for the benefit of Haiti, as witness the major donation by Brazil.

42.2 The speaker thanked the representative of Haiti for his description of what was actually happening in Haiti, as it was most important, in an institution like UNESCO, to rise above bureaucracy, as the Director-General had put it. This was essential to the rebuilding of Haiti and its much needed deep-seated transformation, so necessary in that country with so much suffering and injustice in its history. To conclude, he observed that there were ways of mobilising funds for Haiti, as all the Permanent Delegates and employees of UNESCO knew someone who could open up a hall and stage concerts and entertainments for the benefit of Haiti, especially for its Bicentenary.

43.1 **Ms Mukherjee** (India) (Vice-Chair, Group IV) found it difficult to speak after the Ambassador of Argentina, but she, too, had been deeply moved by the words of the representative of Haiti. She had the honour to pledge the total solidarity and support of ASPAC to the government and people of Haiti, who had been devastated by the crippling earthquake that had destroyed its capital. ASPAC, one of the fastest-growing regions, had pledged its full support to the United Nations Secretary-General's appeal and to the Director-General, in particular for the recent efforts set out in her most timely letter to the Secretary-General on saving the precious heritage of Haiti. Her own country, India, had already deposited \$5 million in cash in the United Nations account in New York on 15 January, and would continue to give its full support.

43.2 Haiti's people, Ms Mukherjee reflected, walked in history and lived in politics. They were independent, proud, and fiercely aware of their own singularity. The Board had been privileged to hear a daughter of Haiti, the Governor General of Canada, address it the previous year. Even then, she had sensed that the people of Haiti were distinguished by a true tradition of heroism and the conviction that they were and would always remain different. Not for nothing had Haiti been the first independent country of Latin America, becoming independent through a revolution by which the people threw off slavery, and the Asia-Pacific region saluted them for that great victory.

43.3 In the Creole still spoken in the countryside or in the traces of Africa that still lingered from the first generation of Africans to come to Haiti, that country was truly special. The sound of its suffering was deafening, and all must respond. ASPAC would respond: it was with the heroic people of Haiti in their hour of need, and greatly admired the manner in which they had reacted to the catastrophe. Their response testified again and again to the human spirit and a redeeming pride in the ability of humankind to overcome every calamity, including the present one. As Rabindranath Tagore had said with regard to African independence and the abolition of slavery, the world must wait for the new dawn to come. When it did, the sun would surely rise in Haiti.

44. **Ms Yao Yao** (Côte d'Ivoire) (Vice-Chair of Group V(a)) presented her sincere condolences to the people of Haiti for the earthquake that had almost wiped their country off the map and had the entire world following as the tragedy unfolded day by day. Africa's message to Haiti was an appeal to memory, as Haiti was the living proof of the cultural heritage of Africa in the Caribbean. Haiti was the pride of Africa, as the symbol of resistance to oppression and also a land of freedom which had always managed to sustain its energy in times of despair. The speaker thanked the Director-General especially, for her unceasing and very considerable efforts from the beginning, and emphasized that the Africa Group was, in cooperation with GRULAC, currently examining what more support it could give to all the efforts under way.

45. **Mr Aldroes** (Saudi Arabia) (on behalf of Group V(b)) offered his condolences to the people and Government of Haiti, and stressed that there could be no talk of an alliance of civilizations or the rapprochement of cultures unless human beings could transcend ethnic and religious differences and show solidarity in the face of such a disaster. He thanked the Director-General for having acknowledged Saudi Arabia, the third donor after the United States and Canada, but that must not obscure the contributions of the other Arab States. He also thanked the representative of Haiti for his report, and pointed out that the country needed not only funds, but people and ideas. Lastly, he thanked the Director-General once more for her appeal on behalf of Haiti, and hoped that the international community would be quick to respond. He supported the efforts of UNESCO, especially in the fields of education, culture and archaeological sites, which had been hard hit by the earthquake.

46.1 **The Chair** thanked the representative of Haiti for his detailed report, and assured him that the Executive Board would be watching very closely how the situation developed in his country, especially in terms of the implementation of all the projects involving Haiti.

46.2 Before closing the Information Meeting, she announced that Mr Marcio Barbosa would be leaving the Organization on 19 February, and, on behalf of the Executive Board, thanked him for his remarkable work over the course of the past ten years, during which time he had been faced with the complexities of the administrative reforms undertaken throughout the entire United Nations system, including UNESCO. As someone of eminence, learning and great talent, who had always succeeded in finding accurate and elegant solutions to the most sensitive issues, Mr Barbosa was in fact number two in the Organization, which always put him in a very difficult position. His role had been far from simple, because often he was asked to deal with questions the number one found too problematic. He had been there for the introduction of an extremely rigorous audit system, also for the renovation of the Organization's Headquarters, and, as Deputy Director-General, he had, among other things, acted as mediator to settle delicate political and staff issues. The Chair hoped that Mr Barbosa's future activities would bring him back to UNESCO, and wished him good health, success, courage and the strength to scale fresh heights.

47.1 **Mr de Souza-Gomes** (Ambassador of Brazil) expressed Brazil's deepest gratitude to the Chair and the Director-General for their kind words to his dear friend Marcio Barbosa, who had diligently served for the last decade as Deputy Director-General. Marcio Barbosa would leave an everlasting impression as a competent administrator, a model international official and a skilful diplomat who had dealt many times with complex and sensitive issues. At the last session of the Executive Board, Brazil and many other Members had taken the floor to pay tribute to his many years of dedication to the causes of peace, education, intercultural dialogue and all the other fields of competence of UNESCO. He himself was deeply proud of the contribution made by Marcio Barbosa as a highly qualified Brazilian who had used his great capacity and talent to benefit the Organization. Mr de Souza-Gomes conveyed his warmest congratulations to Mr Barbosa and his best wishes for the future.

*(Applause)*

48. **The Chair** stated that there were no more items on the agenda, thanked all the participants and looked forward to seeing them again at the next session of the Executive Board.

*The meeting closed at 5.40 p.m.*