

Fourteenth plenary meeting of the 41st session of the General Conference

Tuesday 23 November 2021 at 10.10 a.m.

President: **Mr Irazabal Mourão** (Brazil)

Report of the APX Commission (Finance, Administration and General Questions, Programme Support and External Relations) (41 C/70)

1. The President:

Good morning, ladies and gentlemen, I declare open the fourteenth plenary meeting of the General Conference. Excellencies, the first item on our agenda for this morning is the report of the APX Commission. I would therefore like to give the floor to His Excellency Mr Atsuyuki Oike, Chairperson of the APX Commission, who will introduce the report contained in document 41 C/70 on behalf of the Commission. You have the floor, Excellency.

2.1. Mr Oike (Japan) (Chairperson of the APX Commission):

Thank you very much, Mr President and good morning to you all. Mr President of the General Conference, Mr Chairperson of the Executive Board, Madam Director-General, Mr Deputy Director-General, distinguished delegates, Excellencies, ladies and gentlemen, it is my distinct privilege to present to the plenary the oral report on the work of the Commission for Finance, Administrative and General Questions, Programme Support and External Relations (APX Commission). We have all endured a lot these past two years under the impact of the pandemic. But despite all the constraints, we have seen how the Organization has adapted with tremendous malleability. This is largely due to the solidarity and cooperation of the Member States and the Secretariat who worked together relentlessly, prodding on even though the task seemed insurmountable. As a Japanese proverb goes, "After it rains, the ground gets harder". UNESCO has indeed come out stronger, more compact, and even more solid despite the lashings of the rain that had fallen on its soil. I have seen this same relentless determination and admirable solidarity from the APX Commission during our deliberations. I am, therefore, honoured to present to you the result of our work.

2.2 Mr President, from 10 to 13 November 2021 the APX Commission considered 18 items over the course of five meetings. Our resolutions are contained within the Commission's report, distributed as document 41 C/70, which the APX Commission recommends to the General Conference for adoption. In this oral report, I will share with you the salient points of our rich deliberations.

2.3 The first meeting of the APX Commission, which took place in the afternoon of 10 November 2021, began with the announcement of the Vice-Chairperson of the Nominations Committee, Her Excellency Ambassador Lorena Sol del Pol, Permanent Delegate of El Salvador to UNESCO, of the Vice Chairpersons of the Bureau of the APX Commission, who are as follows: Mr Murilo Vieira Komniski, Brazil; Mr Wael Abdel Wahab, Egypt; Ms Dominique Levasseur, Canada; Charles Ndakala, Zambia. The APX Commission then proceeded to adopt its timetable. Given the density of our agenda, Member States agreed to examine several items without debate; however, I ensured that there would be full space for exchanges and discussions throughout the works of the Commission.

2.4 The first item on the Commission's agenda was item 1.2 "Report by the Director-General on communications received from Member States invoking the provisions of Article IV.C, paragraph 8(c), Article V.A, paragraph 1(b), and Article V.C, paragraph 14(b) of the Constitution". As you may recall, on Saturday 13 November, at the fourth plenary meeting of the General Conference, I presented the oral report on this item based on the report of the working group on contributions chaired by Mr Gytis Marcinkevicius, delegate of Lithuania. The related resolution has been adopted by the plenary of the General Conference.

2.5 We then proceeded to the examination of item 4.1 "Consideration and Adoption of the Draft Programme and Budget for 2022-2025". Since this is a document that was prepared over the biennium after an intense negotiation process at the Executive Board, and Member States have had the opportunity to present their considerations in diverse fora, the following draft resolutions were adopted as amended by document 41 C/6: General Policy and Direction (00100); UNESCO Institute for Statistics (07000); Coordination and monitoring of action to implement gender equality (09200); Strategic planning (09300); Communication and public engagement (09400); Field Offices programme management and support services (09500); Participation Programme and Fellowships (10100); Sector for Administration and Management, which included Headquarters Common Costs (11000). Concerning the draft resolution for the Participation Programme and Fellowships (10100), Member States sought clarifications as to how it would be possible to realize an increase in the number of projects approved for gender equality and countries in need, particularly in Africa, developing countries, least developed countries (LDCs) and small island developing States (SIDS), despite the fact that the proposed 41 C/5 budget is almost at the same level as that of the 40 C/5. Some Member States wished to clarify if this would entail the decrease in the budget for programmes in other countries. The representative of the Director-General responded that the required shift in priority, as well as the qualitative improvement for the Participation Programme could be managed and attained within the given similar budget. Particular attention will continue to be given to Priority Africa, gender equality and SIDS, which could lead to the relative decrease in other regions. The Commission also recommends to the General Conference that it endorse the recommendations of the Executive Board pertaining to the relevant paragraphs in Volume 2 of document 41 C/5, as contained in document 41 C/6.

2.6 In its second meeting in the morning of 11 November 2021, the Commission began with the examination of item 6.3 on the "Revised Format and Timeline for Reporting on Programme Execution". Member States welcomed the integration of financial and programmatic information in a single report and the alignment of the proposed format to the 41 C/4 and 41 C/5. They also called for a renewed focus of reporting on outcomes and impact, the creation of a dedicated tracking system for the implementation of the two global priorities, a clearer presentation of challenges in implementation and easily accessible

and updated information, through a new information system. The draft resolution on item **6.3** was adopted without amendments.

2.7 After item **6.3**, the Vice-Chairperson of the APX Commission, Mr Wael Abdel Wahab, the distinguished delegate from Egypt, chaired the deliberations on items **5.1**, **5.12**, **5.17**, **12.1**, and **5.23**. Three other draft resolutions were adopted without amendments. These are the following: item **5.1** on the “Proposals of Member States Concerning the Celebration of Anniversaries with which UNESCO could be associated in 2022-2023”, item **5.23** on “International Day of Women in Multilateralism”, and item **5.17** on “World Kiswahili Day”, which was followed by the intervention of the distinguished delegate of Kenya, one of the co-sponsors of the resolution.

2.8 The Commission then moved on to the examination of item **5.12**, “Revision of the Terms of Reference of the Oversight Advisory Committee (OAC)”. This item was previously examined by the Legal Committee which proposed amendments of a legal nature to the text concerning the mandate of the OAC. After a brief introduction by the representative of the Director-General, some Member States sought clarification on the rationale behind the modifications proposed by the Legal Committee, particularly the creation of a separate paragraph to ensure that the Chairperson of the Executive Board is not bound by the same standard of required confidentiality as international civil servants of UNESCO. The draft resolution for item **5.12** was then adopted with amendments.

2.9 The APX Commission then considered item **12.1**, “Report of the Director-General, in cooperation with the Headquarters Committee, on managing the UNESCO complex”. A brief introduction by the representative of the Director-General was followed by the intervention of the distinguished delegate from Lithuania, Mr Gytis Marcinkevicius, the Chair of the Headquarters Committee, who drew the attention of the Member States to the fact that the Headquarters premises continue to face multiple maintenance and conservation challenges. Despite the progress made, he noted that much still needs to be done. To that end, the creation of the special account capital and strategic investments and the study to establish a future vision and buildings strategy are steps in the desired direction. Several Member States took the floor to express appreciation for the work of the Secretariat and the Headquarters Committee in managing the UNESCO complex. They also commended the biodiversity garden and the environmental initiatives in Fontenoy. As the distinguished delegate from Spain put it, looking at the artworks in the garden which are now surrounded by tomatoes, probably provides a fresh perspective in appreciating art. The draft resolution on item **12.1** was adopted without amendments.

2.10 The work of the APX Commission continued in its third meeting in the afternoon of 11 November 2021 with the examination of item **10.1**, “Financial Report and Audited Consolidated Financial Statements relating to the Accounts of UNESCO for the Financial Period ended 31 December 2020, and Report by the External Auditor”. After the interventions of the External Auditor and the representative of the Director-General to introduce the item, some Member States sought clarifications on areas related to the strengthening of fraud prevention and internal controls, particularly firm milestones on the fraud framework, assurance of improvement, and timelines of the Secretariat in addressing open recommendations. The representative of the Director-General responded that significant actions have been taken on fraud prevention including improvements in the system of vendor creation, processes, training sessions with field offices and Headquarters staff to increase awareness on fraud, and plans to roll out a mandatory fraud prevention training. The draft resolution on item **10.1** was adopted without amendments.

2.11 The examination of item **6.1**, “Governance Procedures and Working Methods of the Governing Bodies of UNESCO” started during our third meeting and was concluded in our fourth meeting, in the morning of 12 November. Some Member States suggested that certain discussion mechanisms should continue to be in place to monitor the implementation of decisions and recommendations, but other Member States questioned the value of such a mechanism. Some Member States noted that not all recommendations presented in document 41 C/INF.15 had been implemented in all instances. Member States also debated on the organization of informal meetings and consultations among delegations when they propose amendments to draft resolutions. The debate became very intense and no immediate agreement was forthcoming. The debate was suspended and I requested the concerned Member States to conduct an informal consultation to find a resolution.

2.12 The fourth meeting of the Commission in the morning of 12 November started with the report that the informal consultation had ended with the common position that the draft resolution proposed by the Secretariat should be maintained. This indeed is a very fine example of informal consultations working to solve the issue. So I appreciate the *in presentia* meetings from this perspective. Back to my report, the distinguished delegate of the United Kingdom of Great Britain and Northern Ireland requested that I include in my oral report the fact that their delegation does not agree that Recommendation 55 has been implemented under the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation (ICPRCP). Furthermore, “the United Kingdom expects the highest standards of evaluation of the implementation of these recommendations.” The draft resolution for item **6.1** was adopted without amendments.

2.13 The APX Commission then moved to the examination of item **10.2**, “Collection of Member States’ Contributions”. One Member State asked for information on the timing of revision for the scale of assessments. The representative of the Director-General replied that UNESCO scale is derived from the United Nations scale adjusted for the difference of membership. It is expected that the United Nations General Assembly will approve in December 2021 the new scale to be effective in 2022. Regarding the question on the methodology used to determine the level of the Working Capital Fund to US \$30 million, the representative of the Director-General replied that the Organization incurs monthly expenditure of \$22 million, thus the Working Capital Fund represents 1.5 months of expenditure. It was also emphasized that the prompt payment of contributions is an obligation incumbent on Member States under the Constitution and Article 5.5 of the Financial Regulations of the Organization. The draft resolution for item **10.2** was adopted with amendments.

2.14 The APX Commission then continued to examine item **10.3** on “UNESCO’s Policy on Capital and Strategic Investment”. Member States expressed their appreciation and support to the Secretariat for its efforts particularly in

reviewing the various accounts, bringing them together under an overarching framework, and working hand-in-hand with Member States through a process with transparent information and exchanges. The draft resolution for item **10.3** was adopted without amendments.

2.15 The next item on our agenda was item **11.1** on “Staff Regulations and Staff Rules”. Amendments to a staff regulation were proposed in order to implement the recommendation of the 2019 IOS evaluation of the first managed geographical mobility programme, by which “staff members should be allowed to express interest for at least one higher-level post.” In this sense, two options were presented: option 1 based on the wording proposed by the Executive Board, and option 2 including revised language proposed by the Secretariat. This document was also previously examined by the Legal Committee which had expressed its preference for option 2 as it provided more legal certainty. A few Member States felt that option 1 was more transparent and better reflected the intent of the Executive Board. Other Member States stressed the need to maintain the concept of transparency of the recruitment process. The final amendment adopted in the resolution reflects the consensus achieved incorporating some elements from option 1 into option 2. There was also a discussion on the mandatory nature of the mobility exercise. The representative of the Director-General clarified that managed geographical mobility is indeed mandatory, but operational and personal deferral requests are considered. The distinguished delegate of Spain requested that I include the following in my oral report: “The delegation of the Kingdom of Spain expresses its wish for further reflection on the question of mandatory mobility, taking into account the consequences that this entails in terms of staff incentives and specialization.” The distinguished representative of Chile requested that I include in my oral report that documents for the General Conference be sent in a timely manner so as to allow concerned parties to study them and provide comments, if necessary. The draft resolution for item **11.1** was adopted with amendments.

2.16 The APX Commission’s work continued with the examination of item **11.2** on “Staff Salaries, Allowances, and Benefits”, which was adopted without amendments or discussion. Moving on to item **11.3** on the “United Nations Joint Staff Pension Fund”, the Commission adopted the draft resolution without amendments. Furthermore, the following Member States came forward and were consequently nominated to serve as Member States’ representatives to the UNESCO Staff Pension Committee: as Members: Ghana, China, Brazil; as Alternates: Chile, Saudi Arabia, Czech Republic.

2.17 The Commission’s fifth and last meeting took place in the morning of 13 November and opened with item **11.4** on the “Report by the Director-General on the State of the Medical Benefits Fund (MBF)”. After a brief introduction by the representative of the Director-General, a few Member States expressed significant concern regarding the After Service Health Insurance (ASHI) liability of \$779 million, of which only \$30.1 million was funded as at 30 June 2021, although there was considerable improvement in that figure. The representative of the Director-General pointed out that the document “Managing After-Service Health Insurance” will be presented to the United Nations General Assembly’s 76th session in New York and one Member State recalled its views regarding the importance of harmonizing the funding of ASHI across the United Nations system. The following two Member States’ representatives were appointed to serve as observers in the Medical Benefits Board of Management: Netherlands and Ghana. The draft resolution on item **11.4** was adopted as amended.

2.18 The Commission then proceeded to examine item **11.5**, “Report by the Director-General on the Implementation of the Human Resources Management Strategy 2017-2022”. Some Member States took the floor to express their appreciation for the work done to date and noted the efforts made in the promotion of gender parity, staff well-being, and training initiatives, while noting that there is still room for improvement in achieving targets on recruitment and on geographical distribution. Member States welcomed consultations on the development of the new Human Resources Strategy for 2023-2027 and stressed the importance of taking into account the United Nations Disability Inclusion Strategy and gender parity in shaping preliminary proposals. The draft resolution on item **11.4** was adopted with amendments.

2.19 Finally, the work of the APX Commission concluded with the examination of item **11.6** on “Recommendations of the Executive Board on Geographical Distribution”. After a brief introduction by the representative of the Director-General, the distinguished delegate from China, His Excellency Ambassador Yang Jin, Chairperson of the working group on geographical distribution, took the floor to provide a summary of the achievements of the working group. The Member States welcomed the report of the working group and thanked its Chairperson and Vice-Chairperson, the Ambassador of China and the representative of Brazil, Mr Murilo Vieira Komniski, for their thorough work to achieve consensus on this important matter. The draft resolution on item **11.6** was adopted with the relevant preamble paragraphs added to provide context.

2.20 Mr President, I have come to the end of my report on the work of the APX Commission. I cannot however, conclude my intervention without extending my profound gratitude to all those who have contributed to the success of the Commission’s deliberations. Let me start by expressing my most sincere thanks and appreciation to you, Mr President, for your solid support to the work of the APX Commission and for your wise guidance and leadership in the current session of the General Conference. I wish to thank the four Vice-Chairpersons of the APX Commission, Mr Murilo Vieira Komniski of Brazil, Ms Dominique Levasseur of Canada, Mr Charles Ndakala of Zambia and most especially to Mr Wael Abdel Wahab of Egypt who willingly accepted to preside over the deliberations on six items during our second meeting. In continuing to express my gratitude, for their invaluable assistance, I also extend my thanks to the Director-General, the Deputy Director-General, the Assistant Directors-General and all representatives of the Director-General. I would also to thank the Secretary of the General Conference, Mr Sachin Bhatt, and the Deputy Secretary, Mr Luis Salamanqués, as well as their entire team of professionals who provided us with all necessary support that also deserve our sincere thanks. I should like to thank the teams of interpreters and translators, conference room clerks, the document production unit, typists and technicians in charge of the support services on whom we depended for the smooth running of our deliberations.

2.21 Mr President, it would be remiss of me not to pay tribute to my colleagues, members of the APX Commission for their contributions. While they were determined advocates for their positions, they made all the efforts to remain open to diverse and varied views and opinions. We held highly productive sessions in a spirit of consensus. Finally, I would especially like to thank the Secretary of the APX Commission Mr Salvatore Mineo and his team, composed of Mr Juan Pablo Ramírez-Miranda, Ms Jennifer Brunner, Ms Alix Camino, Mr Christopher Cruz, and Ms Oulimata Sarr. In closing, I would like to leave

you with a quote from Helen Keller: "Alone we can do so little. Together we can do so much." I bear witness to how we, as an Organization banded together and achieved our common goal. And I am positive that this is exactly what UNESCO will continue to do in the coming biennium and for several years to come. Thank you all very much for your attention.

3. **The President:**

Thank you very much Ambassador Oike. I commend you, and all of us commend you for the extraordinary work that you and the Commission has done. You have dedicated your voice to this work and are losing it. We are very much in solidarity with you. I myself am losing my voice also. I recommend that you and I go on a silence retirement for a week or something like that. Thank you very much for this report. Are there any comments or suggestions on this report? May I then consider that the General Conference takes note of the report of the APX Commission and hereby adopts the draft resolutions proposed in document 41 C/70, subject to the decisions that the Conference may take when adopting the Appropriation Resolution for 2022-2023? Thank you. *It is so decided.* Let me congratulate again all the members of the APX Commission for their excellent work. I see Chile has asked for the floor.

4.1 **Chile:**

Muchas gracias, Presidente: no quise intervenir antes para no afectar la aprobación del informe. Simplemente quiero hacerme cargo de dos temas que me parecen relevantes. Primero, lo que planteó el delegado de Chile no fue solamente al hablar del personal de que se tratara con todas las partes interesadas, fue que se le diera la oportunidad a los sindicatos de recibir con el debido tiempo la documentación para poder realizar el diálogo social, que es consecuencia lógica del encuentro entre empleadores y trabajadores. Yo quiero agradecer al Presidente que lo recogió, pero quería establecer el hecho de que para mi país es importante, porque los trabajadores de la UNESCO, la UNESCO pertenece a los Estados, los trabajadores son de la UNESCO, son nuestros trabajadores y sus sindicatos tienen el derecho a recibir la documentación con la debida anticipación.

4.2 Y lo segundo que yo quisiera establecer, y es un comentario solamente, no quiero plantear ningún proyecto, moción o cosa por el estilo. Es la necesidad de que la Comisión Administrativa se adapte a los métodos de trabajo de las otras comisiones. En las otras comisiones tuvimos a los funcionarios de la UNESCO y aquí mismo en el plenario hemos tenido a nuestra Directora General hablando en los dos idiomas del Secretariado e incluso en otros idiomas, y eso no ocurrió en la Comisión Administrativa. Por lo tanto, yo quiero formular votos para que abandonemos el monolingüismo empobrecedor también en la Comisión Administrativa y tengamos la expresión de los funcionarios de la UNESCO en el mayor número de lenguas posibles, al menos en lo que se les exige, que es en el inglés y en el francés. Muchas gracias, Presidente.

5. **El Presidente:**

Gracias al distinguido delegado de Chile requeriré que se tome nota de sus comentarios en el relato final de esta de esta plenaria. Sí España, tiene usted la palabra señor.

6. **España:**

Muchas gracias, señor Presidente: con toda brevedad, solamente para hacer un matiz en una de las anotaciones que ha leído el Presidente y que se refieren a cuando la intervención del representante de España hizo alusión al huerto de los tomates y al arte. Queríamos clarificar que no tenemos nada, efectivamente, en contra del Jardín de la Paz y de que haya tomates en el jardín. Pero entendemos que el arte tiene esa autonomía propia y que en medio hay una escultura de Chillida que está dejando de ser visible y que tendríamos que tener el concepto de arte claro, y el concepto de huerto claro, para que uno no sucumba ante el otro. Esta era la aclaración para que no pensarán que es que España está en contra de que haya un jardín de la paz y un huerto de tomates. Lo que queremos es que las autonomías del arte y del Jardín de la Paz puedan convivir sin que una sucumba ante la otra. Y aprovechando la intervención de Chile con referencia a la práctica de los idiomas en respaldar la posición de Chile en ese aspecto. Muchas gracias.

7. **The President:**

I do not see any other requests for the floor. Sorry, I see Ambassador Oike still wants to test his voice. Ambassador, you have the floor.

8. **Mr Oike (Japan) (Chairperson of the APX Commission):**

Thanks to the tea which the Director-General provided me with, my voice is okay now. I just wanted to respond to the comments made. If you want me to include what you said, because my oral report is here but it is not final yet, so if you want to include the points you made in my oral report please give us a note, and also Spain if it is necessary, so that my oral report will be final with your comments. Thank you Mr President.

Report of the Education Commission (ED) (41 C/71)

9. **The President:**

Thank you very much. I see some of the Members have nodded, but I remind you that this is the plenary and everything will be noted in our report anyway. But of course if Chile and Spain wants to have it again in the report of the Commission, I do not see any problem with that. I see no other requests for the floor. Then Excellencies we move to the report of the Education Commission. I would therefore like to give the floor to Her Excellency Ms Ada Hernandez, Chairperson of the ED Commission who will introduce the report contained in document 41 C/71 on behalf of the Commission. You have the floor, Excellency.

10.1 **Sra. Hernandez (República Dominicana) (Presidenta de la Comisión de Educación):**

Muy buenos días a todos y a todas. Honorable Presidente de la Conferencia General, Excelentísimo señor Presidente del Consejo Ejecutivo, señora Directora General, excelentísimos señores miembros, distinguidos delegados, señoras y señores: la Comisión de Educación de la 41ª reunión de la Conferencia General concluyó su labor el día 13 de noviembre del 2021. Tengo el privilegio de presentarles las principales conclusiones que arrojaron estos tres intensos días de debate, en los que se abordaron 13 puntos del orden del día.

10.2 Para empezar, permítanme expresar mi más sincero agradecimiento y reconocimiento al conjunto de los distinguidos delegados por su cooperación y colaboración, que propiciaron un diálogo constructivo y una labor presidida por el espíritu de consenso. Les agradezco su apoyo y su compromiso.

10.3 Permítanme comenzar este informe recordando brevemente que los trabajos de la Comisión de Educación se abrieron el día 11 de noviembre con declaraciones ministeriales efectuadas como parte de la serie de sesiones de alto nivel de la Reunión Mundial sobre la Educación 2021 (GEM 2021). Los estimulantes mensajes de 17 honorables miembros nos recordaron la necesidad de actuar ahora para responder a la acuciante crisis mundial que en estos momentos está viviendo la educación, movilizándonos colectivamente para cumplir nuestros compromisos conjuntos en materia de financiación nacional e internacional de la educación, con arreglo al potente llamamiento que supone la Declaración de París.

10.4 Distinguidos delegados: la serie de sesiones de alto nivel de la GEM 2021 preparó la escena para las fructíferas deliberaciones de la Comisión de Educación. Las decisiones adoptadas en esta Comisión orientaron la labor de la UNESCO en el ámbito de la educación para los próximos años.

10.5 En el debate 1, en este primer debate, el cual abordó el punto **5.3**, la Comisión de Educación aprobó por consenso el proyecto de resolución sobre la aplicación de la Resolución 40 C/67 relativa a las instituciones educativas y culturales en los territorios árabes ocupados. Quisiera felicitar, una vez más, a todas las partes interesadas por el consenso alcanzado sobre este punto y a la Secretaría por asumir una función mediadora activa. Quisiera elogiar el espíritu de diálogo y consenso que demuestra la capacidad de la UNESCO y sus Estados Miembros de entablar un diálogo constructivo con la voluntad colectiva de apaciguar las tensiones.

10.6 Debate 2, la Comisión de Educación pasó después al Debate 2, en el cual se trataron dos puntos: el punto **5.20**, que es el relativo a las ODS 4-Educación 2030: coordinación y apoyo en los planos mundial y regional". Se trató además el punto **5.15**: "Lanzamiento del marco de la UNESCO Educación para el Desarrollo Sostenible para 2030".

10.7 Para situar el debate, la Subdirectora General de Educación (ADG/ED) presentó la visión del futuro que maneja el sector de educación para dirigir la coordinación del ODS 4 y su programa para los próximos cuatro años.

10.8 Al presentar los puntos correspondientes a este debate, la Subdirectora General destacó que la inauguración del Comité de Dirección de Alto Nivel del ODS 4 – Educación 2030 CDAN ODS 4 en la GEM 2021 fue la culminación de la intensa labor que la UNESCO había encabezado en los dos años anteriores para reforzar la cooperación y la coordinación mundial en torno al ODS 4. Después señaló que, con la Declaración de París, los dirigentes nacionales e internacionales habían reafirmado su compromiso de invertir en educación e impulsar medidas normativas con objeto de progresar más rápidamente hacia el logro del ODS 4-Educación 2030.

10.9 Refiriéndose al proyecto de resolución sobre el lanzamiento del marco Educativo para el Desarrollo Sostenible (EDS) para 2030, la Subdirectora General agradeció a Alemania y el Japón tan importante propuesta y recordó que en la anterior reunión de la Conferencia General, hace dos años, los Estados Miembros de la UNESCO aprobaron el nuevo marco EDS para el período 2020-2030 con el objetivo de que la educación estuviera mejor pertrechada para dar respuesta a los desafíos de la sostenibilidad. El éxito de la Conferencia Mundial de la UNESCO sobre la Educación para el Desarrollo Sostenible, que generosamente acogió Alemania, así como la aprobación de la Declaración de Berlín, dan fe del creciente nivel de compromiso mundial en la materia.

10.10 Al presentar su proyecto de resolución conjunta, Alemania y el Japón subrayaron el papel central de la EDS para abordar las principales problemáticas del siglo XXI y acelerar el progreso hacia el cumplimiento íntegro de la Agenda 2030. Además, destacaron el papel fundamental de la EDS para una recuperación sostenible.

10.11 Tomaron la palabra veinticuatro Estados Miembros y dos observadores, que mayormente expresaron su reconocimiento por el papel de la UNESCO al frente de las labores de coordinación a escala mundial de la Agenda Educación 2030.

10.12 Los Estados Miembros destacaron el poder de convocatoria de la UNESCO y su ventaja comparativa a la hora de ayudar a los países a avanzar más rápidamente hacia el logro de los objetivos y las metas mundiales en materia de educación, subrayaron la pertinencia y la trascendencia de la misión y el mandato de la UNESCO en el ámbito de la educación y recalcaron la importancia que reviste la educación para que todas las sociedades se recuperen de forma rápida y resiliente.

10.13 Los Estados Miembros saludaron el progreso inclusivo de construcción conjunta que ha llevado adelante la Secretaría para fortalecer el Mecanismo Mundial de Cooperación en materia de Educación (MMC). La Comisión destacó que los esfuerzos por mejorar la coordinación, reducir la fragmentación y aprovechar lo ya existente deben ser el núcleo de un MMC más eficaz. A este respecto, se subrayó la necesidad de reforzar los vínculos con mecanismos y plataformas de dimensión nacional, regional y de cualquier otro tipo. Además, se valoró muy positivamente la creación de un órgano de referencia mundial para la educación representativo y multipartito y se recalcó la necesidad de un liderazgo fuerte del CDAN ODS 4.

10.14 Varios Estados Miembros se refirieron a los tres ámbitos funcionales del CDAN (promover la formulación y aplicación de políticas con base empírica; seguimiento y datos; y financiación eficaz) que fueron considerados fundamentales para acelerar el trabajo en pro y más allá del ODS 4.

10.15 Los Estados Miembros acogieron con satisfacción la inauguración del CDAN ODS 4 en la serie de sesiones de alto nivel de la GEM 2021 el 10 de noviembre del 2021, y la aprobación de la Declaración de París y expresaron su agradecimiento a la UNESCO y a Francia por haber acogido tan importante manifestación. Refiriéndose al proceso de elaboración del documento final de la reunión, la Federación de Rusia comentó que los Estados Miembros no han sido suficientemente consultados al respecto.

10.16 Un número considerable de Estados Miembros destacó también el lugar central de la EDS para el futuro sostenible de la humanidad y del planeta, incidiendo en la pertinencia del marco EDS para el 2030 y su hoja de ruta y también de la recién aprobada Declaración de Berlín.

10.17 La Subdirectora General, tras agradecer a los Estados Miembros su firme apoyo y su confianza, recordó que el Consejo Ejecutivo, en su 212ª reunión, había tomado parte en los preparativos que habían culminado en la GEM de alto nivel y que el 3 de noviembre se había celebrado también a tal efecto una reunión informativa con las Delegaciones Permanentes ante la UNESCO. Además, recordó que la Declaración de París entronca con anteriores llamamientos a la acción y responde a la ambición de trascender a los Estados Miembros. La Subdirectora General explicó asimismo que ya se había puesto en marcha el proceso de creación de la Secretaría Interinstitucional del CDAN e invitó a los Estados Miembros a que prestaran apoyo a esta importante estructura, con cesiones de personal en comisión de servicio y con contribuciones en especie.

10.18 En el debate 3, señoras y señores: este debate, en el cual tratamos dos puntos: el punto **4.1**, relativo al Examen y aprobación del Proyecto de Programa y Presupuesto para 2022-2025, Título II.A: Gran Programa I – Educación” y el punto **5.22** “Proyecto de estrategia operacional para la prioridad ‘África’ (2022-2029)”.

10.19 En su presentación, la Subdirectora General recordó una serie de principios subyacentes que son exclusivos de la UNESCO y guían su estrategia, refiriéndose en este sentido a la lógica en clave de derechos y de aprendizaje permanente que preside el trabajo de la Organización, así como a su mandato interdisciplinario universal.

10.20 Por lo que respecta a la contribución del Sector de Educación a la prioridad global “África”, la Subdirectora General destacó Campus África y la Historia General de África como dos grandes programas emblemáticos. Ambos se ejecutarán en estrecha colaboración con los Estados Miembros, aprovechando las aportaciones de las oficinas multisectoriales del continente y de los institutos especializados de la UNESCO. La Subdirectora General recalcó que el presupuesto del Sector de Educación dedicado a la prioridad “África” había aumentado en un 60% con respecto al bienio anterior.

10.21 Tomaron la palabra sobre este punto veintisiete Estados Miembros y dos observadores, que manifestaron un amplio apoyo al proyecto de Proyecto de Programa y Presupuesto (41 C/5). Muchos de estos Estados y observadores alentaron a la UNESCO en su empeño de reforzar el Mecanismo de Coordinación Mundial. Los Estados Miembros también reconocieron los esfuerzos de la Secretaría por reducir las disparidades agravadas por la pandemia de COVID-19 y el enfoque humanista y basado de los derechos de la Organización y su función normativa. Especial mención mereció el liderazgo de la UNESCO en el fomento de los sistemas educativos resilientes y el esfuerzo de capacidades. Los Estados Miembros destacaron asimismo la importancia de la prioridad global “Igualdad de género”, la educación de la primera infancia, la educación para el desarrollo sostenible, la educación para la ciudadanía mundial, la Educación en el CTM (ciencia, tecnología, ingeniería y matemáticas) y la educación superior, y varios de ellos acogieron con satisfacción la Convención Mundial sobre el reconocimiento de las cualificaciones relativas a la Educación Superior.

10.22 Con respecto a la prioridad global “África”, muchos Estados Miembros expresaron su apoyo a los programas emblemáticos relacionados con la educación y celebraron la intención de seguir prestando su apoyo específico a África. Varios de ellos mostraron preocupación por el hecho de que la enseñanza y formación técnica y profesional (EFTP) no fuera citada de forma expresa como parte del programa emblemático 1, Campus África en el documento examinado por el Consejo Ejecutivo de su 212ª reunión (212 EX/5.III.B), como un cambio para el caso, anteriormente. Los Estados Miembros solicitaron en consecuencia que se volviera a incluir la EFTP como parte del programa emblemático 1 y que se distribuyera un documento revisado.

10.23 La Subdirectora General agradeció el apoyo al Proyecto de Programa y Presupuesto (41 C/5) y aseguró que el programa para el próximo cuatrienio se compadece estrechamente con las metas del ODS 4.

10.24 Refiriéndose a la prioridad “África”, y en particular a la inclusión de la EFTP como componente del Campus África, la Subdirectora General aseguró a los Estados Miembros que la dimensión de la EFTP formaba parte integrante del programa emblemático por lo que respecta a la vez al plan de acción y a los recursos que se asignarán.

10.25 La Comisión aprobó los proyectos de resolución sobre el documento 41 C/5 recomendados por el Consejo Ejecutivo en el documento 41 C/6, así como el proyecto de resolución propuesto por Uzbekistán (41 C/DR.2), teniendo en cuenta las observaciones de la Directora General al respecto, contenidas en el documento (41 C/8).

10.26 En relación con el proyecto de estrategia operacional para la prioridad “África” y los programas emblemáticos, las observaciones de la Comisión de Educación son transmitidas en un documento informativo (INF) a la reunión conjunta de las comisiones para que estas sean examinadas.

10.27 Debate 4. La Comisión de Educación pasó después al cuarto debate en el que tratamos el punto **8.3** relativo al “Estudio preliminar sobre los aspectos técnicos y jurídicos relativos a la conveniencia de revisar la Recomendación sobre la Educación para la Comprensión, la Cooperación y la Paz Internacionales y la Educación relativa a los Derechos Humanos y las Libertades Fundamentales (1974)” y el punto **9.2** relativo al informe de síntesis sobre la aplicación de esta recomendación.

10.28 Al presentar estos puntos, la Subdirectora General subrayó que la Recomendación constituye un documento singular porque en él se formulan normas sobre la educación para el entendimiento internacional, la cooperación, la paz y la educación relativa a los derechos humanos y las libertades fundamentales. El mecanismo de presentación de informes de la Recomendación también ha sido útil para reunir datos ligados a los indicadores mundiales correspondientes a las metas 4.7, 12.8 y 13.3 de los ODS.

10.29 La Subdirectora General explicó que, ante los críticos problemas que plantea este siglo XXI en relación con la paz, el entendimiento internacional, el cambio climático, los discursos de odio o las persistentes desigualdades, la pertinencia y

la eficacia del instrumento se verían reforzadas. Recalcando que ningún país puede superar todas estas dificultades por sí solo, destacó la necesidad de reforzar la unidad de los integrantes de la UNESCO en torno a los principios suscritos en 1974, que siguen siendo muy pertinentes para la Agenda 2030 y más allá de ella.

10.30 Refiriéndose al informe de la séptima consulta, la Subdirectora General señaló que el proceso había dejado patente que los principios de la Recomendación aún no están plenamente integrados en todos los niveles del sistema educativo, en particular en la enseñanza preescolar, la EFTP, la educación de adultos y la educación no formal. Hay que redoblar esfuerzos, en particular para integrar en la educación el cambio climático y los temas de producción y consumo sostenibles. El proceso de revisión brinda también la oportunidad de subrayar y de abordar en mayor medida estos aspectos de sostenibilidad.

10.31 Todos los Estados Miembros y observadores que tomaron la palabra expresaron su apoyo a la revisión de la Recomendación del 1974 y muchos felicitaron también a la Secretaría por los informes presentados y el seguimiento de la aplicación de la Recomendación.

10.32 Numerosos Estados Miembros destacaron que la recomendación de 1974 recoge el mandato fundamental de la UNESCO en materia de educación y de derechos humanos y, en este sentido, dijeron esperar que el proceso de revisión no lleve a debilitar este documento, sino que sirva para fortalecerlo a partir del lenguaje adoptado y de normas acordadas internacionalmente. A este respecto, Austria recalcó la importancia de tener en cuenta las necesidades de las personas con discapacidad al presentar la revisión, manifestó que habría deseado que el proyecto de resolución aprobado contuviera una referencia específica a la Convención de las Naciones Unidas sobre los Derechos de las personas con discapacidad (CRPD).

10.33 Los Estados Miembros también hicieron hincapié en que la revisión de la Recomendación debía servir para que esta respondiera mejor a desafíos contemporáneos como lo es el cambio climático, la propagación de discursos de odio o las desigualdades persistentes y en general, para ajustarla aún en mayor medida a la meta 4.7 de los ODS. Además, dado que la Recomendación es una declaración de aspiraciones, su texto revisado debería recoger también el contenido del informe “Futuros de la educación” y seguir siendo pertinente más allá del 2030.

10.34 Por lo que respecta específicamente al punto 9.2, varios países reconocieron el interés de utilizar el proceso de presentación de informes sobre la aplicación de las recomendaciones de 1974 para el seguimiento de la meta 4.7 de los ODS.

10.35 En su respuesta, la Subdirectora General destacó el consenso existente entre los Estados Miembros para respaldar el proceso de revisión y también para suscribir el informe de la séptima consulta. También subrayó que ese apoyo se acompañaba de claras expectativas. Los Estados Miembros esperan en particular que la UNESCO contribuya a fortalecer este instrumento. El proceso de revisión también debería ir dirigido a garantizar que el instrumento se rija por un planteamiento holístico e integrado que se ajuste a los marcos normativos existentes, articule entre sí las distintas metas y asuntos ligados a la meta 4.7 y que además otorgue un lugar prominente al papel transversal de la educación para abordar los desafíos mundiales. Por último, la Subdirectora General confirmó que la revisión debe plasmar una visión de futuro que sea pertinente más allá del 2030.

10.36 Tras una fructífera deliberación, la Comisión de Educación aprobó con pequeñas modificaciones el primer proyecto de resolución de este debate. El proyecto de resolución relativo al informe de síntesis sobre la aplicación de la Recomendación de 1974, la cual fue aprobada sin modificaciones.

10.37 El debate 5. Señoras y señores: este debate quinto, el cual la Comisión de Educación trató dos puntos básicos el punto **5.6** relativo “Hacia un marco de clasificación mundial para el diálogo sobre políticas relativas a los docentes - Elaboración de una clasificación internacional normalizada de los programas de formación de docentes (CINE-T)”, y el punto **9.3** “Informe de síntesis sobre la aplicación por los Estados Miembros de la Recomendación revisada sobre la Normalización Internacional de las Estadísticas relativas a la Educación (1978)”.

10.38 Al presentar los dos puntos, la Subdirectora General destacó que los datos utilizados actualmente para hacer el seguimiento del indicador mundial sobre el profesorado presentan una serie de limitaciones como la falta de criterios internacionales que definen a un docente “formado” y uno “cualificado” y, por consiguiente, la falta de datos comparables entre países. También hay una disparidad en las cualificaciones mínimas normalizadas aplicables a los distintos niveles educativos, al igual que varía la duración de los programas de formación y difieren entre los países los requisitos académicos para acceder a los programas. La CINE-T supondría un paso importante para salvar estas limitaciones, pues marcaría criterios de referencia para reunir, compilar y analizar estadísticas comparables entre países sobre los programas de formación de docentes y las correspondientes cualificaciones del profesorado.

10.39 Pasando al punto **9.3** relativo al informe sobre la aplicación de la Recomendación revisada sobre la Normalización Internacional de las Estadísticas relativas a la Educación (1978), la Subdirectora General recordó que, desde el 2014, se pide a los países que los datos sobre la educación que presenten al IEU se ajusten a las más recientes revisiones de la Clasificación Internacional Normalizada de la Educación (CINE). La Subdirectora General, tras expresar su satisfacción por los avances conseguidos, destacó que, para finales del 2021, el IEU dispondrá de representaciones cartográficas de programas nacionales de educación de 191 Estados Miembros establecidos con arreglo a la CINE.

10.40 Tomaron la palabra quince Estados Miembros que subrayaron la necesidad de que la CINE-T ayude a mejorar la calidad y a acrecentar el alcance y la variedad de los datos sobre la cualificación de los docentes para así poder hacer un seguimiento más eficaz del ODS 4. Los Estados Miembros también felicitaron al IEU por el avanzado nivel de aplicación de la clasificación CINE, reconociendo su fundamental contribución a la existencia de estadísticas comparables en materia de educación. Varios Estados Miembros destacaron la importancia de tener presentes las especificidades nacionales para poder dar cuenta adecuadamente de las distintas realidades educativas.

10.41 En respuesta a estas intervenciones, la Subdirectora General agradeció a los Estados Miembros el amplio apoyo manifestado y reiteró que la razón de ser de esta iniciativa es la de generar datos comparables sobre la docencia cualificada, aspecto primordial para acelerar los progresos hacia el logro del ODS 4. La Subdirectora General aseguró que la comparabilidad no entraña desde luego la aplicación de un modelo único para todos.

10.42 A resueltas de estos intercambios consensuales, la Comisión de Educación aprobó sin modificaciones la resolución correspondiente a los puntos **5.6** y **9.3**.

10.43 Debate número 6. Distinguidos delegados: en su sexto debate, la Comisión de Educación trató el punto **9.3** relativo al Resumen de los informes recibidos de los Estados Miembros sobre las medidas adoptadas para aplicar la Convención y la Recomendación relativas a la Lucha contra las Discriminaciones en la Esfera de la Enseñanza (1960).

10.44 La Subdirectora General tras recordar que el informe reposa en las consultas efectuadas con los Estados Miembros entre enero y noviembre del 2020, anunció que 81 Estados miembros habían participado en la consulta, cifra que supone un aumento del 22% con respecto a la consulta anterior. El análisis está centrado en áreas temáticas destacadas en relación con el derecho a la educación en el contexto del ODS 4-Educación 2030, a saber: la igualdad de oportunidades educativas; la no discriminación; la educación inclusiva, el acceso a la educación en todos los niveles y; educación y entornos pedagógicos de calidad. El informe arroja luz sobre los problemas a los que se enfrentan los Estados Miembros, ya sean problemas comunes o propios de cada uno, y también brinda la posibilidad de reflexionar sobre las soluciones inmediatas y a largo plazo.

10.45 Intervinieron en el debate doce Estados Miembros que expresaron su apoyo a la labor de la Secretaría y a las conclusiones de la décima consulta y alentaron a la Secretaría a seguir supervisando y apoyando la aplicación del derecho a la educación.

10.46 Algunos Estados Miembros compartieron su experiencia en cuanto a la implementación y ejecución de programas destinados a garantizar la igualdad de oportunidades en la educación. Varios de ellos se refirieron a la importancia de garantizar el uso de lenguas minoritarias en la enseñanza. La Federación de Rusia y Hungría señalaron que en algunos Estados Miembros los alumnos se ven privados de la oportunidad de aprender en su lengua materna, mientras que algunos Estados Miembros expresaron una opinión diferente al respecto.

10.49 En respuesta a las intervenciones, la Subdirectora General agradeció a los Estados Miembros su apoyo y requirió un mayor fortalecimiento de los aspectos concretos del derecho a la educación planteados, en relación con la educación preescolar, las personas con discapacidad, la igualdad de género y la institucionalización del derecho a la educación. Tomando buena nota de las inquietudes expresadas en relación con la enseñanza en lenguas minoritarias, recalcó que, en este tipo de consultas de seguimiento, la lógica de la UNESCO es la de basarse en las autodeclaraciones de los Estados Miembros. Al mismo tiempo, subrayó que la UNESCO sigue promoviendo la aplicación del derecho a la educación, en particular con instrumentos y mecanismos de seguimiento que utilizan diversas fuentes. La Subdirectora General informó de que la UNESCO está organizando para diciembre un seminario internacional destinado a promover el diálogo sobre la posible evolución del derecho a la educación.

10.50 Tras este intercambio, la Comisión de Educación aprobó sin modificaciones el proyecto de resolución que figura en el párrafo 10 del documento 40 C/33.

10.51 Debate 7. Estamos casi terminando. La Comisión de Educación pasó después al séptimo debate, en el que trató tres puntos dedicados a la revisión de los estatutos de otros tantos institutos de categoría 1, a saber: la Oficina Internacional de Educación (OIE), el Instituto Internacional de la UNESCO para la Educación Superior en América Latina y el Caribe (IESALC) y el Instituto de Estadística de la UNESCO (IEU). La Comisión de Educación decidió examinar los tres puntos en tres debates distintos.

10.52 En el curso del debate sobre la OIE, tomaron la palabra catorce Estados Miembros, que expresaron su satisfacción por los progresos realizados hasta la fecha y el compromiso logrado en torno a la revisión de los Estatutos de la Oficina. Los Estados Miembros convinieron unánimemente en que el Consejo Ejecutivo había encontrado un buen equilibrio para reforzar y revitalizar esa importante institución. Varios Estados Miembros destacaron la importancia de la independencia política y científica de la OIE, señalando al mismo tiempo que era preciso garantizar las sinergias en la Sede de la UNESCO. Un número considerable de Estados Miembros recordó también el esencial mandato que cumple la OIE en materia de planes de estudios.

10.53 La Subdirectora General agradeció su apoyo a los Estados Miembros y destacó el legado de la OIE como laboratorio de ideas, al cual el proceso de revisión permite rendir homenaje y a la vez imprimir un nuevo rumbo que conduce a la institución a un futuro brillante. Abundando en lo que habían señalado los Estados Miembros, la Subdirectora General reiteró la importancia de aprender y enseñar en la lengua materna. Además, en respuesta a las inquietudes manifestadas sobre la sostenibilidad de la financiación de la OIE, aseguró que el compromiso colectivo de los Estados Miembros se había traducido en apoyo financiero e hizo un llamamiento para que se siguiera movilizando este tipo de apoyo.

10.54 La Comisión de Educación aprobó con modificaciones el proyecto de resolución contenido en el documento 41 C/19 después de un debate que se dilató debido a una transitoria confusión acerca de cuál era el texto acordado por el Consejo Ejecutivo en su 211ª reunión. Tras las aclaraciones de la Secretaría, la Comisión acordó reproducir el texto exacto que figura en el 211 EX/44 (informe de la reunión conjunta de las comisiones FA y PX) en el párrafo relativo al Auditor Externo del proyecto de resolución de la Comisión de Educación, que a continuación fue aprobado por consenso.

10.55 Señoras y señores: la Comisión pasó después a examinar el punto **5.18** relativo a la revisión de los estatutos del IESALC. Tomaron la palabra once Estados Miembros, que destacaron la función crucial que cumple IESALC en la región. En su calidad de Presidente del GRULAC, Panamá informó de que la región había elegido a tres Estados Miembros, Cuba, Honduras y Jamaica, para ocupar los puestos que estaban vacantes en el IESALC. Tras esa elección, la región se había

puesto de acuerdo en un texto modificado del proyecto de resolución. En este sentido, Panamá, como Presidente del GRULAC, presentó una propuesta que recogió el consenso del grupo.

10.56 Varios Estados Miembros secundaron las modificaciones propuestas por el GRULAC. Algunos Estados Miembros recalcaron a este respecto que era preciso respetar las especificidades de los diferentes institutos. Varios Estados Miembros también reiteraron el importante papel que cumple este Instituto en la región.

10.57 Tras deliberar sobre las modificaciones de los estatutos del IESALC que figuran en el anexo del documento 41 C/49, a su vez modificadas por el GRULAC, la Comisión decidió dejar sin cambios el párrafo 4.2, relativo a la designación de los miembros del Consejo de Administración del Instituto.

10.58 A continuación se aprobó por consenso el proyecto de resolución que figura en el documento 41 C/49 en su versión modificada.

10.59 Pasando al siguiente punto de su orden del día, la Comisión de Educación aprobó sin debate el proyecto de resolución sobre la Revisión de los Estatutos del Instituto de Estadística de la UNESCO (IEU) y que permite al IEU pasar a un ciclo presupuestario bienal, acorde con el ciclo presupuestario también bienal de la UNESCO.

10.60 Distinguidos delegados: por último, pero no menos importante, la Comisión de Educación escuchó la esclarecedora presentación de los informes de los ocho institutos de categoría 1 relacionados con la educación. Los representantes de los siguientes institutos participaron en una mesa redonda moderada por la Subdirectora General. Los institutos son los siguientes: OIE – Oficina Internacional de Educación de la UNESCO; IIFE – Instituto Internacional de Planeamiento de la Educación de la UNESCO; UIL – Instituto de la UNESCO para el Aprendizaje a lo Largo de Toda la Vida; ITIE – Instituto de la UNESCO para la Utilización de las Tecnologías de la Información en la Educación; IESALC – Instituto Internacional de la UNESCO para la Educación Superior en América Latina y el Caribe; IICBA – Instituto Internacional de la UNESCO para el Fortalecimiento de Capacidades en África; IMGEP – Instituto Mahatma Gandhi de Educación para la Paz y el Desarrollo Sostenible.

10.61 Los Estados Miembros rindieron homenaje a los institutos y encomiaron la importante labor que estos han venido realizando, especialmente durante el contexto de la pandemia de COVID-19, destacando su decisiva contribución al avance de la agenda Educación 2030.

10.62 Distinguidos delegados, señoras y señores: permítanme concluir mi presentación expresando mi más sincero agradecimiento y reconocimiento a todos los integrantes de la Comisión por su compromiso y espíritu de colaboración, cooperación y consenso, gracias a los cuales pudimos deliberar de una manera constructiva y culminar sin tropiezos nuestra labor. Enhorabuena a todos nosotros por haber tomado decisiones importantes, que han preparado el camino para el quehacer de nuestra UNESCO en el ámbito de la educación y para nuestro avance colectivo hacia los objetivos y metas mundiales en esta materia. También deseo expresar mi gratitud al Presidente de la Conferencia General por las orientaciones que nos ha ofrecido, tanto a mí como a esta Comisión de Educación.

10.63 Asimismo, quiero agradecer su apoyo a los Vicepresidentes, al señor Gbovadeh G. Gbilía, de Liberia. La señora Anne Anderson, del Reino Unido, al señor Vishal V. Sharma, de la India, y el señor Tural Ahmadov, de Azerbaiyán. Vaya también mi gratitud a los representantes de la Directora General y, en particular, a la Subdirectora General de Educación, señora Stefania Giannini, y a todo su equipo. Muchísimas gracias.

10.64 Por último, permítanme expresar mi agradecimiento a la Secretaría General, a la Secretaría de la Comisión de Educación por su entregada labor y a todos los demás equipos que han participado en la organización de esta Conferencia General y por ayudarme a resumir de una manera tan magistral estos tres días de arduo trabajo. Muchísimas gracias.

11. **The President:**

Thank you very much for your report Excellency and congratulations for the work accomplished. Are there any comments or suggestions on this report? Yes, Honduras you have the floor followed by the Russian Federation.

12.1 **Honduras:**

Muchas gracias, Presidente, por cedernos la palabra. Buenos días a todos y todas. En primer lugar, felicitar a la Presidencia a cargo de la República Dominicana por el excelente manejo, la forma muy comedida y consensuada en que se manejó la agenda de esta importante comisión y de sus trabajos para todos nosotros. También quiero extender el agradecimiento a la Subdirectora General, Stefania Giannini, por su liderazgo también en la consecución de los objetivos que todos nos habíamos planteado para esta agenda y también al Secretariado, que de una manera muy profesional y técnica nos ha acompañado en cada una de las discusiones y de los acuerdos que hemos llegado.

12.2 Únicamente quería hacer referencia al punto de IESALC de la revisión de las enmiendas presentadas a sus estatutos, al momento actual, en la que los documentos de la Conferencia solamente podemos ver la versión en francés del documento y la versión en español. Todavía no aparecen las modificaciones consensuadas por el GRULAC. No podemos tener acceso a la versión en inglés también, porque hay una hay un problema en la interpretación de las enmiendas a los estatutos que queríamos dejar clara, únicamente reiterar nuestra confianza, nuestro respaldo a la solidez del trabajo que hace el Secretariado de Educación. Y sabemos que eso será enmendado oportunamente y podemos contar con los documentos en ambas, en las tres lenguas, principalmente coherentemente redactados, de acuerdo a las enmiendas, como bien dijo la Presidenta, que fueron consensuadas por el GRULAC. Muchas gracias y éxitos.

13.1 **El Presidente:**

Gracias, Honduras. De hecho, esto será realizado por el Secretariado posteriormente.

(The President continues in English)

13.2 I will ask the Russian Federation. Will you take the floor before or after the adoption? Before the adoption? You have the floor.

14. **Российская Федерация:**

Благодарю председателя комиссии по образованию за его доклад и за включение в него наших заявлений. Вместе с тем хотел бы отметить, что второе наше заявление касалось нарушения Конвенции 1960 г. о борьбе с дискриминацией в области образования в конкретных странах – Латвии и Украине. И мы просили отразить его в устном докладе в изначальном виде. Просили бы учесть это наше замечание.

15. **The President:**

Thank you Russian Federation. We will take note of that. I remind you that this is the General Conference and everything that has been said here will be included in the report. Hungary, you requested the floor? You have the floor, sir.

16. **Hungary:**

Yes, thank you Mr President. Just a follow up to the comment, our views that were expressed in the Commission was referring to Ukraine. Thank you.

17. **The President:**

Thank you very much Hungary. I do not see any further requests for the floor. May I then consider that the General Conference takes note of the report of the Education Commission and hereby adopts the draft resolutions proposed in document 41 C/71? Sorry, Venezuela you have the floor.

18.1 **República Bolivariana de Venezuela:**

Muchas gracias, distinguido Presidente: aprovecho esta oportunidad para felicitarlo por la manera tan eficiente y pedagógica como usted ha conducido nuestros debates en esta conferencia, quiero asimismo reconocer el valioso informe que nos ha presentado la distinguida Embajadora de la República Dominicana sobre los trabajos de la Comisión de Educación. Quisiera hacer una referencia muy específica a la situación del IESALC y estamos obligados a ponerlos a ustedes al tanto de la situación que se ha presentado. Como sabrán ustedes, la sede de esta institución de la UNESCO está en Caracas, por tanto, el Gobierno de la República Bolivariana de Venezuela le brinda un apoyo determinante para que funcione apropiadamente en nuestra capital.

18.2 Uno de los compromisos pendientes que teníamos era el de hacer un aporte financiero, aporte financiero que hicimos y canalizamos a través de una cuenta que nos proporcionó la UNESCO a donde debíamos hacer ese depósito. Sin embargo y, desafortunadamente, como consecuencia de las medidas coercitivas unilaterales que se le han impuesto a mi país, que impiden que tengamos acceso a los canales financieros internacionales, este financiamiento fue bloqueado y devuelto desde el banco en donde habían sido remitidos estos fondos. Pongo al tanto de esta situación de la cual también haremos el conocimiento muy pronto de la Directora General de la UNESCO. Muchas gracias y reitero la disposición de la República Bolivariana de Venezuela de brindar todo el apoyo que sea preciso para que esta institución funcione y cumpla con las labores encomiables que tiene planteadas en nuestro continente. Muchas gracias, señor Presidente.

19. **The President:**

Thank you. I have identified also Oman. You want to take the floor before or after we adopt the report? Okay, thank you, you have the floor sir.

عمان: ٢٠

شكراً سيدي الرئيس على إتاحة الفرصة لي للتحدث قبل اتخاذ القرار، فأثناء التحضير للمجلس التنفيذي والمؤتمر العام، تكلمنا عن “التعليم في حالات الطوارئ”. وحتى الآن، لم نسمع هذا المصطلح في التقرير الذي قُدِّم الآن للمؤتمر العام. ولذلك، نريد أن نؤكد ضرورة أن يتضمن التقرير “التعليم في حالات الطوارئ” (Education in emergency situations). كما نؤكد بأنه يجب التوسع في هذا الموضوع على أن يخلق له على الأقل صندوقاً للطوارئ، وشكراً.

21. **The President:**

Thank you very much Oman. I remind you that all of these comments will be included in the report of this General Conference. I do not see any other requests for the floor. Therefore, friends and colleagues, may I then consider that the General Conference takes note of the report of the Education Commission and hereby adopts the draft resolutions proposed in document 41 C/71, subject to the decisions that the Conference may take when adopting the Appropriation Resolution for 2022-2023? Thank you. *It is so decided.* I wish to thank and congratulate all the members of the ED Commission for their extraordinary work.

Report of the Social and Human Sciences Commission (SHS) (41 C/73)

22. **The President:**

Excellencies, we now turn to the report of the SHS Commission. I would therefore like to give the floor to His Excellency, Dr Joel Ongoto, Chairperson of the SHS Commission, who will introduce the report contained in document 41 C/73 on behalf of the Commission. You have the floor, sir.

23.1 **Mr Ongoto (Kenya) (Chairperson of the Social and Human Sciences Commission):**

Mr President of the General Conference, Mr Chairperson of the Executive Board, Madam Director-General, Excellencies, ladies and gentlemen, please let me take this opportunity to thank all the distinguished delegates for the support they gave the Social and Human Sciences Commission. I am most honoured to present the excellent outcomes of the Social and Human Sciences Commission, which took place in five meetings from 15 to 17 November 2021 and addressed nine items.

23.2 Mr President, in my opening address, I evoked the devastating situation in which the COVID-19 pandemic has left us, aggravating inequalities and discrimination, threatening the social contract and the values that cement our societies. I

stressed the prominent role of social and human sciences at UNESCO to “build back better” once the immediate threat has receded, ensuring that the voices of communities and priority groups, including women, youth and SIDS countries, are well represented in the decision and policy-making processes of UNESCO and the social and human sciences programme. Given the challenges we are confronted with, social and human sciences must be placed at the core of UNESCO’s solutions. The social dimensions of the 2030 Agenda and the African Union Agenda 2063 fully resonate with the social and human sciences mandate to support Member States in managing contemporary social transformations. This is well reflected in the agenda of the Commission.

23.3 Excellencies, distinguished delegates, UNESCO’s DNA is to build peaceful and inclusive societies and sustainable environments where human rights are guaranteed and respected. This vision nurtured the debates of the SHS Commission as you will see in the rest of my presentation. The Commission began its work by electing Mr Justo Mellado (Chile), Mr Stein van Oosteren (Netherlands) and Ms Junever Mahilum-West (Philippines) as Vice-Chairpersons of the SHS Commission. The Nominations Committee received no proposal for a rapporteur. The reports of the international and intergovernmental bodies pertaining to the social and human sciences programme were brought to the attention of the Commission for information.

23.4 The first item on our agenda was item 4.1, “Consideration and adoption of the Draft Programme and Budget for 2022-2025” which is Part II.A of Major Programme III – Social and Human Sciences of the C/5 document. In her introduction, the Assistant Director-General for Social and Human Sciences, Ms Gabriela Ramos, highlighted the strategic importance of the social and human sciences programme to respond to major challenges at this moment in time, but also considering the legacies of the COVID-19 crisis, particularly the increased inequalities. She also referred to the need to understand and address better the societal challenges derived from the digital transformation and the climate transition. She underscored that the C/4 and C/5 leveraged the contributions of the Sector to build peaceful and inclusive societies, through the Management of Social Transformations (MOST) programme, the ethics of science work, including on artificial intelligence and neuroscience, the renewed agenda on anti-racism and anti-discrimination, including the Global Forum on Anti-Racism; the Youth as Researchers initiative, the contribution of sports to build resilient societies, through the “Fit for Life” initiative, and the work on antidoping through the International Convention against Doping in Sport. She further highlighted the work on gender stereotypes and mentalities. Representatives of 31 Member States and three observers took the floor during the debate. There was unanimous support for the Draft Programme and Budget for 2022-2025 (41 C/5), and for the key contribution of the social and human sciences which are considered indispensable for designing adequate responses to the complex global context. Many Member States welcomed this forward-looking programme and renewed their commitment to the work of the SHS Sector.

23.5 Distinguished delegates, the greater focus on youth was seen as fully aligned to the need for boosting their active and meaningful involvement in problem-solving. In this regard, the organization of the virtual Youth Forum this year was welcomed. There was a call to ensure wider participation of civil society. The newly launched “Youth as Researchers” initiative was also applauded. Many delegations referred to the importance of the human rights-based approach to programming. They expressed appreciation for the focus on the fight against racism and all forms of discrimination, and on fostering inclusion and intercultural dialogue at a time when hate speech, xenophobia and different forms of intolerance are on the rise. There was also a call to strengthen contributions to the Decade for People of African Descent. Several speakers noted the need to safeguard scientific freedom and freedom of expression of scientists. The Silk Roads programme was commended for stimulating intercultural dialogue through its very practical work.

23.6 There was overwhelming support for UNESCO’s work to promote an ethical approach to frontier technologies and digital transformations, notably through the Draft Recommendation on the Ethics of Artificial Intelligence. Welcoming the Organization’s leadership in this domain, delegations commended the unprecedented inclusiveness of this process. Speakers noted the importance of addressing all dimensions of AI development, going beyond the economic one. Some interventions stressed linguistic diversity in AI as a key requirement and requested the support of UNESCO in this regard. Regarding the broader work of the SHS Sector on ethics, particular emphasis was placed on ethics of climate change, sustainable climate-responsive action based on the UNESCO Declaration of Ethical Principles in Relation to Climate Change, and the work UNESOC is doing on bioethics and genome editing. There was strong commitment to the MOST programme for promoting a deeper understanding of complex societal problems, including inequalities and major trends, that have been exacerbated by the COVID-19 pandemic. Several speakers also praised the work of the Inclusive Policy Laboratory and the work on futures literacy and foresight.

23.7 UNESCO’s efforts to develop fair and doping-free sport as enshrined in the International Convention against Doping in Sport was considered particularly relevant by delegates. Several speakers also welcomed the work that the Sector is doing on sports, including the “Fit for Life” initiative in view of its potential to harness the power of sports for sustainable human development and wellbeing and declared their readiness to join. Some delegates welcomed the effort to mainstream gender equality across all social and human science work, highlighting for instance the initiatives on eliminating gender-based violence and promoting women in artificial intelligence and in sports.

23.8 Distinguished delegates, ladies and gentlemen, there was a general appeal to capitalize on UNESCO experts’ bodies, affiliated institutions and National Commissions for UNESCO. Strengthening cooperation with partners and the regional economic commissions and regional organizations, such as the African Union, was considered critical for enriching and expanding the Sector’s impact. The Assistant Director-General for Social and Human Sciences expressed appreciation for the large support, noting that the SHS programme has been driven by Member States’ priorities. Some examples are the MOST programme and its increasing focus on countering inequalities, the work on antiracism and the drafting process of the text of the Recommendation on the Ethics of Artificial Intelligence. She then invited Member States to identify leading institutions and researchers to feed into the work of the Sector, and she reiterated UNESCO’s readiness to support converging initiatives in and by Member States, such as advancing further research on the General History of Africa and its introduction in school curricula and the work on the rights of persons with disabilities. Ms Ramos welcomed the offers made

by Member States, including to host the MOST ministerial forum, the annual ministerial forum on anti-doping, the next editions of the UNESCO Global Forum against Racism and the observatory for women in sports in Lausanne, Switzerland, to advance sport as a vehicle of values and inclusion, and promoting a gender-friendly sports environment. The Commission recommended the adoption of the resolution, as amended by the recommendations of the Executive Board in document 41 C/6.

23.9 Mr President, the second item on our agenda, item **5.4**, concerned the “Designation of the Palau Macaya “La Caixa” Foundation, in Barcelona, Spain, as a category 2 centre under the auspices of UNESCO”, which was examined without debate. In her introduction, the Assistant Director-General for Social and Human Sciences highlighted that this centre, one of its kind, has a long track record of investing in social agendas, and supporting the most vulnerable. This aligns well with the work of the Sector, which is already producing a joint report on inequalities and inclusion. The representative from Spain proposed an amendment to reflect in the resolution the exact title of the Centre as “International Centre for social and human sciences Palau Macaya – “La Caixa” Foundation”. The Commission recommended the adoption of the resolution, as amended. A representative from “La Caixa” Foundation recalled the objective of the Centre to further study today’s impact on the main social trends and challenges and their great interest in collaborating with the Social and Human Sciences Sector to advance an inclusive development agenda.

23.9 Mr President, the third item on the agenda was item **9.4** concerning the “Consolidated Report on the Implementation of the 2017 Recommendation on Science and Scientific Researchers”. This item was examined before by the Legal Committee without comments. The Assistant Director-General for Social and Human Sciences introduced this item underscoring the relevance of the instrument and the monitoring process, particularly at a time where scientific research is providing solutions to the pandemic. At the same time, she noted the difficult context that science and researchers are confronting, and the need to leverage the recommendation for the defence of their rights. Eleven Member States took the floor. They underlined the critical importance of science in problem-solving especially in the current global context, including challenges such as obstacles to equitable benefit sharing, notably in relation to COVID-19 vaccines; the precarious conditions for scientists and young researchers; and the persisting gender gaps. All these challenges seriously undermine scientific freedom, which is indispensable for democratic societies. This makes the 2017 Recommendation even more relevant. Many Member States took note of the recommendations to improve the reporting and for the social and human sciences programme to develop more research and analysis to understand the status of science and scientific researchers in different countries. The Commission recommended the adoption of the resolution, as amended.

23.10 Distinguished delegates, Excellencies, the fourth item examined by our Commission was item **8.2** regarding the “Draft Recommendation on the Ethics of Artificial Intelligence”. This was a key moment for our Commission when the Draft Recommendation was recommended for adoption. I was very happy to witness this moment. In her introduction, the Assistant Director-General for Social and Human Sciences mentioned the importance of this instrument, given the pervasiveness and speed of development of artificial intelligence, particularly given COVID-19, and the need for a global understanding to leverage its positive contributions, and to control its downside risks. The Assistant Director-General for Social and Human Sciences underscored the comprehensiveness of this instrument, with state-of-the-art provisions in many fields, featuring values and principles, but also concrete policy areas and mechanisms for implementation. With this instrument, UNESCO is positioning itself in a leading role at a moment in time when the ethical framework that promotes and defends human rights, and capacity building is so necessary. The Assistant Director-General for Social and Human Sciences thanked the ad hoc group of experts and commended the work of the Chairperson of the intergovernmental meeting of experts, Ambassador of Kuwait, Adam Al Mulla, for his role in the negotiations. We also had the pleasure to hear from His Excellency, Mr Al Mulla, who reiterated the significant role of the Draft Recommendation which is designed to help Member States regulate these emerging technologies and to harness their benefits. He recalled that the intergovernmental meeting of experts devoted over 100 hours to the examination of the text and considered close to 500 amendments from Member States. Finally, he stated that this agreement sends a clear message to the world that UNESCO can take global leadership based on the willingness of Member States to reach consensus on a shared objective.

23.11 Distinguished delegates, 68 Member States asked for the floor on this item. They unanimously congratulated Ambassador Al Mulla, and the Assistant Director-General for Social and Human Sciences, Ms Ramos, and her team, for delivering this important work. Many Member States reiterated that the Draft Recommendation will stand as a reference tool and benefit all of humanity, promote equality, protect and promote human dignity, gender equality and human rights. It will be a game-changer and a key tool to advance the Sustainable Development Goals (SDGs), combat inequalities and bridge the digital divides between developed and developing countries. The Recommendation will address the multiple risks that have been identified in the whole life cycle of artificial intelligence. Several delegates stressed that the Recommendation should build on other existing instruments, and that cooperation should continue with other institutions in the field. Recalling the non-binding nature of this instrument, one Member State underlined that they intend to apply its provisions only to the extent that they do not contradict international agreements, national legislation, or strategic planning documents. Many members praised the inclusion of gender as a major pillar in the Recommendation with concrete policy actions. Similarly, Member States noted that the Recommendation makes a significant contribution to Priority Africa and reiterated their support for African States in their adaptation to the new AI era. The multilateral, inclusive, open and transparent character of the elaboration process based on delicate and fair compromises was equally highly appreciated. A number of Member States underlined that this process has been an illustration of true international solidarity with the aim to enable all Member States to benefit from AI. In light of artificial intelligence’s fast development, many Member States stressed the timeliness of the Recommendation. They noted that there is a real necessity to move fast into the implementation phase and to translate the Recommendation into national legislations. Some members mentioned that they would be interested in being early adopters of the Recommendation. Many Member States underscored the need to advance swiftly the implementation of the Recommendation and its tools. Member States also recognized the importance to advance analytical work, and capacity building mechanisms, and to support them in its implementation. The need for a multidisciplinary and a multistakeholder approach was also stressed. UNESCO was called on to develop curricula and training on the ethics of artificial intelligence,

similar to the educational efforts of UNESCO in the field of bioethics. The importance of continued collaboration with Member States was also underlined.

23.12 Mr President, a large majority recommended adopting the Draft Recommendation and draft resolution as a package without reopening them. However, some countries requested to examine the draft resolution only. One country recalled that the procedures regarding amendments to the draft resolution should be followed and this was duly addressed by the Chairperson. Member States unanimously recommended the adoption of the Recommendation on the Ethics of Artificial Intelligence, while the proposed draft resolution was opened for discussion after a couple of Member States expressed their desire to present amendments. After extensive discussion, a consensus was reached, and the Commission recommended that the General Conference adopt the resolution, as amended. One Member State expressed its support to the consideration and adoption of the Recommendation and stressed its willingness to continue to deepen its collaboration with UNESCO and other Member States in the relevant fields with a view to jointly promoting the healthy development of artificial intelligence. It further emphasized that the technology of artificial intelligence should be actively developed and applied for the benefit of humanity and for the building of peaceful societies, including in the combat against terrorism and criminal offences, the prevention and control of pandemics, and the search of missing children and elderly persons. At the same time, efforts should be made to continuously improve governance regulations so as to ensure effective protection of personal privacy and social security. The representative of the Russian Federation asked that the statement made during the debate be annexed to the oral report. After adopting the draft resolution, the representative of the Islamic Republic of Iran presented a statement and a reservation concerning the Draft Recommendation on the Ethics of Artificial Intelligence, for inclusion as an annex to my report. The oral report will be published as an information document with the annexes required and made available right after this session. For all Member States present, recommending the adoption of this Draft Recommendation was really a defining moment. The standing ovation that followed was a real testimony to the importance of this visionary global instrument worldwide. The Commission was then honoured by the presence of the Director-General who joined in the celebration of this historic moment and achievement.

23.13 Mr President, on the last day the Commission examined without debate the fifth item on the agenda, item **5.9**, regarding the proclamation of an International Day of Conscience. The Assistant Director-General for Social and Human Sciences recalled that the celebration of this Day will contribute to raising awareness about the importance of building a culture of peace, and to better highlighting the relation between peace and sustainable development. She shared the important work that the Sector is doing in advancing a framework for intercultural dialogue. The Commission recommended the adoption of the resolution as a whole. One Member State took the floor to support this resolution. The representative of Bahrain then expressed her gratitude to all Member States and recalled that this initiative was presented during the United Nations General Assembly, and will help build justice and peace and support the achievement of the SDGs.

23.14 The sixth item on the agenda, item **5.25**, concerned the proclamation of a World Futures Day which was examined without debate. Following a brief introduction by the Assistant Director-General for Social and Human Sciences stating that the World Futures Day will annually celebrate and promote public awareness of anticipatory action but will also help to advance the important contribution that UNESCO does in the reflections on the future, through the work of futures literacy. The Commission recommended the adoption of the resolution as a whole. The representative of the United Arab Emirates expressed her gratitude to all Members and the hope that the Day will draw attention to the central role played by the future in societies, and the power of imagination to achieve collective human progress. Three Member States and one Observer took the floor. As strong believers in the potential of futures literacy, they declared that it empowers individuals and communities to shape the world that they want. They also stressed the unique role played by UNESCO in this area. One Member State, which chairs the group of friends of futures literacy, invited all Member States to join them in this work.

23.15 The seventh item **5.24** on “The Khiva Process: Promoting International Collaboration in Central Asia” was also examined without debate. In her presentation, the Assistant Director-General for Social and Human Sciences recalled that the Khiva Process is the outcome of an international forum held in Uzbekistan in September 2021. She recalled UNESCO’s support to this process through its Silk Roads, intercultural dialogue and Management of Social Transformations (MOST) programmes. She thanked the generosity and support of the Republic of Uzbekistan’s Deputy Prime Minister and the Ambassador for launching this important initiative. The Commission recommended the adoption of the draft resolution as a whole. Uzbekistan and Kyrgyzstan took the floor to thank Member States for their support. They expressed the hope that the Khiva Process will become vital for the promotion of UNESCO’s ideals, shared values, and core mandate. They mentioned that the Khiva Process will contribute to the objectives of the Social and Human Sciences Sector, especially by leveraging the shared heritage of the Central Asian people, to address the challenges we face, particularly to build inclusive societies, tolerance and peaceful coexistence among different ethnic and cultural communities within the region. Three Member States then took the floor to echo its potential to further promote mutual understanding and international cooperation.

23.16 Mr President, the Commission then examined item **5.7** on the Slave Route Project. In her introduction, the Assistant Director-General for Social and Human Sciences thanked Member States for their continuous support in this project. She noted that the new strategic framework strongly emphasizes the importance of addressing heritage, resistance and contributions of African cultures and people of African descent. The strategic framework also addresses racism and discrimination as consequences of the slave trade, and its connections to contemporary challenges. The Assistant Director-General for Social and Human Sciences thanked the Chairperson of the International Scientific Committee for her commitment and the Government of Canada for hosting the upcoming meeting of the Committee. Twenty Member States took the floor to express strong support to the new strategic framework, highlighting the necessity to provide the project with the appropriate resources and to educate younger generations on the history of slavery. Some focused on the need to foster synergies between the General History of Africa and the Slave Route Project. Others called attention to the notion of “revolt” and “insurrection” for a better understanding of the history of slavery and its contribution to the development of human rights. Several Member States underlined the importance of the promotion of intangible cultural heritage for the development of memory tourism. It was also noted that the consultation on the name of the project will be pursued in collaboration with the

Scientific Committee to identify the most appropriate title. The Commission recommended the adoption of the draft resolution as amended.

23.17 Finally, the Commission examined item **5.22**, “Draft Operational Strategy for Priority Africa for 2022-2029”. The Assistant Director-General for Social and Human Sciences introduced the flagship programmes directly related to the SHS Sector’s work, namely Flagship 2 “The General History of Africa (GHA) as a catalyst for achieving Agenda 2063 and the 2030 Agenda” which has been one of the key initiatives of the Sector for many years, as it promotes a better understanding of African history, written by Africans, and Flagship 4 “Harnessing new and emerging technologies for sustainable development in Africa, including through the implementation of the Recommendation on the Ethics of Artificial Intelligence”.

23.18 Ladies and gentlemen, the Assistant Director-General for Social and Human Sciences underlined the need to implement Flagship 4 in line with the framework set by the Recommendation on the Ethics of Artificial Intelligence, particularly its readiness assessment and its contribution to the development of African institutional and human competencies for the implementation of the Recommendation. She also noted that Flagship 2 concerns GHA in the context of revamping African humanities focusing on the development of pedagogical and outreach materials and the writing of the new volumes. Twenty-five Member States took the floor on this item expressing strong support for Priority Africa in general, the Draft Operational Strategy for Priority Africa 2022-2029, and the two SHS related flagships. On behalf of the Africa Group, Namibia welcomed the Strategy and highlighted the need for effective monitoring and evaluation mechanisms and a clear separation between outputs and outcomes within the Strategy. Namibia asked that the narrative be aligned with the table contained in its addendum before its adoption. This was echoed by several Member States. She then emphasized the Africa Group support for Flagship 4 as a political instrument providing an opportunity to implement the Recommendation on the Ethics of Artificial Intelligence through an intersectoral approach in Africa, stressing the importance to also apply it to concrete challenges. She proposed to introduce under Flagship 4 five additional objectives pertaining to new technologies in sustainable development to holistically reflect the intentions of the Africa Group. A proposal was voiced to modify the title of Flagship 4 to broaden the scope beyond the Recommendation towards a more comprehensive sustainable development perspective. The majority of Member States reiterated their support to maintain the Flagship as decided by the Executive Board at its 212th session and expressed support for the amendments proposed by the Africa Group. Members of the African Group underscored that these flagships were already discussed in the group. A number of Member States referred to Flagship 2 welcoming the efforts to include the GHA in the curricula and one Member State underlined the existence of plurality of histories of Africa suggesting that maybe this could be better reflected in the Flagship. The SHS Commission took note of the discussion on this item and the proposals introduced by the Africa Group for transmission to the Joint Commission.

23.19 Excellencies, this concludes my report on the work of the Social and Human Sciences Commission. I wish to reiterate that the Commission was very productive and enriching. Social and human sciences remind us of our duty to memory and our duty to learn from the past generations to build responses to the challenges of today and tomorrow. In this regard, the SHS Sector’s work on the ethics of artificial intelligence is very timely and invites us to think wisely about the future. I quote the historian, Joseph Ki-Zerbo who says in Volume I of the General History of Africa: “Unless one chooses to live in a state of unconsciousness and alienation, one cannot live without memory, or with a memory that belongs to someone else.”

23.20 Mr President of the General Conference, Mr Chairperson of the Executive Board, Madam Director-General, Excellencies, ladies and gentlemen, I would like to thank all Member States for their active participation and contribution to the debates in the SHS Commission. Before concluding, allow me to express my gratitude to the members of the Bureau of the Commission and to the Assistant Director-General for Social and Human Sciences, Ms Gabriela Ramos, and her team for their continuous efforts and advice to advance smoothly the agenda of the Commission. My sincere thanks go to the Secretary of the Commission, Ms Maya Makhoul Sarrazin, and the SHS Commission team, namely Ms Tara Golkar, Ms Ana Iglesias-Morel, Mr Jonathan Lorcher-Beaudran, Ms Petra van Vucht Tijssen and Mr Lihui Xu. Their positive attitude, patience and professionalism were remarkable and greatly contributed to the success of the Commission. Finally, I wish to extend my heartfelt thanks to all the interpreters, room clerks, security staff, technical staff, receptionists, trainees and all those who contributed to the wonderful success of our Commission. Thank you very much for listening.

24. **The President:**

Thank you, Your Excellency, for your presentation and for the extraordinary work. Are there any comments or suggestions on this report? Egypt, you have the floor.

25. **Egypt:**

Thank you, Mr President, and I would like to thank the Chairperson of the SHS Commission. We welcome and commend all the efforts that he undertook in chairing the meeting, and we fully support all the decisions that have been recommended by the Commission. Mr President, we asked for the floor relating to the part of the oral report that was just mentioned on item **5.22** on Priority Africa. As had been mentioned by the Chairperson of the Commission, the Africa Group presented amendments to the flagship programme table. I would like you to stress that these amendments were not new additions. They were only reflecting the previous decisions that were undertaken by the Executive Board. Basically we were adjusting the table to what has been already decided. It was agreed, Mr President, that Member States will have an updated document with all the flagship programmes not only in the SHS Commission, but also in other commissions. Mr President, we would kindly ask for this document to be dispatched as early as possible, taking into consideration that tomorrow at 10 a.m. the Joint Commission is going to start the discussions on this operational strategy for Africa. So once again, we would like to thank the SHS Commission and also the Secretariat for all the efforts they have undertaken and we will be waiting for this document, as had been mentioned in all the commissions. Thank you.

26. **The President:**

Thank you Egypt. Spain, you have the floor Excellency.

27.1 **España:**

Muchas gracias, señor Presidente. Queremos agradecer al presidente de la Comisión por lo prolijo de su informe y la envergadura del mismo, pero cuando ha leído la enmienda que había presentado el representante de España al nombre del Centro de categoría 2 del Palau Macaya, no hemos tenido claro si por interpretación nuestra o por traducción no nos ha parecido que estaba reflejada literalmente como la presentamos, el nombre exacto era Centro Internacional de Ciencias Sociales y Humanas Palau Macaya - Fundación La Caixa. Y queremos que sea preciso porque, como bien ha dicho el presidente, es el primer centro de esta categoría en esta materia que tenemos en UNESCO y representa un avance muy importante, especialmente en materia de ciencias sociales y humanas, y va a permitir también la colaboración de una de las fundaciones más importantes del mundo en materia económica, justamente en un sector que, siendo de los más importantes en este momento por la situación que atraviesa el mundo y por la contradicción que se ve entre la acción de la comunidad internacional y el resultado en el que viven muchas partes del mundo en desigualdad entre países y entre distintas capas sociales dentro de esos países, va a hacer falta actuar mucho.

27.2 Agradecemos a Portugal y a Francia que desde el principio ayudaron a presentar la propuesta y a todo el resto de países que la han comprendido y la han apoyado. Por eso queríamos que fuera preciso que no haya ningún inconveniente después y que podamos todos felicitarnos de este gran éxito que supone para el sector, querida la señora Ramos, que ha hecho un gran trabajo, y para esta Organización en la aprobación de este centro. Muchas gracias. Gracias.

28. **El Presidente:**

España tuvo la oportunidad de acompañar la lectura del texto en inglés. La referencia en inglés está perfecta, pero haremos cuestión de ver que en todas las traducciones conste el nombre correcto del centro. Gracias, España.

29. **Guinée équatoriale :**

Merci Monsieur le Président de donner la parole à la Guinée équatoriale. Alors, nous avons demandé la parole pour soutenir ce que vient de dire le collègue d'Égypte. Alors la Guinée équatoriale remercie tout d'abord le Président de la Commission SHS pour le travail accompli ainsi que tout le Secrétariat. Nous soutenons aussi toutes les décisions qui ont bien entendu été adoptées. Alors, nous avons ici fait état du besoin et de l'importance de prendre en compte les débats qui avaient eu lieu pendant la commission. Alors nous aimerions que les débats soient reflétés, qu'on puisse mettre à jour en ce qui concerne le point 5.22 sur la stratégie opérationnelle de la priorité Afrique, qu'on puisse prendre en compte le débat qui avait eu lieu pendant la Commission. Et nous demandons aussi, comme l'a si bien dit l'Égypte, que les amendements qui avaient été proposés n'étaient pas de nouveaux amendements, ce sont des amendements décidés déjà par le Conseil et donc il est bien évident que la Conférence générale puisse les prendre en compte. C'est la demande que formule la Guinée équatoriale. Nous sommes aussi dans l'attente du document mis à jour qui avait été promis par la Commission. Merci Monsieur le Président.

30. **The President :**

Merci la Guinée équatoriale. We take note of this. Now Namibia, you have the floor.

31. **Namibia:**

Thank you Mr President. Namibia would also like to thank the Chairperson of the Social and Human Sciences Commission for a sterling job done. Namibia agrees with the delegate of Egypt on item 5.22. Furthermore, Namibia wishes to be recognized as one of the early adopters of the Recommendation on the Ethics of Artificial Intelligence. Thank you very much Mr President.

32. **The President:**

Thank you Namibia. Russian Federation, you have the floor sir.

33.1 **Российская Федерация:**

Прежде всего мы хотели бы поблагодарить председателя комиссии по социальным и гуманитарным наукам за прекрасную работу, а также за отличный, четкий и структурированный доклад. Хотели бы присоединиться к выступлениям уважаемых коллег из Египта, Экваториальной Гвинеи и Намибии по пункту 5.22.

33.2 Заодно я хотел бы еще раз подчеркнуть важную роль ЮНЕСКО в предотвращении дискриминации и еще раз обратить внимание на необходимость повышения вклада ЮНЕСКО в осуществление резолюции 75/169 Генеральной Ассамблеи Организации Объединенных Наций о борьбе с героизацией нацизма, неонацизмом и другими видами практики, которые способствуют эскалации современных форм расизма, расовой дискриминации, ксенофобии и связанной с ними нетерпимости.

34. **The President:**

Thank you Russian Federation. I have got information that the revised document on Global Priority Africa is already published if you want to check. Kenya, the floor is yours.

35. **Kenya:**

Thank you Mr President. I would like to take this opportunity to congratulate the Chairperson of the SHS Commission for steering the discussions excellently and for presenting the report in a very meticulous manner. We are happy to note that the document on Global Priority Africa is already disseminated and we look forward to its finalization in tomorrow's Joint Committee meeting. Thank you.

36. **The President:**

Thank you very much for your words. I have the Syrian Arab Republic next. You have the floor, madam.

37. **République arabe syrienne :**

Merci Monsieur le Président, je tenais absolument à présenter tous nos remerciements pour le service SHS, donc l'UNESCO et l'ADG Sciences humaines et sociales pour ce travail très important qui a été abattu lors de la préparation de ce document. J'appuie pleinement la proposition qui est faite par notre collègue, représentant de la Délégation d'Égypte,

pour la 5.22 et je pense qu'on est dans une phase très importante, donc d'affinement de nos de nos objectifs qui doivent continuer dans l'avenir, mais surtout à base donc de transparence et de fidélité des rapports verbaux qui ont jalonné le long des séances de la Conférence générale. Je me joins à tous les États membres qui ont appuyé donc la 5.22 en ce sens, en sachant que la priorité Afrique est aujourd'hui une des priorités les plus importantes de notre siècle. Merci Monsieur le Président.

38. **The President:**

Merci madame. I see no other requests for the floor. Dear colleagues, Excellencies, as you know, the report of the SHS Commission contains item 8.2 "Draft Recommendation on the Ethics of Artificial Intelligence. This is by far one of the most important documents that we have been working on. Not that the other ones are not important, but this one is really a turning point in our work. We have been working on this document for four years now. And I commend you, Madam Director-General, for your efforts and guidance in this work. I want also to commend my dear friend Mr Adam Al Mulla for his extraordinary work in negotiating this document. We know that it was not an easy task at the end of the day. And we commend Ms Gabriela Ramos also for her efforts, and all of us are really to be congratulated for this immense effort. It is not often that we have the opportunity to witness an historic moment, a moment which is a watershed. Things are changing from now on, and of course not only in the area of artificial intelligence. We have put a landmark in the role of UNESCO and the importance of UNESCO for the international community and in the family of the United Nations. Now we can adopt as normal this resolution but will I ask if you will allow me to adopt it by a standing ovation because this is a really an important moment for all of us and UNESCO. I see no objections. Thank you very much. *It is so decided.* Congratulations to you Madam Director-General for this enormous effort. I see Kuwait and Colombia want to speak. Can I just have a small finishing moment here. It is protocol. May I take it that the General Conference takes note of the report of the SHS Commission and hereby adopts all the draft resolutions proposed in document 41 C/73, subject to the decisions that the Conference may take when adopting the Appropriation Resolution for 2022-2023? *It is so decided.* Now I will give the floor to Kuwait, the floor is yours sir.

39. **Kuwait:**

Thank you, Mr President. First, let me thank the Chairperson of the SHS Commission for the work done and also I would like to thank all my colleagues for the beautiful journey that we went through on the adoption of the Recommendation on the Ethics of Artificial Intelligence. I take this opportunity to thank the Assistant Director-General for Social and Human Sciences, my dear friend Ms Gabriela Ramos and her team. They put up with me through the hard times. Mr President, as you know, I am a very practical person and while the instrument is very important, I think even more important is the implementation of the instruments. That is why, I will announce that Kuwait has already initiated the early adoption and the official request was sent to the office of the Assistant Director-General for Social and Human Sciences after adaption. So, Kuwait will join – and I encourage all Member States to join – the early adopters so that we can implement this instrument. Thank you, Mr President.

40. **The President:**

Thank you very much Kuwait for this proposal. I have Colombia first and then Germany. You have the floor Excellency.

41. **Colombia:**

Gracias, señor Presidente y me uno a todas las felicitaciones, a las felicitaciones para la Directora General, para la ADG, Gabriela Ramos, en este momento tan importante e igual que lo ha expresado el Embajador de Kuwait, queremos unirnos como Colombia, a los *early adopters*, ya tuvimos también unos adelantos con la ADG Ramos. Este es un compromiso del presidente Iván Duque, que le expresó a la Directora General hace poco y con lo cual Colombia está totalmente comprometida. Tenemos ya unos adelantos y unos avances nacionales importantes que nos gustaría compartir con todos ustedes e impulsar también desde ya la implementación de esta importante recomendación. Muchas gracias, señor Presidente y felicitaciones.

42. **The President:**

Gracias Colombia. Germany, you have the floor.

43. **Germany:**

Thank you, Mr President, I can be very brief. I want to congratulate all of us for this adoption because I think you should not underestimate the significance that we did it in UNESCO, and it makes a difference that it was a United Nations Recommendations on the Ethics in Artificial Intelligence. Many organizations, many clubs, many other think tanks had a reflection on this item, but it makes a difference if this happens in UNESCO. So I want to thank very much Mr Adam Al Mulla for his wise guidance and his intelligence to guide us through this difficult process of negotiations. I thank Ms Gabriela Ramos for all her work that we could achieve this. This will be a landmark of UNESCO that stands for our Organization, and now it is on us to fill it with life in our respective Member States. Thank you.

44. **The President:**

Thank you Germany. Saudi Arabia you have the floor, and then India.

45. **Saudi Arabia:**

Thank you, Mr President. It is quite difficult to take the floor after very eloquent speakers, so I will not be very long here. I will be very brief. We thank Mr Mulla for his tremendous effort. We also like to thank Ms Ramos, the Assistant Director-General for Social and Human Sciences, for her commitment to make it as inclusive as possible alongside all other Member States. And we thank the Chairperson of the SHS Commission for the deliberations that took place in this session of the General Conference. We have already transmitted an official letter to be an early adopter of this Recommendation as one of the first Member States which participated in drafting this Recommendation. It is upon all of us today to take it and make it a reality and apply it in all of our countries. Thank you, Mr President.

46. **The President:**

Thank you Saudi Arabia. I have India then followed by Brazil. India, you have the floor, sir.

47. **India:**

Thank you, Excellency. I also take the floor to congratulate everyone involved in this extraordinary work. I would also like to say that artificial intelligence is a new platform in which UNESCO has been a leader, not just from today, UNESCO's category I institute in artificial intelligence in Slovenia is doing pathbreaking work in the field of artificial intelligence. I should also like to commend UNESCO's Communication and Information Sector that is doing tremendous work in the field of artificial intelligence. And of course, I should like to commend the Education Sector of UNESCO that is evaluating on artificial intelligence in the educational sector. Having said that, I reserve my best words for the Social and Human Sciences Sector that has brought out this Recommendation on the Ethics of Artificial Intelligence. So artificial intelligence is not limited to one sector, but it is the vast vision of this beautiful Organization that is taking the world lead in this field. Thank you so much.

48. **The President:**

Thank you India for your words. I have Brazil followed by Oman. You have the floor, madam.

49. **Brazil:**

Thank you, Mr President. First of all, I would like to echo your own words and the words of all the other predecessors here that spoke and to say that this is a very historic moment. Brazil is really happy to have joined this collective effort to negotiate this Recommendation on the Ethics of Artificial Intelligence. We would like to thank the Assistant Director-General for Social and Human Sciences, the Director-General, of course, the president of the negotiations, Ambassador Al Mulla and all Member States that joined efforts to really negotiate in a very flexible spirit and a spirit of consensus and a spirit of diplomacy. Brazil fully supports this Recommendation and wants to implement it as soon as possible. We are already implementing it. We have already published our national strategy and we are going to join efforts with UNESCO and contribute to the success of this Recommendation. So thank you very much and I would like to thank everybody in this very historic moment. Thank you.

50. **The President:**

Thank you very much Brazil. *Obrigado*. I have Oman followed by Qatar.

51. **Oman:**

Thank you very much. I would like also to extend our thanks and commend the SHS Sector as well as my brother, Ambassador Al Mulla, for all their efforts for this document. Oman is also ready to be an early implementer for this Recommendation, as we also documented this. On another issue, I would like also, since we are still talking about a success. to raise the point regarding psychosocial support, which is very important, and the SHS Sector has played a great role, especially during the crisis. Therefore I would like to point this out for the report. In addition to psychosocial support in other sectors, we now need to talk about cross-cutting themes which are very important for this sector, as well as for the other sectors. Thank you.

52. **The President:**

Thank you very much. Qatar you requested the floor.

٥٣ قطر:

شكراً سيدي الرئيس، أود أن أؤكد دعم بلادي لهذه التوصية، وأشكر الإدارة بقيادة المديرية العامة. كما أود شكر السيدة غابرييلا راموس، وزميلي سعادة سفير الكويت على كل الجهود التي بذلناها أثناء عمل اللجان وفرق العمل لهذا الإنجاز التاريخي لمنظمة اليونسكو. كما أؤكد أن دولة قطر قد بدأت منذ سنوات في تطبيق وتنفيذ رؤيتها فيما يتعلق بالذكاء الاصطناعي، فدولة قطر تؤيد وتدعم هذا المقترح وهذه التوصية، وسوف تكون دائماً على استعداد للتعاون مع منظمة اليونسكو وجميع الدول الأعضاء في هذا الصدد، وشكراً سيدي الرئيس.

Item 5.26: Conclusions of the Youth Forum (41 C/66)

54. **The President:**

Thank you. I do not see other speakers or requests for the floor. Thank you, everybody. Excellencies, ladies and gentlemen, as you recall, at its 212th session the Executive Board decided to hold a virtual Youth Forum in November 2021. This is contained in 212 EX/Decision 10. The 12th UNESCO Youth Forum took place online last Friday, 19 November 2021, bringing together 158 young people from all regions of the world. The conclusions of the Forum are contained in document 41 C/66, before you. In this respect, it is my pleasure to give the floor to Ms Lia Raquel Conceição of Angola and Mr Al-Riyami of Oman, who were nominated by their respective National Commissions to present conclusions of this year's Youth Forum contained in the annex to document 41 C/66. Ms Conceição and Mr Al-Riyami, you have the floor.

55. **Mme Conceição (Angola, représentant du Forum des jeunes) :**

Monsieur le Président de la Conférence générale, Madame la Directrice générale, Excellences, Mesdames et Messieurs, nous sommes honorés de porter la voix des jeunes du monde entier issue du douzième Forum des jeunes de l'UNESCO et nous sommes ici pour partager avec vous les conclusions de nos discussions et de nos débats. Nous espérons qu'elles seront entendues, particulièrement en ce moment spécial pour l'UNESCO qui célèbre ses 75 ans d'existence, et pour des sociétés du monde entier dans une période postpandémique.

56. **Mr Al-Riyami (Oman, Youth Forum representative):**

As we started the Youth Forum, we had key milestones under a very tight timeframe to achieve a common goal: to create a global document that has a plan of action for youth and by youth for the post-COVID-19 period. This year, 158 participants came together online to discuss the challenges we faced in the pandemic and co-create our post-COVID

plan. As shown in the graph, we had regional meetings and in-depth discussions of common issues, proposed recommendations and youth-led solutions. The regional inputs fed into a global document, which was then circulated for global consultation between all regions. An open debate has been put in place to ensure a great alignment between all regions. Today we are presenting the document that has been adopted and agreed by all youth attending the UNESCO Youth Forum.

57. **Mme Conceição** (Angola, représentant du Forum des jeunes) :

Comme vous pouvez le voir sur l'écran, voici quelques problématiques et questions qui ont été soulevées par les jeunes et qui ont mené aux recommandations et solutions que nous allons vous présenter.

58. **Mr Al-Riyami** (Oman, Youth Forum representative):

When outlining our recommendations and solutions, emphasis needs to be placed on the need of minorities, under-represented, vulnerable and marginalized groups, as well as building on existing youth efforts globally. We have examined challenges faced by young people around the world and we are here to present solutions by youth and for youth. So we ask all Member States to offer implementation platforms and reach out to youth.

59. **Mme Conceição** (Angola, représentant du Forum des jeunes) :

La première recommandation porte sur le domaine de l'éducation. Nous faisons appel à l'UNESCO, aux commissions nationales, leurs gouvernements et aux acteurs de l'éducation pour qu'ils garantissent nos droits à l'éducation et que des bonnes infrastructures soient mises en place afin de nous permettre d'acquérir les compétences nécessaires et fondamentales pour faciliter notre intégration dans le marché du travail. Pour cela, nous, les jeunes, proposons de faciliter des recherches qui puissent aider à la bonne organisation des systèmes éducatifs en tenant compte des spécificités de chaque pays. La mise en place de systèmes qui prennent en compte les progrès technologiques et répondent aux demandes du futur, ainsi que des programmes adaptés facilitant l'éducation en ligne, tout en maintenant l'éducation présentielle. Aussi, la création de réseaux de jeunes leaders pour entamer la réflexion et promouvoir des nouvelles méthodes d'apprentissage.

60. **Mr Al-Riyami** (Oman, Youth Forum representative):

As we zoom in on employment, national governments and educational institutions should build targeted and tailored programmes, prioritizing employment, with focus on transforming the educational structure and investment in youth entrepreneurship. Tackling unemployment, we have proposed three key solutions which are digital platforms and young research and development researchers to help build capacities and skills, collaboration between young established entrepreneurs and youth-led start-ups to build a knowledge-based community, as well as promotional fairs and public youth engagements.

61. **Mme Conceição** (Angola, représentant du Forum des jeunes) :

Nous sommes préoccupés également par le changement climatique. Nous demandons l'inclusion des jeunes et des associations de jeunesse dans la création d'économie verte, tout comme dans le développement de sociétés durables, équitables et inclusives. Tout cela, en mettant l'accent sur la nécessité de sensibiliser les populations aux actions relatives au changement climatique à travers de l'éducation au climat, et la nécessité d'inclure les jeunes dans les prises de décision, la conception et la mise en œuvre des politiques publiques en matière de climat. Les solutions que nous proposons incluent : le développement de formations et d'activités qui puissent regrouper les jeunes directement impliqués dans les secours en cas de catastrophes naturelles ; l'évaluation, la cartographie et la mise en œuvre de campagnes de sensibilisation pour les initiatives écologiques menées par les jeunes ; mais également des collectes de fonds pour des projets qui apportent un soutien psychologique aux jeunes victimes de catastrophes environnementales.

62. **Mr Al-Riyami** (Oman, Youth Forum representative):

Cultural heritage has been a focus area in all regions, looking into development of national legislation to capitalize on interregional and intergenerational dialogue in support of local cultures, knowledge and histories, as well as the engagement of young people and youth networks in heritage preservation in efforts to mitigate the devastating impact of climate change and in management of cultural and natural sites. We will be able to tackle heritage by focusing on youth engagement in natural heritage and inclusion of school curricula regarding local cultures and histories. Also, mobilizing youth from local communities is critical to allow them to share their concerns and leverage social media and digital media campaigns, as well as youth-led platforms to foster intercultural dialogue and to collaboratively work toward heritage preservation.

63. **Mme Conceição** (Angola, représentant du Forum des jeunes) :

La pandémie du COVID a fortement impacté notre bien-être et nous devons concevoir et investir dans des politiques et des programmes fondés sur des recherches empiriques qui soutiennent le bien-être des jeunes, tant sur le plan mental, physique et social, en prenant en compte la diversité de chacun afin de créer des communautés inclusives. Pour répondre à ces problématiques, nous suggérons les solutions suivantes : sensibiliser, générer et partager des connaissances sur la santé mentale ; soutiens et conseils entre pairs ; campagnes visant à réduire la stigmatisation des troubles mentaux.

64. **Mr Al-Riyami** (Oman, Youth Forum representative):

With youth outreach calling for diverse ways of communication, a key highlight from the Forum participants is building meaningful engagements with youth organizations which are essential to create communication bridges with all relevant stakeholders. In addition, diversifying support approaches to create sustainable value for communities and youth organizations is critical, as well as guaranteeing programmes and safe spaces for youth from diverse backgrounds. Looking at solutions, digital mobilization and networking to create a digitally enabled youth taskforce is a key enabler for many youth initiatives, as well as outreach and building awareness campaigns to create cross-regional talent pool, which is a very powerful tool for a unique and meaningful engagement.

65. **Mme Conceição** (Angola, représentant du Forum des jeunes) :

La technologie s'est avérée être indispensable pendant la pandémie, d'où la nécessité d'avoir accès à l'information. C'est pour ça que nous faisons appel à l'élaboration et implémentation des politiques et des programmes qui visent à

améliorer l'accès aux infrastructures technologiques, à l'innovation et aux informations, tout en favorisant une compréhension commune de l'éthique de l'information. Pour lutter contre les inégalités numériques, nous suggérons la création de plates-formes d'apprentissage en ligne, des formations en alphabétisation numérique ainsi que la création d'une équipe spécialisée en technologie de formation et de la communication pour soutenir les jeunes dans leur apprentissage en numérique. L'autre solution, c'est de créer des groupes de jeunes régionaux pour mener des études et faire des campagnes de plaidoyer afin d'identifier les besoins et déterminer le point de départ du développement futur de nouvelles infrastructures pour la technologie et l'innovation.

66. **Mr Al-Riyami** (Oman, Youth Forum representative):

Open and equitable media consumption are the foundations of protecting youth, rightful access to information and freedom of expression, thus ensuring youth have relevant skills and competencies to access plural research bases. Diverse, independent and economically robust media is a necessity. As media becomes very widespread, creative solutions into creating programmes in partnership with social media and the private sector to educate youth to be more critical and responsible of media consumption are needed. We also need to create spaces for debate and measure the variety of issues that are given within the media space. Lastly, we need a common and strong framework to combat hate speech and extremism.

67. **Mme Conceição** (Angola, représentant du Forum des jeunes) :

Nous vous invitons à lire l'intégralité des recommandations et de solutions que les jeunes sont prêts à mettre en place si les conditions et le soutien nécessaires sont assurés.

68. **Mr Al-Riyami** (Oman, Youth Forum representative):

We call on all Member States to facilitate the implementation of the presented recommendations and support the youth-led solutions. We, as young people, are worried about our future. However, we are committed to working with you to ensure that all of these solutions become a reality and help shape a better future for us all. We would like to thank the Social and Human Sciences Sector for their support and commitment in making this Youth Forum come alive and to work globally with youth. So in closing, please we would like you all to give the youth who worked behind this important document and who are watching us live at the moment globally around the world to give them a great round of applause and commitment to ensure that these recommendations and solutions will be put in place. Thank you very much.

69. **The President:**

Thank you very much for this great effort by all the young people that were here to bring us this important document that I really recommend that all of us read it carefully. Thank you Ms Conceição and Mr Al-Riyami for this report. Ladies and gentlemen, dear colleagues, may I suggest that the General Conference endorse the decision contained in paragraph 3 of document 41 C/66 by acclamation? I see no objection. *It is so decided.* Ladies and gentlemen, we have thus come to the end of our meeting for this morning. The plenary will reconvene this afternoon at 3 p.m. to adopt the remaining reports of the commissions. I wish you a pleasant lunch. This meeting is now *adjourned*.

The meeting rose at 1.00 p.m.