



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

Report by the Director-General on the execution of the programme (34 C/5) (01 January 2008 - 30 June 2009)

MAJOR PROGRAMME I – Education

Part II – Programmes and programme related services
II.A – Programmes

MAJOR PROGRAMME I – EDUCATION

Biennial Sectoral Priority 1: Leading education for all (EFA) by ensuring global coordination & providing assistance to Member States to achieve the EFA goals & education-related Millennium Development Goals (MDGs) based on the Global Action Plan (GAP)

Para. 01012 - MLA 1: Global leadership in EFA, coordination of United Nations priorities in education, & development of strong partnerships

Regular budget: Activities (rounded to \$ thousand)

Planned: \$ 5 167

Actual: \$ 3 753

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>The EFA Global Action Plan (GAP) implemented.</p>	<ul style="list-style-type: none"> • Since signature of the GAP (March 2007), UNESCO has organized face-to-face meetings and increased informal contacts with the other 4 convening agencies (UNDP, UNFPA, UNICEF & the World Bank). A joint letter was sent in April 2009 to all UN resident coordinators & country representatives on behalf of heads of the convening agencies calling for enhanced inter-agency collaboration in support of national EFA efforts & outlining steps for further collaboration at national level. • Regular, informal cooperation on EFA in 2008-2009 had helped clarify the roles of the convening agencies. 	<ul style="list-style-type: none"> • Importance of common understanding of challenges & how to address them, & trust between partners. Limited institutional commitment from World Bank, UNICEF and UNDP and limited commitment to engage in concrete follow-up at the national level prevents moving forward. • Engaging key partners remains a significant challenge. • Better prioritization of activities linked to coordination activities & improved internal coordination would help engage partners & strengthen UNESCO's leadership role. • The recent external evaluation of SPO 1 identified marked improvement in the communication and cooperation between convening agencies over the past year, but also noted that many external stakeholders were critical to the more formal GAP process, viewed as overly ambitious and not inclusive enough. 	<p>Strengthened collaboration with other EFA agencies reduces costs in undertaking activities. In the Central Asian region, for example, the UNESCO Almaty, UNICEF Astana, UNDP & the WB are conducting a joint survey on the impact of the economic crisis on social services, including education, to use in revising national plans & strategies.</p>	

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<p>Coordinated, harmonized & effective partnerships pursued within the framework of the EFA Global Action Plan for strengthened political commitment at the global, regional & national levels for the EFA agenda.</p>	<ul style="list-style-type: none"> Increased understanding among decision-makers of the centrality of investment in education to development & crisis recovery increased through intensive advocacy undertaken at international fora such as the Eighth High-Level Group Meeting on EFA (Oslo, December 2008), UN General Assembly Thematic Debate on Education in Emergencies (New York, March 2009), Forum for Arab Parliamentarians for Education (Cairo, April 2009), Forum of African Parliamentarians for Education (Dakar, May 2009) & 17th Conference of Commonwealth Education Ministers (Kuala Lumpur, June 2009). G8 reaffirmed its commitment to EFA at its meeting in L'Aquila (July 2009), following pre-meeting collaboration between UNESCO & the Italian Chair. Knowledge on multi-stakeholder partnerships for education increased through continued cooperation with World Economic Forum under Partnerships for Education (PfE) programme. Actors seeking to implement effective PfEs better informed through the revision & updating of the platform & database www.pfore.org and, which sets out case studies of partnerships between private sector corporations, governments & civil society. Finalization of a Manual for monitoring & evaluation of PfEs. Implementation of multi-stakeholder partnership initiatives in Rwanda supported. Commitment strengthened at regional level through: expansion & strategic linking of Asia-Pacific Regional Thematic Group on EFA with existing regional networks (e.g. Non-Formal Education Network, Gender in Education Network in Asia & ECCE practitioners' network); support to relevant networks of social actors in LAC; & improved coordination & linkages between the Forum of Parliamentarians for Education in Africa & the Regional Economic Communities, among other examples. Commitment to HIV & AIDS education increased through active participation in UNAIDS Inter-Agency Task Team (IATT) on Education (e.g. 2 regional strategic frameworks developed (Asia-Pacific & Eastern Europe & Central Asia) & regional interagency mechanisms such as the Regional Directors Group. Visibility of Decade of Education for Sustainable Development (DESD) raised & momentum for the 2nd half of the DESD generated through the World Conference on ESD (Bonn, March-April 2009). Five possible strategic areas of focus have been identified. 	<ul style="list-style-type: none"> While EFA remains the key priority for the whole Organization, more efforts to engage all Programme Sectors in the EFA process should be pursued Linking with sub-regional bodies (e.g. the Southeast Asian Ministers of Education Organization) is crucial to obtain high-level endorsement of the EFA agenda. Strengthening linkages at technical & political levels between health & education sectors could help overcome sensitivities in some countries regarding discussion of HIV & AIDS issues. Challenge: Reorient DESD using results of global monitoring & evaluation report, Bonn Declaration & outcomes of other related conferences. 	<p>UNESCO has ceased the opportunity around a series of high level events to strengthen political commitment to education</p> <p>Consultations undertaken with other UNAIDS Cosponsors to duplication and save costs.</p>	
<p>Significant number of countries with national education plans & policies that reflect a strong political</p>	<ul style="list-style-type: none"> Increased attention paid by governments to literacy issues in national plans & policies through; strengthened coordination of the UNLD partners & networks, including the regional networks; 	<p>Lessons learnt:</p> <ul style="list-style-type: none"> When civil society actors involved in 		<p>Increase in international funding for literacy was stimulated through regional</p>

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<p>commitment to EFA & include literacy as a priority in the national plan.</p>	<p>review by the UN General Assembly at its 63rd session of the mid-Decade review; & advocacy undertaken through International Literacy Prizes, International Literacy Day & 'Hope & Solidarity through Ballgames' Programme.</p> <ul style="list-style-type: none"> Decision-makers better informed on literacy policies & programmes via UNESCO Literacy Portal of effective practices; finalization of rights-based & gender-mainstreamed regional UNLD mid-decade reviews; testing of international benchmarks for literacy in selected countries; & development of methodologies & capacity building for improved monitoring & evaluation of literacy & non-formal education (non-formal education management information system [NFE-MIS]). In Asia-Pacific, generic guides on creating synergies between formal & non-formal education developed, & UNLD strategies enriched through integration of core EFA issues (e.g. girls' education & human rights). 	<p>the advocacy for literacy, governments tend to pay greater interest;</p> <ul style="list-style-type: none"> UNLD should exploit further the synergies with the EFA agenda; Strong attention should continue to be paid to multilingual education policy issues. 		<p>conferences, advocacy work & LIFE implementation.</p>
<p>Significant increase in the financial resources available or pledged to education by national governments as well as by EFA partners.</p>	<ul style="list-style-type: none"> Within Fast Track Initiative (FTI) fora at the global level, contributed to strategy of replenishment of FTI Catalytic Fund and advocated for prioritizing countries most challenged in EFA and for addressing neglected education sub-sectors e.g. literacy. Stressed importance of appropriately harmonized and aligned FTI processes with regard to capacity development, planning, costing and monitoring. Led partner coordination group in formulating the sector strategy and preparing Cameroon EFA-FTI proposal. Also facilitated EFA-FTI process to secure funding in Central African Republic and is coordinating the education sector group in Haiti to obtain resources through FTI. Technical assistance to preparation of sector diagnosis & plan for Guinea Bissau provided in lead-up to a request for Fast Track Initiative (FTI) funds. Similar support also provided to Côte d'Ivoire, Gabon, Mali, Niger & Rwanda. Through UNESCO's Capacity-development for EFA Programme (CapEFA), the Sector mobilized close to \$15M in this biennium, which corresponds to an increase of 33% compared to previous biennium. CapEFA Programme has thus enabled UNESCO to substantially increase actions to reinforce capacity development at country level. At the same time, allowed increased donor harmonization for support of C/5 priorities. 	<ul style="list-style-type: none"> While recognizing that the responsibility for mobilizing aid flows is beyond UNESCO's control, the recent external evaluation of MPI's Strategic Objectives (SPO 1 and 2) found that many stakeholders nevertheless considered UNESCO's efforts to influence mobilization of resources insufficient. 	<p>Strategic technical assistance funded with extrabudgetary funds & undertaken at the request of Member States & following their timeframes.</p>	<p>National ownership ensured from the beginning of the process.</p> <p>Working with bilateral partners is essential to securing a sustained funding base & ensuring continued development.</p>
<p>South-South & North-South collaboration on & exchanges of effective practices in EFA enhanced, & educational networks among developing countries strengthened.</p>	<ul style="list-style-type: none"> South-South cooperation used as effective modality for enhancing knowledge & developing capacity in key EFA-related areas. These include e.g.: In ESD: collaborative discussions in Asia-Pacific region allowed 	<ul style="list-style-type: none"> Important to prioritize ESD at national level before initiating discussions on regional frameworks. Participation of EFA focal points in 		

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	<p>identification of South-South & North-South linkages & improved national and regional concerns in ESD policy development. HIV & AIDS: cooperation on issue of universal access being supported between Brazil & Portuguese-speaking African countries. EFA capacity building seminar for Africa enhanced exchange of experiences by mobilizing representatives from the Arab States & Asia & the Pacific. Regional networks in Asia & Pacific strengthened through capacity development workshops & policy-level dialogue on EFA; Literacy networks in Africa (e.g. Pan African Association for Literacy & Adult Education, the Karanta Foundation & Working Group on non-formal education of the Association for the Development of Education in Africa [ADEA]) shared knowledge and best practices in literacy through activities bringing them together to discuss their experiences & enhance their joint advocacy. TVET: UNEVOC Network, in particular across South-East Asia reinforced to strengthen cooperation and mutual assistance in context of South-South cooperation. Capacities of leaders and planners and researchers developed in TVET through a sub-regional seminar organised by UNEVOC in partnership with German Development International (InWEnt).</p>	<p>regional ESD major events is crucial.</p> <ul style="list-style-type: none"> Regional networks can play a significant role in providing technical resources & success stories through innovations & sharing. Ensure linkage with sub-regional bodies 		

Para. 01013 - MLA 2: Development of a global framework & networks for capacity development in planning & management of education systems

Regular budget: Activities (rounded to \$ thousand)
Planned: \$ 2 893
Actual: \$ 1 989

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Common approaches to capacity development in educational policy formulation & in planning, monitoring & evaluation of education systems proposed & shared with EFA stakeholders & development partners for implementation.</p>	<ul style="list-style-type: none"> Based on the UNESCO Strategy paper on <i>Capacity Development in Education Planning & Management</i> (IIEP 2009), proposal formulated & methodology being tested for operational Guidelines developed to orient UNESCO's support to Member States in areas related to policy, planning, financial management & teacher management. The proposal covers 7 thematic areas, of which 2 are being addressed in 2009. 	<ul style="list-style-type: none"> Capacity development approaches proposed in the Guidelines require thorough analysis of needs & available capacities in a wide range of country contexts. This in turn requires reliance on mixed national-international teams of high level experts from different regions drawing lessons from experience. 	<p>Guidelines when completed will be a very cost-effective means to strengthen UNESCO's capacity in responding to Member States' requests for support in institutional capacity development & an instrument that Member States' institutions themselves will be able to use & adapt for their purpose.</p>	<p>Measures to ensure the quality & relevance of the Guidelines, and henceforth their sustainability, are part of their development.</p>
<p>Member States provided with the expertise, technical approaches, practice oriented tools, & best practices & innovations in educational policy formulation & in the planning, monitoring & evaluation of education systems identified & made available through networks & communities of</p>	<ul style="list-style-type: none"> Information on education planning & management made available electronically through operationalization of web-based portal (E-MAP), with experts' roster being extended to include more experts from developing countries. The Inter-agency Network on Education simulation Models (INSEM), established by UNESCO to serve as a clearinghouse for education-related simulation models & improved educational 	<ul style="list-style-type: none"> Finding & engaging competent local experts to conduct a country case 		<p>Training in 2009 focused on the training of trainers who</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>practice.</p>	<p>needs assessments exercises aimed at achieving EFA.</p> <ul style="list-style-type: none"> Planners & policy-makers in Asia-Pacific able better informed by experiences of education financial planning & medium-term expenditure frameworks in Mongolia, Nepal, Republic of Korea, Thailand & Viet Nam, through preparation of country case study reports. Progress made towards establishing a sufficient level of planning capacity in target countries in Asia-Pacific through development of a portal with materials from education planning & financing training courses. In LAC, studies developed on good practices in educational financing management (Chile, Argentina and Costa Rica). Decision-makers in LIFE countries have access to training tools & strategy guidelines for planning, monitoring & evaluating literacy programmes following development & pilot testing of such tools in Senegal. Within TTISSA, decision-makers can access an analytic tool enabling in-depth analysis of teacher issues in countries & preparation of evidence-based & comprehensive teacher policies, following its development & pilot testing in 2 Member States. Policy-makers' awareness of regional and international experiences of equivalency programmes and alternative education improved in Arab States through sub-regional seminar (Cairo, April 2009). Support to post-crisis educational reconstruction (Afghanistan, China, Cuba, Haiti, Iraq, Lebanon, Myanmar, Namibia, Nepal, OPT, Pakistan, Sudan, Syria and Zimbabwe) and technical assistance to new crises (e.g. Gaza crisis, Namibian floods and humanitarian crisis in Sri Lanka). UNESCO also contributed to facilitation of the United Nations General Assembly thematic debate on Education in Emergencies and global campaign on Protection of Education from Attack. 	<p>study was a real challenge.</p> <ul style="list-style-type: none"> Literacy policies & monitoring tools remain weak & must be improved. 	<p>Africa : Collaboration with international partners (AU, Agence universitaire de la Francophonie, ADEA, Centre de recherches pour le développement international & UNICEF)</p>	<p>are expected to provide similar training in their countries & in their own national languages. This is to ensure the sustainability & long lasting impact of the capacity development effort at the country level.</p>
<p>National capacities strengthened in educational planning & management.</p>	<ul style="list-style-type: none"> Progress made towards strengthening planning and management capacities through the Advanced Training Programme (ATP), from which 31 trainees graduated (51.6% from Africa, 58.1% from LDCs, 48.4% women). Institutional capacities in 6 sub-Saharan African countries increased through successful piloting of the IIEP's new 10-month 'blended' education course, with positive feedback on its usefulness & relevance having been received. Over 500 people gained specialized knowledge through specific 	<ul style="list-style-type: none"> The ATP has been consistently reported as positively affecting alumni career paths. A tracer study of IIEP's alumni is being carried out to determine the effects of the ATP on past cohorts. A number of IIEP alumni occupy high-level positions that place them at the heart of policy dialogue & development. 	<p>Close attention paid to mitigating training costs: changes introduced to use inputs more effectively; distance & blended courses being developed; regional rather than national courses favoured to maximize reach of short-term courses. Where possible, 'warm-up' sessions offered to allow greater depth during courses.</p>	<p>End-of-course evaluations indicate that participants rate highly the usefulness & relevance of the training. IIEP takes this as an indication that learning outcomes will be used.</p> <p>Collaboration with national & regional institutions strengthens the capacities of</p>

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	<p>courses offered by the IIEP in Paris & Buenos Aires (in Paris, 52.3% of trainees were from sub-Saharan Africa, 35.7% from LDCs & 39% women).</p> <ul style="list-style-type: none"> Progress made towards improving governments' preparedness, response to & prevention of disasters & conflicts through development of a course in synergy with UNICEF. Course design & content established during a pilot workshop. 	<ul style="list-style-type: none"> IIEP is developing distance education as a modality to reach groups of planners & managers who might otherwise be excluded from opportunities, while bearing in mind that the digital divide still precludes the implementation of fully web-based courses in many countries. Ultimate challenge is ensuring that IIEP-trained planners & managers use their skills. This calls into question the environment & functioning of the civil services from which most IIEP trainers come. 	<p>Partnerships consistently sought to allow cost sharing or leveraging arrangement.</p>	<p>these partners to carry out their training functions. IIEP therefore associated 6 national training institutions with its new blended course.</p>
<p>Capacity requirements & constraints documented in educational planning management (EPM).</p>	<ul style="list-style-type: none"> Progress made towards understanding training needs in the Arab States through launching of a survey in 18 countries. A regional capacity development programme for educational planning & management will be developed based on the results of this survey. A concept note on the development of the regional programme has been prepared & the technical/advisory team has been established. Knowledge on EMIS quality in Africa increased through studies undertaken in 12+ countries in Africa in collaboration with UIS. 		<p>Collaboration between the Education Sector & UIS.</p>	
<p>Education stakeholders informed of significant developments in EPM.</p>	<ul style="list-style-type: none"> Stakeholders informed of significant developments through production of some new 36 publications accessible on IIEP's website. Regular use of IIEP's work by other stakeholders: e.g. work on sudden financing in higher education in Asia being used by the International Comparative Higher education Finance & Accessibility Project for a study on means-testing instruments used by countries throughout the world to distribute higher educational subsidies; 	<ul style="list-style-type: none"> Indication of use is premature. However, patterns from production in previous biennia indicate strong likelihood for good utilization of these publications. Strong partnerships & networking, together with the capacity to rapidly respond to requests for information, are essential to ensuring the visibility of IIEP's work. 	<p>Complementing existing quality assurance processes (e.g. peer reviewing), introduction of a publications stock management system as a companion to the 'print on demand' policy that modern technology allows at no extra cost.</p> <p>Newsletter production reduced from 4 to 3 annual issues.</p>	<p>The high number of downloads from IIEP's website indicates strong demand for such publications.</p> <p>Regular updating of the mailing list enables targeting of readership.</p>

Biennial Sectoral Priority 2: Fostering literacy & quality education for all at all levels & through both formal & non-formal lifelong learning, with particular emphasis on Africa, gender equality, youth, LDCs & SIDS, as well as the most vulnerable segments of society, including indigenous peoples, & education for sustainable development

Para. 01017 – MLA 3: Promote policy dialogue, research, set norms & standards

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$ 9 660	Actual: \$ 8 241

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Global monitoring report published & national & regional reports launched.</p>	<ul style="list-style-type: none"> Data on world education situation made available to decision-makers, stakeholders & wider public in the 6 UN languages through publication of 2009 EFA Global Monitoring Report (GMR) & Summary. These & related documents available in many other languages (e.g. Summary translated into German, Korean, Japanese, Farsi, Hindi & Bangla, among others). Report presented in large number of different international, regional & national fora, with launches continuing to take place, e.g. presence at the 4 UNESCO world education conferences in 2008-2009, EU Education Experts' meeting in Brussels, UN forum on Minority Issues in Geneva, side event at International Conference on Financing for Development in Doha & preparation meetings for the 2009 G8 meeting. Also launched at major regional conferences such as the UNESCO-APEID Conference (Bangkok), Forum for Arab Parliamentarians for Education (Cairo), Forum for African Parliamentarians (Dakar) & International Conference on TVET & Education for Sustainable Development (Minsk). Numerous national launches attached to other national events & also to events linked with EFA Global Action week (20-25 April 2009). National launches held for the 1st time in China & Mongolia. Launched at regional & sub regional level (west, central East & south Africa) in 24 African countries. 1st draft of 2010 Report, with working title "<i>Reaching & teaching the most marginalized</i>", developed, exploring the factors that perpetuate educational marginalization, the effects on marginalization in society more generally & success or failure of public policy responses. Some 70 background papers commissioned for this Report, including country studies & cross-country studies on marginalized groups & other thematic topics. Progress made on planning for international, regional & national launches. 	<ul style="list-style-type: none"> The GMR continues to build impact in multilateral & international fora. Field Offices & donor partners play a key role in organizing national launches. In addition to the national & regional launches organized by UNESCO Offices in mostly middle & low income countries, donor partners continued to support the organization of national seminars, expert meetings & colloquiums, e.g. in Canada, Ireland, Germany, Sweden, Denmark, Japan, Norway, the UK & the US. Participants in these events often include top-level Ministry officials from Education & Foreign Affairs. Important to have French version available on time (same time as English version) & target date for launches. Simplified version for NFE targets or documentary film could be envisaged. 	<p>Translations by partners & UNESCO Field Offices</p>	
<p>Accessibility provided for key stakeholders & the general public to cutting-edge research, latest orientations, innovations & effective practices in education, including the</p>	<ul style="list-style-type: none"> Progress towards better understanding of Maghreb situation made through completion of EFA mid-term review on "Educational Development in the Maghreb: Trends, Challenges & Prospects", currently being reviewed by national partners, individual experts & UNICEF. 			

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<p>use of technologies in education.</p>	<ul style="list-style-type: none"> • Awareness of how to better integrate HIV & AIDS in the education sector increased among stakeholders through development, testing & use of tools & guidelines (e.g. teacher education kit, MSM materials, HIV prevention materials, mainstreaming HIV & AIDS, quality education & HIV & AIDS, International Sexuality Guidelines, research on the educational needs of HIV+ learners in Africa), & increase in number & quality of Spanish language materials available through the common HIV & AIDS Education Clearinghouse. • ESD documents, advocacy & information materials made available to stakeholders in all 6 UN languages. Progress made in renewing the format of the ESD information kit, with proposal for the new framework & structure developed, including planning for the drafting of 2 additional categories of briefs & inclusion of targeted modules as well as multimedia & promotional materials. • Research on improving science education in the Arab region made available through publication of a comparative study (in English & Arabic) that analyzes & identifies issues and success factors & makes recommendations. • Country case studies conducted in Nepal, Lao PDR & India, enabling the establishment of an initial information & knowledge base within the Asia & Pacific region on capacity in education policy formulation & planning • Policy-makers & other stakeholders provided with materials on concrete country experiences regarding secondary-level teachers following production of a regional study on this issue. • UNESCO's experiences in ICT & education in the fields of planning, TVET, teacher training & basic education shared with participants of E-Learning Africa 2009 (Dakar, Senegal). • Good practices on open educational resources (OERs) collected, production harmonized & networking consolidated through West African workshop. 	<ul style="list-style-type: none"> • Partnerships & alliances at global, regional & national levels facilitate incorporation of global evidence to regional & national level curricula as well as teacher training programmes. • Both DESD website & publications are well appreciated by Member States & ESD stakeholders around the world; notably, there is a call for ensuring their availability in more than one language. Ensure that revised kit meets needs of ESD stakeholders & practitioners. • Collaborative nature of initiative may sometimes cause implementation delay. Difficulties in finding & engaging experts, especially national experts, knowledgeable in the areas of financing & management at the local level. • More coherence & coordination among partners is needed in this key sub-sector (ICTs and education). Growth of this sub-sector is exponential. • Identify key partners to increase national training opportunities. • Investment in expertise must be given greater attention in order to increase relevance & impact in such events. 	<p>In Africa, Joint Regional Teams on HIV & AIDS teams reach out to key partners & share latest information.</p> <p>Partnership renewed with the United Nations Economic Commission for Europe (UNECE) ESD secretariat.</p> <p>Cooperation with ALECSO</p> <p>Partners included Agence universitaire de la Francophonie & Organisation Internationale de la Francophonie.</p>	<p>DESD website visited by some 210,000 users, as a result of high interest in the Bonn World Conference on ESD & the M&E process.</p>
<p>Global, regional, subregional & national policy platforms (meetings, conferences & forums) informed by research-based evidence on identified priority themes & quality-related</p>	<ul style="list-style-type: none"> • Higher education's future discussed, cooperation enhanced and investment promoted through World Conference on Higher Education (WCHE) (July 2009), with participation of 1000+ stakeholders, building on outcomes of regional preparatory conferences. 			

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<p>processes.</p>	<ul style="list-style-type: none"> • At regional level: understanding of the critical issues facing higher education increased in Arab States through discussions of 160+ experts from 17 countries at Regional Conference on Higher Education (ARCHE+10, Cairo, May/June 2009), informed by 17 national reports & 45 peer-reviewed research papers. Studies on access & diversification of higher education structures in Africa prepared based on outcomes of regional conference on higher education (Senegal, November 2008) as input to the WCHE. Other regional and sub-regional preparatory meetings (in Cartagena de Indias, June 2008, in Macao, Sept. 2008, in New Delhi February 2009, and in Bucharest, May 2009) also provided valuable informed regional reports to the WCHE. • Harmonization of higher education process in Africa facilitated through significant contributions to the Association of African Universities' (AAU) meeting on this topic in Africa & 12th General Conference. • UNESCO brought together the ESD community and created a momentum for the second half of the UN Decade at the World Conference on ESD in Bonn. The Bonn Declaration re-contextualizes ESD in light of current global challenges, summarizes progress made during the first half of the DESD and calls for action at policy level in member states and for UNESCO. • Progress made towards developing policy recommendations & lessons for reviewing & strengthening ECCE governance, policies & programmes, including generation of cross-national research and information for analysis. • Effective literacy practices & policies identified & disseminated through regional & high-level conferences, UNESCO's Literacy Portal & publications. • High-level Symposium & Technical Consultation on International Strategic Framework for Action for 2nd half of the Decade (Paris, Jan 2009) allowed 3 main objectives for future action to be agreed on & recommended actions to reach them discussed. • Discussions on how to develop secondary education to meet emerging needs resulting from social & economic changes in the Arab States advanced through regional experts' meeting (Muscat, Oman, Apr. 2009), for which 14 country profiles were completed. • Progress made on comparative analysis of education, diversity & social cohesion in the Mediterranean, with national monographs having been finalized for Algeria, France, Italy, 	<ul style="list-style-type: none"> • Outcomes fed into the World Conference on Higher Education (Paris, July 2009). • Difficult to provide evidence-based policy advice where data is lacking. Essential to address the data gap on higher education in Africa. • Joint planning with AU & AAU in implementing the African quality Assurance Network (AfriQAN) & development of its Strategic plan needed. • Cooperation with GTZ on North-South research project Caring & Learning Together could not be concluded due to a number of incompatible administrative & funding requirements. • South-South collaboration was stimulated through the regional conferences. • The Technical Consultation meeting allowed UNLD partners to report on recent & current activities supporting the UNLD, & to outline their planned actions to support the Decade. • Meeting promoted South-South Cooperation & North-South Cooperation through involvement of 54 researchers from the Arab States, Asia Pacific, Europe & North America. 	<p>Private foundations such as Microsoft & Verizon Foundation have joined UNLD efforts.</p> <p>Oman NatCom funded participation of selected international experts.</p>	

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	<p>Morocco, Spain, & Tunisia.</p> <ul style="list-style-type: none"> • Closer linkages between research & policy facilitated following advocacy, advice & dialogue in Asia & the Pacific in areas such as non-formal education, inclusion education, right-based education, gender & ECCE. Research guidelines & frameworks developed & shared regionally. Research work generated valuable information & data on capacity gaps in integrating a rights-based approach to education, with particular focus on teacher education. Such information & data will now serve as critical evidence for policy formulation & reform. 	<ul style="list-style-type: none"> • In some cases, internal composition of the research teams changed, leading to delays in project implementation. • Human rights still a sensitive issue & inclusion education narrowly defined in some countries. Although most regional countries have some form of gender mainstreaming strategy in education, actual implementation is a challenge. Need a stronger & more targeted approach to integrating & institutionalizing cross-cutting EFA issues. 	<p>Coordination between different cross-cutting thematic has become more efficient & effective.</p>	
<p>Member States' capacities enhanced in analyzing & monitoring learning achievement through regional networks.</p>	<ul style="list-style-type: none"> • Policy-makers in Latin America & the Caribbean better equipped to analyze & evaluate learning outcomes thanks to UNESCO research. E.g. publication of the 2nd regional comparative & explanatory study on student achievement in the region (SERCE), in which tests in 16 countries & 1 Mexican State assessed performance in language & mathematics to identify factors determining success in learning. Associated publications prepared & disseminated. • Series of regional meetings organized to identify country priority needs & lessons learnt from effective practices and to discuss directions and policy guidelines aimed at enhancing learning outcomes (Arab States, Asia-Pacific, LAC) 	<ul style="list-style-type: none"> • Development & completion of SERCE served as guide for improving national evaluations. • Ensure adequate dissemination of all publications & consider shipping publications in paper format for countries that prefer this medium. • Enhancing Learning initiative addresses main factors influencing the quality of learning: individual learner; in-school factors; out-of-school factors; partners and financing. 		<p>Countries & some international organizations have committed funds through letters of agreement.</p>
<p>Standard-setting instruments in the field of education reviewed & effectively promoted & monitored.</p>	<ul style="list-style-type: none"> • Progress made towards guaranteeing the right to education through improved monitoring & provision of support to Member States as well as enhancement of capacities, partnerships and awareness, with focus on inclusive dimensions of the right to education. E.g.: development of more coherent and systematic measures for implementing education conventions; progress towards development of advocacy and information sharing publication on good practices in non-discrimination and the right to education; organization of 4th consultation on the implementation of the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental procedures; & steps taken for organizing capacity development activities on right to education principles, mechanisms and reporting. • Monitoring of the application of the UNESCO/ILO 	<ul style="list-style-type: none"> • UNESCO will use the opportunity of the 		

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>Recommendations Concerning the Status of Teachers through the Committee of Experts on the Application of the Recommendations of Teachers (CEART) enhanced, with 7 of 10 joint UNESCO/ILO focused studies commissioned to inform the CEART meeting having been completed. Users' Guide widely promoted & disseminated. Allegations being reviewed & solutions sought.</p>	<p>CEART's 10th Session which falls within the period of the Executive Board, the General Conference & World Teachers' Day, in order to capture decision-makers' attention.</p>		
<p>National educational policies linked with strategies for ICT applications formulated.</p>	<ul style="list-style-type: none"> Strengthened interest in education community of practices on ICTs (Solution Exchange (SE)) in India managed in collaboration with other UN agencies, with 500+ people having becoming members in the last 6 months. Interest particularly strong in contributing to policy dialogue & research on progress towards the EFA goals. Government of Rajasthan included Solution Exchange in their training module for teachers. Outline of draft strategic plan on ICT in education for Iraq prepared by committee formed in Baghdad & request addressed to MOE Kurdistan to form a similar committee to work on a draft outline. Plans will be linked with Teacher Training & Education Strategy as well as Sector-wide National Education Plan currently also under preparation. 	<ul style="list-style-type: none"> Disseminating knowledge of Solution Exchange to larger community of educational practitioners. Debates in languages other than English crucial for wider participation & dissemination. Collaboration with other knowledge networks would be desirable. 	<p>Huge leverage for UN & UNESCO in terms of knowledge & linkages with practitioners due to hosting Solution Exchange very cost effective.</p>	<p>SE knowledge products frequently used by bilateral & multilateral organizations in preparing proposals, policy briefs, conferences etc.</p>
<p>Enhanced & increased commitment to, greater visibility of, & political & financial support for adult education achieved through CONFINTEA VI.</p>	<ul style="list-style-type: none"> UIL: Progress made towards providing 1st-ever overview & evidence-based analysis on adult education from a global perspective & baseline data for future monitoring, with finalization of 5 regional syntheses on trends, achievements & gaps in adult education & 5 adopted regional strategy documents. Mobilization ensured through systematic dissemination of CONFINTEA VI advocacy materials, supported by a special website in 7 languages. Consultative Group's 4th meeting instrumental in reviewing of the regional conferences, generating critical advice for the programme of CONFINTEA VI & the draft outcome document. Draft was distributed to Member States for their consultation & preparation. 	<ul style="list-style-type: none"> Member States & stakeholders from civil society organizations strongly involved through national reporting processes (151 reports) & intensive regional preparatory schedule (5 regional conferences with 1,110 participants), Need to develop concrete benchmarks based on analysis of country contexts. CONFINTEA website strongly supported mobilization, advocacy, information dissemination & communication. 	<p>Systematic involvement of NatComs & participation of civil society organizations facilitated mobilization.</p> <p>Participation of poor countries in regional preparatory conferences secured through direct contributions or sponsorship by organizing countries.</p>	<p>151 national reports uploaded on UIL website to ensure that Member States & other stakeholders use these documents as references for policy development & programme implementation.</p>
<p>International policy dialogue on educational policies intensified & broadened through the International Conference on Education.</p>	<ul style="list-style-type: none"> IBE: Regional advocacy carried out on inclusive education through preparatory process for the ICE including conferences in Latvia, Indonesia, Lebanon and Cameroon and workshops bringing together 870+ participants from 127 countries. 48th ICE: dialogue on broadened notion of inclusive education with 1,600+ participants (including 100 Ministers and Vice-Ministers, 153 countries, UN agencies, NGOs & private sector). Partnerships forged with key stakeholders & strong commitment made for follow-up actions in their agendas (e.g. Council of 	<ul style="list-style-type: none"> Preparatory process a key element contributing to high-quality debates and participant ownership. Innovative features of ICE appreciated, e.g. webcast Roundtable between Ministers and young people representing the excluded. Success of exhibitions and side-events. 	<p>Most follow-up activities cost-shared among key stakeholders.</p>	

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>Europe, OHCHR, UNICEF, Education International, among others). Outcomes document unanimously endorsed.</p> <ul style="list-style-type: none"> • Momentum maintained around inclusive education following presentation & discussions of 48th ICE outcomes at 17 targeted ICE follow-up activities involving 1,255 participants from 66 countries; • Outcomes of 48th ICE made available through completion of Final Report in 6 official UN languages & production of a CD-rom with all ICE documents, presentations, national reports & other materials. 4 videos prepared for 48th ICE reproduced & "video notes" completed in 3 languages will be used as a learning tools. 	<ul style="list-style-type: none"> • Inter-UNESCO collaboration instrumental in building on political commitments & expanding impact of follow-up activities for implementing the ICE "Conclusions & Recommendations". • Key role played by the IBE Community of Practice (COP) in engaging stakeholders & partners in policy dialogue & capacity development initiatives. 		
<p>Increased research on recruitment, training, retention & welfare of teachers conducted in a selected number of sub-Saharan African countries, with a focus on countries participating in the Teacher Training Initiative for Sub-Saharan Africa (TTISSA).</p>	<ul style="list-style-type: none"> • Decision-makers better equipped to analyze teacher issues following development of a methodological guidebook. • Understanding of approaches to teacher training & legal instruments supporting teacher development & service provision increased through progress made in studies conducted in 6 African countries, as well as a study on South African experience in using ICT in teacher education (publications due shortly). <p>[See additional information provided under MLA 4 R7]</p>	<ul style="list-style-type: none"> • Important to identify partners for national diagnosis of teacher issues based on TTISSA methodology. • Lack of funding for research is a real challenge. 	<p>National consultants were commissioned to carry out studies. Most translations done by IICBA staff to reduce costs.</p>	<p>Results will be shared widely with partners & made available in print & electronic formats.</p>
<p>Access for Member States in the Latin America & the Caribbean region to high-quality information, knowledge & statistical data on orientations & best practices of higher education.</p>	<ul style="list-style-type: none"> • IESALC: Stakeholders identified reforms to be undertaken in higher education in Latin America & Caribbean during Regional Conference on Higher Education (CRES 2008, Cartagena de Indias). Conference debates strongly informed by IESALC report on trends presenting 10 critical issues for the development of higher education in the region. 10 publications launched during CRES 2008 • Progress towards developing the biggest repository in Latin America of higher education data that would serve as a major database for comparative studies & significantly strengthening national higher education statistics systems made through development of flagship project. Survey on 37 national higher education systems carried out & pilot tests undertaken in 5 countries. 	<ul style="list-style-type: none"> • Maintain momentum around the higher education agenda & convene government & tertiary institutions around a concrete workplan to address the main challenges identified. • Mobilization of countries in the region around a revision & reform of the higher education statistics system in line with the principles & concepts of the project. Convince universities & other tertiary institutions to participate in the project & reform their own internal information system in order to have reliable & timely information on their academic activities. 	<p>Financial resources provided by the main sponsors of CRES 2008 (Ministries of Education of Colombia, Brazil & Venezuela) Project financing is a major challenge. 1st phase supported by Brazil & Spain.</p>	<p>Communication continues through weekly IESALC electronic bulletin sent to 120,000+ subscribers, quarterly journal "Educación Superior y Sociedad" & regular publications (15 in 2008-today). All publications available online. Project sustainability will depend on commitments of Ministry officials in data collection & entry, & overall system maintenance at country level.</p>
<p>Improved management capacities of university systems in the Latin America & the Caribbean region through development & institutionalization of practices & mechanisms of evaluation &</p>	<ul style="list-style-type: none"> • IESALC: Set of operational bases to embrace an academic & student mobility programme among LAC postgraduate courses developed through preparation of a publication concluding the project 'Systems for evaluating & accrediting the quality of postgraduate courses in Latin America & the Caribbean'. 	<ul style="list-style-type: none"> • Standarization of accreditation, evaluation & quality certifications criteria for postgraduate courses is possible in theregion. Need to develop comparable indicators & access small Member States in the Caribbean. 	<p>Costs covered by extra-budgetary funds & support from partners.</p> <p>Costs covered by Venezuelan Ministry of Education.</p>	

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
accreditation.	<ul style="list-style-type: none"> Capacities strengthened in evaluating & accrediting higher education institutions & programmes in Venezuela following training provided by the National Council of University Evaluation & Accreditation of Argentina, with IESALC acting as liaison. 	<ul style="list-style-type: none"> Using IESALC as a liaison between the Venezuela & Argentinian institutions enabled rapid deployment of South-South cooperation 		

Para. 01018 – MLA 4: Provide capacity development & technical support to assist national efforts in achieving the Dakar Goals¹

Regular budget: Activities (rounded to \$ thousand)

Planned: \$ 19 029

Actual: \$ 14 749

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Capacities of Member States developed for policy formulation, planning, management, monitoring & evaluation (M&E) of education systems in both formal & non-formal education, as well as for the reform & revitalization of critical sub-sectors such as secondary, TVE, teacher education & training, education in prisons & correctional facilities, & higher education.	<ul style="list-style-type: none"> In planning & management, capacities developed to prepare & use education management information systems (EMIS), with emphasis on collection & analysis of statistical information, particularly for tracking EFA progress through M&E (e.g. Pacific, Viet Nam, Pakistan, India, Sri Lanka, Timor Leste, Afghanistan, Mongolia, Haiti, Myanmar, Maldives, Jordan, Mauritania, Cambodia, Ethiopia, SADC countries, among others), with success demonstrated by the increase in the number of countries submitting timely & reliable education data to UIS. At the same time, support provided to developing capacities to prepare and implement national sector-wide plans (e.g. Afghanistan, Iraq, oPT, Morocco, Iran, Sudan & Turkmenistan) with training provided on use of policy and strategy simulation models. National M&E experiences reported on and shared through workshops & studies (Egypt, Jordan). Capacities for reforming & revitalizing critical sub-sectors enhanced through contribution to policy review (including development of guidelines & quality indicators), development of plans & implementation strategies & preparation of studies. E.g. in ECCE (Tunisia, Morocco, Algeria, Yemen, Uruguay, Bangladesh, Nepal); TVET (Côte d'Ivoire, Gambia, Morocco, Senegal, Viet Nam); higher education (Viet Nam, Costa Rica); & teachers (Pacific Islands). In Africa, move towards 9-year basic education curriculum in 4 countries following training for curriculum specialists & support to preparation of sectoral plans through Basic Education in Africa Programme (BEAP). 	<ul style="list-style-type: none"> Mauritania EMIS is a good example of integration of information system in education management. Ensuring good coordination among actors involved in education statistics and M&E is an essential component of success. Challenge of communicating results and recommendations that are not in line with official government positions, resulting in confusion and delays. Need to maintain a certain degree of flexibility so as to accommodate evolving needs. Difficulty of reaching agreement for reform because of reluctance to change among some policy-makers and partners. 	<p>Jordan programme organized in partnership with the National Centre for Human Resources Development.</p> <p>NFE-MIS & Literacy Assessment Survey linked to extrabudgetary activity.</p> <p>Indian project funded mainly by Government.</p> <p>Active partnerships with donors and Save the Children Alliance.</p> <p>Moroccan support organized jointly with UNICEF.</p> <p>Yemen project works closely with Sana'a University students in Child Development Diploma.</p> <p>Bangladesh project carried out by a Working Group of which UNESCO is a member.</p> <p>Regional standards project being carried out in cooperation with UNICEF and CARICOM.</p>	<p>In Arab States: M&E programme complemented & sustained by World Bank funding of US\$1 million. Programme now fully institutionalized & will be self-sustained.</p> <p>Local counterpart (MOE) involved in activity conceptualization & implementation.</p> <p>Progress towards development of Iraqi national education strategy, with plan of action endorsed by PM & 1st technical workshop on education sector diagnosis held.</p> <p>Effective to work with a local partner who has a good network with political parties.</p> <p>Integration of BEAP in national sectoral plans of the countries.</p>
Capacity for teacher education enhanced in all regions in need.	<ul style="list-style-type: none"> National capacities developed to apply a holistic vision to teacher issues through campaigns to improve teacher status and careers. 	<ul style="list-style-type: none"> Participatory approach used in formulation of the Pakistan Teacher 	<p>Seed funding provided by UNESCO in Brazil, with additional</p>	

¹NB: Information reported under MLA4 pertains to results achieved at national & regional levels only. Information related to achievements at the global level is presented under MLAs 1-3. Country activities cited below are intended as examples only & are not exhaustive.

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>E.g. media campaigns run and World Teachers' Day celebrated (Bangladesh, Pakistan, Rwanda, Nigeria, Tanzania, Kenya, South Africa, Namibia, Cameroon, Madagascar, among others), research undertaken (Brazil, Burundi, Panama, Costa Rica), career guidelines developed (Brazil), training on policy development provided (LAC) institutional structures developed (e.g. establishment of Commission for Developing the Teaching Profession in oPT).</p> <ul style="list-style-type: none"> • Quality of teaching improved through development or review of national strategies, implementation plans and/or policies (oPT, Iraq, Jordan, Angola, Burkina Faso, Burundi, Cambodia, Cape Verde, Central African Republic, Chad, Republic of Congo, Democratic Congo, Ethiopia, Ghana, Guinea, Madagascar, Mongolia, Niger, Nigeria, Sierra Leone, Tanzania, Zambia), training guidelines (Brazil), professional standards (Pakistan), accreditation instruments (Pakistan): through collection and sharing of best practices with educators & development of their competencies in relevant areas (China, Pacific Islands, Pakistan, sub-Saharan Africa); and through promotion of quality assurance (e.g. West Africa). In many cases, emphasis placed on developing capacities to implement inclusive education in the classroom (e.g. Viet Nam) and use of ICTs (e.g. Kazakhstan, LAC). • Institutional capacity to provide school environments conducive to learning promoted through design of public intervention governance & leadership models (LAC), development of training courses & materials (e.g. India, Pacific Islands) & training of school leaders (Pacific countries & DPRK), including on alternative models of provision of education in emergencies (e.g. oPT). 	<p>Education Strategy during the implementation phase.</p> <ul style="list-style-type: none"> • Adequate dissemination of Brazil guidelines will maximize impact on policy development. • Securing in-country expertise a challenge. • Re-orient ICT training programme in pre- & in-service teacher training institutions in accordance with the newly-approved standard. • Design of training policies & interventions in teacher training institutions in specific areas still needs to be developed. • Successfully implemented pilot project in Andhra Pradesh shows that the inclusive friendly school model works. 	<p>funds coming from schools.</p> <p>Viet Nam experiences were shared with other countries in the region.</p> <p>Partnerships, e.g. with British Council in Jordan project.</p> <p>South-South cooperation used as an implementation modality: e.g. adaptation of ICT training kit developed by UNESCO Bangkok for use in Jordan.</p> <p>Italian FIT project in China.</p> <p>Funding pooled from UNESCO Post Crisis Special account & extrabudgetary funds provided by Norway & EC in oPT.</p> <p>LAC courses provided online to reach a wide variety of stakeholders.</p>	<p>Programme sustainability enhanced through human resource training, development of modules and integration in government planning process.</p> <p>Benefits from using strengthened local capacities in the implementation of future activities (ex. oPT).</p> <p>LAC model will be part of a study delivered by the UN Inter-agency Education Group (GIE).</p> <p>Integration of inclusive policies in national programmes (ex. in India: UNESCO advocating for the adoption of inclusive policies & practices within India's flagship programme on universal elementary education).</p>
<p>Enhanced & increased commitment, greater visibility of, & political & financial support for literacy, especially in LIFE countries, achieved through the six regional literacy conferences.</p>	<ul style="list-style-type: none"> • Political commitment to literacy increased through advocacy, including UNESCO regional literacy conferences (Azerbaijan & Mexico) & regional preparatory conferences for CONFINTEA VI (Kenya, Tunisia, Rep. of Korea, Hungary and Mexico), celebrations of global EFA week, which focused on youth & adult literacy and lifelong learning in 2009 (e.g. Jordan, Viet Nam, India) & awards to civil society for related work (e.g. Lebanon award). Development of NFE-MIS (e.g. in Afghanistan, Bangladesh, Niger, Morocco, Senegal, Tanzania), situation analyses & research on the cost of illiteracy (e.g. China, LAC, Papua New Guinea, Mongolia, Haiti), & 'downstream' literacy training programmes (e.g. LAC, Mali, Niger, 	<ul style="list-style-type: none"> • Continued advocacy in collaboration with national partners necessary. • Important to target under-15 year olds in NFE programmes. • 2nd project phase in LAC should reinforce literacy course participants' newly-acquired skills through TVET. • Pakistan project uses mobile 	<p>Partnerships and cost-sharing:</p> <ul style="list-style-type: none"> - Costs shared with governments. Available statistics & evidence used to undertake situation analyses. - Pakistan project implemented in 	<p>Facilitators' training adopted by local government & can be replicated by other areas in China.</p> <p>Revisions of literacy policies in Guinea, DRC & Burkina are more responsive to national contexts.</p> <p>Sustainability of such</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>Jordan, Pakistan, Sudan) & networks (e.g. Pakistan) allow more targeted advocacy & development of good practices, & enhance visibility. Focus on mother tongue-based literacy programmes (e.g. Nepal).</p> <ul style="list-style-type: none"> Following strong advocacy efforts, increased financial commitment to literacy accompanying progress in policy formulation and more countries integrating literacy in sector-wide plans (e.g. Africa) is demonstrated through increase in budgets in some LIFE countries (e.g. Benin, Burkina Faso, Mali, Nigeria & Senegal) and additional funding from bilateral & multilateral agencies (e.g. Afghanistan, Iraq, Mauritania, Niger, PNG & Sudan). Multi-stakeholder partnerships & networks strengthened, e.g. through convening information exchange meetings and conferences that brought together education Ministers & representatives from civil society & bilateral & multilateral agencies (such as the January 2008 meeting in Maputo of 18 African countries, Brazil, Haiti & Sudan, & the November 2008 CONFINTEA VI Regional Preparatory Conference in Nairobi). 	<p>telephones to deliver training.</p> <ul style="list-style-type: none"> Technical capacities of liteacy experts' training Institutes must be reinforced. 	<p>collaboration with local mobile carrier & NGO.</p> <p>South-South cooperation used as a modality for improving literacy, e.g. study tour of Iraqi MOE officials to Morocco & exchange between Brazil & Portuguese-speaking African & Asian countries.</p>	<p>interventions depends on continued extrabudgetary resources.</p> <p>Consolidation of national literacy coordination frameworks (e.g. literacy taskforce in PNG) Literacy development included in PNG UN Country Programme & joint workplan for PNG Department of Education & UNESCO/UNCT developed & endorsed.</p>
<p>National policies, plans & practices reviewed, revised & developed to improve the quality & sustainability of both formal & non-formal education at all levels to provide lifelong learning at the request of Member States.</p>	<ul style="list-style-type: none"> Member States reviewed their sub-sector plans and policies following support from UNESCO. E.g. in ECCE (Algeria, Bangladesh, Cambodia, Morocco, Nepal, Syria, Tunisia, Uruguay, Yemen, 4 countries in Africa & development of regional policy guidelines & quality indicators in LAC), basic education (Egypt, 4 countries in Africa), secondary education (Egypt), higher education (Afghanistan, Mongolia), TVET (Africa e.g. Gambia & Senegal, Viet Nam), NFE (Cambodia, Mongolia), inclusive education (10+ countries in Asia-Pacific e.g. Cambodia, China & Sri Lanka; Jordan), right to education (Moldova, Afghanistan), gender issues (Jordan, GCC countries, Cambodia), ICTs in education (Arab States, Rwanda), HIV/AIDS & education (Angola, Bahamas, Cambodia, Guyana, Iran (Isl. Rep. of), Jamaica, Lesotho, Namibia, Swaziland, St Kitts & Nevis, Turkmenistan), education in emergencies (Pakistan), human rights education (Cambodia) Review of national teacher education/training policies and plans with UNESCO support. E.g. Angola, Burkina Faso, Burundi, Cape Verde, Central African Republic, Chad, Congo, DRC, Ethiopia, Ghana, Guinea, Madagascar, Niger, Nigeria, oPT, Sierra Leone, Tanzania, Uruguay, Zambia) pre-service teacher training (Mongolia), integration of certification frameworks & innovative training policies (Africa) Member States have access to quality good practices in NFE that are collected and disseminated by UNESCO. E.g. collection of good practices as part of preparation for CONFINTEA (e.g. Uruguay), scaling up of CLCs for development of good practices in Kyrgyzstan, experience sharing among literacy networks facilitated 	<ul style="list-style-type: none"> Link with sub-regional bodies necessary e.g. to obtain high-level endorsement from countries. Important role of regional networks in sharing knowledge. Need to develop a pool of qualified expertise to facilitate timely response to requests. 	<p>Partnership with UNICEF & CARICOM on ECCE policy guidelines in LAC.</p> <p>HIV/AIDS preventive education efforts mostly carried out with extrabudgetary funding.</p>	<p>Regional & sub-regional policies, strategies & action plan being finalized.</p> <p>UNESCO continue to advocate for integration of literacy in national plans. Kyrgyzstan: when draft National Law on Adult Education is approved (end</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	in Africa, inauguration of literacy & sports centres in Niger & Mali			of 2009), state budget will be decentralized to local communities for NFE.
Regular & systematic cooperation with the United Nations University (UNU) established.	<ul style="list-style-type: none"> Plan of possible joint activities developed (181 EX/7) and revision made. The UNESCO/UNU partnership for the Asia-Africa University Dialogue for the Development of Basic Education in Africa will become a UNITWIN network contributing to the achievement of EFA goals (See document 182 EX/11 for detailed information). 		Extrabudgetary funding required for full implementation of plan of joint action.	
Policy dialogue & capacity-building to formulate national & regional research strategies & plans in the area of higher education integrated into United Nations common country programming exercises.	<ul style="list-style-type: none"> Member States engaged in policy dialogue on higher education at events targeting a wide range of stakeholders. E.g. regional and sub-regional preparatory events for WCHE (Colombia, June 2008; Macao/China, Sept 2008; Senegal, 2008; India; Feb 2009; Romania, May 2009; Egypt, May-June 2009) leading to identification of critical region-specific challenges, reform solutions & road maps. Links between key higher education actors strengthened (e.g. in Africa, governments, AU, regional economic communities, development partners, multilateral organizations & university networks); 3rd conference on quality assurance in Africa (Senegal, Sept 2008); & Africa-Asia University Dialogue for the Development of Basic Education in Africa (18 universities & MOEs). Debates at these events informed by research including national reports, peer-reviewed studies & other research on key issues in higher education (e.g. financing in Asia; structures & access in Africa; trends, quality assurance & science education in LAC). Efforts to ensure translation of research into teaching practices as well as policy, with e.g. <i>Unicluye</i> programme in LAC facilitating peer learning between teachers & researchers on selected topics such as environmental issues & HIV/AIDS. Support provided to policy review (e.g. Iraq, Jordan & Viet Nam) & preparation of higher education & research plans & strategies (e.g. Afghan National Higher Education Strategic Plan; restructuring on higher education in Mongolia based on joint UN sector review; higher education harmonization process in Africa; science & technology strategy for Costa Rica). In many cases, move towards focus on quality assurance & qualifications & recognition systems for cross-border higher education. Targeted capacity development carried out (e.g. on higher education outcomes in the Arab States; quality assurance & accreditation in Jordan; accreditation of postgraduate courses in LAC, evaluation of higher education institutions in Venezuela; LMD 	<ul style="list-style-type: none"> Data gap on higher education in Africa must be addressed. More partnerships need to be established for higher education in Africa, particularly using South-South cooperation Joint planning with AU & AAU in establishing the African Quality Assurance Network (AfriQAN) & development of strategic plan needed. Need to develop indicators & access for Caribbean SIDS. Knowledge sharing and experiences exchange facilitated through South-South cooperation (e.g. Venezuela project involves Argentina). 	Where possible, events & programmes have been organized with other bodies in order to be more cost effective (e.g. Asia-Africa Dialogue project supported by JICA); Partnership with UNU	

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	(License/Master/Doctorat) reform in Africa).			
<p>National policies, plans & practices reviewed, revised & developed in literacy & life-skills development, teacher education & training as well as in HIV & AIDS education, through the implementation at the country level of the frameworks for the three core EFA initiatives – LIFE, TTISSA & EDUCAIDS – at the request of Member States.</p>	<ul style="list-style-type: none"> Using UNESCO-developed training tools & strategy guidelines for planning, monitoring & evaluating literacy programmes, including resource packs and comprehensive literacy database among, & with UNESCO support, 20 LIFE countries conducted in-depth situation analyses, & national action plans & policies are developed/updated for 12 countries. These were presented at regional meetings (Bangladesh, Morocco & Mozambique) by literacy department directors, LIFE focal points & other literacy stakeholders. Government participants from Burkina Faso, Guinea, Mali, Niger & Senegal at a policy dialogue meeting also agreed to integrate lifelong learning perspectives into their literacy, NFE & adult education policies. Through TTISSA, teacher education policies improved in selected countries based on policy review outcomes through technical assistance, with due attention to gender and human rights (e.g. Angola, Burkina Faso, Burundi, Cape Verde, Central African Republic, Chad, Republic of Congo, Democratic Republic of Congo, Ethiopia, Ghana, Guinea, Madagascar, Niger, Nigeria, Sierra Leone, Tanzania, Zambia). HIV & AIDS issues better integrated in policies & plans (e.g. Angola, Cambodia, Kenya, Kyrgyz Republic, Lesotho, Malawi, Mozambique, Namibia & Swaziland) & country reviews produced. Comprehensive sector responses encouraged through research (e.g. on data interpretation in Asia), dissemination of EDUCAIDS resource packs & advocacy publications including through Clearinghouse on Education & HIV & AIDS, & capacity building on use of guidelines in 53 countries, with participants reporting satisfaction with training (e.g. 80% of participants in EDUCAIDS Arab States workshop rated it as 'good' or excellent'). Teacher training also conducted (e.g. Cambodia, China, Kazakhstan, Nepal & Zambia). Increased interest in developing regional frameworks (e.g. Asia-Pacific & Eastern Europe) through UNAIDS Inter-Agency Task Team & monitoring frameworks (e.g. Mexico). 	<ul style="list-style-type: none"> Holistic education policies integrating literacy more effective than stand-alone policies. <p>Challenges:</p> <ul style="list-style-type: none"> UNESCO's effective response & availability of expertise is a key challenge to be addressed via development of a pool of qualified external expertise. Difficulty in discussing HIV/AIDS & drugs with students & youth & lack of reliable figures & statistics. Highlighting gender perspective & harnessing funding for HIV/AIDS education. Precise measuring of the impact of capacity-building activities remains a challenge. <ul style="list-style-type: none"> South-South cooperation used as modality where possible (e.g. Brazil & Portuguese-speaking African countries on universal access). 	<p>Close cooperation with partners to cover all provinces in a cost-effective way.</p> <p>Established partnerships & alliances at the global, regional & national levels facilitate incorporation of global evidence into regional and national curricula & teacher training programmes.</p> <p>Teacher training is through e-courses where possible.</p>	<p>5-year Action Plan should improve coordination & alignment of development partners with National Education Strategic Plan, in which literacy & NFE are key.</p> <p>Continued efforts to maintain dialogue with government & all related institutions</p> <p>National Commissions participate in many capacity building workshops.</p> <p>Ongoing capacity development efforts with Ministry staff is a core element of UNESCO's technical support.</p> <p>LAC example shows that active promotion of technical materials specifically related to the education sector, particularly in standard setting & monitoring, is welcome in many countries.</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Enhanced quality teaching & learning materials developed with regard to teacher education, peace education, education for citizenship & democratic values, education for sustainable development, science & technology education, arts education & philosophy, as well as the mainstreaming of gender, HIV prevention & the use of ICTs.</p>	<ul style="list-style-type: none"> Teaching & learning materials produced, updated or revised & used by schools on education for sustainable development (e.g. Teachers' guide for ESD in the Caribbean; coursebooks for students & training materials for teachers on water education in China, manual on ozone protection for use by ASPnet schools, <i>Teaching Resource Kit for Dryland Countries – A Creative Approach to Environmental Education</i>); teacher pedagogy (Cambodia, Arab States, Guinea, Niger, Sierra Leone, Tanzania Pacific, Iran, Turkmenistan, India) including for ECCE (Arab States, Tajikistan), TVET (St Kitts & Nevis), gender (Africa, Tajikistan & Morocco) & guidance & counselling (Arab States, Peru); peace, civics and human rights education (e.g. Cambodia, Mexico, Nepal); world heritage (e.g. 2nd edition of the World Heritage in Young Hands Kit finalized in Arabic); ICTs (e.g. Turkmenistan, Arab States); & HIV & AIDS (e.g. Tajikistan, updating of manual for integrating HIV & AIDS in curricula, Portuguese-speaking countries). Training provided on use (e.g. on use of teaching kit for analysis of sexist stereotypes in mathematics manuals). 	<ul style="list-style-type: none"> Share existing materials between countries so they can adapt them to their respective situations. 	<p>HIV & AIDS: Mostly extrabudgetary funding mobilized through UNAIDS and/or UNCT on HIV & AIDS.</p>	
<p>ASPnet worldwide strengthened as an efficiently coordinated network & as a vital resource to ensure quality education.</p>	<ul style="list-style-type: none"> Good practices identified & disseminated (e.g. publication of 1st volume of ASPnet Good Practices in favour of EFA & 'Second Collection of ASPnet Good Practices – ESD'). Pedagogical materials pilot tested (e.g. Teaching Resource on Dryland Countries; Ozonkit; 6th World Heritage Great Barrier Reef Storyboard Competition episode, Arabic version of World Heritage in Young Hands Kit), Sandwatch programme in 4 countries in Africa. Knowledge shared and capacity developed on ASPnet through reinforcement of networking mechanisms (e.g. regional meetings with National Commissions in Burkina Faso & Uruguay, international conferences & workshops in Thailand & Jordan & national & regional meetings for ASPnet teachers & coordinators on specific issues e.g. combating desertification through May 2009 workshop in Jordan). 	<ul style="list-style-type: none"> Involvement in the DESD increased. Availability of teachers & integration in training curriculum North-South-South exchanges between Arab and Europe schools 	<p>Partnerships with private sector and extrabudgetary funding reinforced.</p> <p>Materials development & pilot testing undertaken with partners, including extrabudgetary funds from One UN Programme in Cape Verde for Sandwatch.</p> <p>Extrabudgetary funds secured from private sector to organize Regional World Heritage Education workshop in Bahrain (November 2009).</p>	<p>Examples contributed to discussions at the 48th session of the ICE & DESD World Conference.</p> <p>Sandwatch programme fully integrated in One UN Programme in Cape Verde. Country-led process, locally adapted programme, participation of populations.</p>
<p>Capacities of Member States enhanced in educational planning & management as well as in the mobilization of funds in support of national priorities through harmonization of EFA partners.</p>	<ul style="list-style-type: none"> Improvement in education data quality & timely submission following development of capacity in education planning & management & funds mobilization through training (e.g. in Burundi, Côte d'Ivoire, Djibouti, Togo & Senegal; on tools & concepts in Mongolia; on education statistics & indicators in GCC countries; on simulation models in Morocco & Sudan; on sector-wide planning & management in Iraq; on data collection processes, analysis & monitoring, school record management & identification of information needs in Dominica, Barbados, Belize, St Kitts & Nevis & Nepal; on decentralized planning in public sector management reform in China, Cambodia, Lao PDR, Myanmar, Thailand & Viet Nam; on reform evaluation in Jordan & Central 	<ul style="list-style-type: none"> Technical assistance & capacity-building support to Member States in education policy analysis & planning enhanced through the professional development workshops for all UNESCO ED field Staff. The EFA mid-decade assessment process provided particularly good opportunities for capacity development, especially in M&E (e.g. in Asia-Pacific). 	<p>Cost-effectiveness achieved through partnerships and additional funding, e.g.:</p> <ul style="list-style-type: none"> Cooperation with Université Cheikh Anta Diop (Dakar), JICA & UNICEF; Pôle de Dakar training in cooperation with University UCAD of Dakar); collaboration with NatCom & Ministry of Higher Education & Scientific Research) 	<p>Cambodia: Increased national capacity in M&E reflected in the Mid-Term Assessment on the Cambodian Education Strategic Plan & Education Sector Support Programme – 1st time the MOEYS led the</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>Asia, & on EMIS experiences in Mauritania) & making available training materials to stakeholders (e.g. with development of portal containing materials on education planning & financing training course in Asia-Pacific).</p> <ul style="list-style-type: none"> Capacity also developed through targeted technical assistance (e.g. support to development and/or implementation of national plans or strategies in Iraq, oPT, Morocco; to development & use of education statistics & indicators in Dem. Rep. of Congo, Sri Lanka, India, Pacific, Nepal & Timor Leste; to financing in Asia-Pacific; to M&E in the Pacific Islands & Egypt; to preparation of holistic sectoral plans in many African countries; in preparation of FTI proposals in Central African Republic, Burkina Faso & Guinée Bissau; to resource projections in Liberia, Morocco, Nigeria, Pakistan, Sudan & Yemen; to reconstruction or preparation of education systems in PCPD settings e.g. China, Cuba, Haiti, Iraq, Lebanon, Myanmar, Nepal, oPT, Pakistan, Sudan, Syria & Zimbabwe). Member States show particularly strong interest in building EMIS, with capacity of relevant departments having been strengthened e.g. in Timor Leste & Afghanistan, studies undertaken on EMIS in 12+ African countries & NFE-MIS enhanced in 3 African countries, production of an EMIS Training Manual for Nepal, & revision of EMIS in the Pacific Islands. 	<ul style="list-style-type: none"> Challenge: Use of data at lower levels of implementation, especially by local education managers. EMIS must take alternative education systems into account. Donors increasingly interested in addressing the issue of Madrassas/Daaras. 	<ul style="list-style-type: none"> Central African Republic received 37M from FTI and Burkina Faso 102M. Ongoing for Guinea Bissau and others. EMIS studies in Africa undertaken in collaboration with UIS 	<p>assessment.</p> <p>In the Pacific Islands: EMIS revision undertaken through joint programme implementation plan for UNDAF priority countries (Kiribati, Solomon Islands, Vanuatu & Tuvalu) Local level ownership of the programme instrumental.</p>
<p>Capacities for policy formulation and programme delivery in literacy in Member States increased, especially in LIFE countries</p>	<ul style="list-style-type: none"> Literacy policies and resource mobilization strategies integrated into national development & education plans in 12 LIFE countries following advocacy (e.g. short story competition & TV spot in Iraq). 20 countries carried out analyses to identify strategic areas for improving literacy. In Papua New Guinea, literacy development included in UN Country Programme & LIFE adopted as national literacy framework for all development partners in Afghanistan. Many countries have also developed & implemented NFE-MIS projects in order to improve the visibility & reliability of literacy information. Capacity of Member States to design, implement & manage literacy policies & programmes enhanced through training (e.g. for government & non-governments experts from 6 countries on developing measurement tools for analyzing & monitoring learning achievements; of 40 government & civil society representatives from Africa; of Sudan National Centre for Literacy & Adult Education; on programme development, planning, implementation, monitoring & evaluation in Africa; Egypt MOE; on conducting surveys under Literacy Assessment & Monitoring Programme [LAMP] in Jordan), technical assistance (e.g. Mexico; literacy situation analysis, consolidation of national coordination framework in Papua New Guinea; mapping & needs assessment in Afghanistan; review of instructional methods & development of new curricula in Jordan; finalization of survey questionnaire in Iraq), 	<ul style="list-style-type: none"> South-South cooperation used as an implementation modality (e.g. study tour of Iraq MOE officials to Morocco leads to identification of LIFE project components; cooperation between Brazil & Guinea-Bissau). Lack of data on illiteracy in Iraq is major challenge. 	<p>Funding a number of initiatives from extrabudgetary sources (e.g. funding of LAMP in Jordan from Canada; Nepal project supported by JFIT).</p>	<p>Afghanistan: Partnership & coordination strengthened among development partners & MOE through LIFE Coordination Working Group, & UN Joint Programme on Literacy being revitalized.</p> <p>Increased commitment from donors & government to literacy and NFE.</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>information exchange and sharing on good policies & practices (e.g. through regional literacy conferences; bringing together of literacy networks in Africa; & publications such as Brazilian publication on literacy lessons learnt; & peer review (e.g. of curriculum development in Senegal by West African LIFE countries). 'Downstream' literacy centres and CLCs also established in Jordan (5 for men & 14 for women) and Bangladesh (4 for women) to assist in collection of good practices, & mother tongue-based literacy materials pilot tested in Nepal through CLCs.</p>			
<p>Capacities of ministries of education & teacher education & training institutions strengthened in a selected number of sub-Saharan African countries.</p>	<ul style="list-style-type: none"> • Teacher education policies & strategies developed or improved in selected TTISSA countries through technical assistance (e.g. Angola, Burkina Faso, Burundi, Cape Verde, Central African Republic, Chad, Republic of Congo, DRC, Ethiopia, Ghana, Guinea, Madagascar, Niger, Nigeria, Sierra Leone, Tanzania & Zambia) & in others (e.g. oPT, Iraq). Accompanied by comparative studies (e.g. policy papers on teacher education & ESD & on NFE teachers, & research on teacher education quality assurance, legal instruments & service provision in sub-Saharan Africa, ICT in teacher education, NFE) & organization of fora to facilitate information & experience sharing in policy development (e.g. Teacher Education Policy Forum for sub-Saharan Africa), with focus on quality assurance (e.g. workshops held during 3rd International Conference on Quality Assurance in Higher Education in Africa). • Training materials developed for & made available to teacher education institutions in key fields such as ICTs (e.g. Jordan; Rajasthan, India; Kazakhstan & Turkmenistan; inclusion (Cambodia, India); HIV & AIDS (large number of countries); school health & nutrition (Guyana); ESD (Cambodia); ECCE-specific teacher training (Antigua & Barbuda, Tajikistan); school management (English-speaking African countries & Pacific Islands); socio-emotional recovery in PCPD settings (Peru); gender (Cambodia, Tajikistan); human rights education (Cambodia); curriculum & pedagogy (Dem. People's Rep. of Korea, Mongolia, Sierra Leone). • Capacity of school leaders improved through training on management (e.g. Pacific, Guinea, Niger, Nigeria, Sierra Leone, Tanzania, Egypt & Yemen; improving school climate (LAC); ICT (Ethiopia, Turkmenistan, DPRK). Accompanied by targeted capacity development activities for a wide range of teacher education actors also organized on gender mainstreaming (e.g. Cambodia), ICTs in education (large number of countries), teacher education (Cambodia, Cape Verde, Nicaragua, Turkmenistan) & HIV & AIDS (large number of countries). 	<ul style="list-style-type: none"> • Recent development of a methodological guide (at global level) in which all relevant issues are included (e.g. training, remuneration, labour market conditions, etc.) will improve analysis of teacher issues in TTISSA countries. • Successfully implemented pilot project in Andhra Pradesh shows that the inclusive friendly school model works. • Share existing materials between countries so they can adapt them to their respective situations. • In India: Solution Exchange (ICT in education community) managed in collaboration with other UN agencies, with 500+ people having become members in the last 6 months. Government of Rajasthan included Solution Exchange in their training module for teachers. 	<p>Cost-effectiveness achieved through partnerships and additional funding, e.g.:</p> <ul style="list-style-type: none"> - National Teacher Education Strategy for oPT & comprehensive implementation plan approved by EC for funding of 3.72M Euros. - Teacher Education Policy Forum for sub-Saharan Africa organized in collaboration with ADB & ADEA Working Group on the Teaching Profession - Training on module writing for distance learners as part of CapEFA project on Support to Strengthen the Capacity of Primary and Basic Education Teacher Training Institutions in Sierra Leone. - Mostly extrabudgetary funding mobilized through UNAIDS and/or UNCT on HIV & AIDS - Manual for teachers & school directors on socio-emotional recovery produced for Peru by UNESCO with WHO, OEI, MOE & sub-national authorities 	

Para. 01019 - Strategy for Priority Africa

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Satisfactory progress achieved in the implementation of the national action plans for the Second Decade of Education for Africa (2006-2015) aiming at an increase in educational access, retention, performance and progression at all levels of education, from primary to higher education.</p>	<ul style="list-style-type: none"> Joint workplans with the RECs developed for joint implementation of the AU's Second Decade of Education for Africa, as a result of intensified collaborative work between UNESCO and the 4 main Regional Economic Communities (RECs), covering all African countries. In Central Africa, specific focus given to EMIS and the Global Initiative on HIV/AIDS and Education (EDUCAIDS). In West Africa, focus on EMIS and TVET. ECOWAS, with the support of UNESCO, has developed an Education strategy for implementation of AU's education decade. 	<ul style="list-style-type: none"> Although significant progress was made with ECCAS and ECOWAS, it is often difficult to pace work with the RECs that operate on different schedules. The mobilization of the necessary budget to implement the strategy is the main challenge 		<p>Partnerships with RECS should secure more sustainability to national efforts</p>
<p>Progress in achieving EFA accelerated and capacities built, particularly through addressing the challenges of literacy (Literacy Initiative for Empowerment (LIFE)), teacher issues and training (Teacher Training Initiative for Sub-Saharan Africa (TTISSA)), and HIV and AIDS education (Global Initiative on HIV/AIDS and Education (EDUCAIDS)) challenges.</p>	<ul style="list-style-type: none"> In line with AU 2nd Decade of Education, clearer literacy policies elaborated and resource mobilization strategies developed and implemented in many countries, enabling progress towards attainment of the literacy objectives set out in EFA and MDGs. The 18 African LIFE countries, together with Brazil, Haiti and Sudan, met in Maputu (Jan. 2008) and adopted the "Maputu Strategic Platform for LIFE", which specifies roles and responsibilities. Commitments to literacy and adult education further strengthened through the CONFINTEA VI Regional Preparatory Conference in Nairobi *Nov. 2008) through adoption of the "African Statement on the Power of Youth and Adult Learning and Education for Africa's Development". The African Network on Experimental Learning (23 countries involved) has been established. The development of a LIFE resource pack in English and French, and the Hosting of LIFE-line, a web-based platform, facilitate exchange between literacy stakeholders in LIFE countries. National budgets for literacy increased in 5 countries (Benin, Ethiopia, Mali, Mozambique and Senegal). Burkina Faso has for the first time taken into account non-formal education in its budgeting. Curriculum development supported in Senegal and a peer-review of this curriculum by West African LIFE countries facilitated. Both Benin and Burkina Faso received funding for adult literacy initiatives under the EFA Fast Track Initiative, despite the FTI's traditional focus on basic formal schooling. UNESCO continues to provide technical assistance to 17 of the 49 Sub-Saharan Africa countries involved in the Teacher Training Initiative for Sub-Saharan Africa 	<ul style="list-style-type: none"> Despite efforts to keep literacy on the education agenda through the various platforms mentioned and sensitize policy makers to the importance of literacy, particularly for adults, low priority to literacy in many countries remains an enormous challenge. Lessons learnt from the recent external SPO evaluation, covering seven thematic areas, including literacy and teachers, will be taken into account in the management and coordination of the two global initiatives relating to LIFE and TTISSA. 	<p>Several EXB funds from various sources (JFIT, CAP EFA et Spanish, Italian) have scaled-up RP TTISSA</p>	

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>(TTISSA). The following strategic areas of support are covered at country level: 1. Teacher policies: country-level policy/strategy development in 7 TTISSA countries (Angola, Chad, Congo, Dem.Rep of Congo, Guinea, Sierra Leone, Zambia) 2. Research on teacher issues in 11 countries (Burundi, Cape Verde, Central African Republic, Chad, Congo, the Dem. Rep. of Congo, Ethiopia, Guinea, Niger, Sierra Leone and Zambia). 3. National Qualifications Frameworks for Teachers (Angola and support to Quality Assurance through Regional Fora (all countries). 4. Capacity building of educational personnel and decision makers. (Angola, Burkina Faso, Burundi, Cape Verde, Central African Rep. Chad, Congo, Dem. Rep of Congo, Ethiopia, Ghana, Guinea, Madagascar, Niger, Nigeria, Sierra Leone, Tanzania, Zambia). At the global level, UNESCO has developed over a TTISSA policy diagnostic tool for setting up a sub-sector plan of action.. The tool has been piloted in Benin and Uganda and validated with various stakeholders including the African Development Bank and ILO.</p> <ul style="list-style-type: none"> • Validation of harmonized HIV and AIDS education curricula by 6 Ministries of Education of CEMAC in October 2008 enabled 2 major developments: preparation of national implementation strategies and opening up negotiations with CEEAC countries. 	<p>Challenges:</p> <ul style="list-style-type: none"> • Assuring an effective translation of harmonized curricula into budgetised, monitored and viable national action plans. Securing sufficient funding for large-scale national activities will demand joint efforts, mobilizing UNCT on HIV and AIDS and other partners. The potential enlargement for CEEAC will further increase this challenge and coordinated and harmonized action of all involved UNESCO offices is necessary. 	<p>interventions in a large number of countries in SSA. These funds have been used mainly to support strategic planning and policy dialogue or implementing innovative training practices.</p> <p>Joint, coordinated action of several UNESCO offices brought a true added value for this activity. Joint efforts with Communication sector have made possible greater visibility for lesser costs, strengthening capacities of media in addressing the questions of HIV and AIDS in educational settings. Communication sector will play, in selected CEMAC/CEEAC countries, an important role for national implementation efforts (use of ICT in teacher training, for instance).</p>	
<p>Technical and vocational education and training (TVET) curricula revised, and science programmes developed and implemented in Member States through intersectoral activities and the network of UNEVOC centres in Africa.</p>	<ul style="list-style-type: none"> • Process of enlisting support of ECOWAS Secretariat and African Development Bank in order to set up Taskforce to work on a national vocational qualifications framework for ECOWAS region countries and a Regional Qualifications Framework initiated and action in 4 countries of the ECOWAS begun. Preparatory work started for next year's meeting of ECOWAS Ministers of Education and Technical Education organized to sensitize Ministers on the importance of the National Qualifications Framework. • 10 ECOWAS countries involved in integration of life skills through the Basic Education in Africa Programme (BEAP) and inclusion of marginalized population groups; at least 	<ul style="list-style-type: none"> • Necessary involvement of sectoral and multisectoral TVET stakeholders in reflection on national policies. 		

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>three areas of the economy targeted in each country for improvement of national policies.</p> <ul style="list-style-type: none"> • Strategic advice on the development of their TVET system in response to identified and future requests and in accordance with a holistic approach that integrates BEAP into basic education. • Capacity-building to improve the management and monitoring of TVET at the regional level: production of a document advising governments on the issue of improving the quality of TVET statistical data, drawing on summaries of work already completed and on forthcoming workshops, in cooperation with the regional branch of the UNESCO Institute for Statistics (UIS). • Advice to governments in the area of traditional crafts through intersectoral work with the Culture Division of BREDA in order to preserve and develop the TVET sector. • Effective review of TVET plans and policies with a view to integrating life skills. • Analysis of and reflection on innovative mechanisms for lifelong learning. 			
<p>Use of ICTs in education increased to meet EFA goals and improve quality, as well as open access to post-basic education programmes.</p>	<ul style="list-style-type: none"> • Partners sensitized to UNESCO recommendations and expertise via UNESCO's participation in E-Learning Africa Forum held in Dakar (April, 2009) through cooperation between UNEVOC, IICBA and BREDA. Preparatory work undertaken towards organization of the Bamako+5 Conference on Teaching for September 2009. 	<ul style="list-style-type: none"> • The vast majority of work in this area is done with new and different partners, notably in civil society and the privates sector. Different partnership models need to be sought with associations and networks to develop and communicate good practices and policies 		
<p>Policy advice delivered to establish national and regional research systems, especially through support to identified centres of excellence to enhance quality delivery of higher education programmes and the development of a qualifications framework for quality assurance.</p>	<ul style="list-style-type: none"> • More than 200 representatives from government, educational institutions, civil society, education staff unions, students associations and development partners from 27 countries were informed and discussed major issues in higher education at regional conference for Africa held in Dakar, Senegal, November 2008, as part of preparations for World Conference on Higher Education. Participants concluded on need to focus on: access, relevance, efficiency and effectiveness; quality assurance (QA); research and innovation; partnerships and cooperation; creation of an African higher education; and funding. • The regional Conference on HED in Africa (CRESA) and the 3rd QA conference identified further steps for 			

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	strengthening regional research and advancing the policy discussion through support to existing scientific network, centres of excellence and UNESCO Chairs.			

Para. 01023 - UNESCO International Bureau of Education (IBE)

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$ 4 591	Actual: \$ 4 591

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Institutional and human capacities enhanced in curriculum design, development and reform.	<p><i>Global Community of Practice in Curriculum Development (COP):</i></p> <ul style="list-style-type: none"> The COP in Curriculum Development was consolidated and expanded, creating an active expert network (1220 members from 126 countries, with 14 focal points) and a platform for policy dialogue on national, regional and interregional levels, using South-South and North-South- South cooperation as implementation modality; Curriculum focussed contributions being made for the Basic Education in Africa Programme (BEAP) for a 9 year competency based curriculum framework in the pilot countries, namely Ethiopia, Cote d'Ivoire, Gambia and Tanzania, in coordination with UNESCO-BREDA and other field offices; Central America (AECI-CECC) "Evaluation of Competencies" (Costa Rica, June 2008): Curricula re-designed for secondary education in Guatemala (Grade 7-9) and 40 curriculum developers (from Belize, Costa Rica, El Salvador, Honduras, Guatemala, Nicaragua, Panama) trained on competency-based curriculum design; IBE worldwide resource pack on curriculum change and management finalized with the view of supporting country-driven initiatives for capacity development. <p><i>Curriculum innovations, peace education and poverty alleviation in Africa:</i></p> <ul style="list-style-type: none"> Network of high level specialists from Ministries of Education in 9 	<ul style="list-style-type: none"> Relevance of animating the COP on a permanent basis by producing and sharing knowledge and competencies on curriculum issues; Value of the COP to link institutions and persons from different regions, contributing to a permanent global policy dialogue on education and curriculum issues; Value of the COP as a privileged setting for producing and sharing knowledge on inclusive education, leading to a solid follow-up process of the 2008 ICE; Field Offices are the main channel to effectively support processes of curriculum change and management at the regional and national levels; The BEAP initiative as a good example of UNESCO "Working as one" around core issues; Relevance of a comprehensive capacity development approach which supports curriculum change and management processes and that includes policy dialogue, training and learning resources. Importance and benefits of a multi- 		<p>Flexible frameworks and diverse strategies to engage Ministerial staff, UNESCO Offices, COP Focal Points and other partners with regards to fostering policy dialogue and action on curriculum issues;</p> <p>Combination of face-to-face and on-line activities through the COP to support regions and countries in designing and implementing processes of curriculum change.</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>Sub-Saharan African countries (Angola, Burkina Faso, Burundi, Congo, Mali, Mauritius, Mozambique, Niger, Rwanda) reinforced; 6 new countries (Botswana, Guinea, Kenya, Malawi, Senegal, South Africa) joined and are participating in project activities; 90 curriculum specialists trained;</p> <ul style="list-style-type: none"> • Representatives from Member States and donors shared lessons learned at the International Forum on "What Sort of School is Needed in Africa Today and Tomorrow" held in Madrid, January 2008; • A new conceptual and methodological framework elaborated and endorsed to introduce peace education and to analyze skills for work in the curriculum at the International Seminar: "Curricular innovations to learn to live together" co-organized by the IBE, GTZ and Rwandan National Center for Curriculum Development, Rwanda Ministry of Education (Kigali, October 2008). • International Seminar: "Enhancing Life-relevant Competencies in the Curriculum: Integrating Preparation for Life and Work, Poverty Alleviation and Peace Education" co-organized by the IBE and GTZ (Geneva, March 30th to April 3rd 2009). Concepts of "Life Skills" and "Learning to Live Together", covering both peace education and poverty alleviation as central dimensions of the curriculum of basic education (and its associations) explored with international experts, state of peace education in the participating countries reviewed, the outline of a tool for capacity building and implementing the interconnected dimensions in the curriculum (i.e. skills training for work and life and peace education) elaborated; • Participants at the International workshop: «Competencies for life and work in 21st century: a toolkit for capacity building in Sub-Saharan Africa» (Nairobi, Kenya, 22-26 June 2009), agreed on the final version of the Toolkit structure and outline; • Prospects, N°146, "Poverty Alleviation and inclusive education: Transforming schools in sub-Saharan Africa" produced and made available in English, French and widely disseminated. <p><i>Clearing house and capacity building for curriculum and HIV and AIDS education:</i></p> <ul style="list-style-type: none"> • Data collection and dissemination completed for over 720 good curricular practices. 15 in depth appraisals of good practices carried out; continuous active contributions to the UNESCO HIV and AIDS Clearinghouse; 100 new good curricular practices added over the period January-June 2009. • Manual for integrating HIV and AIDS education in school curricula updated; multi-lingual website improved (15,000 visits per year); CD Rom produced with interactive activities for teachers and 	<p>country approach;</p> <ul style="list-style-type: none"> • Importance of a true participatory process and of the project components, which are mutually reinforcing, namely research, action and capacity development; • Importance of the project providing a mid-term perspective for its activities (since 2004). <ul style="list-style-type: none"> • The approach must be adapted to cultural context; • Personal commitment from high level stakeholders is crucial; • Continue the capacity building work in more sub regions in Africa; 	<p>IBE partnership with GTZ ; future joint fund raising possibilities;</p>	<p>Publication and dissemination of papers and studies; providing access to such works on the IBE website;</p> <p>Follow up strategies to expand IBE's work in Africa within context of the IBE Strategy 2008-2013.</p> <p>Official commitment from Ministries of Education in several countries for the integration of HIV and AIDS education in curricula;</p> <p>Technical assistance, advice and evaluation of documents produced by the countries</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>teacher trainers;</p> <ul style="list-style-type: none"> • 120 specialists trained in Central Africa and Russia at the “<i>Atelier d’harmonisation des politiques d’éducation en matière de lutte contre le VIH et le sida dans des pays de la CEMAC</i>” (Douala, May 2008) and “Raising awareness and capacity-building workshop for HIV and AIDS curriculum development (Moscow, April 2008); • Technical assistance provided on pre- and in-service teacher training in Guyana on school health and nutrition with a special focus on HIV and AIDS; • Shooting of a pedagogical movie on good practices for HIV and AIDS education training in schools in Cameroon completed. • Technical Cooperation projects/assistance to Member States (TA): • Project proposal developed for curriculum and textbook development in Iraq; Strategy to test the revised Liberian syllabi elaborated with the Ministry of Education. (Liberia, September 2008); • As part of the MDG fund, in cooperation with UNESCO Hanoi Office, detailed TA work plan prepared to define the IBE contribution to the project “Textbook revision from a gender perspective” being implemented over the period 2009 and 2010; <p><i>GigaPan project: Diversity and Inclusion in the Community.</i></p> <ul style="list-style-type: none"> • Carnegie Mellon University in association with the ASPnet participating in the cutting edge project, which was formulated and implemented, integrating new technologies and curriculum development, inclusive education pedagogical practices and international understanding approaches. Exchanges and sustainable networking among students of different cultural backgrounds promoted; • Schools in pilot sites in South Africa, Trinidad and Tobago, USA, Indonesia and Brazil identified and actively involved; Some 30 teachers and students from the aforementioned countries trained in a workshop held in the USA, June 09, in an effort to improve the project’s coherence and sustainability. 	<ul style="list-style-type: none"> • Importance of exploring new financing solutions; • Resource packs of good practices are useful for the field; • Teacher training and curriculum must be reviewed together. • Importance of internal IBE coordination and cooperation across different projects and programmes; • Importance of pro-active means of disseminating IBE works and results; • Importance of well-grounded comparative studies based on primary and secondary research on curriculum processes and products; • Importance of coordinating with UNESCO Field Offices and other international agencies in order to enhance the outcomes and impact of IBE programs and studies; • Need of strengthening the TA team and delivery capacity in compliance with increased demands from countries and education agencies. • Importance and benefits of a multi-country approach; • This pilot project is flexible and adaptable and can be integrated into formal and non formal educational settings; • Breadth of skills and subjects that students can work on using the GigaPan was larger than originally anticipated; • Confirms how technology can be used in interactive pedagogy and can improve and enhance international understanding; 	<p>Other partner’s in-kind contributions; fund raising</p> <p>A sharing of costs and resources between the IBE, CMU and ASPnet has made the pilot project very cost effective;</p> <p>Creating regional hubs in the future should increase future efficiency, lowering travel costs for example.</p>	<p>after workshops;</p> <p>Close and continuous collaboration with concerned UNESCO Field Offices.</p> <p>Ownership by partners and beneficiaries; Publications; Roll-on strategies at country level;</p> <p>Online training and instruction for the project helps increase the sustainability; In the future it is expected to create regional hubs and select local champions to further increase the sustainability; Expansion of the project to other schools and school networks; Publications emerging from the project.</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
		<ul style="list-style-type: none"> Challenges were to teach the technology in schools with little prior exposure. We learnt the students were able to pick up the technology rapidly. 		
<p>New orientations and developments in the field of education identified through information collected and processed, research and studies.</p>	<p><i>Observatory of Trends:</i></p> <ul style="list-style-type: none"> A compilation of systematised and selected information on educational legislation, governance and financing in 184 countries was provided for the EFA Global Monitoring Report (GMR) 2009 (over 1,600 pages); An exploratory analysis of 2008 National Reports and other reports on inclusive education in LAC produced; a CD-ROM containing all the materials of the 48th ICE session (including the 2008 series of National Reports) produced; One issue of the <i>IBE Working Papers on Curriculum Issues</i> made available in May 09 (n° 8, "Complex knowledge and educational competencies"); 			
<p>Knowledge and information updated and disseminated on education systems, existing curricula and curriculum development processes, as well as examples of best practices and innovations.</p>	<p><i>Resource Bank:</i></p> <ul style="list-style-type: none"> IBE publications consulted/downloaded over 298,000 times from UNESDOC during Jan 2008 to May 2009; 70 weekly alerts and 5 Digests compiled and sent out to over 1,200 curriculum specialists in 120 countries worldwide during Jan 08-May 09; 193 Country Dossiers updated and enriched, including 95 countries with online access to curricular resources; 161 education profiles of the World Data on Education database also accessible through the Country Dossiers; Development of the archive of online curricula, bringing the total to 403 documents in this collection; Updated version of <i>World Data on Education</i> available on the IBE website (161 profiles); The IBE website permanently updated and improved, and a special section on the 48th ICE session fully developed in 3 languages (En, Fr, S); Multilingual, user-friendly IBE website: increased number of non English-speaking visitors in the first 17 months of the current biennium (Fr +35%, Sp +28%, Ch +63%, Ru +38%, Ar + 137%); the number of visits increased from 1.9 to 2.8 million; and the number of page views increased from 4.8 to 19.5 million; New impulse given to "Prospects": Improved quality control, time delivery and visibility; increased subscriptions and revenues, three issues completed. 	<ul style="list-style-type: none"> The IBE clearinghouse function (highly valued both within and outside UNESCO) is an important asset for supporting ICE 2008 follow-up activities. As the IBE website complies with UNESCO Portal guidelines and is in line with the structure of the Education Sector portal, the section devoted to the 2008 ICE gave increased visibility to the Sector. 	<p>The adoption of the Typo3 Content Management System for the maintenance and development of IBE website resulted in increased efficiency compared to the legacy system and offers additional opportunities for further developments.</p>	<p>Based on the feedback exercise recently conducted to ascertain the usefulness of the alert services, the response was very positive, with an average approval rating of about 80%. The alerts make available the latest news items, online reports, websites and other online resources from all over the world pertaining to curriculum development, education systems and educational trends. The languages covered include French, Spanish and English.</p>
<p>International policy dialogue on educational policies intensified and broadened.</p>	<ul style="list-style-type: none"> Fostered dialogue on Inclusive Education policies and practices to advance a quality EFA through the preparations and the holding of the 48th session of the International Conference on Education 	<ul style="list-style-type: none"> The preparatory process considered as a model for stakeholders involvement proved to be a key element contributing to the high quality debates 	<p>The ICE is organized by the IBE with the support of UNESCO Education Sector.</p>	<p>Follow-up to ICE Recommendations on Inclusive Education is part of UNESCO and IBE programs</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>(ICE):</p> <ul style="list-style-type: none"> • The 48th ICE: over 1600 participants (with 100 Ministers and vice-Ministers; 153 countries represented, representatives of UN agencies and NGOs) engaged in cross dialogue on broadened notion of Inclusive Education; • Partnerships forged with key stakeholders and strong commitment made for follow up actions in their agendas, including the Council of Europe, OHCHR, UNICEF, International Education; • Involvement of private sector through participation in the exhibits; • Strong outcome document “Conclusions and Recommendations” unanimously endorsed by the ICE; • Fund raising objectives met. 	<p>and to the sense of ownership by the participants.</p> <ul style="list-style-type: none"> • The active role and personal participation of Ministers of Education and high level delegations were essential to enrich debates. • Innovative features were very much appreciated, like the webcast Roundtable between Ministers and young people, representing the excluded. • Success of exhibitions and side-events bringing other partnerships. • Strong collaborative relations established with HQs and the UNESCO Regional Bureaux and FOs are essential for the implementation of the “Conclusions and Recommendations”. 	<p>A team of young professionals, research assistants as well as interns, was recruited with specific ICE related tasks, and was provided with a unique working experience.</p>	<p>(see draft 35 C/5)</p>
<p>Implementation of the decisions of the 2008 International Conference on Education monitored</p>	<ul style="list-style-type: none"> • To maintain the momentum around Inclusive Education, presentation and discussions of the 48th ICE outcomes were held at 17 targeted ICE follow up activities, involving a total of 1,255 participants from 66 countries; • The 48th ICE Final Report completed in the 6 official UN languages; a CD-Rom containing all ICE documents, presentations, national reports and other materials, including the final report, produced and ready for dissemination; • Four videos prepared for the 48th ICE reproduced and “video notes” completed in English, French and Spanish, to be used as a learning tools; 	<ul style="list-style-type: none"> • Strong collaborative relations established with Hqs and the UNESCO Regional Bureaux and FOs proved instrumental in expanding the impact of follow up activities for the implementation of the ICE “Conclusions and Recommendations”. • Key role played by the IBE Community of Practice (COP) in engaging stakeholders and partners in policy dialogue and capacity development initiatives related to Inclusive Education 	<p>The majority of the follow up activities are cost shared among key stakeholders</p>	

Para. 01026 - UNESCO International Institute for Educational Planning (IIEP)

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$ 5 100	Actual: \$ 5 100

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
National capacities strengthened in educational planning and management (EPM).	<ul style="list-style-type: none"> • Thirty-one persons graduated from the Advanced Training Programme (ATP), (51,6% from Africa, 58,1% from LDCs, 48,4% women.) • A tracer study of IIEP's Alumni is being implemented and it will help document the effect of the ATP. A number of IIEP Alumni occupy high-level positions that place them at the heart of policy dialogue and policy-making. • IIEP successfully piloted its new 10-month blended education course in six sub-Saharan African countries. • In 2008, IIEP offered 17 residential or short-term courses to 734 persons in 76 countries. Since the beginning of 2009, over 500 persons have been trained through IIEP's specialized courses. • IIEP created synergies with UNICEF for training on response and prevention of disasters and conflicts. A pilot workshop established the relevance of course design and content. 	<ul style="list-style-type: none"> • Distance education is proving a good means to reach groups of planners and managers who might otherwise be excluded from opportunities. IIEP is therefore developing this modality, while bearing in mind that the digital divide still precludes the implementation of fully web-based courses in a number of countries. • The ultimate challenge remains to ensure that the planners and managers trained by IIEP actually discharge functions with their skills. This poses issues related to the environment and the functioning of civil services from which the majority of IIEP trainees come. 	<p>IIEP pays close attention to mitigating the fact that training is labour intensive:</p> <ul style="list-style-type: none"> - Changes have been introduced in the ATP to ensure that inputs are used effectively. - Distance and blended courses are being developed. - Regional rather than national courses are favoured to maximize the reach of the short-term courses. - Partnerships are consistently sought to ensure the effectiveness of inputs through cost-sharing or leveraging arrangements. 	<p>End-of-course evaluations indicate that participants rate highly the usefulness and relevance of the training. IIEP takes this as an indication that learning outcomes will be used.</p> <p>Collaboration with national/regional training institutions (e.g. RIHED in Asia, MTAC in Uganda) strengthens the capacities of these partners to discharge their training functions. IIEP associated six national training institutions to its new blended course. The feasibility of replicating the blended course with the same institutions will be explored.</p>
Capacity requirements and constraints in educational planning and management (EPM) documented.	<ul style="list-style-type: none"> • On the basis of an extensive set of reviews, papers, and discussions within and beyond the UN System, IIEP produced a UNESCO Strategy Paper on Capacity Development in Educational Planning and Management. The findings have been discussed in international settings such as the 2008 EFA Working Group. • Work on building IIEP's web-based portal started. 	<ul style="list-style-type: none"> • Lessons learnt include the essential dimension of national leadership and ownership for sustainable results, the need for change agents in middle to senior planning and management functions and the importance of inter-ministerial collaboration. The Paper draws implications for UNESCO. 	<p>Resources have been carefully used, in particular for missions. Rather than to organize separate meetings, already-planned meetings are used to discuss with partners and raise awareness of UNESCO's work. This has allowed wider knowledge of UNESCO's program at a lower cost.</p>	<p>Findings are being discussed internally for mainstreaming into the work of the Education Sector.</p>
Education stakeholders informed of significant developments in educational planning and management.	<ul style="list-style-type: none"> • Over 36 publications were produced in the course of the biennium. Indication of use is premature. However, strong use can be anticipated based on patterns from previous biennia. The number of downloads from IIEP's website provides indicator of strong demand. • IIEP work is regularly used by other stakeholders. For instance, past work on student financing in higher education in Asia is being used by the International Comparative Higher Education Finance and Accessibility Project for a study commissioned by the World Bank. • Further illustration of the use of IIEP's work includes the AAU 	<ul style="list-style-type: none"> • Strong partnerships and networking, together with the capacity instantly to comply with requests for information, are essential to ensure the visibility of IIEP's work. 	<p>Complementing quality assurance processes already in place (e.g. peer reviewing), IIEP introduced a stock-management system for its publications.</p> <p>IIEP reduced its Newsletter from four to three annual issues. The mailing list is regularly updated to ensure adequate targeting of its readership. It would not be appropriate at this stage to</p>	<p>Dissemination is one of the Institute's key functions, and as such must be maintained. The Institute will continue to take advantage of new technologies as they appear, as well as traditional forms of dissemination.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>requesting IIEP to produce a policy brief on private higher education, based on its previous work.</p>		<p>abandon the paper version in favour of the electronic one.</p>	
<p>Findings of strategic research and best practices disseminated.</p>	<ul style="list-style-type: none"> IIEP's research findings on teachers in a context of HIV and AIDS were well received by partners meeting at the June 2009 IATT-Education Symposium. Findings clarify aspects related to teacher management, referral and support structures, use of teacher codes of conduct, and teacher knowledge on HIV and AIDS. The presentation had been preceded by an online forum on <i>Teachers and HIV & AIDS: Reviewing achievements, identifying challenges</i>. The forum aimed to share good practices and challenges on teachers and HIV and AIDS and suggestions were made for areas where efforts should be intensified. 400 persons took part in the discussions. IIEP built on its previous research findings on external quality assurance to assist the <i>International Network for Quality Assurance Agencies in Higher Education (INQAAHE)</i> with the preparation of a distance course on external quality assurance in higher education. Two of the four modules were written by IIEP. The materials will be placed at the disposal of the 200 network members. The first two modules are being adapted by the New York State University and the University of Melbourne. In close cooperation with the Ministry of Education and Training, IIEP is conducting an evaluation of Lesotho's fee-abolition policy at primary education level. Depending on the results of the evaluation, the School Fee Abolition Initiative Operational Guidance Paper, to which IIEP contributed along with UNICEF, the World Bank and FTI, may have potential as a tool for further implementation of fee-abolition in Lesotho. IIEP represents UNESCO on the Interagency Network for Education in Emergencies (INEE) Working Group (WG) on Education and Fragility. IIEP produced the first WG desk study on Afghanistan, which will help to provide evidence of how education contributes to prevention of conflict and fragility. Some of IIEP's research findings were published in the course of the past six months. As such, indication of use is premature. 	<ul style="list-style-type: none"> IIEP is a small institute which relies for visibility on the quality of its work and the willingness of both UNESCO colleagues and other partners to further advocate it as a resource centre for expertise. Improved synergies and partnerships should allow IIEP to reach further and influence the processes and potential results of educational planning. 	<p>IIEP regularly assesses the relative costs of publishing in print and/or electronically. During 2008, one third of publications were issued only in electronic format.</p> <p>IIEP carefully manages the opportunity and direct costs of participating and contributing to international events. Usually, direct costs are borne by event organizers.</p>	<p>National researchers and research institutions are closely associated with the research process. Together with national and regional seminars, this provides the initial step towards national ownership of the findings.</p>
<p>Capacities of Member States enhanced in planning, implementing, managing and monitoring education sector programmes.</p>	<ul style="list-style-type: none"> IIEP is completing an analysis of education expenditure in Ghana with national stakeholders; in Benin, IIEP and UIS are supporting the MoE in the collection of financial data. The result of this work will help update the Status report on Benin's national education system (RESEN). Strengthened capacities of the Ministry's Planning Department in Afghanistan: The Ministry is currently preparing a new strategic 	<ul style="list-style-type: none"> The lack of qualified planners and managers in key areas of educational planning jeopardizes the sustainability of IIEP's interventions in a number of countries. This is why IIEP insists on transferring skills rather than just doing the work. This approach often requires long-term involvement from the 	<p>Regular communications with partners help solve most issues that arise, thereby reducing delays in programme implementation and the number of missions required. The latter are prepared as far in advance as possible to optimize contact time with national</p>	<p>IIEP endeavours to transfer skills to ensure implementation by national actors. Assessment of needs and capacities is conducted prior to any intervention. To the extent possible, all stakeholders are invited to</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>plan with minimal involvement of international consultants. A National Education Strategic Plan (NESP) for 2006-2010 was prepared, with support from UNESCO, and this has become the basis for discussions with donors and for managing development activities.</p> <ul style="list-style-type: none"> • IIEP expects to achieve similar effects in Angola and Iraq, where it has just started operations in support of strategic planning exercises. • Implementation of the pilot project <i>Schools of the Bicentenary</i>, a public-private partnership between the central Ministry of Education and 29 private-sector companies, is ongoing in four Argentinean provinces. Over 80 schools are now involved in implementation. The project, which seeks to improve the quality of education for children from poor families, registers positive results in terms of drop out, repetition, and enrolment rates. IIEP is preparing a monograph on this initiative within the framework of its research programme on public-private partnerships. 	<p>Institute and strong financial backing from development partners.</p>	<p>counterparts.</p>	<p>participate in programme design, and national capacities are harnessed for project/programme implementation.</p>

Para. 01029 - UNESCO Institute for Lifelong Learning (UIL)

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$ 2 300	Actual: \$ 2 300

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Capacities improved in Member States regarding the recognition, accreditation and validation of achievements in different forms of learning, including non formal and informal learning.</p>	<ul style="list-style-type: none"> • Advice provided to 5 Gulf countries on recognition, accreditation and validation of achievements (RVA) African Network on RVA set up and South-South exchange increased • Advocacy leaflet on RVA prepared • Disseminated practices on RVA and NQF for CONFINTEA VI • Synthesis Report on 37 countries updated • Advocacy guide on Why Recognition of non-formal and informal learning matters 	<ul style="list-style-type: none"> • There is growing interest on RVA but mainly through National Qualification Frameworks (NQF) and resistance to include literacy and non-formal education into NQF. • Based on the work undertaken, it is acknowledged that the promotion of RVA requires a coherent development of policies, frameworks and practices, reflecting national economic, social and cultural characteristics and values. 	<p>Growing international interest was achieved with quite limited direct programme support through effective support from UNESCO National Commissions, and through instrumental networking of an interagency support group.</p>	<p>The RVA concept is increasingly promoted by both governmental and non-governmental actors world wide:</p> <ul style="list-style-type: none"> - Increasing number of regional and sub-regional initiatives on RVA - Development of common and shared set of benchmarks on RVA
<p>Capacities increased for policy formulation and programme delivery in literacy and non-formal education in Member States, especially in the Literacy Initiative for Empowerment (LIFE) countries, resulting in</p>	<ul style="list-style-type: none"> • Decision-makers and other key stakeholders sensitized on the importance of literacy as the foundation for lifelong learning through effective advocacy efforts deployed worldwide during the CONFINTEA preparation process; 	<ul style="list-style-type: none"> • Interest shown by LIFE countries (35) is uneven. There is more interest in African countries, where LIFE has raised high expectations, than in E-9 countries which are more self-reliant, such as India, China, 	<p>Cost effectiveness of LIFE is achieved through a main focus on upstream work, through which a multiplier effect comes into force by targeting senior and middle-management personnel</p>	

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>increases in the literacy rate.</p>	<ul style="list-style-type: none"> • Knowledge on good quality literacy work increased through the Literacy Effective Practices Database (launched in March 2009), which provides state-of-the-art evidence and key information on effective literacy policy and programmes from all world regions; • Networking and South-South cooperation among LIFE countries strengthened through LIFE-Line; • Capacities of key stakeholders from LIFE and non-LIFE countries built through advocacy and capacity-building materials (LIFE Resource Pack); • Ministers, Directors of Education and Culture, NGOs and representatives of bi- and multilateral agencies made the political commitment to increase literacy efforts in 41 francophone countries; • Strategic orientation of LIFE implementation and effective monitoring of ongoing LIFE processes at the country-level in the Arab region improved; • National literacy and NFE policies and strategies developed and updated in several LIFE countries (e.g. Benin, Guinea, Mali, Pakistan); • Work Plan for LIFE Project in Mozambique (CapEFA Programme) aligned with strategic gaps, validated by a National Forum and made consistent with available resources and expertise through technical assistance. • Knowledge base on effective literacy concepts and strategies enlarged through technical guidance and orientation of Project coordinators of 27 literacy-related research project clusters in Germany (funded by BMBF); Advocacy and partnership strengthened through identification of new stakeholders in the context of planning towards the national literacy day; • Family Literacy approach mainstreamed into the local education policy after pilot project has been conducted in Hamburg. 	<p>Indonesia and Brazil.</p> <ul style="list-style-type: none"> • In order to start and sustain effective LIFE processes in countries, it is important to connect to ongoing activities and identified needs, and to promote the development of strong national coordination and partnership mechanisms.. • Research evidence as well as examples of effective policy and practice in literacy generated in the context of UIL's research projects have been crucial in supporting and providing credibility to UIL's activities, in particular to advocacy, policy dialogue and capacity development. A major challenge consists in making available evidence-based information in other languages than English and French. • While the general interest in the family literacy approach is high, respective literacy work needs institutional support and infrastructure for which resources are often unavailable. More efforts need to be undertaken to participate in regional networks on family literacy in order to document and disseminate effective practice and have a stronger impact on policy. 	<p>Use of online techniques (LIFEline, Data base on effective practice) helps to facilitate communication among literacy actors (GO and NGO) and world wide dissemination of research-based evidence with limited resources.</p>	
<p>Relevant programmes developed for vulnerable populations and groups with special needs.</p>	<ul style="list-style-type: none"> • Research-based knowledge on effective approaches to literacy for indigenous youth and adults as well as literacy in multicultural and multilingual contexts is made available through online publication and demand-oriented policy advice. 			

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>CONFINTEA VI prepared, held and followed up, commitment to adult education enhanced, greater visibility, integration, and political and financial support for adult education achieved.</p>	<ul style="list-style-type: none"> • High visibility and important involvement of Member States and stakeholders from CSOs through the national reporting processes (151 reports) and the intensive regional preparatory schedule (5 regional conferences with 1110 participants), and by the systematic dissemination of CONFINTEA VI advocacy materials in two to four languages (posters, flyers and newsletter), supported by a special website in seven languages, finalization of 5 regional synthesis reports in two languages, providing a comprehensive picture of the regional trends, achievements and gaps in adult education, 5 adopted regional strategy documents with recommendations and strategies for the policy development in the regions and for the generation of the draft global document and a draft global report, providing the first ever overview and evidence-based analysis on adult education from a global perspective and baseline data for the future monitoring; • Worldwide mobilization with support of a Consultative Group; their fourth meeting was instrumental for a review of the regional conferences, generating critical advice for the programme of CONFINTEA VI as well as for the draft outcome document, which was distributed to Member States for their consultation. • By May 2009, almost 1000 participants confirmed their participation in CONFINTEA VI, among them approximately 90 Ministers, several as panelists in one of the thematic round tables on key issues. 	<ul style="list-style-type: none"> • Due to the spread of influenza A (H1N1), the Brazilian Government decided to postpone CONFINTEA VI, until December. <p>Lessons learnt:</p> <ul style="list-style-type: none"> • Despite the differences in and specificities of the regional contents, all regions share similar trends and challenges in adult education with regard to the lack of adequate resources, comprehensive policy frameworks, and data collection, & low participation rates. • Need to develop concrete benchmarks. • A much more pro-active role of UNESCO/UII is expected for the technical support (conceptual clarification, policy development) and the monitoring of commitments following CONFINTEA V. • Close involvement of Member States through national commissions in the national and regional preparation of CONFINTEA VI is essential. • The CONFINTEA website is instrumental in facilitating mobilization, advocacy, information dissemination and communication. 	<p>Participation of poor countries in regional preparatory conferences was secured through direct contributions or sponsorship by organizing countries.</p>	<p>151 national reports uploaded on UIL website to ensure that Member States and other stakeholders use these documents as references for policy development and programme implementation.</p>
<p>Cooperation and networking among the Member States in the Africa region enhanced in order to build capacities for the design, delivery and evaluation of literacy, non-formal education and adult education programmes, resulting in increases in the literacy rate.</p>	<ul style="list-style-type: none"> • UIL's Africa related activities have been embedded in CONFINTEA VI and LIFE. Due to the postponement of CONFINTEA VI, main achievements will be reported to the 183 EXB. • The Meeting of Francophone Countries on the preparation for CONFINTEA VI provided an excellent opportunity for African policy makers to share their experiences in this North-South exchange and to build capacities on making literacy education sustainable and integrating it in education sector programmes. 	<ul style="list-style-type: none"> • The postponement of CONFINTEA VI is a major challenge as the strategy has been built on it and the activities scheduled for the second half of the year cannot be maintained. • An important event in UIL's Africa programme for the first half of 2009 has been postponed: the ministerial conference on language and culture in education in Africa which UIL organizes in collaboration with ADEA. 		
<p>Recommendations of the six regional conferences on literacy implemented.</p>	<ul style="list-style-type: none"> • Regional conference in support of literacy in Eastern and Central Europe and the Caucasus (Baku, Azerbaijan, May 2008) and CONFINTEA VI regional preparatory provided opportunities to advance literacy, strengthen partnerships and coordinate and monitor the 			

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>LIFE initiative.</p> <ul style="list-style-type: none"> • New policy papers and strategies for literacy prepared in a number of countries, as a follow-up to the African Regional Conference in Global Support of Literacy and the <i>Bamako Call to Action</i> (2007). • Dedicated ministerial structures for literacy and countries: Benin, Burkina Faso, Mali, Niger, and Mauritania. Budgets have been increased in Benin, Burkina Faso, Ethiopia, Mali, Mozambique and Niger among others.. • The UNLD Fund for Advancing Literacy was launched by Ms Laura Bush, Honorary Ambassador for the UNLD in September 2008. 			

Para. 01032 - UNESCO Institute for Information Technologies in Education (IITE)

Regular budget: Activities (rounded to \$ thousand)

Planned: \$ 1 100

Actual: \$ 1 100

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>National educational policies integrating strategies for ICT applications formulated.</p>	<ul style="list-style-type: none"> • Research carried out on ICT usage in higher education (CIS and Baltic countries) which facilitates policy dialogue and exchange of best practices between Member States. 			
<p>National capacities for ICT usage in education increased.</p>	<ul style="list-style-type: none"> • National capacities strengthened through 4 training programmes on "ICTs as a Means for Providing Accessibility of information Environment for Development, education and social inclusion of people with disabilities", seminar " ICT usage for psychological diagnostics and therapy of students from post-conflict regions: and : indicators of ICT usage in education on open education resources" trained 120 educations in the CIS and the Arab States. 	<ul style="list-style-type: none"> • Close cooperation and coordination of the activities with other UNESCO institutes and centers are crucial for the success of IITE's interventions. 		
<p>Open access provided for ICT usage in education.</p>	<ul style="list-style-type: none"> • Policy dialogue and information on new education resources promoted through the IITE initiated international seminar and expert meeting on the theme "Open educational resources and technologies". 	<ul style="list-style-type: none"> • Growing interest for Open educational resources among the CIS countries 		

Para. 01035 - UNESCO International Institute for Capacity-Building in Africa (IICBA)

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$ 2 000	Actual: \$ 2 000

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Capacities of ministries of education and teacher education and training institutions strengthened in a selected number of countries, with a focus on those countries participating in TTISSA.	<ul style="list-style-type: none"> • Training provided to heads/management staff of teacher education institutions (eg. 34 institutions in Sierra Leone; 117 institutions in Nigeria; 27 institutions in Tanzania). • Training was conducted as part of the CapEFA project for Sierra Leone on the development of print-based ODL materials. 20 modules for 10 subjects developed and edited for training of 3700 in-service teachers through distance education. 	<ul style="list-style-type: none"> • Some of the free Open Source ICT tools integrated into the training package have been found too complex and requiring powerful computers; simpler version are thus being tested for future use. • The cost of printing has been prohibitive 	<p>Two training workshops were covered by extrabudgetary funds (CapEFA), which also supported the production of the modules. Stakeholders covered local costs in Nigeria mobilized through close cooperation with UNESCO Abuja office.</p>	<p>The training workshops have been organized as training of trainers. Those who participated will therefore impart the information and knowledge acquired to colleagues in their respective workplaces.</p>
Quality research on recruitment, training, retention and welfare of teachers conducted and disseminated in a number of countries.	<ul style="list-style-type: none"> • Studies on teacher training and retention at pre-school level conducted in six countries (Ethiopia, Burkina Faso, Congo, Nigeria, Lesotho and South Africa). Research revealed approaches to teacher training, legal instruments supporting teacher development and service provision, expenditure on ECCE, good practices in teacher development and policy recommendations to tackle challenges • In cooperation with IIEP, research completed on South Africa's Experiences of using New Technologies in Teacher education as part of the programme on "Capacity development in educational planning and management for achieving EFA. 	<ul style="list-style-type: none"> • Shortage of published document on success and critical records for tracing programmes made towards the development and retention of teachers, care gives and managers of ECCE, due to insufficient funding. • Research needs to be carried out in collaboration with national ministries of education and statistical agencies. • Difficult to obtain funding to make exhaustive large scale research. 	<p>Use of local consultants to carry out the study in the selected countries. IICBA staff directly involved in the research to keep costs down.</p> <p>Dissemination of research outputs will be by e-mail and via the IICBA website. Published reports will be disseminated during workshops.</p>	<p>Results will be widely shared, particularly with partners such as the AU, ADEA and National Commission for wider dissemination.</p> <p>Reports published both in print and electronic formats to facilitate availability to policy makers.</p>
National efforts to achieve the EFA Goals supported through training in the use of ICTs in education and in school leadership and management in selected countries.	<ul style="list-style-type: none"> • 21 science teacher educators trained on using Open Source software in Malawi. 	<ul style="list-style-type: none"> • Participants low level of basic computer skills was a challenge • The School Leadership and Management training has not taken place in 2009 as IICBA has reoriented itself to do sub-regional (RECs) activities as opposed to national interventions. 		
Effective partnerships with relevant stakeholders in teacher education strengthened, with a focus on those countries participating in TTISSA.	<ul style="list-style-type: none"> • Continued engagement with the AU. Two consultative meetings to explore areas of cooperation in the implementation of the Second Decade of Education in Africa. • IICBA has sought to sustain existing partnerships with the AU through the active participation in the process of developing the implementation strategy for teacher 	<ul style="list-style-type: none"> • Built on the advantage of physical closeness of locations, AU and IICBA have begun planning of joint programme implementation in areas of mutual interest. • Resources issue to cover join activities still to be resolved 		<p>Pooling of AU's and IICBA resources in areas of comparative advantage sustain the outcomes of programmes implemented.</p> <p>Ensuring alignment to national priorities and minimizing duplication ensure national</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	development in the context of the Second Decade.			ownership and optimizes impact on programmes related to teacher policy formulation and development.

Para. 01038 - UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$ 2 600	Actual: \$2 600

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Greater access provided for Member States of the region to high-quality information and knowledge on orientations, best practices and challenges of higher education.	<ul style="list-style-type: none"> Commissioned a report on "Trends in Higher Education in Latin America and the Caribbean" (2008) from a group of more than 60 experts. Analysis, findings and recommendations of this report used as reference for presentations and debates during the Regional Conference of Higher Education in Latin America and the Caribbean – CRES 2008 (Cartagena de Indias, 2008). Considers 10 critical issues for the development of higher education in the region and represents the most comprehensive corpus of quality information and analysis published over the last decade. Its findings and proposals, and the Declaration and Action Plan of CRES 2008 are referential and inspiring baselines for reforms in LAC. Developed flagship project "Map of HE in Latin America and the Caribbean" aimed at the development of national HE statistics systems and consolidation of a regional database on HE; survey on national HE system in all 37 Member States carried out and 5 countries' pilot-tests implemented. Once implemented & operational in the 37 countries, will represent LAC's biggest repository of HE data and a major reference for comparative studies within the region. Lack of reliable statistics on national higher education systems is a structural problem all over LAC, with negative impact on public policies, institutions, academic programmes, research on HE and students' decisions. 	<ul style="list-style-type: none"> Major challenge, as in most events of this kind, is keeping momentum around agenda outlined by the report and set forth by CRES, particularly considering that an event of this magnitude is only convened every 10 years. First survey on HE statistics system in 37 countries revealed broad set of deficiencies and problems, of which: <ul style="list-style-type: none"> - mobilizing most countries in the region to engage in a revision and reform of HE statistics system. - convening the universities and other HE institutions to participate in the project and reform their own internal information system in order to have reliable and timely basic information on their academic activities. - financing of the project over the coming years. 	Financial resources provided by main sponsors of CRES 2008 (Ministries of Education of Colombia, Brazil and Venezuela)	<p>IESALC reinforces communication strategies with informative vehicles such as weekly electronic bulletin published in 3 languages and sent to over 120,000 subscribers, the quarterly journal "Educación Superior y Sociedad", a publishing programme that led to the release of 15 publications during this biennium. All documents and previous IESALC publications available online.</p> <p>Sustainability depends on commitments to be made by Ministry's officers in data collection, data entry and overall maintenance of the system at country level.</p>
Support provided for the recommendations of the Regional Education Project for Latin America and the Caribbean (PRELAC)	<ul style="list-style-type: none"> Studies produced aimed at strengthening education quality and related to cultural diversity and inclusion. These themes were fully debated during the Regional Conference in Cartagena de Indias. All the recommendations made during PRELAC II were covered 	<ul style="list-style-type: none"> CRES 2008 endorsed most of the recommendations made in PRELAC II, in particular one related to the need for major involvement of tertiary education systems and their talents within primary and secondary 		Declaration of Cartagena (CRES 2008) and Plan of Action will reinforce recommendations made by the Ministers during PRELAC II.

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	in the different thematic tables that were assembled during CRES 2008.	education levels.		
<p>Capacities of Member States of the region strengthened in formulating, operationalizing, implementing and monitoring public policies on higher education, including access to multilingual higher education.</p>	<p>Conference attendance:</p> <ul style="list-style-type: none"> Representatives of all countries in LAC attended, including high-level governmental authorities. Representatives of HE institutions from almost all LAC Member States. 16 Ministers and/or Vice-Ministers, 65 universities networks, councils of rectors and HE agencies, 61 institutions in the Fair of Science and Technology and 94 University Press Houses in the Book Fair. CRES 2008 outcomes are basic references (Declaration + Plan of Action as main outcomes) for HE public policy in region, and source of inspiration for reforms to be undertaken in the next decade. Better awareness of all HE stockholders on role of higher education in re-shaping the future of our societies. CRES Plan of Action sets specific calls for action for governments in alignment with principles and recommendations of CRES 2008. 	<ul style="list-style-type: none"> Major challenges are the sometimes-scattered actions of government interventions and financial crisis. Even when changes and reforms are inspired by CRES 2008, pace of achievements is slow and continuous mobilization and agreement between distinct actors involved in the processes is necessary. 	<p>High cost of an event like CRES 2008 is compatible with its regional and political importance, with 3,359 participants. Cost totally covered by extra-budgetary funds.</p>	
<p>Management capacities of the university systems in the region improved through the development and institutionalization of practices and mechanisms of evaluation and accreditation.</p>	<ul style="list-style-type: none"> Project on "Systems for Evaluating and Accrediting the Quality of Postgraduate Courses in Latin America and the Caribbean concluded. This project developed a set of operational bases to embrace a wide programme that ensures academic and student mobility among LAC postgraduate courses; Venezuelan Officers trained in evaluation and accreditation of higher education institutions and programmes, thru training delivered by the National Council of University Evaluation and Accreditation of Argentina (CONEAU) and in liaison with IESALC. 	<ul style="list-style-type: none"> Major challenge to attain comparable indicators and access small-insular Member States in the Caribbean. IESALC acted as a catalyzer and articulator between Venezuelan Ministry of Education and CONEAU. Good example of quick and puntual bilateral South-South cooperation. 	<p>Cost covered by extra-budgetary fund and support from partners.</p> <p>All costs covered by Venezuelan Ministry of Education.</p>	<p>Further actions required to fully take advantage of findings highlighted by this project.</p>
<p>Cooperation and networking enhanced in the region for the common Latin America and the Caribbean space of knowledge and higher education, using normative instruments such as the 1974 Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean.</p>	<ul style="list-style-type: none"> Study commissioned aimed at assessing state-of-art and ineffectiveness of 1974 Regional Agreement on the Recognition of Studies, Degrees and Diplomas. International seminar being organized for Sep/Oct in Buenos Aires, Argentina to revise Agreement and consider proposals that might revitalize it. Ownership taken of one of the recommendations in the Cartagena Declaration: creation of Latin American Space for Higher Education (ENLACES). Meeting convened in Lima, Peru aimed at presenting ENLACES conceptual 	<ul style="list-style-type: none"> ENLACES unanimously endorsed by 10 University Networks, 3 Inter-Continental Networks, 4 HE promotion agencies, 14 Councils of Rectors and OAS which, once again, evidenced the convening power of the Institute. Major challenge is to obtain genuine collaborative commitments for project success. 	<p>Relatively low budgetary costs in terms of travelling, technology, etc.</p>	

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	guidelines to the III University Networks and Councils of LAC, who fully endorsed ENLACES and made proposals for initial steps.			

Intersectoral Platforms

Para. 08007 - HIV and AIDS

Regular budget: Activities (rounded to \$ thousand)

Planned: \$

Actual: \$

Expected Results	Achievements	Challenges lessons learnt	Cost- Effectiveness	Sustainability
<p>Capacities of Member States, particularly in the education sector, enhanced to implement comprehensive and scaled-up responses to HIV and AIDS grounded on evidence-informed good policies and practices.</p>	<ul style="list-style-type: none"> • Two country proposals approved to implement EDUCAIDS (Angola and Tanzania) that include Member State capacity building elements. • Representatives from Member States participated and benefited from meeting outcomes where HIV and AIDS and education were represented (ICAAP, AAU, INEE, IATT, National AIDS Congress in Thailand). • Proposals that support national responses to HIV and AIDS received increased funding at the interagency PAF committees in Eastern and Southern Africa; • Resources mobilized for regional interagency activities designed to strengthen education sector's capacity (including national authorities) in order to contribute more effectively to HIV prevention efforts, including implementation of EDUCAIDS framework (LAC). • Interagency collaboration undertaken around youth, HIV and AIDS and education (UNESCO, UNFPA, UNAIDS) ultimately aiming to increase support to Member State efforts. UNESCO leadership and active participation in regional interagency coordination mechanisms such as the Regional Directors Group and regional focal points, and PANCAP (LAC), designed to strengthen Member State capacity to response to the epidemic through improved access to and use of strategic information. • Stakeholders in Member States better equipped with relevant knowledge made available to them: tools and guidelines developed, tested and used to support integration of HIV and AIDS in education sector (e.g.: 	<ul style="list-style-type: none"> • Working within network of regional and country HIV focal points is extremely helpful in coordinating coherent activities. • Although education sector stakeholders expect ministry staff to lead coordination of activities, many personnel lack basic knowledge on HIV and AIDS. Ongoing capacity-development efforts with ministry staff must be a core element of UNESCO's technical support. 		

Expected Results	Achievements	Challenges lessons learnt	Cost- Effectiveness	Sustainability
	<p>teacher education kit, MSM materials, HIV prevention materials, mainstreaming HIV and AIDS, Quality Education and HIV & AIDS, International Sexuality Guidelines, Supporting the educational needs of HIV-positive learners: lessons from Namibia and Tanzania); Newsletters developed and disseminated for MSM peer outreach workers in 6 languages, and including Member States as a key recipient, as part of overall efforts to build their technical capacity in this area; 950 e-newsletters were distributed on UNESCO's work on HIV and AIDS, including Member State recipients, sharing updated information, resources and tools to support more effective national responses; Increase in number and quality of Spanish language materials available through the common HIV & AIDS Education Clearinghouse (LAC), directly supporting Spanish-speaking Member States in the region.</p>			
<p>Multidisciplinary responses by Member States to the HIV and AIDS pandemic in UNESCO's domains developed and supported, especially emphasizing gender-sensitive, culturally appropriate and non-discriminatory approaches and methods.</p>	<ul style="list-style-type: none"> • Knowledge base increased concerning HIV and AIDS activities across Culture Ministries through policy mappings conducted in four countries (Botswana, Lesotho, Mozambique and Zambia). • Review of municipal policies and practices on HIV-related discrimination in Philippines conducted as part of the process leading to the development of an instrument for evaluation of policies and within the context of the regional coalition of cities against racism. • Eleven youth groups in Small Island Developing States in the Caribbean, the Indian and Pacific Oceans supported to implement community-level HIV and AIDS projects through the 'Youth Visioning for Island Living' initiative. Project themes included cultural and sporting events, workshops and film media. 			
<p>Media-induced awareness of young people and youth organizations increased to the risks of HIV/AIDS infection.</p>	<ul style="list-style-type: none"> • Tertiary level students and faculty participated in e-learning course on HIV/AIDS in Indonesia, Malaysia, the Philippines, and Timor Leste; 115 media professionals (from Armenia, Burundi, Kazakhstan, Kyrgyzstan, the Russian Federation and Rwanda) trained on HIV and AIDS coverage in five separate workshops; • Prototype interactive multimedia tools on HIV and AIDS for youth in Ukraine developed; an interactive learning tool for Caribbean broadcast media professionals was developed aimed at assisting youth in stemming the spread of HIV and reducing stigma and discrimination against PLHIV. 	<ul style="list-style-type: none"> • Use of e-learning networks can expand the reach of learning materials on HIV and AIDS; full access to all students remains constrained by technological limitations. • Young people are excellent advocates for supporting the development of innovative and interactive multimedia tools on HIV and AIDS. 		

Expected Results	Achievements	Challenges lessons learnt	Cost- Effectiveness	Sustainability
	<ul style="list-style-type: none"> Ten films produced by African participants (part of UNESCO's Network of Young TV Producers on HIV and AIDS) were screened at FESPACO 2009, including discussions between three producers and their peers; DVD compilation by young television producers from Africa, Asia-Pacific, LAC and Europe produced featuring the top 24 films on HIV and AIDS; 12 PLWHA (8 women) participants trained in Rwanda on recording their diaries. 			

Para. 08008 - Education for sustainable development

Regular budget: Activities (rounded to \$ thousand)

Planned: \$

Actual: \$

34 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-Effectiveness	Sustainability
<p>Public policies, plans and programmes in support of ESD developed</p>	<ul style="list-style-type: none"> Review of policies supporting ESD from the perspective of cultural diversity and intercultural dialogue was finalized. The review is based on a sample of 8 countries (Canada, Jamaica, Kenya, Mexico, New Zealand, Pakistan, United Kingdom and one country from Arab Region to be identified) and two regions (Asia-Pacific and Sub-Saharan Africa). 			
<p>Capacities of Member States and stakeholders enhanced to integrate sustainable development issues and practices into all types and levels of education, with view to improving its quality</p>	<ul style="list-style-type: none"> Representatives from 28 Member States in Asia-Pacific region participated in ESD consultation and capacity development workshops. These workshops acted as a catalyst to assist the Member States in mapping the situation regarding ESD actors, defining sustainable development priorities nationally and sub-regionally and, based on these more general priorities, setting specific national ESD priorities. Media professionals were trained on reporting sustainable development issues based on the UNESCO Toolkit "Media as partners in Education for Sustainable Development, more specifically: 12 journalism fellows during the 5th World Water Forum (China, Egypt, India, Mexico, Nigeria, Turkey and Zambia); 50 Journalists from Costa Rica; 30 international participants of the World Conference on Education for Sustainable Development (Austria, Democratic Republic of Congo, Denmark, France, India, Indonesia, Iceland, Iran, Kiribati, New Zealand, Philippines, Sweden; Thailand, UK, USA); 25 journalists from Zimbabwe. 	<ul style="list-style-type: none"> In the Asia-Pacific, stakeholders felt that it was important to prioritize ESD at the national level before the discussion of regional frameworks. High degree of staff mobility in the government casts challenges on continuation of ESD work. Some countries reported that education system is not yet conducive to implement multidisciplinary ESD approach. 		

34 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-Effectiveness	Sustainability
	<ul style="list-style-type: none"> • Best practices in and recommendations for water and education were exchanged during three regional workshops on water education, organized in February 2009 by UNESCO-IHE together with several partners (Jakarta, Indonesia; Port Elisabeth, South Africa, and Delft, The Netherlands). These workshops provided also direct inputs into the Bonn Conference, the 5th World Water Forum and the 7th Phase of the International Hydrological Programme. 			
<p>Knowledge on ESD enhanced through the exchange of innovative experiences, the documentation and dissemination of lessons learned</p>	<ul style="list-style-type: none"> • The 3rd draft of the DESD Global Report on contexts and structures for ESD was presented at the Bonn Conference; The DESD website was visited by approximately 210,000 users during the reporting period; ASPnet Good Practices in support of Education for Sustainable Development - Second Collection of ASPnet Good Practices for Quality Education was published, which contains innovative good practices of ESD in schools worldwide. • UNESCO Bangkok publication ESD Currents in March 2009 was published portraying contributions from governments, other UN bodies, academic institutions and civil society focusing on the changing perspectives in the Asia-Pacific, specifically, but not limited to network development, building sustainable education, and engaging higher education and youth; National ESD Mapping Guidelines were developed and integrated into contract terms of reference for ESD Mapping in seven countries in the Asia-Pacific. • Communities in Niger, Kenya and the Central African Republic engaged in mapping their intangible heritage, and exchanged experiences on the ways in which their cultural heritage and traditional knowledge can be applied in education for a sustainable future. (extra-budgetary project: Heritage Education for Sustainable Development to Foster Dialogue with and among Indigenous Communities). • Case studies and recommendations for water education were elaborated at 5 regional workshops on water education organized by IHP, in close collaboration with UNESCO-IHE, the Education Sector and other partners (in LAC, Asia-Pacific, Africa, Europe-North America and the Arab States). 	<ul style="list-style-type: none"> • High interest in the Bonn Conference and the DESD Global M&E process increased the number of visits to the DESD website. <p>The issue of financing M&E-related activities still remains a challenge</p>		

34 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-Effectiveness	Sustainability
<p>Awareness of sustainable development among all types of stakeholders raised through ESD and their contribution to the DESD heightened</p>	<ul style="list-style-type: none"> • A number of recommendations for action for the second half of the DESD were generated by 900 representatives from 147 countries at the UNESCO World Conference on ESD (31 March – 2 April, Bonn). There was a general agreement on the relevance of ESD to meet global challenges and that ESD can be used to shape education systems that respond better to earners' needs. The Bonn Declaration highlights the importance of ESD in the current world situation and provides a strategic orientation for the second half of the Decade; Workshops/special events on media, water education, and culture were organized, mobilizing interest in linkages between ESD and these themes. • Education, Knowledge and Capacity Development was one of the themes discussed at the 5th World Water Forum (WWF5, Istanbul, March 2009), via a workshop jointly organized by UNESCO IHP in cooperation with UNESCO-IHE, UNW-DPC, and the Education Sector (UNEVOC, ASPNet and UNITWIN). • Awareness towards ESD priorities raised and a coordination network established among key ministries at the ESD Central Asia workshop for ministerial focal points organized in Almaty. ESD related issues were integrated into the UNDAFs in Kazakhstan and Tajikistan. The ESD interdepartmental network was established in Kazakhstan to encourage joint efforts in the areas of capacity development and knowledge enhancement for strategic response to the national challenges, stimulation and support to intersectoral activities, promotion of the exchange of information and expertise across the ministries. An ESD Resource Platform was established in Vietnam to bring together different actors in ESD. 	<ul style="list-style-type: none"> • In some countries, ESD is not well understood. Advocacy and effective communication strategy will help enhance the profile of ESD. • When developing an in-country approach to ESD, it is critical to bring together international agencies, government departments, higher education institutions and national NGOs that are working on a wide range of topics related to DESD. • Developing an initial public-private partnership with a successful company requires thoughtful coordination and preparation. 		