



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

Detailed Report on the activities of the Organization in 2006-2007

Major Programme I – Education

MAJOR PROGRAMME I – EDUCATION

Programme I.1 – Strengthening EFA coordination and planning

31 C/4 Strategic Objectives

Strategic objective 1: Promoting education as a fundamental right in accordance with the Universal Declaration of Human Rights

Strategic objective 2: Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values

Strategic objective 3: Promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue in education

Sub-programme I.1.1 – Enhancing international coordination and monitoring for EFA

Para. 01111 – MLA 1: Coordinating EFA partners and maintaining the collective momentum

Regular budget (rounded to \$ thousand)

Planned: \$3,348,000

Actual: \$3,625,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>International EFA partnership strengthened and broadened.</p>	<p>Working Group on EFA</p> <ul style="list-style-type: none"> Working Group 2006: through discussion of six issues critical to EFA, EFA stakeholders developed a common understanding as a basis for moving forward. Working Group 2007: Changed timing and functions of the meeting led to greater ownership of its agenda and outcomes, which proposed specific shape and content for the High-Level Group meeting. <p>High-Level Group on EFA</p> <ul style="list-style-type: none"> High-Level Group 2006: the Cairo Communiqué served to reassert the commitment of EFA stakeholders and to suggest an agenda of action for the coming year. High-Level Group 2007: The Dakar Communiqué proposes actions in three areas – equity, quality and financing of education – as priorities for 2008 and beyond. These outcomes will structure stakeholder actions and lead to a more coordinated approach. 	<ul style="list-style-type: none"> The Working Group functioned as a conference in 2006 without specific outcomes and with only indirect input into the High-Level Group agenda. This was, in part, the reason for changing the sequence and function in 2007. Involving participants in the process of structuring the meeting and keeping the programme flexible to fit the purposes and processes on the spot paid dividends for ownership. Assembling participants from the highest levels of each of the EFA constituencies remains a challenge. Earlier preparation of an outline agenda and greater prior networking at high levels may improve this. Regular, face-to-face dialogue among the convening agencies is a key strategy of EFA coordination, by providing a forum for robust and open negotiation. 	<p>Strengthening the coordination mechanism among partners was a cost-effective measure taken in implementing this work plan.</p>	<p>Continuous collaboration and active planning of all stakeholders/partners for all EFA annual meetings.</p>	

EFA Global Action Plan

- Meetings of the five EFA convening agencies in 2006, around the development of the Global Action Plan, resulted in better mutual understanding of roles, a greater sense of common ownership of the EFA movement and its processes, and a willingness to work for greater complementarities at country level.
- In 2006 a final text of the EFA Global Action Plan was agreed among the convening agencies, providing a basis for application at country level. Detailed processes for application were developed and 4-5 countries selected.
- The final version of the Global Action Plan included an innovative mapping which showed country progress on each EFA goal against the regional average; other mappings showed, in countries with urgent needs, the distribution of key EFA-related interventions (FTI, UNGEI, LIFE, TTISSA, EDUCAIDS) and the key donors supporting education.

International Advisory Panel

- Continuity and consistency in the engagement of EFA stakeholders has improved with the creation of the International Advisory Panel, whose initial meetings in 2007 provided a clearer focus and facilitated a stronger impact of the Working Group and the High-Level Group.
- National capacity to monitor progress towards EFA strengthened and ownership fostered. Following participation in the EFA Mid-Term Review Regional Workshop in Beirut in April 2007, report finalized in both Arabic and English based on the Arabic version of the overall guidelines for the preparation of the Mid-Term Review Report, which was distributed during the meeting. EFA Mid-Term Review was produced in Arabic and English.
- Guideline to support the Brazilian MoE in designing its action plan "All for education" developed.
- National mobilization in the commitment to the EFA agenda improved through activities organized for the Global Action Week, launching of the Portuguese version of EFA Global Monitoring Report and other actions with mutual support among the government, civil society, NGOs media and international organizations.

- Accessing the raw data in a systematic manner for this kind of mapping entails the use of a number of databases, since no one database has systematic coverage. A challenge is keeping such mapping up to date.
- The IAP demonstrates the importance of systematic planning within a process of the full and active participation of key EFA constituencies.

Extrabudgetary resources, merging of activities and RP budget support were made use of to maximize impact. Regional Office support (EFA mid-term report).

- UNESCO Office in Brasilia (UBO) has had an important role in mobilizing efforts of all stakeholders in education including governments (Federal, State and municipal levels), NGOs, media and civil society in recognizing the importance of the EFA initiative. However, it is necessary to intensify national actions to support the implementation of strategic initiatives for achieving the EFA goals; UBO

Actions taken at country level for monitoring EFA goals from the side of civil society organizations.

	<ul style="list-style-type: none"> • Central America network of EFA national teams strengthened with clear purposes and plans for a better linkage between civil society and government organizations. 	<p>must continue to support Brazil's participation in education-related international meetings, such as E9 meetings.</p> <ul style="list-style-type: none"> • Tremendous difficulty in following up closely on EFA national committees without any UNESCO presence at country level. 			
<p>Regional and interregional networks of EFA partners enhanced and linkages between EFA coordination at all levels reinforced.</p>	<p>E9 Initiative</p> <ul style="list-style-type: none"> • The E9 initiative remains a key mechanism to promote cooperation among the nine high-population countries (Brazil, Bangladesh, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) and South-South and North-South-South cooperation. • Following the one-day expert meeting, the Sixth E9 Ministerial Review Meeting was held in Monterrey on 14 and 15 February 2006 and adopted the Monterrey Declaration of the E9 countries, which highlights key areas of action on national policies and systems for the assessment of the quality of education and others such as resource mobilization and South-South cooperation. • A number of meetings for ministers, officials and experts were organized in parallel with major EFA events, such as the High-Level Group and the Working Group, which facilitated information exchange and preparations for the Ministerial Review meeting in 2009. <p>Ministerial Round Table</p> <ul style="list-style-type: none"> • Ministerial Round Table on Education and Economic Development: Over 100 ministers agreed to a statement appealing for stronger support for education as a key condition of economic development, particularly as the foundation of development that is sustainable. • Closer cooperation with NGOs at all levels: Through UNESCO's Collective Consultation of NGOs on EFA (CCNGO/EFA), the degree of involvement of international, regional and national NGOs and networks participating in key EFA events (HLG, WGEFA, UNESCO's regional literacy conferences, DESD online consultation, etc.) has been increased. Civil society's capacity to engage with EFA partners has been strengthened by making information and key 	<ul style="list-style-type: none"> • The process of bringing together the E9 Ministers and senior officials has been very effective in consolidating the EFA agenda within these important and highly populated countries. A challenge had been the lack of active involvement of the EFA partners within E9 initiatives. • Involvement of the UNESCO country national office in the location of the E9 meetings is being revisited; ways to enhance involvement, strengthen relations with the host country and Headquarters, and maximize cost-effectiveness are being sought. • The process of bringing ministers together sends a strong message in itself. Following up in a specific way towards tangible policy change is a challenge. • Strengthening coordination of CCNGO/EFA at regional level. 	<p>Effective planning and allocation of funds was achieved through the ministerial review meeting and expert and technical meetings.</p> <p>Participation of E9 senior officials in key EFA and education events where side meetings were organized for them saved costs.</p> <p>The fact that MRT was organized in conjunction with the 34th session of the General Conference contributed to saving funds.</p> <p>Organization of meetings of CCNGO/EFA Coordination Group in conjunction with key EFA events to which the</p>	<p>Greater cooperation and increased activity between E9 countries including ministerial visits, capacity development and information sharing. South/South cooperation has also been enhanced.</p>	

	<p>documents available to the network.</p> <ul style="list-style-type: none"> • In close collaboration with key partners from the CCNGO/EFA, UIL and local UNESCO offices, several workshops were organized during the World Social Forum in Bamako (January 2006) and in Nairobi (January 2007), which contributed to broadening and deepening the involvement of civil society organizations in EFA, especially in Africa, and to sensitizing and engaging them in dialogue with UNESCO on key issues (literacy, girls' education and HIV/AIDS, civil society and education policy dialogue). • The Fourth Meeting of the CCNGO/EFA was organized 3-5 September 2007, in Dakar, Senegal, and the CCNGO Declaration which recommends future actions was adopted in light of the assessment of the progress of civil society involvement in the EFA process since 2000. Preliminary results of a set of regional studies which UNESCO launched through the CCNGO/EFA Regional Focal Points have been reflected in the EFA Global Monitoring Report 2008. The synthesis of studies, regional studies and country studies are expected to be made available in March 2009. • In addition, UNESCO-NGO joint advocacy strengthened through our support to the GCE Global Action Week. • Regional capacity-building workshop was held to provide support to Arab States in the preparation of the national EFA/MTR reports, guidelines were discussed and disseminated, and countries benefited from the capacity-building support exercise. • Gulf Cluster EFA/MTR Assessment meeting was held to validate EFA/MTR reports, draft reports were analysed and assistance was provided to countries in introducing the necessary changes, adopting agreed-upon procedures to finalize reports. • EFA coordination at the national level was particularly strengthened through capacity-building workshops which took place to enhance capabilities of the EFA Forum (Saudi Arabia) to develop and implement effective programmes. • National EFA delivery capacities were also strengthened by two different means: the first was 	<ul style="list-style-type: none"> • If Arab States are to achieve EFA goals by 2015, some of them still need coaching in EFA planning, prioritizing, monitoring and implementation. • Guidelines should have been sent earlier to countries. • Literacy practitioners are recognized as the key players for the implementation of a successful programme for EFA. Their motivation and creativity can contribute substantially to the success of the programme. Greater attention needs to be given to regular teachers and to 	<p>members are invited could save costs.</p> <p>The capacity-building workshops were cost-effective as expressed by EFA coordinators. The difference between first and second drafts clearly indicates the change gained from the capacity-building workshops.</p>	<p>Building the capacities of EFA Forum members will improve national EFA plans.</p> <p>Enhancing the capabilities of literacy practitioners will promote the quality of</p>	
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	<p>by directly supporting a national training programme for literacy practitioners (Oman) and the second targeted trainers from all the Arab States who attended a regional workshop jointly organized by Doha and Cairo Offices.</p> <ul style="list-style-type: none"> • South-South Cooperation enhanced between Egypt and Mexico in sharing of Mexican experience in ICT in education through study visits of MOE specialists in ICT and curricula. 	<p>non-regular practitioners.</p> <ul style="list-style-type: none"> • Sharing of expertise from different countries with same challenges (E9) proved to be very useful and requested by governments. 	<p>Strengthening existing networks rather than creation of new ones was cost-effective.</p>	<p>programmes delivered in literacy classes and lead to improved literacy rates.</p>	
<p>Effective EFA advocacy and communication strategy developed and implemented.</p>	<ul style="list-style-type: none"> • Global Action Week – By mobilizing its partners, Field Offices, National Commissions, Associated Schools Network and other networks, UNESCO provided support to Global Action Weeks (24-30 April, 2006 and 23-27 April 2007) organized by the Global Campaign for Education (GCE). • In 2006, UNESCO launched the report entitled: “Teachers and Educational Quality: Monitoring Global Needs for 2015” produced by the UIS at United Nations Headquarters in New York, USA and in Brussels, Belgium. In 2007, UNESCO devoted attention to an emerging issue – targeted violent political and military attacks against education personnel – , launching a new study entitled “Education under attack” on 27 April 2007 at a symposium that identified ways of addressing the report’s findings. • Web pages – The renewed EFA web pages were launched in March 2007 and have been updated on a regular basis. • Publications – EFA-related publications (e.g. reports on meetings of High-Level Group on EFA and Working Group on EFA, “Education under Attack” and “Education for All in the Least Developed Countries”) produced and distributed raised awareness of key issues in EFA. A number of UNESCO publications related to EFA including GMR – a key advocacy tool – were also distributed during major EFA events and by mail. • Advocacy – Key EFA events and meetings were covered by the “In Focus” on the ED portal. Media advisory and press releases were also produced for those occasions. • EFA communication tools and advocacy materials disseminated at country level. • Media experts and journalists from various media 	<ul style="list-style-type: none"> • Coordination of activities related to communication and advocacy with other key EFA partners, notably the EFA-FTI Secretariat, UNICEF and the World Bank. • More investigative reporting on the key challenges of attaining EFA Dakar goals. • More proactive participation of NGOs 	<p>Undertaking activities jointly with other partners can make an impact with less investment.</p> <p>Cost-effective to engage MOE as partner in training the media personnel.</p>	<p>Trained staff for website management.</p> <p>Availability of a comprehensive communication strategy for EFA.</p> <p>Media professionals improved skills to report better on EFA goals.</p>	

	<p>organizations in the country trained to report on EFA goals and progress at country level.</p> <ul style="list-style-type: none"> • Awareness raised on EFA Media Toolkit for media personnel. • Dialogue between policy-makers and media professionals promoted during the training workshop. • Advocacy and communication improved in Egypt and Yemen through EFA week Activities. TV and radio broadcasted seminars, mobilization of political will and production of advocacy material, reports, books, calendar, etc. • National awareness on achieving the EFA goals raised and linkages between ASP network and other national partners strengthened in Palestine. As part of the UNESCO global initiative to raise the national awareness on achieving the EFA goals, the EFA week was launched officially at the Ministry of Education and Higher Education in Ramallah. Representatives of nearly 30 ASPnet schools participated in this launching event both in the West Bank and Gaza Strip. The workshop was attended by teachers of the ASP network and Ministry officials. • Three EFA cluster technical consultations convened (Kampala, Uganda, April 2006; Nairobi, Kenya, July 2006; Kigali, Rwanda, April 2007). <ul style="list-style-type: none"> (i) Developed with the EFA Coordinators (Burundi, Eritrea, Kenya, Rwanda, Somalia, Uganda) reporting mechanisms with EFA indicators for monitoring progress in the cluster countries (2006) and reporting on EFA indicators for the cluster (2007). (ii) Facilitated/moderated cluster-wide EFA activities through information exchange, reporting, technical cooperation (2006/2007). (iii) Conducted UNESS process in cluster: (a) preparation of UNESS documents – Eritrea, Kenya, Rwanda, Uganda (2007); (b) EFA Coordinators and UNESS consultation, April 2007; (c) finalization of UNESS documents Eritrea, Kenya, Rwanda, Uganda. (iv) Education sector inputs into the Common Operational Document for One United 	<p>in EFA activities.</p> <ul style="list-style-type: none"> • EFA Media Toolkit could be widely disseminated. • Getting the cluster countries to work together on common EFA indicators for reporting progress towards EFA goals. EMIS in Ministries of Education not capturing key EFA indicators in a timely and updated fashion. • For One United Nations Rwanda, being a non-resident agency has posed some challenges in terms of keeping pace, but an arrangement with the Rwanda National Commission for UNESCO has facilitated the process. • EFA news proves to be a highly popular publication. The main challenge here is production in two languages (English/French): cost of translation is high. • Role of the cluster Office is key to EFA advocacy, as UNESCO is the prime mover in this domain. Therefore, use of electronic media 	<p>TV and radio broadcasting is cost-effective, especially in Egypt where a large percentage of the population use these media.</p> <p>Using common EFA indicators is providing useful timely data to Ministries of Education in the cluster.</p> <p>Partnering with the Rwanda NatCom has proven effective in terms of UNESCO's presence on the ground.</p> <p>EFA News is produced in two languages (English & French) and distributed in both hard and electronic versions; wide audience in cluster and subregion and beyond.</p>		
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	<p>Nations-Rwanda process (2007).</p> <p>(v) Education sector inputs into new UNDAF Kenya.</p> <p>(vi) Preparation/publishing “EFA News” covering education developments in the subregion.</p> <p>(vii) Nairobi education website with news reporting, documentation posting in clearinghouse, updating country profiles on website – Burundi, Eritrea, Kenya, Rwanda, Somalia, Uganda. Updating CV database of expertise in cluster countries, maintaining daily/monthly events calendar.</p> <p>(viii) Issuance of weekly and monthly “EFA news round-up” on education issues in the subregion (English/French) –electronic transmissions (2006+2007). Production of second edition of cluster “EFA Fact Book” providing up-to-date information and statistics on education systems in the cluster (2006).</p> <ul style="list-style-type: none"> • On 24-30 April 2006 Indonesia joined the global commemoration of EFA Week on the theme Every Child Needs a Teacher. A National Seminar was held on 28 April 2006 at the Ministry of National Education (MoNE) attended by teacher and student representatives, Government officials, NGOs as well as United Nations agencies representatives. National Essay Writing Competitions for teachers and students in Jakarta, Tangerang, Bekasi and Depok of West Java (Indonesia) have been conducted in cooperation with the Indonesian National Commission for UNESCO, the UNESCO Associated Schools Project Network (ASPnet), and the Directorate-General for the Quality Improvement of Educators and Educational Staff. The teacher's essays on Every Child Needs a Teacher and students essays on My Ideal Teacher built into creation of a Dossier on the Case for Teachers. First, second and third prizes were given to the best teacher and student essay writers. During the 2006 EFA Global Action Week the Indonesian translated and adapted Summary of the 2006 EFA Global Monitoring Report on Literacy had been reprinted and disseminated. In addition, Every Child Needs a Teacher sticker, along with other Global Action for EFA materials were disseminated through the national Teachers Union network. • Coordination and partnership with the Ministries of 	<p>through our active website, electronic weekly news round-ups and monthly news round-ups are highly appreciated by education partners and stakeholders in the region.</p> <ul style="list-style-type: none"> • Information, communication and education (IEC) materials produced for international days tailored to our cluster raise the visibility of UNESCO. • Issues and difficulties faced by teachers among which teachers' deployment, service conditions, professional development, etc. were elaborately discussed among the government representatives and teachers. However follow-up events need to be held to discuss these issues further. • Continuous close collaboration and involvement of the related parties is very important to attain coordination and partnerships for EFA. • Coordination and partnerships for EFA have been strengthened through continuous involvement of the related parties. 	<p>Budget was effectively used to advocate for multi-stakeholder, government and non-government collaborative planning and delivery framework for the annual EFA Week of Action across Indonesia and the Philippines.</p>	<p>Continuous close collaboration and involvement of the related parties is very important to attain coordination and partnerships for EFA.</p>	
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	<p>Education and United Nations and donor agencies have been strengthened through EFA coordination meetings organized nationally and regionally.</p> <ul style="list-style-type: none"> • In Indonesia, in collaboration with Yayasan Inklusi dan Pendidikan Non-Diskriminasi Indonesia, roundtable discussions and workshops, production of a documentary film, publication and dissemination of EFA postcards and posters along with other relevant education materials were conducted in Jakarta, Malang (East Java), Kupang (East Nusa Tenggara) and Musi Banyuasi (South Sumatra). • In the Philippines, an Education Watch Workshop on "Mapping Education Situations of Marginalized Sectors in Rural and Urban Areas" was organized on 23 April 2007 by the Civil Society Network for Education Reforms (E-Net Philippines) and UNESCO Jakarta. 1,200 T-Shirts with the slogan "Education is a Human Right" in the Filipino language and 1,600 EFA Primers were produced and disseminated. On 2 May 2007 E-Net Philippines and the Department of Education, in partnership with UNESCO Jakarta, Oxfam-Great Britain, and Plan Philippines conducted a "Join Up for Rights-Based Education" Workshop in Mandaluyong City. • All of the Week's events have focused on the positive steps taken by the governments in promoting rights to education and improving access to quality education for school-aged children in Indonesia and the Philippines. Concrete discussions have been held on ways to further improve the education situation for the benefit of all. • National and local mass-media supported this campaign with the daily updates in newspapers and TV/Radio news programmes. Brief report had been placed on the UNESCO Jakarta and Bangkok websites as well as on http://www.unesco.org/efa 				
<p>Resources mobilized and increased for EFA at national and international levels.</p>	<p>EFA-Fast Track Initiative</p> <ul style="list-style-type: none"> • As a key EFA-FTI partner, UNESCO contributed to the EFA-FTI process on various fronts. Through the Steering Committee, the Catalytic Fund and the Education Programme Development Fund, working groups/task teams on Strengthening Country Level Processes, Fragile States, 	<ul style="list-style-type: none"> • Extrabudgetary funding was obtained from Spain. However, the lack of both financial and human resources at the UNESCO Secretariat restricted the scope of its work. The future work depends on the availability of extrabudgetary funds. 	<p>Related meetings and missions carried out in conjunction with EFA events.</p>	<p>Further effective linkages with other initiatives to ensure synergies and avoid duplication.</p> <p>The availability of extrabudgetary funds.</p>	

HIV/AIDS and Capacity Development, Quality, EFA-FTI provided technical advice and assistance to develop and implement education plans to promote universal primary education (UPE) and raised awareness of EFA-FTI work through effective advocacy. The linkages with other processes and mechanisms, including EFA High-Level Group and the Paris Declaration on Aid Effectiveness Process, have been further strengthened in support of countries in need of resources and technical assistance.

- In line with 33 C/Resolution 16, UNESCO established the Working Group on Debt Swaps for Education as a forum for exchanging experience and information on debt swaps and innovative financing mechanisms and for developing recommendations on their use in education. The first meeting of the Working Group was held on 27-28 November 2006, when a basic conceptual framework as well as on a work-plan for the coming months were adopted. Subsequent to the meeting, an interactive website was established that facilitated information sharing on this specific topic and the Working Group. At the second Working Group Meeting (Buenos Aires, Argentina, 12-13 July 2007), a set of recommendations for future actions was adopted as part of the Draft Report to be submitted to UNESCO's Director-General.
- Private sector contributions to the EFA process – UNESCO's endeavours in mobilizing the private sector gained further momentum during the past two years at both policy and operational levels. At global policy level, the Workshop on Public-Private Partnership (PPP) in Education for All (EFA) was organized jointly by UNESCO and the World Economic Forum (the Forum) with the support of USAID. It identified joint activities to be undertaken by this group and future members under three categories: methodologies and frameworks, awareness raising and public relation, and tools for facilitation of PPPs in education. A follow-up meeting to the July workshop was organized in September 2007 in Washington, D.C., USA.
- These two events resulted in the launch of the new joint initiative between UNESCO and the World Economic Forum entitled *Partnerships for Education* (PfE) to harness and help deliver effective private sector contributions to the Education for All (EFA) movement through the

- Collection of existing examples and good practices of multi-stakeholders partnership for education (MSPEs).

The modality of the Technical Advisory Group proved to be effective in mobilizing non-financial resources, which are necessary to implement elements of PfE.

Capacity of key partners, in particular governments and the private sector.

	<p>provision of mechanisms and advice about how to craft and sustain Multi-Stakeholder Partnerships for Education (MSPEs). The two Technical Advisory Groups (TAGs) established for PfE – TAG for identification of principles and models of successful MSPEs and TAG on communication, advocacy and awareness-raising – produced a comprehensive review, database and webpages.</p> <ul style="list-style-type: none"> • Following solid advocacy in favour of EFA by UNESCO, the Government of Jordan has increased national budget allocations to the education sector and has made a commitment that education and EFA will remain a top priority. • All education donors (namely UNICEF, WB, ADB, USAID, EC, etc.) in Cambodia jointly established the Education Sector Working Group (ESWG) in 2004, with UNESCO as the lead agency. ESWG is a platform and channel to seek possible coordinated and coherent solutions and mobilize resources to overcome barriers to EFA in Cambodia and make recommendations to the national government to achieve the six Dakar EFA goals. In early 2007, Cambodian Ministry of Education, Youth and Sports (MoEYS), with the endorsement of the ESWG led by UNESCO, received the World Bank EFA-FTI-Catalytic Fund of \$57.4 million for three years. 	<ul style="list-style-type: none"> • The major challenge is to sustain the bilateral and multilateral donor funding being mobilized. • The institutional capacity to sustain the education reform initiatives. • Sustaining smooth cooperation among donors, government and NGOs is very important for attaining EFA goals by 2015. 	<p>EFA-MDA was carried out through cooperation between UNICEF and UNESCO.</p>	<p>Jordan MOE committed to observe annually the global EFA week. Over \$500 million mobilized for the education reform targeting the EFA goals.</p> <p>Political will and commitment from the government has been strong and the national budget for education has been steadily increased. National EFA mechanism is already in place to ensure the smooth running of activities and mobilization of resources.</p>	
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Para. 01112 – MLA 2: Monitoring EFA and improving quality of data

Regular budget (rounded to \$ thousand)	
Planned: \$862,000	Actual: \$857,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Major trends and challenges in achieving the EFA goals analysed, documented and disseminated.</p>	<ul style="list-style-type: none"> • EFA Mid-Decade Assessments produced in Africa and Latin America and the Caribbean (preparation for the Mid-Decade Assessment started in the Arab States and Asia and the Pacific to be finalized in early 2008). • Produced and distributed widely the East Asia Report Card for 2006 and 2007 based on the 2006 and 2007 EFA Global Monitoring Reports. Increased awareness of the GMR in the region through wider distribution of the annual reports among MOEs, EFA partners and other education 	<ul style="list-style-type: none"> • Translation of reports caused some delay. • High cost of translating and producing the GMR. 	<p>Cooperation with UNICEF on the launching and sharing of printing.</p>	<p>Frequent advocacy and close monitoring in using the EFA GMRs are continuously being conducted to support the national counterparts in reaching the EFA goals.</p>	

	<p>stakeholders in the region.</p> <ul style="list-style-type: none"> • Subregional EFA Mid-Decade Assessment reports produced for Insular South-East Asia, Greater Mekong Subregion, South and West Asia, and Central Asia. The reports focus on disparities in education and reaching the unreached, with the aims of using their results to develop policies to ensure that education as a fundamental human right is upheld. • Pakistan National Education Policy reviewed and revised with support of UNESCO Islamabad. • Summary Global Monitoring Report (GMR) of 2006 and 2007 adapted, translated and disseminated in Nepalese language. • National launching of EFA GMR 2007 on ECCE organized in Indonesia, attended by the Education Minister, high-level policy-makers, academicians, practitioners and students (in total 600 attendances), with a press conference to mark the event. • Several occasions used to distribute the EFA GMR 2006 and 2007 in English and Bahasa Indonesia languages in Brunei Darussalam, Indonesia, Malaysia, Philippines, and Timor Leste in hard and CD-copies. • Over 2,000 copies of the Arabic/English EFA Global Monitoring Reports of 2006 and 2007 distributed to Ministries, public libraries and national institutions and education experts by the Amman Office. 	<ul style="list-style-type: none"> • Frequent advocacy and close monitoring in using the EFA GMRs are very important in supporting the national counterpart's progress in reaching the EFA goals. • Producing subregional reports on EFA progress requires very close coordination and intensive follow-up with countries and the output will be heavily affected by the quality of country inputs (data submissions, etc.) • Lack of capacity at the national level to provide the information and data needed to analyse progress in EFA. • Launching GMR with many partners was effective in bringing more attention of people and media. 	<p>Budget effectively used to disseminate the 2006 and 2007 EFA GMRs with relevant national studies on EFA.</p>		
<p>Capacities for timely data collection, analysis and monitoring of EFA enhanced.</p>	<ul style="list-style-type: none"> • Flash Report (EMIS) I, Flash Report II (the beginning and the end of the school year reports) and Consolidated Report of the school level educational statistics of Nepal published and shared with wider audiences including the EFA partners. • Collaboration between UIS Bangkok, UNESCO Kathmandu and Department of Education of Nepal well established. • EMIS Draft Training manual developed and shared with education officials. • Malaysia assisted in the development, enrichment, and revision of their EFA Mid-Decade Assessment 	<ul style="list-style-type: none"> • Timely data collection and reporting by the private schools and registration and equivalency of religious schools are still a challenge. • More disaggregated data for some of the most disadvantaged and marginalized population groups remains a challenge. • Capacity development of local education managers such as head teachers who are also the primary data 		<p>Close monitoring of progress in developing the EFA MDA reports, and frequent provision of feedback are very important in supporting national counterparts.</p>	

	<p>report in February 2007.</p> <ul style="list-style-type: none"> • Data collection and analysis system of the Ministry of Education of El Salvador improved using technical recommendations from SIRI/OREALC. • Within the context of EFA monitoring and evaluation, national-level education planners and statisticians in Asia-Pacific countries trained on education data collection and analysis of education indicators to carry out better monitoring of EFA progress. Education planners and statisticians at the sub-national level (provincial, district, etc.) in Viet Nam, Pakistan, Bangladesh, Myanmar, Nepal, and the Pacific Island States have also been trained on the use of education data for evidence-based policy-making. • National EFA Mid-Decade Assessment reports produced analysing disaggregated education data at the sub-national level indicating a wider coverage of data collection. • Database of EFA indicators developed as part of the Mid-Decade Assessment process in Asia and the Pacific, including sub-national data. • Indicators for quality early childhood education and care developed in cooperation with CARICOM and UNICEF. They will be pilot-tested in three Caribbean countries in 2008. • A number of education officers from all countries in the region trained in education data collection and analysis in cooperation with UIS and OREALC. 	<p>recorders also remains a challenge.</p> <ul style="list-style-type: none"> • Capacity of district, regional and central level education officials in regard to data analysis and child tracking will require further interventions. • The national delegations of Indonesia, Malaysia, Philippines, and Timor Leste expressed intentions to strengthen their current monitoring and evaluation systems. They also identified the support requirements necessary to undertake systemic improvements. • Good working cooperation with UIS and OREALC allows for expertise to be brought to the region. 	<p>Budget effectively used to build capacities in EFA data collection and analysis.</p> <p>A mix of subregional, cluster and country-level modes of delivery in capacity-building is used in the execution of this action.</p>	<p>Continued cooperation among UNESCO KNG, OREALC and UIS.</p> <p>Continued interest of Member States.</p>	
<p>Mid-term review of progress towards the EFA goals in 2007/2008 prepared.</p>	<ul style="list-style-type: none"> • As noted above, EFA Mid-Decade Assessments produced in Africa and Latin America and the Caribbean (Arab States and Asia and the Pacific in early 2008). • National reports, thematic studies and success stories prepared. 	<ul style="list-style-type: none"> • Need for greater focus on the analysis of disparities between socially excluded and economically marginalized peoples in the National Report of EFA-MDA. • Adopt the recommendations and build on them to progress towards achieving the goals. 			

Sub-programme I.1.2 – Policy, planning and evaluation of EFA

Para. 01121 – MLA 1: Developing national policies and programmes

Regular budget (rounded to \$ thousand)	
Planned: \$3,166,000	Actual: \$3,328,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Capacities in EFA policy analysis, planning, management and evaluation strengthened in developing countries, especially those in post-conflict situations, those benefiting from the three core EFA initiatives and those participating in FTI.</p>	<ul style="list-style-type: none"> • Institutional capacities in national education policy formulation, strategic and action planning and monitoring and evaluation strengthened in countries: <ol style="list-style-type: none"> 1. Mongolia through preparation of credible education development plan and accession to EFA/FTI; 2. Nigeria through preparation and adoption of 10-year federal education strategic plan as well as States' strategic plans; 3. Sudan for strengthening the capacities of federal and state ministries' officials in the context of post-conflict reconstruction; 4. Croatia, Montenegro and Serbia through reviewing and improving national education reform policies and strategies; 5. Democratic Republic of Congo through support to implementation of an education sector reform and capacity development project aimed at the formulation of medium- and long-term education reconstruction and development. • The online Regional Information Base on Secondary Education has been launched to provide policy-relevant data and information on secondary education in Asia and the Pacific. Five Country Profiles (Bangladesh, Viet Nam, Cambodia, Lao PDR, Thailand and Cambodia) have been completed and are available online. In response to the demand, hard copy publications will soon be available. • Subregional workshop for the Gulf Cluster Countries on monitoring and evaluation of education held in Doha. • Knowledge produced and disseminated within countries of the region through the PRELAC 	<ul style="list-style-type: none"> • Close monitoring of follow-up action needed is required after planning meetings. • Close monitoring of progress in developing the EFA MDA reports, and frequent provision of feedback are very important in supporting the national counterparts. • Maintaining high level close collaboration between UNESCO and SEAMEO is highly significant. 	<p>Policy support to ministries of education in the field of policy analysis, educational planning and donor coordination prove to be cost-effective option in discharging UNESCO's mandate.</p> <p>The system of data collection has been set up and piloted with the aim to facilitate the work of national experts who collaborate closely with relevant departments of each ministry of education.</p> <p>The information compiled is made available online and leaflets to communicate the Internet address have been distributed so that dissemination does not rely much on hard copy publications.</p> <p>Highly cost-effective activity since the investment in the</p>	<p>Credible plans, together with performance benchmarks and indicators provided in these plans will help ensure the monitoring of the plan implementation, adjustment of the development actions and mobilization of required resources for EFA and sector-wide education development.</p> <p>Providing updated information is crucial for this activity. The format of the Country Profile has been designed in such a way as to enable regular updating.</p> <p>Support has been provided and continues to be provided to the delegations in following up the results of the workshops with the EFA MDA teams in their countries after the Bangkok Workshops.</p> <p>Wide and open dissemination of the journal</p>	

	<p>journal. In this UNESCO publication, high level technical personnel and outstanding intellectuals have developed themes or shared results of research in the framework of PRELAC. Two journals were published in the biennium: "The Meanings of Education" and "Curricula under Debate". Skills in developing education finance policies were improved through sharing of experiences among representatives of ministries of education and economy through a special meeting organized by UNESCO.</p> <ul style="list-style-type: none"> • Skills in developing education finance policies were improved through sharing of experiences among representatives of ministries of education and economy through a special meeting organized by UNESCO. • Support to development of Mexico State EFA plan. • Education officers in Suriname trained in education policy and formulation, SWAp, policy and project cycle, quality assurance systems. Regular budget complemented through extrabudgetary funding from JFIT. 		<p>publication is small compared with the value of the assistance it provides to public policy decision-makers and to development of education activities in the academic and civil society sectors.</p> <p>Additional appropriations necessary to support the core activities.</p>	<p>in the Web Portal www.unesco.cl.</p> <p>National and State capacities to planning and implement activities to achieve EFA goals have been increased.</p> <p>Need to maintain close technical cooperation with countries to ensure results of programmes/projects are sustained.</p>	
<p>Analysis of national EFA policies, planning, implementation and evaluation improved and information shared among EFA networks.</p>	<ul style="list-style-type: none"> • UNESCO National Education Support Strategy (UNESS) concept designed and applied: <ol style="list-style-type: none"> (i) UNESS concept pilot tested in 12 countries; (ii) UNESS Guidance Note issued and utilized for developing UNESS documents in around 60 countries, including most One United Nations pilot countries; • National development agendas, UNESCO's support strategies and cooperation with United Nations and other development agencies debated at the occasion of UNESS preparation and endorsement. • Technical support provided to all GCC countries for producing the mid-term assessment on education for all (EFA/MTR) in both languages, Arabic and English. • Technical support provided to Oman and Qatar for producing UNESCO National Education Support Strategy (UNESS) <u>Document</u>. 	<ul style="list-style-type: none"> • UNESS is a new approach introduced in order to improve the effectiveness and accountability of the Organization's support and cooperation at country level, bringing about changes in terms of mentality, organization and process in the way in which UNESCO plans, budgets and implements its education programme. To ensure the success of the UNESS process, the future staff development programme needs to be designed to respond to the technical requirements of the UNESS process. The areas of capacity-building in this regard include teamwork, needs analysis, policy formulation, educational planning, partnership and donor coordination. • While the strategies are developed at the national level, a regional common orientation is required. • Need to follow up on national strategies from a regional perspective. • Need to work in close relationship with 	<p>UNESS will eventually contribute to improving the accountability of UNESCO in supporting national education development.</p> <p>Pooling funds for organizing joint activities is cost-effective.</p> <p>Necessary to count on sustainable sources of funds until the end of the process.</p> <p>All the GCC countries produced the mid-term assessment on education for all (EFA/MTR) in both languages, Arabic and English.</p>	<p>UNESS includes the medium- and short-term benchmarks and outcomes of UNESCO's support in relation to countries' educational development goals and priorities; UNESS actions will therefore be sustained during the period of UNESCO's mid-term strategy and over the period of national educational development agenda.</p> <p>Established Networks of experts in all GCC countries.</p> <p>Sector analysis reports should be taken into consideration when finalizing the Ministry's Education Plan.</p>	

	<ul style="list-style-type: none"> • UNES Chile. UNESCO Support programme developed for Chile in the framework of Chile UNDAF and other inter-agency initiatives. • Preparation of a study on the achievement of EFA goals in order to monitor the progress made by Brazil in achieving the EFA. • Preparation of a report on Portuguese language and literature involving Portuguese-speaking countries. • Development of a survey on the priority areas of intervention in order to improve Brazilian education (UNESS). • Preparation of a document on Financing Policies and Education with the exchange of experience and reflection from specialists. • National Network was created in Chile, integrated by the country's major faculties of journalism for the promotion of EFA strategies and Educational subjects in journalism curricula. A public meeting and a workshop were held in Santiago broadcast live throughout the Internet. Teachers and students from each faculty of journalism in the country took part in the process. Specific activities are delivered through the leadership of focal points in each University. 	<p>ministries for an effective implementation of the strategies (given the weak position of UNESCO in some countries).</p> <ul style="list-style-type: none"> • Need to have more Caribbean countries involved in the UNES process. • More cooperation needed between field offices in organizing M&E activities. • Chile education system is in a deep reform process. There is a window of opportunity to focus UNESCO action and advocacy on issues of inclusive education. • In Brazil, need to follow up progress towards the achievement of Dakar goals. Need for increased attention to quality basic education and to guarantee that students finish their basic education level. The shortage of qualified teachers to reach EFA goals is still a great challenge. A study on the achievement of EFA goals in Brazil will be published in 2008 and it will be an important contribution of UBO. • Improved coordination is needed between members with better tools for exchange and dialogue. • There is a major need for promotional and communicational materials in Spanish, journalism-oriented and suitable for the LAC context. <p>Priority should be given to the role of university in EFA promotion and support in fields such as Journalism and Communication Degrees.</p>	<p>Partnerships with universities co-organizing the meetings and assuming the leadership in the follow-up activities allowed improving cost-effectiveness.</p> <p>Copies of the material were produced <i>in situ</i> and distributed. Cost-effectiveness was reached by the reduction of costs and the generation of partnerships with Universities for the organization of the meetings and workshop for the training.</p>	<p>Number of national strategies in LAC Region being developed till 2013, supported by Headquarters and Regional Bureau.</p> <p>National Support Plan published and discussed with other United Nations agencies, national authorities and other relevant stakeholders.</p> <p>UBO will continue to support the country to strengthen its EFA policies and programmes and to monitor the achievement of EFA goals.</p> <p>Participants in the Network interact and exchange information through e-mail and a dedicated blog.</p> <p>Best practices are exchanged. A follow-up meeting was also realized in order to evaluate progress.</p>	
<p>Planning for implementation of the three core initiatives in target countries supported.</p>	<p>See Reports in templates for MLAs I.2.2, I.3.1, I.3.2.</p>	<p>See templates for MLAs I.2.2, I.3.1, I.3.2.</p>	<p>See templates for MLAs I.2.2, I.3.1, I.3.2.</p>	<p>See templates for MLAs I.2.2, I.3.1, I.3.2.</p>	

<p>Participation in national planning and implementation processes broadened.</p>	<ul style="list-style-type: none"> Strengthened cooperation and networking between Member States and education specialists: <ol style="list-style-type: none"> South-East Europe: Subregional seminar and networking on education reforms, experiences and implementation of EFA goals. Revamping the virtual network on educational planning and management (E-MAP) with constitution of three databases (experts, institutions, documentation on education policy analysis, international development cooperation, planning, monitoring and evaluation). Alliance formed between UNESCO, UNDP and UNICEF in providing policy, planning and costing support to countries in the field of MDGs, EFA and child-friendly school programmes, by means of UNESCO-designed policy simulation model. <ul style="list-style-type: none"> Partnership with UNICEF to support the endorsement of Moldova for FTI and its implementation. 	<ul style="list-style-type: none"> UNESS will be a very important tool not only for responding to priorities in terms of supporting national education priorities, but also for more effective donor harmonization and towards Sector-Wide Approach (SWAP) among the key donors and other stakeholders involved in this sector, in order to strengthen its partnership and synergy. Some delays in the production of the document were noted due to the participatory approach it adopted and dependency on partners for feedback at its different stages. 	<p>Strategic choice and high-level technical support will eventually prove not only cost-efficient but also effective towards the fulfilment of Member States' educational development agendas and goals.</p>	<p>Establishing a national consensus around the UNESS-produced document.</p>	
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Para. 01122 – MLA 2: Supporting regional strategies and coordination

Regular budget (rounded to \$ thousand)	
Planned: \$2,257,000	Actual: \$2,228,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Regional mechanisms (networks, fora and other consultations) for EFA strengthened.</p>	<ul style="list-style-type: none"> The Fifth ARABEFA meeting held with United Nations and Regional Partners including UNICEF, WFP, UNDP, ILO, ALECSO, ISESCO and ABEGS, update on countries EFA Mid-Term Review Reports was presented and agreement on follow-up actions was reached so as to enable Arab States to prepare valid, reliable EFA/MTR reports. Participants at the Arab Parliamentarians meeting adopted policies to enhance achieving a better Quality of education. <ul style="list-style-type: none"> GCC countries have adapted action plan of the implementation of EFA Programme at the country level. All GCC countries. English base version of INNOVEMOS Network Website set up in coordination with OREALC, IESALC, and the University of the West Indies 	<ul style="list-style-type: none"> More coordination and involvement of partners should be reached, this needs more advocacy for EFA in general and ARABEFA in particular. Ensuring proper follow-up is very important. Good cooperation with OREALC and IESALC key to successful action. The partnership with an authoritative regional institution ensures quality of intervention. 			

(UWI) to include the Caribbean in a forum for dialogue about education innovation and reform in the Latin America and Caribbean region.

- Capacities of educational planners in the Ministry of Education (MOE) at the central and provincial levels in educational planning and projection of cost implications to achieve education goals/targets have been enhanced through training workshops (training of trainers) and through the use of the Handbook for decentralized educational planning (UNESCO Bangkok, 2005) in Lao PDR and Thailand.
- Capacities of government officials (Ministries of Education and Planning from the six countries in the Greater Mekong Subregion) in modern education sector management, including decentralization and medium-term education financing, and new approaches to donor-government cooperation, have been enhanced through a subregional training course, organized in collaboration with the Mekong Institute (MI). The course in 2007 was evaluated positively by participants and the MI, and will be further developed and carried out in 2008.
- Government officials from the Ministries of Education, Finance and Planning from Indonesia, Malaysia, Philippines, Republic of Korea, Thailand and Viet Nam were made aware of and had enhanced understanding of the importance of integrating medium-term planning with financial planning and budgeting through seminars, organized in collaboration with the World Bank and the Korean Educational Development Institute (KEDI).
- Discussions on assessing the hard-to-reach and unreached rural populations have been conducted during national and regional meetings to develop country EFA Mid-Decade Assessment reports.
- The relevant information had been provided to the United Nations MDG National Report writing group on rural participation to achieve the MDG 1-UPE.
- Indonesia's EFA Secretariat coordinated

- Availability of technical staff from ministries of the Member States (often overloaded with regular work and donor assistance projects).
- Selection of many participants in the course was not appropriate, though the MI asked its counterparts in each country to nominate appropriate candidates. Careful selection of participants is necessary for the future course.
- The main topic discussed "financing of education (EFA) plan implementation" is an area that has been neglected by EFA partners and may continue to be neglected, even in the ongoing exercise of the EFA Mid-Decade Assessment, in spite of its crucial contribution to EFA.
- The institutional challenge at the country level goes beyond the education sector. It is thus sometimes difficult to establish an effective dialogue linking the education authorities with their counterparts in other ministries, e.g. finance and planning.
- The original work undertaken under this programme was more time-consuming and labour-intensive than planned. The follow-up activities in 2008 should be carefully and feasibly planned and implemented within the timeframe of the extrabudgetary support.
- Difficulty in finding good partners/counterparts in post-conflict and reconstruction areas.
- The agreement made with the Bureau of Statistics to include the indicators on rural participation in the education section of their household surveys and population census.

Considering the enormous number of educational planners to be trained at the provincial level, a cascade approach (training of trainers) was adopted.

Using MI facilities and services for the training course, it is cost-effective in delivering capacity-building type of activity.

Budget effectively used to incorporate the educational needs of the rural population in the EFA MDA Report of Indonesia.

Strengthening of a network for EFA policy dialogue among the cluster countries continues to be provided.

	<p>improvement of the draft English EFA MDA Report of Indonesia, and its printing. They also coordinated adding a general description of the EFA MDA Additional Indicators, editing the Report before and after the “EFA MDA Writers’ Workshop” held on 11-14 September 2007, translation and printing of 2,000 copies of the Report in English and 2,000 copies in Indonesian.</p> <ul style="list-style-type: none"> • The Regional Education Project for Latin America and the Caribbean PRELAC was followed up, from a technical and political perspective, as it is established in its statute. Two meetings of the Intergovernmental Committee of PRELAC were organized during the biennium, in order to prepare the Second Ministers’ Meeting of the PRELAC. The main meeting – The Ministers’ Meeting – as established in the statutes of the Committee, was carried out in Buenos Aires, Argentina, in March 2007. Based on the technical documents elaborated by OREALC on the occasion of Ministers’ Meeting, significant commitments were achieved and public policy recommendations formulated in order to fulfil Dakar goals through PRELAC focuses. In this meeting, the Statutes of the Regional Committee were reviewed and, therefore, the role of the Executive Board reinforced. • (Funds from the Japanese Government \$74.336, Cod: 551RLA1001). 	<ul style="list-style-type: none"> • The indicators and data produced will become a part of the EFA MDA report and regular EFA progress monitoring. • Closer collaboration with on-the-ground partner agencies and counterparts need to be sought. • Close monitoring of progress in developing the EFA MDA reports, and frequent provision of feedback are very important in supporting the national counterparts. • Lessons: PRELAC II Declaration reveals the “priority” areas for the coming years: education as a human right, quality, teachers and financing. • Challenges: The revision of the Statutes provides the Executive Board of the Intergovernmental Committee of the PRELAC with an enhanced protagonist role, increasing its competences to act as potentiating agent, therefore UNESCO will have to pay attention to the needs of this new challenge. 	<p>Although the cost of this activity is high, the amount spent is well justified due to its great impact and significant technical and political contribution.</p>	<p>Declaration of Ministers</p> <p>Recommendations</p> <p>Publication “Quality Education for All: A Human Rights Issue” widely disseminated.</p> <p>Monitoring report to be elaborated periodically.</p>	
<p>Policy dialogue and information exchange among EFA partners on post-conflict and reconstruction situations enhanced.</p>	<ul style="list-style-type: none"> • In response to the Focus 5 of PRELAC, partnerships with bodies belonging to different social sectors have been established with the purpose to build permanent structures to promote social mobilization for education. Sectors are: mass media, universities, citizen movements, enterprises. In addition, alliances have been created with parliaments, ombudsmen and local governments. • As a result of the partnerships, concrete actions such as research or identification of best practices have been carried out. In all cases lines for near-future actions have been designed. • Collaboration in the writing of Guidance Book for 	<p>Challenges:</p> <ol style="list-style-type: none"> 1) The concept of social responsibility is present in most actions carried out within and out the United Nations System. For UNESCO, it is seen as an opportunity to recover a leading position in education. 2) To incorporate other social networks working in the field of social mobilization and other stakeholders. 3) To contribute to right to education through the development of CSR (Corporate Social Responsibility). 4) Elaboration of a regional guidance 	<p>Funds allocated to CSR activities, contribute to adding resources from other external sources, therefore it is a good investment.</p>	<p>Regional key actors mapped.</p> <p>Diverse alliances established: agreements with ALER, CLADE, PARLATINO.</p> <p>Bases established to create the MERCOSUR CSR network.</p>	

	<p>CSR, elaborated along with AccionRSE, in order to provide tools and recommendations to contribute effectively to education in Chile was carried out.</p> <ul style="list-style-type: none"> • A cooperation agreement was signed with ALER, a relevant organization including more than 120 radios in 18 Latin American countries dedicated to the treatment of educational subjects. • The agreement includes the realization of activities and projects such as seminars and workshops leading to the building of capacities in the journalism, especially in the field of Radio. A first seminar with the participation of representative from six countries from south and central America was held in Ecuador. • A cooperation agreement was signed with the Virtual Educa programme in the framework of the Parliamentary Network for Education promoted jointly by PARLATINO and UNESCO. The Virtual Educational programme is an initiative of Interamerican Cumber of heads of state and of government and promoting innovative projects in education, especially human resources capacity-building and permanent education, with the use of ICT. 	<p>book.</p> <p>Lessons:</p> <ul style="list-style-type: none"> • Partnerships with Corporate Social Responsibility partners strengthen innovative educational initiatives. • Challenges: for the region in the field of communication for the coming years the possibility counts on the availability of professional journalist knowing educational subjects and aware of the international agreements in this fields. • The Parliamentary Network is an initiative which seeks to contribute to the integration of the region in education through the harmonization of legislation, the exchange of information and the realization of joint projects between national parliaments and parliamentarians. 	<p>Universities should take part in the process at every level, from the teaching to the professional stage. This would allow sharing responsibility and drawing joint actions by bringing together Mass Media and Faculties of Communication and Journalism.</p>	<p>The next promotion of graduates in journalism and communication are expected to have a general knowledge of EFA objectives and UNESCO strategies in Education.</p> <p>The progress of this initiative will rely upon the priority given to parliamentarians as central actors for EFA and the best use and implementation of modern ICT in the daily functioning and enhancement of the network.</p>	
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Programme I.2 – Attaining basic education for all

31 C/4 Strategic Objectives

Strategic objective 1: Promoting education as a fundamental right in accordance with the Universal Declaration of Human Rights

Strategic objective 2: Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values

Strategic objective 3: Promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue in education

Sub-programme 1.2.1 – Universal Basic Education

Para. 01211 – MLA 1: Expanding access to quality ECCE

Regular budget (rounded to \$ thousand)	
Planned: \$1,890,000	Actual: \$1,881,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
Equitable access to quality ECCE improved in selected countries through policy	<ul style="list-style-type: none"> • Early childhood care and education was promoted in the Pacific Islands together with all Pacific Education partners through regional technical 	<ul style="list-style-type: none"> • Preliminary EFA MDA results showed major gaps in early childhood care and education. As such, draft results were 	Ensured by UNESCO/ UNICEF joint support (financial and human)	Pacific Education partners further committed to joint collaboration in support of	

<p>advice and capacity-building.</p>	<p>training for ECCE officers. Situational analysis and needs assessment was conducted for all countries to understand the context in which countries offer ECCE programmes.</p> <ul style="list-style-type: none"> • In Central Asia, recommendations for ECCE country-based strategies formulated through subregional conference for ECCE policy review (Almaty, June 2007) and through National ECCE round-table meetings (Kyrgyzstan and Tajikistan). • Follow-up training on ECCE standards development conducted in cooperation with UNICEF. ECCE policy-makers and education professionals trained on ECCE standards integration into national strategies. • ECCE good practices developed and analysed. Collection of the materials with good practices published and disseminated for ECCE thematic groups (Kazakhstan, Kyrgyzstan, Tajikistan). • Regular Meetings with the ECCE taskforces including donors such UNESCO, World Bank and AUSAID have allowed increased coordination in the area of ECCE in Central Asia. • UNESCO paid special attention to the development of ECCE in tsunami-affected areas of Aceh and the recent earthquake zone in Yogyakarta (Indonesia). • Bangladesh has developed an ECCE policy framework following a wide range of interventions/inputs by various development partners, including policy dialogue and capacity-building support by UNESCO. The ECCE part of the EFA Mid-Decade Assessment supported by UNESCO is expected to bring about an added value. • Awareness among government official on ECCE policy raised through development of resource materials in different languages and support for participation of officials of Ministry of education in regional meeting on ECCE. • Review of policies and programmes of ECE in Pakistan supported. Policy review being conducted in partnership with UNICEF, CRI, and Ministry of Education. • Policy dialogue to improve access to ECCE was also promoted in Pakistan through, for example, a policy seminar on ECCE in Peshawar, in 	<p>presented to Education Ministers at their meeting in November 2007. Government ownership in this area is a major issue.</p> <ul style="list-style-type: none"> • The emerging issues to be addressed in future in terms of capacity-building should be related to development of monitoring and evaluation tools. • UNESCO/UNICEF could provide the required technical assistance and joint expertise to Ministry of Education in ECCE concepts, standards, life skills development. • Strengthening partnership with UNICEF country offices in the cluster countries is necessary for the effective and efficient implementation of the programme activity. • Advocacy for ECE can be more successful through networking and partnership with other actors. 	<p>resources) to the efforts of Member States to increase in this regard.</p> <p>Collaboration and partnership of Ministry of Education and other stakeholders were sought to reduce costs and maximize results of various activities.</p>	<p>countries.</p> <p>The Ministries of Education in Kazakhstan, Kyrgyzstan, Tajikistan integrated into national Education Strategies and Plans the expanding access to quality ECCE as one of the strategic priorities towards EFA goals achievement. ECCE priorities (EFA goal 1) will be incorporated into country HDRs, MDGs, UNDAF reports and strategies.</p> <p>Partner agencies are expected to continue using outputs of UNESCO interventions for their regular programmes.</p>	
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	<p>partnership with UNICEF and NWFP Department of Schools and Literacy. Capacity-building workshops in planning and management of ECE programmes were organized at district level.</p> <ul style="list-style-type: none"> • ECCE experts and policy-makers in the Arab region trained to conduct ECCE policy review at country level through the use of ECCE Policy Review Guidelines developed by UNESCO and ECCE policy briefs and regional ECCE consultations for exchange of best practices and information. • The Government of Jordan has adapted policies on early childhood care and education following the outcome of policy review and provision of technical assistance. Technical review of existing ECCE policy and strategy and gaps were identified and recommended for action by government. • NFE programmes, including ECCE, strengthened through increased cooperation between UNESCO and foundations such as the Jordan River Foundation. • Situational analysis on ECCE policy conducted in Syria. • Diagnostic analysis of ECCE policies conducted in a participatory approach. Following the Early Childhood Care and Education meeting entitled “Equitable Access to Quality ECCE Services Options and Challenges in the Arab Region” held in December 2006, which highlighted critical issues relating to the early childhood care and education sub-sector, a consultative process started in March 2007, involving key stakeholders in charge of ECCE policy at the Ministry as well as the ECCE expert, on the modalities of “review on ECCE policy” in OPT. • As a result, the identified local expert in Early Childhood Care and Education (ECCE) has carried out a “policy review on ECCE”, based on the guidelines provided during the workshop in Oman. The review was carried out in a participatory manner as it involved representatives of all relevant ministries; Ministry of Education and Higher Education, Ministry of Social Affairs; and Ministry of Health. • In the Arab States, technical assistance resulted in: <ul style="list-style-type: none"> - National ECCE strategy in Egypt; - Training manual for ECCE teachers in Egypt; 	<ul style="list-style-type: none"> • Coordination and linkages between institutions responsible for ECCE programmes needs strengthening. • Policy brief highlights improving the quality of ECCE and access to ECCE institutions by marginalized remains a major challenge. • The institutional capacity of MoE needs strengthening to enhance coordination of ECCE programmes at country level. • Improving the dialogue between the private and public providers of ECCE. • Political commitment/interest in ECCE is new and still weak in several countries of the Arab region. UNESCO and other partners must therefore increase their efforts in this field. • It is advisable to take into consideration an element of flexibility both in the planning and implementation phases of the activities, due to the very difficult situation prevailing in the OPT, including the institutional change, which is connected to the result of the PA elections in January 2006. • Challenges in Sudan included disturbed political environment, changing of Minister of Education. 	<p>Collaboration with UNICEF and national institutions to share costs for capacity-building workshop for policy review.</p> <p>RP funds used as seed funds.</p>	<p>20 ECCE experts trained to conduct Policy Reviews.</p> <p>Approach donors for obtaining more funds.</p>	
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	<ul style="list-style-type: none"> - Capacity-building for ECCE teachers and trainers in Sudan; - Study on the costs of making significant progress towards EFA Goal One in the Arab States finalized. • An ECCE regional consultation meeting was organized jointly by Beirut and Doha Offices in order to sensitize government officials and advocate on the importance of ECCE. Consensus was reached; however, greater efforts still need to be deployed at the national level, taking into consideration the particular status of each country. • A comprehensive study was undertaken to analyse the existing ECD policy, programme and practices in Nepal which included concrete options and strategy ECD policy development and implementation in Nepal. • Review of the draft early childhood policies in Bangladesh and Namibia conducted and comments for improvement provided through the concerned field offices. • National policy reviews on early childhood care and education (ECCE) conducted and supported in Senegal and Syria. A pre-review mission for Tunisia undertaken and preliminary observations on the policies and systems of ECCE presented to the government. • 500 copies each of "Policy Review Report: Early Childhood Care and Education in Brazil" and "Summary Report of the UNESCO/OECD Early Childhood Policy Review Project for Brazil, Indonesia, Kazakhstan and Kenya" published and distributed. • In Southeast Asia, three countries participated in a UNESCO–UNICEF ECCE Policy Review (Indonesia, Malaysia and Philippines). • In Indonesia, information and data on key issues of ECCE such as access, quality, governance, and resources had been collected and consolidated. 	<ul style="list-style-type: none"> • A violent political situation made it difficult to implement programme activities on time, especially with the government counterparts. • Integration of ECD programmes with the activities of CLCs has not only been cost-effective and sustainable but also contributed to the pedagogical effectiveness of other basic education programmes offered to out-of-school youth and adult illiterates who are the caretakers of young children at home. • Timely provision of comments and inputs by personnel with relevant competence is essential in order for the Organization to contribute usefully to the national process of policy development. • Advance planning and close collaboration between Headquarters and the field offices concerned are necessary for successful national policy reviews. Reviews are time-consuming processes – if the current level of staffing for ECCE is maintained, a greater reliance will be needed on mobilizing external experts to undertake the reviews in the future. • Strengthening partnership with UNICEF country offices in the cluster countries is necessary for the effective and efficient implementation of the programme activity. 	<p>Policy review was cost-effective.</p>	<p>For the work in policy and capacity-building to be sustainable, it is necessary to secure sufficient funding and staff in Headquarters and field.</p>	
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	<p>Based on the review and analysis and the issues, the final Policy Review Report was completed in November 2007. In Malaysia, data on ECCE has been collected and consolidated. Review conducted on issues related to integration of existing policies and effectiveness of implementation policies.</p>				
<p>Advocacy for quality ECCE and exchange of information promoted.</p>	<ul style="list-style-type: none"> • Advocacy for quality ECCE has been promoted through the publication of three issues of UNESCO Policy Brief on Early Childhood published in English, French and Spanish, online and in paper version. • Common advocacy messages for the promotion of EFA Goal 1 developed through an interagency meeting on the development of communication and advocacy strategies on ECCE co-organized with the Consultative Group on Early Childhood Care and Development and ADEA Working Group on ECD (WGECD) in June 2007 in UNESCO Headquarters, Paris. UNESCO regional focal points for ECCE as well as about 15 partner organizations mobilized for this meeting. • Advocacy raised for improved access to early childhood education and transition to primary education for Roma Children in Europe through Expert meeting in UNESCO Paris September 2007 co-organized with the Council of Europe. Representatives (government, educational personnel/research community, civil society) of 16 European countries participated. • Advocacy for quality ECCE and exchange of information promoted in the OPT in cooperation with the region. Officials from Ministries of Education participated in the meeting entitled Equitable Access to Quality ECCE Services Options and Challenges in the Arab Region held in Oman in December 2006. The meeting took stock of the countries' overall progress in developing and implementing early childhood policy; and identified critical policy issues that need to be reviewed and addressed with concrete options and strategies. Various discussions explored ways and policy options, in which a good balance between access and quality should be guaranteed also for the poor and the marginalized groups. Following this regional meeting, a policy review on ECCE was carried out, based on the guidelines provided during the workshop. 	<ul style="list-style-type: none"> • The Organization can reinforce its actions in policy advice and capacity-building of government officials, notably using the education as entry point and approaching from a sector-wide perspective. It should strengthen its role of providing cutting-edge knowledge, particularly in the field of ECCE policy work. • Enhanced cooperation among the programme specialists in this region was a positive element in the progress. 			

	<ul style="list-style-type: none"> • Network of the Central Asia ECCE focal points, ECCE thematic groups established for sharing good practices and experiences. • Policy documents (status of ECCE in Tajikistan, Kyrgyzstan ECCE concept paper, Kazakhstan policy review) published and disseminated. • Awareness of the importance and benefits of ECCE increased and ECCE supervisors and managers trained to promote and assist in building partnerships and networks for quality ECCE in Bangladesh. • Regional network enhanced and Information and knowledge on ECCE innovations shared among UNESCO field offices and partners in the region. • National Launching of EFA GMR 2007 on ECCE was organized in many countries, raising awareness not only among policy-makers, but also the public at large through increased press coverage. 	<ul style="list-style-type: none"> • Policy brief was used by policy-makers in policy discussions and direction of MOE on ECCE. • The networking mechanism needs to be discussed at large with UNICEF and other national and international partners to provide the required technical assistance to the ECCE focal points and thematic groups. 	<p>Produced at very minimal cost.</p> <p>The publications were printed as pilot materials developed in accordance with national requests. Further dissemination is subject to national support.</p>	<p>Policy brief to be used for future policy and strategy formulation.</p> <p>Member States are committed to supporting the sharing of ECCE experiences, good practices and strategic policies in the CA subregion.</p>	
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Para. 01212 – MLA 2: Achieving universal primary education

Regular budget (rounded to \$ thousand)	
Planned: \$2,696,000	Actual: \$2,620,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>National legislation and policies reviewed and monitored in selected countries.</p>	<ul style="list-style-type: none"> • Legislation in Afghanistan developed and modernized through provision of technical assistance. • Monitoring of the right to education (RTE) strengthened through the work of the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the monitoring of the right to education (JEG) on free primary education and enforcement and justiciability and through close collaboration with United Nations treaty bodies in this field. • Monitoring of RTE in Member States effectively conducted by way of the seventh consultation on the measures taken for the implementation of the CADE/RADE on the basis of guidelines and methodology prepared by the Secretariat for preparation of States' reports. • Institutional capacity raised in Member States 	<ul style="list-style-type: none"> • Developing national legislation is a long drawn-out process and depends on action by national governments. This requires continued interaction with the Member States. Challenging task for UNESCO is to overcome the constraint of low reporting rates and to provide technical support in reporting and follow-up. • Effective implementation of CADE is a continuing challenge for Members States. 	<p>Assistance to National legislation cost-effective. It requires only one short term mission of one professional. Most of the work was accomplished by way of exchanges of e-mails and professional interaction.</p> <p>Process of the 7th</p>	<p>National legislation is the most sustainable contribution as it provides sustainable basis for the policy execution and programming.</p> <p>The commitment to the CADE can be measured by status of ratification and rate of reporting.</p>	

	<p>through preparation and dissemination of reference materials.</p> <ul style="list-style-type: none"> • Reflection on the critical issues related to the realization of RTE promoted through experts meeting on the constitutional RTE and interactions with professional bodies (notably ELA and OIDEL) and steps taken for creation of a network of UNESCO chairs on RTE. • Situation analysis report of linkages between formal and non-formal education in Nepal was undertaken, based on which the policy recommendations are made for non-formal education equivalency programme. • A Free Primary Education Assessment was completed in Kenya (Synthesis publication and nine district publication) in March 2006. • These publications present a constructive analysis and recommendations on the challenges confronting the delivery of free primary education in Kenya. This is the also the assessment of the majority of stakeholders and the thrust of the positive commentaries in the Kenyan media (both print and electronic). The information in the reports has served as key working documentation in government, civil society and the academic community. 	<ul style="list-style-type: none"> • Review of existing equivalency policy and strategies in close consultation and collaboration with different literacy NFE stakeholders to achieve practical and acceptable policy and strategy is still a challenge. Violent political situation in the initial project phase made it difficult to implement programme activities on time. • The free primary education assessment was carried out with the Ministry of Education of Kenya involving also the National Examinations Council, experts from public universities, independent experts and UNESCO. The survey was conducted in five out of nine provinces across the country. Two major publications were published. The first is a synthesis of the challenges facing free primary education in Kenya and the second reports on findings from the districts covered in the survey. At the end of February 2006, senior officials of the Ministry of Education authorized stakeholders to use the UNESCO FPE reports in ongoing seminars across the country and this information has been communicated to all Provincial Directors of Education, all District Education Officers, City Director of Education (Nairobi) and all Municipal Education Officials. 	<p>Consultation on the implementation of CADE/RADE was most cost-effective as the Secretariat prepared the analytical report.</p>	<p>As the project is implemented jointly with government counterpart (NFEC), they will replicate the project in the next phase based on the results of the pilot class</p>	
<p>Innovation and reform of basic education systems supported in selected countries.</p>	<ul style="list-style-type: none"> • Education of under-served groups (namely street and working children) promoted through the use of methodological and technical guides by stakeholders (e.g. on the issue of preventive education for vulnerable groups; on access to basic education for young street girls; on child labour and 	<ul style="list-style-type: none"> • Strong demand from Member States. Need to further monitor the impact of the use of these materials at country level. 	<p>Although online materials are less expensive, there is still a need for printing materials to reach under-served populations.</p>		

	<p>education).</p> <ul style="list-style-type: none"> • The issue of access to quality basic education for Roma children shared amongst key stakeholders from 12 European countries during an Expert Meeting jointly organized with the Council of Europe in September 2007. The meeting has led to the preparation of guidelines on the transition from pre-primary to primary education. • Member States' capacities enhanced in undertaking educational governance reforms through the use of modules, toolkits and policy guidelines on governance. 	<ul style="list-style-type: none"> • Partnership with the Council of Europe was very successful. 			
<p>Good practices and policies on universal primary education (UPE) developed, analysed and disseminated.</p>	<ul style="list-style-type: none"> • Situational analysis and the government decision for development of instruction were prepared in Viet Nam. • Educational planners and managers, particularly those working in the field of ECCE, trained to understand and apply the concept of child-friendly environment and inclusion as strategies for achieving universal primary education in Bangladesh. • Innovations on reaching the unreached children have been exchanged, for example the experiences on One Classroom Schools, in selected countries in the Arab region (Yemen, Egypt, Sudan, Morocco and Syria) through several means: <ul style="list-style-type: none"> - Teachers and policy-makers in Egypt have been trained on several modalities to reintegrate drop-out children in formal schools. - Educational researchers and policy-makers in Egypt, Syria, Lebanon, Jordan, Yemen, Tunis, Sudan, Occupied Palestine and Morocco have been trained on Qualitative research Methods • UNESCO Beirut Friendly School project in Egypt documented as a success story on integration of drop-out children in formal schooling. • Policy-makers and key educators, experts trained on factors/ways to enhance learning. • In Nepal, dialogue and discussion on the reform of basic education systems with a view to developing innovative programming and links between non-formal and formal education programmes have been facilitated through a one-year piloting exercise (six 	<ul style="list-style-type: none"> • Implementation of abolition of semi-state institutions (transition to other private form) was much more complex than the government and UNESCO had expected in Viet Nam. • The ideas of child-friendly environment and inclusive learning are new and at times alien in many parts of Bangladesh. And not enough trained teachers are available. • Linking RB and EXB projects can lead to success (e.g. Friendly School project /Egypt). • Lack of coordination among different NFE literacy providers resulted in some duplication of efforts and activities. • In order to ensure UPE and access to 	<p>UNESCO Beirut is using the RP as seed money in order to raise funds for conducting the activities needed in the primary programme.</p>	<p>Trained officials were government personnel and already part of the system. The prospect for sustainability is therefore quite good.</p> <p>UNESCO Beirut Project on Friendly School in Egypt has designed the project with due emphasis on achieving government sustainability for the results (national curriculum, training models, policy regulation, etc.).</p> <p>60 district and community-level stakeholders aware of piloting exercise.</p>	

	<p>classes in three districts) for out-of-school children in collaboration with NFEC and the concerned District Education Offices. A curriculum grid was developed for out-of-school children (NFE) using five core subject areas.</p> <ul style="list-style-type: none"> • A situation analysis report has documented some good practices which were used to design the piloting exercise for out-of-school children. Good practices were shared with NFE-literacy network members. • In Indonesia, UNESCO has supported training on implementation of active, joyful and effective learning (AJEL) in the classroom that has been actively promoted through pre-service training institutions. Support has also been provided to on-job training of Madrash teachers and in the context of the CLCC projects to promote good practices in UPE. 	<p>education for out-of-school children, the situation analysis report and the piloting exercise will have to contribute to bridging prospects and options between non-formal and formal education in the form of an equivalency programme.</p>			
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Para. 01213 – MLA 3: Promoting gender equity and equality

Regular budget (rounded to \$ thousand)	
Planned: \$2,054,000	Actual: \$2,044,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Capacities for mainstreaming gender in national educational policies enhanced.</p>	<ul style="list-style-type: none"> • West and Central African countries were supported throughout the biennium in mainstreaming gender in their educational policies. • Capacities of MOE gender focal points in Africa and Asia were strengthened (through training workshops and elaboration of materials), and partnerships were enhanced through the GENIA and UNGEI networks. • Togo, DRC and Senegal have promoted gender equality in primary education textbooks through subregional training workshops for educational personnel in charge of textbook elaboration. South-South cooperation has been promoted through exchanges between African countries (e.g. a Togolese researcher has trained MOE staff in RDC). Key stakeholders have been sensitized to the issue of gender in textbooks through a guide "Promoting gender equality through textbooks – a Methodological Guide for players in the textbook chain". • Science education training materials such as the 	<ul style="list-style-type: none"> • Challenging task is to ensure continuous commitment from MOEs and key stakeholders. 	<p>The training workshops on gender roles in textbooks showed strong impact in terms of sensitization. The subregional approach seemed to be efficient in terms of cost-effectiveness.</p>	<p>In Africa, the setting up of gender units/teams instead of one focal point will help to ensure sustainability.</p> <p>Participating countries have established a national team in charge of monitoring the issue of gender roles in textbooks.</p>	

	<p>“Girls into science modules”, “UNESCO resources on school science education”, and posters in STE, have been developed, piloted and disseminated to all Member States.</p> <ul style="list-style-type: none"> • In the Arab States, an assessment and situation analysis were undertaken in the Occupied Palestinian Territory in order to analyse critical issues related to gender. Based on analysis and assessment of drop-out rates and enrolment rate of female students in low-cost studies, etc. key findings were outlined. A specific plan of action to implement the strategies for scaling up girls’ education was produced. • A set of indicators and tools to facilitate systematic monitoring and evaluation of ongoing work towards achieving global and national goals on gender equality in all levels and fields of education was developed. These tools and indicators have also contributed to the completion of the Education for All (EFA) Mid-Decade Assessment (MDA). • The capacity of Gender Focal Points (GFPs) has been enhanced to facilitate the implementation and monitoring of policies regarding gender equality in educational programmes. • UNESCO, together with other development partners, has been advocating for women’s rights and raising awareness regarding women’s contributions to conflict resolution and a sustainable peace, particularly in relation to United Nations Security Council Resolution 1325 and the ongoing peace process. <p>In Asia-Pacific:</p> <ul style="list-style-type: none"> • Gender Focal Points (GFPs) capacity built in EFA assessment, gender mainstreaming in NFE, secondary education, and policy and research linkage through a series of regional workshops; Increased involvement of GFPs of South and Southeast Asia following participation in the EFA coordinators’ meeting in MDA exercise; China (2006) and Indonesia (2007) became formal members of GENIA; GFP Team approach institutionalized in China following provision of technical assistance and outcome of national capacity-building training on gender. • Capacities of GFPs from the CA countries (Tajikistan, Kyrgyzstan, and Kazakhstan) enhanced. Subregional training on gender mainstreaming 	<ul style="list-style-type: none"> • Prevailing situation in Gaza slowed down the implementation. • Joint Programming with UNICEF in the production of plan of action proved to be a success. • Improve coordination among different stakeholders. • Challenges remained in ensuring better coordination within ministries to mainstream gender at all levels of education. Capacity-building efforts for GFPs proved most effective with face-to-face training. More need to explore efficient ways of organizing annual meetings as well as modalities for extending technical support and on-the-job mentoring for the GFPs. Commitment and support from field offices concerned was the key to effectively extending support to countries. • There is a need to reinforce gender 	<p>Joint planning and technical support (professional expertise, resource materials) were provided by UNESCO Bangkok Regional Office.</p>	<p>Fundraising for the implementation of the specific plan of actions outlined in the Key Strategies for Scaling Up Girls’ Education.</p> <p>Membership expanded and new partners engaged; GFPs trained and capacity built; GFP mechanism institutionalized in three countries.</p> <p>Efforts will be made to strengthen partnerships with all stake holders of the EFA movement at national and international levels to integrate gender equality as cross-sectoral issue into plans of action</p>	
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	<p>through non-formal education conducted; country action plans for gender-sensitive non-formal education discussed to be completed and implemented in the next biennium.</p> <ul style="list-style-type: none"> • Barriers to ethnic minority girls' transition from primary to lower secondary education identified for policy development. • MOE officers, educational planners, teachers of teacher training institutes trained to mainstream gender in education through the use of the GENIA Toolkit (translated into and adapted in Chinese, Lao, Bahasa Indonesia). A group of researchers in Korea and Japan initiated consultations for setting up a support network for GENIA following outcomes of research-policy linkage dialogue and the institutionalization of cooperation between the Ochanomizu University, Japan and UNESCO to link research and policy in gender in education. • Teacher training capacities for mainstreaming gender-sensitized education was strengthened at university and province levels in Malaysia, through the preparation and dissemination of appropriate training material. • In cooperation with other stakeholders, UNESCO has promoted national policy dialogue on gender equality in education in Indonesia, with specific focus on impacts, challenges, solutions from applying the policies on education and gender in practice. Support has been given to nine publications on gender issues. • The Gender Studies Institute has been established in Kabul University and support provided to conduct gender-based research and training workshops within the University, benefiting from other national and international experiences. 	<p>focal point training in gender-sensitive education.</p> <ul style="list-style-type: none"> • Continuous advocacy will be needed to change people's perception on gender. • Joint project with UNICEF required very careful and regular consultations for implementation. • Long-term joint cooperation with the Gender Focal Points needs to be better established and maintained. • Continuing to assist the work of MoNE on gender-related issues and capacity-building, in particular to support the work of the Sub-Directorate for Education for Women, is highly important. • Qualitative research techniques and skills still rather weak among the GFPs as concept of qualitative research continued to be rather new. Involving policy-makers from the very start in any research work to ensure research findings are reflected in relevant policy proved essential. Cooperation with universities and/or research institutes in more advanced countries also critical in building national capacity in qualitative research in the GENIA countries. 		<p>and strategies.</p> <p>Regional support sub-network of researchers initiated; GFPs trained in qualitative research skills; Qualitative research manual translated, disseminated and widely used.</p> <p>Support needs to be provided to the freshly established Gender Studies Institute to ensure its recognition as a research academic entity. Focus should also be put on the development of a gender studies network in Afghanistan.</p>	
<p>Education policies developed/improved in selected countries to increase access by girls and women to quality basic education.</p>	<ul style="list-style-type: none"> • The issue of school-related gender-based violence was raised in the global policy dialogue, through the participation of more than 200 participants in an expert meeting held at Headquarters, and support provided to BREDa to have this issue integrated into the UNGEI regional network. 	<ul style="list-style-type: none"> • Partnership is essential to improve girls' schooling. Good example of partnership: the project in Niger has benefited from cooperation among donor countries through a multi-donor funds-in-trust (Andorra, Cyprus, Luxemburg, Monaco, San Marino). 		<p>There has been an important fieldwork to involve the communities and to respond to their concrete needs. It is expected that income-generating activities will ensure regular earnings.</p>	

	<ul style="list-style-type: none"> • In OPT, the Ministry of Education and Higher Education's Five-Year Plan will be revised to include the outcomes of the report on scaling up girls' education produced by UNESCO. Special consideration on gender equality issues to be included in the new five-year development plan. 	<p>Challenging task is to ensure scaling up of innovative initiatives.</p> <ul style="list-style-type: none"> • It is advisable to take into consideration an element of flexibility both in the planning and implementation phases of the activities, due to the very difficult situation prevailing in the OPT, which is connected to the result of the formation of the new unity government in March 2007, since the new unity government is still not yet fully recognized by the major stakeholders, including the key donors in OPT. 		<p>Pilot activities to be adopted and integrated by governments into their programmes.</p> <p>Follow-up with the Ministry to ensure that the key strategies and proposed interventions in scaling up girls' education are integrated in its future planning.</p>	
<p>Networks of stakeholders working on gender equity supported, including through partnerships such as UNGEI.</p>	<ul style="list-style-type: none"> • Joint programming has been prepared together with UNICEF on "UNGEI" activities. In order to build an institutional set-up for this framework, in coordination with UNICEF, a Task Force, involving PA institutions (Ministry of Education and Higher Education, Ministry of Women's Affairs, Ministry of Social Affairs), United Nations organizations (UNESCO, UNICEF, UNIFEM) and some selected academic institutions, including civil society. <p>In Asia-Pacific:</p> <ul style="list-style-type: none"> • A series of regional and subregional thematic workshops/seminars on gender issues organized jointly with UNGEI partners and units/FOs. Subregional networking formed at Central Asia level; country-level networks and forums initiated in four countries. • MDA officers trained to mainstream gender in the MDA exercise through the use of qualitative indicators developed for the MDA technical guidelines; Gender sensitivity of MDA reports increased through the direct involvement of GFPs in the MDA exercise. • Gender thematic group meetings organized. Gender focal points from Kazakhstan, Kyrgyzstan, Tajikistan trained in gender qualitative research, the impact of women teachers on girls' education, gender analysis and lens. • Country analytical reports on gender education developed and presented at the EFA Education Forum by national and subregional gender thematic 	<ul style="list-style-type: none"> • Networking with key stakeholders such as UNICEF and UNIFEM helped guarantee the production of a high quality plan of action. • Technical and language barriers affected the regular and efficient communication with GFPs through online modalities; national-level networking required strong commitment and initiative on the part of GFPs to materialize thus the general status, authority and commitment of GFPs proved to be a key factor in promoting strong networks at both national and regional levels. UNGEI partnership at Southeast and East Asia level was very successful, while South Asia level found to be difficult to due to physical distance from UNICEF ROSA. • Challenge continued to be the identification of experts in gender statistics for the project which proved to be very few, especially in the region. Full understanding of qualitative indicators for gender equality measurement in the MDA exercise still 	<p>Follow-up gender initiatives will be supported by country-based NGOs, UNIFEM and international partners.</p>	<p>National networks and forums; Regular and systematic involvement in UNGEI involvement at regional level.</p> <p>Qualitative indicators for gender equality measurement developed; Needs assessment guidelines for gender equality indicators developed.</p>	

	<p>groups.</p> <ul style="list-style-type: none"> • Network of GFPs for sharing good practices strengthened through thematic meetings and conferences. • Advocacy materials and toolkits for girls' education and gender equality developed, translated and disseminated among country EFA Task Forces in Central Asia. • Series of collaborative activities organized under regional UNGEI framework, including joint publication on good practices and organization of regional roundtable on EFA goal 5; Five new issues of Advocacy Briefs and Policy briefs produced on various themes (Education in emergency, female teachers, child labour, single sex education and ECCE). • UNESCO has supported the development of the Afghanistan Girls' Education Initiative (AGEI) with other United Nations agencies and NGOs. 	<p>found to be lacking.</p> <ul style="list-style-type: none"> • There is a need to develop and strengthen partnerships with international and national organizations and NGOs to coordinate efforts and elaborate multi-sectoral, comprehensive and integrated sector-wide approach to promote gender equality in education. • Effective strategy for advocating good practices and gender issues in education in general proved to be a challenge, especially in countries where gender parity was achieved and gender was not seen as a problem any more. Many positive responses received on the advocacy/policy briefs produced and there is clear need for continuing this kind of activity. • One of the major challenges is to avoid duplication of work on girls' education and gender issues among development partners. 		<p>A work plan for the AGEI working group is being developed to ensure coordination among development partners. UNESCO partnership within AGEI will be strengthened, particularly through the leading role of UNESCO regarding literacy in the framework of LIFE.</p>	
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Para. 01214 – MLA 4: Improving education policies and systems for inclusion

Regular budget (rounded to \$ thousand)	
Planned: \$1,710,000	Actual: \$1,699,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Education policies and systems reviewed and monitored in selected countries to ensure the inclusion of disadvantaged children in quality basic education.</p>	<ul style="list-style-type: none"> • The educational policies of 24 countries have been reviewed and monitored since the beginning of the biennium to ensure the inclusion of disadvantaged children in basic education. • All countries involved in these reviews have developed strategies for Inclusive Education. • The results of these reviews have been widely utilized by field offices and countries concerned and served as basis for development of strategies 	<ul style="list-style-type: none"> • The reviews take time and require good professional knowledge about the combination of school systems, education and inclusion. Inclusion is a fairly new concept and the experts for this level of mission are scarce. • Special training activities to address this problem have been discussed but have proven to be too costly for available budgets. 	<p>Some studies have been conducted as purely desk studies, which is cost-effective but in some cases quality aspects call for follow-up in the respective country.</p>	<p>The new United Nations Convention on the Rights of persons with Disabilities and its Article 24 calls for country actions to provide Inclusive Education. Even if the Convention deals only with children with disabilities, the very rapid commitment of countries to follow this Convention is</p>	

	<p>and policies. They have also been used as reference materials for UNESCO policy briefs and for a series of conferences and workshops in 2007.</p> <ul style="list-style-type: none"> • The UNESCO Policy Guidelines have become popular and many countries and NGOs have asked to translate them into several languages. (They are now available in more than 10 languages). • Launch of <i>Faces of the Unreached for Inclusion</i> to assist governments in identifying groups of children most likely never to enrol in school or to drop out in terms of their geographical location, socio-economic standing and learning needs. Research methodology developed for this purpose. • Inclusive Education policies in the Asia-Pacific region have been reviewed and revisions monitored carefully. Several countries have during the biennium improved their Inclusive Education policies as well as strengthened their implementation strategies. Gaps have been identified and responses prepared. One of the major gaps has been Member States' policies on multilingual education. As a response, a policy advocacy toolkit has been developed and disseminated across the Asia-Pacific region. Through the mid-decade assessment process all EFA plans have been thoroughly reviewed and the result discussed with partners in the field of Inclusive Education in order to coordinate a response. Different aspects have been addressed in different countries. • The text of the draft educational law has been completed in the MoE in one Member State. • In Bangladesh, through the project "Breaking the poverty cycle of women", the targeted group from ultra-poor segment received literacy and 196 of them are already enrolled in formal primary and high schools. They also received livelihood training, which enabled them to improve their overall conditions of life. • Education situation analysis of marginalized and excluded children, with special reference to internally displaced due to conflict, was prepared, shared, validated and finalized. • Research-based policy recommendations were given for education of socially excluded and economically marginalized children, with special reference to internally displaced children, to 	<ul style="list-style-type: none"> • Need for countries to prepare themselves technically and financially for drastic changes in strategies and investment necessary to reach out-of-school children. • During the last biennium, a majority of the countries in the region have improved policies in favour of Inclusive Education. However, major challenges remain in terms of actual implementation. One key issue is that existing policy framework is not known to education officials at district level nor to personnel in teacher training institutes. Another difficulty is when supporting policies such as curricula, teacher training, etc is not harmonized and direct conflicts arise within the policy framework. Although it is clear that policy improvements are still needed, equal attention must be given to implementation strategies in order to create sustainable change. • Awareness should be raised even at Government level among MoE staff on some issues raised in the Educational Law (e.g. inclusive education). • Could not cover more target groups due to fund shortage. 	<p>UNESCO's small investment in mission and miscellaneous cost pays off for a methodology and a set of tools for identifying out-of-school children.</p>	<p>an indication that there is a broad and lasting understanding of Inclusive Education.</p> <p>It should be sustainable as the tools developed will be used for a larger survey.</p> <p>National officials, NGO partners and UNESCO staff trained in policy development and review. Policy development and review guidelines developed.</p> <p>As reviews have translated into modification of Educational Law in some countries, this gives an indication of sustainability.</p> <p>In Bangladesh, the project has allowed close to 200 girls to mainstream into formal primary schools and 492 girls are supporting their families through their own income.</p>	
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	<p>provide educational opportunities and reduce the number of drop-outs.</p>				
<p>Education officials trained to promote improvement and implementation of education policies on inclusion.</p>	<ul style="list-style-type: none"> • Education officials from various countries and regions trained in education policies on inclusion throughout the biennium. As an example, some 14 workshops/conferences have been organized in different regions. These workshops have been of two different kinds; they have either been concentrating on capacity-building or had a combination of capacity-building and preparatory work for identification of regional needs and preparations for the implementation of inclusive development and schools. The former ones have been organized in close cooperation with concerned field offices and the latter have been organized in cooperation also with IBE, as a preparation for the ICE in 2008. • Some activities contributing to this specific result are listed below: <ul style="list-style-type: none"> - Through seven workshops/conferences organized for capacity-building in inclusive education, more than 2,000 teachers, heads of schools and country representatives on education have been reached on experiences of inclusive education. - In addition to this and in cooperation with IBE and relevant ROs, seven regional conferences have been organized in order to build capacity in Inclusive education and to prepare for the ICE in 2008. (Representatives from more than 50 countries have participated.) - UNESCO hosted the launch of the report of the United Nations Special Rapporteur to the Human Rights Council to the worldwide education community. - UNESCO organized with Nordic funding an event for 60 persons on Inclusion in connection with the General Conference in 2007. - At the Global Forum on Youth and ICT, UNESCO was a main partner and organized a round table discussion on ICT and Children with Disabilities. • In the framework of <i>Faces</i>, UNESCO trained a core of Ministry of Education officials of Malawi to engage in a practical survey and sensitized them to the importance of addressing the needs of out-of-school children. <i>Faces</i> will continue in the next biennium to support 2-3 more countries in adapting 	<ul style="list-style-type: none"> • Cooperation with IBE, the Flagship stakeholders, WHO and ILO has been very positive and fruitful; the strong demands for discussions and exchange of experiences on inclusion can only be met through more of this cooperation. • Surveys of out-of-school children can be done at a relatively low cost with the help of relevant stakeholders. • Training through participatory methods aiming at empowering nationals helps 	<p>Cooperation with field offices in organizing workshops has provided excellent advantages and facilitated the most cost-effective use of transport, hotels, venues, etc.</p>	<p>Requests for materials and technical advice indicates that training has a genuine country-based effect.</p> <p>Trained officials will be engaged in the large-scale survey to be conducted by the country in the near future.</p>	

	<p>and piloting the methodology for their own use.</p> <ul style="list-style-type: none"> • In the Asia-Pacific region, a number of national and subregional training course/workshops have been conducted. Each training course/workshop has had different aims due to the advocacy/capacity-building gaps identified. The training courses/workshops have led to increased knowledge about Inclusive education in its broader definition as well as provided government officials with tools on how to apply Inclusive education policies to practice. During the workshops best practices, research and materials have been shared among participating countries. • National capacities in promotion of inclusive education were raised with five-day intensive technical training for policy planners, curriculum developers and special needs/inclusive education officers. • The inclusive education concept has been introduced and awareness raised among pre-service teacher education college instructors through an advocacy workshop. • In the Arab region, policy-makers and teachers in the 20 countries have been trained in Inclusion concepts and principles through several mechanisms (national and subregional training workshops, conference). • National trainers on Learning Difficulties in Lebanon trained. • Saudi Arabia experience on Inclusion has been analysed and disseminated. 	<p>people feel ownership of the activity and ensure that the survey is properly done.</p> <ul style="list-style-type: none"> • A misconception of Inclusive Education remains and the main challenges have been to broaden the scope to cover all learners and not only persons with disabilities. Furthermore, it has been difficult to reach all government stakeholders with the same message since the field of Inclusive Education is not always only managed by Ministries of Education. It has become evident that a holistic approach, addressing the whole concept of Inclusive Education, is most useful but a priority area, as defined by the country, should be used to spearhead the process. • Lack of capacities on the part of MOE and necessary policy framework remain major challenges. 		<p>National officials, NGO partners and UNESCO staff trained in policy development and implementation.</p>	
<p>Good practices in inclusion analysed and disseminated.</p>	<ul style="list-style-type: none"> • A large number of good practices have been analysed and piloted in different parts of the Asia-Pacific region. The pilots have provided solid evidence for best practices that have been disseminated through national and regional meetings as well as various education networks. One of the main networks, EENET Asia, has increased its members and coverage area due to strong UNESCO support. It has served as an important dissemination vehicle for UNESCO-related material. Furthermore, the Inclusive and Learning Friendly Environment materials have been extensively translated, adapted and 	<ul style="list-style-type: none"> • Even though there is a vast resource pool of good practices in the Asia-Pacific region it is challenging to adapt them to become relevant in different contexts. • Samoa's case is exemplary in that there was already a favourable policy and commitment environment in which to ensure mainstreaming of IE into primary and secondary education. The same cannot be said of other countries with varied capacities, resources and 	<p>Pacific education partners pooled financial resources and technical expertise to deliver support to countries.</p>	<p>Good practices documented and included in official implementation guidelines. LIFE material included in official material pack, etc.</p> <p>Five countries committed to policy development (as confirmed by UNESS consultation).</p> <p>A national advocacy</p>	

	<p>disseminated. It has also been developed further to include specialized sections to address issues requested by Member States. Special attention has been given to multilingual education and good practices have been documented and analysed. The result has been disseminated through publications and meetings in the region.</p> <ul style="list-style-type: none"> • Inclusive education was promoted in the Pacific Islands in a number of ways: (1) Samoa's pilot project was successfully concluded, resulting in full mainstreaming of it into the primary and secondary education systems (policy, government finance, teacher training, resource material for MoE, teachers and communities in Samoan language); (2) policy advocacy conducted with publication of policy guidelines on inclusive education from a Pacific perspective, as well as production of practical guidelines to promote IE in the Pacific. • The Inclusive, Learning-Friendly Environment Toolkit has been adapted and translated into local languages (Pashtu and Dari) for future training among MoE staff and teachers and in view of being piloted in selected schools in Afghanistan. • Good practices in inclusion analysed and disseminated via the three policy briefs that have been developed and distributed in English, French and Spanish. • To respond to the need for better access to UNESCO resource materials, a USB memory stick has been developed with a number of PowerPoint presentations, all our documents and a number of relevant articles and ideas for capacity-building, and distributed widely. • In cooperation with WHO and ILO we have developed a guide on community-based inclusive development. The material has been developed and field tested and is now edited. Expected launch will be on 3 December 2008. • We have also developed and launched a website (www.inclusionflagship.net) together with our partners from Finland and the shared EFA Flagship secretariat to better respond to the need for sharing good practices. 	<p>commitment. EFA MDA results at the country level should inform further action.</p> <ul style="list-style-type: none"> • The initially planned number of six policy briefs had to be reduced to three because of changed staffing situations. • There is an immense request for guidance and materials on Inclusive Education. 	<p>The fact that more and more documents and materials can be available electronically is cost-effective. It must however, be observed that there are still strong requests for "hard copies" especially from countries where access to Internet remains a problem.</p>	<p>strategy framework will facilitate further training activities.</p> <p>The requests for our documents, the Flagship e-newsletters, and visitors to our website, together with all requests for translations to many different languages, indicate that there is a sustained interest in this field.</p>	
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Sub-programme I.2.2 – Literacy Initiative for the Excluded (LIFE) and United Nations Literacy Decade (UNLD)

Para. 01221 – MLA 1: Implementing the Literacy Initiative for Empowerment (LIFE)

Regular budget (rounded to \$ thousand)	
Planned: \$4,016,000	Actual: \$3,978,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Political, financial and technical support mobilized at international, regional, and national levels to contribute to the reinforcement of LIFE implementation at the country level in up to 10 countries of the first implementation phase.</p>	<ul style="list-style-type: none"> • LIFE has been mainly implemented in an initial group of 11 countries (Bangladesh, Egypt, Haiti, Mali, Morocco, Niger, Nigeria, Pakistan, Senegal, Sudan, and Yemen), which were financially supported by UNESCO with budgetary and extrabudgetary funds. • Political support for literacy was mobilized through three regional planning meetings for LIFE implementation, held in March 2006 in Pakistan, Niger and Yemen which also strengthened partnerships at national and regional levels. • Bangladesh, Egypt, Morocco, Niger, Pakistan and Senegal have each been granted some \$1 million of extrabudgetary funds within the Capacity-building for EFA Programme to implement LIFE projects (2006-2008). • Technical support for activities in the areas of policy, advocacy, capacity-building and innovation was mobilized within the framework of the six extrabudgetary-funded LIFE projects by UNESCO Offices. • Major literacy programmes or campaigns are taking place in Brazil, Indonesia, India, and China. Other countries have established policies to mobilize their own resources and launched large literacy initiatives (Burkina Faso, Ethiopia and Mozambique). • In several countries, LIFE is accepted by donors as a framework to support literacy (South Sudan, Mauritania and Ethiopia). • A series of regional conferences in support of global literacy, carried out in four regions to date, as well as other regional events, have been part of UNESCO's advocacy strategy for LIFE. • In the Asia-Pacific region, a regional planning meeting to discuss LIFE implementation was 	<p>Challenges:</p> <ul style="list-style-type: none"> • Effective and timely implementation was hampered in Bangladesh (social and political unrest), Niger (unstable situation at the Ministry of Education) and Egypt (budget refocused). • To harmonize the LIFE implementation strategy with other agendas at different levels, in particular with national EFA plans, CCA/UNDAF, "One United Nations". • To obtain support from international and bilateral (donor) organizations. • To generate good quality data and put in place systematic documentation and reporting practices (in line with EFA, UNLD and CONFITEA review processes). <p>Lessons learnt:</p> <ul style="list-style-type: none"> • Need to take into account differing LIFE-cycles with funding plan and requirements of extrabudgetary projects. • Follow-up strategies that make use of the momentum created for literacy by major events are required. <p>General framework of LIFE was discussed and agreed since the context</p>		<p>Quality of regional strategy documented on LIFE</p>	

	<p>attended by eight LIFE countries in the region.</p> <ul style="list-style-type: none"> • At the country level, advocacy activities for the LIFE programme and Literacy Assessment and Monitoring Programme (LAMP) for national counterparts were carried out through: a) launching event of Indonesian EFA GMR 2006 in January 2006; b) First in-country technical meeting on LAMP in Jakarta in February 2006, in cooperation with UIS Montreal and AIMS in Bangkok; and c) LIFE Regional Planning Meeting in Islamabad, March 2006. • Regional cooperation and fundraising strategies developed. • LIFE initiative launched in the Arab region. • Capacity-building for ministry officials and UNESCO staff on Innovative pedagogical approaches in literacy. 	<p>of each country is diverse for planning detailed actions. Further efforts are needed to obtain the interests of policy-makers for the programme.</p>		<p>countries.</p> <p>Implementation of the literacy country plan.</p>	
<p>Development of LIFE country programmes reflective of national development priorities, and support to their implementation reinforced in a number of countries of the first implementation phase.</p>	<ul style="list-style-type: none"> • LIFE countries improved national literacy policies, strategies or plans which are informed by the Needs Assessment Studies carried out in seven countries. Other countries framed LIFE within their broader EFA strategy (e.g. Bangladesh) or have still to carry out an in-depth analysis of the national literacy situation (Mali and Niger). In some countries (e.g. Senegal, Nigeria) LIFE Action Plans have been drafted. • In six countries (Bangladesh, Egypt, Morocco, Niger, Pakistan and Senegal) the scale and level of implementation of literacy-related activities is shaped by the extrabudgetary-funded LIFE projects. • Seven countries (Bangladesh, Egypt, Morocco, Niger, Nigeria, Pakistan and Senegal) – all of them first-round LIFE countries that piloted UNESS – have emphasized LIFE and literacy in their respective work plans. • Scale and level of implementation of LIFE-related activities: see above. • LIFE Needs Assessment developed in close cooperation with adult education authorities in both Egypt and Yemen to insure conformity to country priorities. • LIFE task force established and content and theme of a national survey on literacy agreed in LIFE 	<p>Challenges:</p> <ul style="list-style-type: none"> • To set up participatory processes and structures for LIFE at the country level. • To mainstream LIFE into other agendas at all levels. • To create synergies with other initiatives such as UNLD, TTISSA, EDUCAIDS, DESD, MDGs, among others. <p>Lessons learnt: LIFE needs to be embedded in national policies and strategies.</p>	<p>TV spots are cost-effective considering the reach.</p>	<p>Government preparation of literacy country plan and its implementation.</p>	

	<p>brainstorming sessions in Egypt and Yemen.</p> <ul style="list-style-type: none"> • Geographic Map of Literacy in Egypt developed and CD produced. • LIFE Needs Assessment in Egypt finalized. • LIFE Basic Document in Yemen finalized. • LIFE Needs Assessment in Yemen in progress. • Literacy TV spots developed for airing on Egyptian national television. • LIFE-CAP including the literacy policy reviewed in both first phase countries (Bangladesh and Pakistan) and will form the basis for implementation of activities in those countries. • The literacy theme has been positioned in the public agenda in Haiti. There has been accrued interest by the Government to increase literacy provision in the country. A Literacy Campaign using the Cuban “Yo, sí puedo” methodology has also been launched. This is a national initiative which will cover the whole country progressively. 	<ul style="list-style-type: none"> • Further efforts are needed to strengthen the linkage between LIFE and literacy policies. • Lessons: UNESCO expects to influence literacy work in the country through the Spanish Cooperation Literacy Project. 		<p>LIFE-CAP developed.</p> <p>The Government is supporting this activity and there is good coordination of all parties concerned (Government, Spanish Cooperation and UNESCO).</p>	
<p>Literacy policy reviewed and monitored in the countries benefiting from LIFE.</p>	<ul style="list-style-type: none"> • Seven first-round LIFE countries carried out needs assessment studies, which included an in-depth analysis of existing policies. In some cases recommendations for improvement were made and validated by national stakeholder meetings. • Announcements of increases to the literacy budgets made by several governments of LIFE countries (e.g. Burkina Faso, Mali, Nigeria, and Senegal). <p>In Asia-Pacific:</p> <ul style="list-style-type: none"> • Dissemination of LIFE Planning meeting outcomes assisted countries in preparing their own implementation actions including budgeting. • Main findings of the inter-country programmes on mother tongue literacy synthesized and 	<p>Challenges:</p> <ul style="list-style-type: none"> • Concrete information on evolvement of national literacy budgets, as part of national NFE and education budgets are rarely available. <p>Lessons learnt:</p> <ul style="list-style-type: none"> • Since LIFE processes should be country owned and country-led, UNESCO is not imposing policy reform on LIFE countries. The approach is rather to showcase good practice examples of comprehensive literacy and NFE policies which might inspire countries to integrate innovative perspectives into their literacy strategies. • LIFE monitoring needs to be linked with EFA and UNLD MDA. • Mother tongue literacy is still a sensitive issue in some countries in the region. 		<p>Better cooperation with NGOs.</p>	

	<p>disseminated as a regional toolkit.</p> <ul style="list-style-type: none"> • Some countries expanded the projects with their own funds or other funding sources. • A Literacy Policy Review in Latin America was undertaken in 2006 in order to improve national policy design in literacy. The Report was finalized and disseminated with collaboration of UNESCO Santiago Office and UIL. • The needs assessment has been supported in Haiti through the Secretary of State for Literacy (SEA). National official trained to project implementation, was carried out. A literacy project has started with Spanish funding. Appropriate equipment was provided to the Secretary of State for Literacy to increase the institution's capacities. 	<ul style="list-style-type: none"> • Lessons: Document produced by UNESCO was a good way to analyse the situation of the country. • Challenges: Providing sustainable helpful analysis for the National Literacy Campaign. • Lessons: The activity was achieved thanks to the institutional stability at the Directorate level. It was facilitated through an effective collaboration between UNESCO Offices in Port au Prince and Santiago. • Challenges: To make the Government achieve literacy policy implementation and pledge for donor commitment to LIFE implementation in Haiti. 	<p>To get information on country situation, contribute to improving public policy design, and to an extent, the awareness among social actors.</p> <p>Thanks to LIFE and a new government setting, this activity boosted literacy policy implementation and generated donor support.</p>	<p>The needs assessment document is available.</p>	
<p>Personnel trained in quality literacy programmes (design, implementation, monitoring, assessment) in countries benefiting from LIFE.</p>	<ul style="list-style-type: none"> • Training of personnel at all levels has taken place mainly in the context of the extrabudgetary-funded LIFE programmes (Bangladesh, Egypt, Morocco, Niger, Pakistan and Senegal). This effort included advocacy for coordination and leadership for change, integrated and innovative approaches, promoting ICT as a means to strengthen national delivery capacity, and establishing monitoring and evaluation systems (including NFE-MIS and LAMP). • Capacities of participants from different LIFE countries strengthened for built-in monitoring and evaluation systems and benchmarking. • Participants from different LIFE countries trained in different international, subregional and national events on innovative pedagogical approaches in literacy used in 16 countries all over the world. • Capacities of literacy staff reinforced in post-conflict LIFE countries such as Afghanistan and Sudan. • LIFE regional and national focal points trained in situation analysis, monitoring and evaluation, and effective approaches to literacy. • Training of trainers carried out in the context of a partnership project with ISESCO (Burkina Faso, Mali, 	<p>Challenges:</p> <ul style="list-style-type: none"> • To provide and mobilize timely and sustained technical support to Member States. • To set up effective networks, partnerships and South-South-North exchange mechanisms for capacity-building interventions at the country level. • To identify the priority training needs for each country and strengthen at the same time the training capacities of national partners. • To include in training activities personnel from non-LIFE countries who need support. • To set up an interactive database on effective practices. <p>Lessons learnt:</p> <ul style="list-style-type: none"> • There is a huge need for capacity development at all levels and in many areas. However, the continuity of those training activities combined with concrete activities will be key to making 			

	<p>Niger and Senegal).</p> <ul style="list-style-type: none"> • Personnel trained in LIFE countries resulted in the development of regional cooperation and fund raising strategies. • Profiles of experts compiled, expert teams created, and technical support provided for policy development and capacity-building of LIFE countries. Database of resource materials developed and new resource materials for NFE developed including a planning and implementation guide developed. • Capacities of literacy and non formal education facilitators in the Arab region built through regional workshop. • Capacities of literacy and non formal education planners in both Egypt and Yemen built through training workshops. • Capacity-building of Adult Education Authority personnel in Egypt and Yemen developed through involvement in LIFE Gap and Needs Assessment steps. 	<p>a visible impact on the literacy rate.</p> <ul style="list-style-type: none"> • Capacity-building of central level personnel needs lead the capacity-building of district and grassroots personnel. • Feasible to strengthen the existing regional database on literacy. • More training in the field is requested. Lack of experts in planning of NFE in the region. 		<p>Regional cooperation strengthened.</p>	
<p>Context-sensitive, learner-centred and cost-effective literacy provision promoted in LIFE countries.</p>	<ul style="list-style-type: none"> • Within the framework of LIFE activities, policy-makers and providers of literacy programmes have developed an increased awareness of the real scale of the literacy challenge in their countries. • Quality of literacy provision has been influenced positively in a number of LIFE countries through capacity-building and training. • UNILIT Initiative in Egypt extended to two new Universities, capacities of 2,000 students built and 20,000 illiterates received literacy education. • Organization of second regional workshop on systematic resource development and capacity-building of NFE personnel which contributed to the reinforcement of LIFE implementation at the country level. • Dissemination of workshop outcomes to the participating countries and publication of the workshop report 	<p>Challenges:</p> <ul style="list-style-type: none"> • To improve monitoring and evaluation and implement in-depth research on literacy provisions including data with regard to context-sensitivity, learner-centred and cost-effectiveness. • To put in place effective systems of knowledge sharing on effective literacy programmes and research. • Resource allocations are needed to implement the plans on systematic resource development in literacy and NFE in countries. 		<p>Resource materials developed, disseminated and widely used.</p>	

Para. 01222 – MLA 2: Promoting learning opportunities for all through non-formal education within the framework of UNLD

Regular budget (rounded to \$ thousand)	
Planned: \$2,231,000	Actual: \$2,318,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>UNLD coordination and advocacy enhanced at international, regional, and national levels.</p>	<ul style="list-style-type: none"> • The coordination and advocacy work of UNESCO is expressed in two UNLD progress reports: <ul style="list-style-type: none"> - In 2006, a second biennial UNLD progress report was produced and submitted to the UNGA at its 61st session (document A/61/151). This report reviewed the global literacy situation based on the latest data produced by UIS and the GMR 2006 as well as UNLD action around the world and provided information on challenges and the way forward. - The importance of UNESCO's role was strengthened through UNGA Resolution A/RES/61/140, through which UNESCO has been requested to "reinforce its lead role in coordinating and catalysing the Decade's activities at the regional and international levels, prepare and conduct the mid-Decade review in collaboration with all Decade partners during 2007 and 2008 and submit its results to the General Assembly". • In 2007, a progress report was produced and submitted to the Executive Board at its 177th session (document 177 EX/8). This report highlighted the main actions undertaken during 2006 and 2007, such as raising the profile of the Decade through the Conferences in Support of Global Literacy ; it further reported on the status of the implementation of the six key areas of action (policy, programme modality, capacity-building, research, community participation and monitoring and evaluation); on UNESCO's work in advocacy; on the identification of good practices and research and on the implementation of LIFE as a key global strategic framework for its implementation and on the request of the UNGA to undertake a UNLD mid-decade review. • The White House Conference on Global Literacy (2006), which was hosted by Laura Bush, First Lady of the United States of America and Honorary Ambassador for the UNLD, underscored the need for sustained global and country-level leadership in promoting literacy and was the starting point for a 	<ul style="list-style-type: none"> • The major strengthening of the implementation of the UNLD, which was initiated in mid-2006 is still faced with a number of challenges. While a great number of high-level and highly effective activities were undertaken during the second half of 2006 and in 2007, literacy is still not high on the agenda of countries or of the international community, and major efforts are required to change this situation. • UNESCO cannot be expected to undertake such a major task alone, and therefore, the engagement of our partner agencies is of crucial importance. • Greater efforts are required to mobilize the international partners of UNESCO for the implementation of the UNLD. • The engagement for literacy of personalities at the highest level should be maintained, as it has been proven to significantly increase the visibility of the literacy challenge and to mobilize action. • UNESCO Goodwill Ambassadors should be rallied more to engage themselves in the field of literacy. • Contacts were established more easily at regional level (i.e. with UNICEF, WHO, WFP, UNHABITAT, etc.), which should be pursued. • More "unconventional" partners for literacy should be rallied for advocacy 	<p>Joint implementation between Headquarters, UIL, Regional Bureaux and field offices, as well as the very active support (both in terms of contents, logistics and finance) of the respective host countries made these Conferences possible and cost-effective.</p>	<p>Partnerships strengthened at regional and international levels.</p> <p>Advocacy and communication strategy developed.</p>	

	<p>major campaign in support of literacy internationally.</p> <ul style="list-style-type: none"> • In 2007, an expert group for the UNLD mid-decade review was established and a first meeting organized in September 2007. As a result, the UNLD Mid-Decade Review Strategy paper was finalized and the outline, scope and major themes of the mid-term review were agreed upon. Studies were commissioned and questionnaires prepared to support the review process. • In the framework of UNESCO's UNLD Coordination and Advocacy role, four regional and subregional Conferences in support of global literacy were organized in 2007 in the Arab States region, the Africa region, the East Asia, South-East Asia and the Pacific subregion and the South, South-West and Central Asia subregion. Through the Conferences, awareness on the specific challenges of each region was raised and momentum built for renewed commitment and South-South and North-South-South collaboration was initiated, e.g. among universities. Partners from international organizations such as UNICEF, WHO, UNHABITAT, international NGOs and Foundations actively participated in the Conferences and the basis for collaborative follow-up activities was laid. • The personal engagement of high-level personalities was a major factor in raising the awareness about literacy in the world and served as a catalyst for follow-up action. This was demonstrated by the White House Conference through the engagement of the First Lady of the United States of America and in the regional literacy conferences, where the presence of high-level personalities from the host countries and from other countries participating, such as First Ladies and UNESCO Goodwill Ambassadors, had a crucial influence on the visibility of the events and thus clearly contributed to raising the importance of literacy in the respective regions. • Important advocacy work has been undertaken through the annual International Literacy Day (8 September) and the yearly awarding of the UNESCO International Literacy Prizes to effective adult literacy and post-literacy programmes all over the world. In 2006 and 2007, five UNESCO International Literacy Prizes were awarded, giving recognition to high-quality literacy programmes. The information on these programmes has been widely disseminated, and in 2007 a brochure on the Prizes was published. 	<p>and support.</p>			
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	<ul style="list-style-type: none"> • In general, advocacy on literacy was increased through the launch of the Literacy Portal in October 2007, which provides updated information on UNESCO's programmes and activities in the field of literacy, including information on effective practices. Moreover, the awareness on literacy was increased through publications, such as "The Alphabet of Hope" published in English and French. • Knowledge on NFE programmes enhanced among ministry officials and other key stakeholders in the society. In the framework of promoting UNLD activities in the OPT, a community based activity involved the use of creative non-formal learning methods for youth aged 12-18, in the marginalized areas of Hebron, Nablus and Gaza, to increase their levels of literacy and encourage them to read critically, and write creatively. A series of training sessions, targeting some 80 youth, use creative methods mainly through the documentation of the Palestinian traditions, in order to enhance their knowledge and creativity and stimulate their creative thinking. • As part of this activity, an orientation session on UNLD was held on 1 June 2006 in Ramallah involving some 80 youth, some five trainers and three youth leaders from Hebron, Nablus, and Gaza, for the purpose of raising their awareness on the importance of literacy and its issues in OPT. The activity resulted in the production of a comprehensive book in Arabic (90 pages) of Palestinian traditions and histories, which was mainly finalized by Palestinian youth, who participated in the series of training sessions mentioned above. The final book has been widely disseminated throughout the West Bank and Gaza since April 2007. • Paper on good practices of NFE presented at a regional planning meeting of EFA assessment. • Network of CLCs in Kazakhstan and Kyrgyzstan strengthened for sharing experiences and coordination of activities through meetings and workshops. • CLC focal points trained in partnership building and networking to support and strengthen community development. • Country-specific contexts defined for community-based services and livelihood programmes development in Kazakhstan and Kyrgyzstan. 	<ul style="list-style-type: none"> • Active participation of youth from marginalized areas in the West Bank and Gaza positively contributed to progress. • The prevailing situation in Gaza negatively impacted on communication with the stakeholders and monitoring of activities in Gaza. • At the planning stage, it would be better to focus on the selection of the participants from the most disadvantaged communities in the West Bank and Gaza. Overall, the involvement of the selected qualified and active civil society institution is considered to be a successful factor of promoting literacy in the disadvantaged communities in OPT. • Inclusion of UNLD in EFA planning and implementation needs to be ensured. • The laws and regulations on education do not specify NFE issues, which mean that it is not formally structured. Interventions and technical assistance are required in setting national norms and standards for non-formal education. • There is a need for cooperation among the United Nations agencies and international organizations to 	<p>This publication was made possible through the engagement of famous writers for literacy.</p> <p>Implemented in coordination with extrabudgetary funding received for this MLA and contributing to achieving goal 2 and goal 4 of the Dakar goals.</p> <p>Cost-effectiveness was ensured by the joint support of UNESCO Bangkok, JFIT, to complement programme activities, meetings and thematic researches.</p>	<p>Disseminate this successful experience to other regions in the OPT.</p> <p>Cluster cooperation and policy development.</p> <p>Resource mobilization to support NFE implementation strengthened. Technical assistance and support will be delivered in cooperation with Regional Bureau of UNESCO Bangkok to promote policy dialogue and support at all levels.</p>	
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	<ul style="list-style-type: none"> • Recommendations for cooperation with local authorities developed and submitted to decision-makers. • CLC focal points from Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan trained in gender mainstreaming through non-formal education. Gender components are integrated into local CLC action plans. • In Latin America and the Caribbean, UNLD core issues have been installed in the public agenda in countries of the region, with technical and political support of UNESCO through national meetings in Peru (October 2006), Brazil (September 2007) and Mexico (October 2007); regional meetings in Colombia (April 2006), Costa Rica (March 2007) and an international meeting in Cuba (June 2006). The Partnership with CEAAL and CREFAL was strengthened, and best practices and dissemination of results and conferences were carried out. 	<p>coordinate their efforts on community-based services development with a focus on vulnerable groups of local population.</p> <p>Lessons: Need to continue advocacy for literacy within UNLD.</p>	<p>To advocate and to exchange information, contribute to improve public policy design and, to an extent, the awareness among social actors.</p>	<p>The information has been widely disseminated.</p>	
<p>Literacy/non-formal education policy and programmes for marginalized population reviewed and improved in selected countries.</p>	<p>1. Four Regional and Subregional Literacy Conferences in Support of Global Literacy (Arab States, Africa, East Asia, South-East Asia and the Pacific; South, South-West and Central Asia) resulted in important achievements as regards policy and programme reviews as follows:</p> <ul style="list-style-type: none"> • Literacy policy reviews were undertaken at the regional/subregional level through studies commissioned in preparation of the literacy conferences. Through round-table discussions, education ministers were made aware of the various challenges in their countries and regions and recommendations for follow-up at the national, regional and international levels were formulated. • Literacy programme design and delivery was reviewed through the Conferences and, as a result, recommendations on criteria for quality practices have been elaborated; moreover, effective practices have been identified and presented with the aim of information sharing and eventual replication in other contexts. • Other crucial topics such as Literacy Assessment, Monitoring and Evaluation; Literacy in a Multilingual Context, Literacy and Gender were analysed and recommendations for follow-up action at the policy and programme levels were formulated as an outcome of each Conference. 	<ul style="list-style-type: none"> • Follow-up action to all regional literacy conferences is required. While a lot of stimulating advocacy work was undertaken and concrete recommendations formulated, the challenge is their actual implementation, which needs to be incorporated in work plans of the next biennium. Headquarters and UIL should support activities through catalysing actions and technical support. • The “Hope and Solidarity through Ballgames programme” needs to be scaled up and lessons learnt need to be brought to the policy level for a lasting impact. 	<p>Joint implementation between Headquarters, UIL, RBs and field offices, as well as the very active support (both in terms of contents, logistics and finance) of the respective host countries made these Conferences possible and cost-effective.</p>	<p>Contextualized benchmarks in all areas of literacy need to be developed.</p> <p>Sustainability of the awareness raised will depend on follow-up undertaken.</p>	

	<p>2. Centres for street children built through the programme “Hope and Solidarity around Ball Games” in selected countries (Mali, Guinea, and Niger). Awareness raised on their situation through the engagement of well-known sportspeople in this programme.</p> <ul style="list-style-type: none"> • In Asia-Pacific, NFE has been playing bigger roles in reaching the unreached in Cambodia with following achievements: <ul style="list-style-type: none"> - Number of CLCs has been increased to almost 70 in Cambodia. - Multilingual education toolkits translated and adapted by the MoEYS-DNFE (Department for Non-Formal Education in the Ministry of Education, Youth and Sports). - Bilingual classes conducted in some selected areas for the indigenous population to facilitate their enrolment and retention in primary education. - Equivalency programme mechanism and guidelines are under review for finalization by the end of this biennium. • Functional literacy has been widely promoted to link with life-skill programmes drawing wide support from various donors such as ADB, EC and WB. • In Nepal, ICT tools through CLCs were used to develop literacy materials based on the national curriculum for basic and post-literacy education that have been contextualized to meet the needs of learners for diverse community contexts. • Assistance was provided to develop, improve literacy and NFE policy and programmes in Indonesia (E9), the Philippines and Timor Leste. <p>Indonesia:</p> <ul style="list-style-type: none"> • In cooperation with partners, technical assistance was provided for the design of an instrument to assess literacy skills and to carry out a literacy survey. • development of literacy assessment instrument with mother tongue approach was conducted, the model was promoted and utilized in specific regions. • a literacy material package was developed and piloted in a six-month literacy class. 	<p>Good coordination and collaboration with the MoEYS-DNFE and various NGOs working on NFE including NFUAF and ACCU.</p> <ul style="list-style-type: none"> • Follow-up actions need to be carried out with the Ministry of National Education to develop the instrument to assess literacy skills and to carry out a literacy survey. • Close monitoring of follow-up actions conducted by the project partners needs to be done frequently. • Success factor is the close collaboration among the stakeholders (tri-partnership). 	<p>Various joint support to the DNFE with ACCU and NFUAJ.</p>		
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	<p>Philippines:</p> <ul style="list-style-type: none"> • Consultations were carried out to develop the activity of the 10th-year of the PALIHAN Project in 2007. PALIHAN Project – non formal technical and vocational training project for the out-of-school youth began in April 2007. In parallel, the third year of the five-year sponsorship programme for 25 students was successfully implemented and the fourth year programme began in mid-June 2007. <p>Timor-Leste:</p> <ul style="list-style-type: none"> • UNESCO facilitated exchange experiences with Indonesia in NFE Policy, Programmes and field best practices, with particular focus on the Equivalency Education Programme. <p>In the Arab region:</p> <ul style="list-style-type: none"> • NFE and adult education personnel have exchanged experiences and information on NFE challenges and priorities in the region. • Arab NFE manuals developed as tools for capacity-building for NFE facilitators in the region. • More community learning centres in poor areas established and strengthened. <p>In Latin America/Chile:</p> <ul style="list-style-type: none"> • Advocacy activities with national/State authorities were undertaken in order to promote a life learning process in all the areas of integral development (ESD, Culture, Human Rights, Basic and Higher education. • State education ministries have been trained in EFA policies and strategies to promote life learning programmes. • National youth policies and activities have been reviewed and analysed in light of UNESCO youth principles; a complex report was elaborated by the office with recommendations of new policies and activities. • Meeting on adult education with Portuguese-speaking countries brought possibilities for mutual cooperation and for the exchange of experiences in the process of strengthening their national policies on EFA. • Commitment made by the Palops countries in setting 	<ul style="list-style-type: none"> • Support should be organized for the cluster countries participation in Global Literacy Conferences such as the Regional Literacy Conference in Beijing. <ul style="list-style-type: none"> • The Arab States region still faces challenges in institutionalization of NFE. • There is a need to establish synergies between formal and non-formal education <ul style="list-style-type: none"> • The importance of involving partners at all Government levels to obtain a successful report analysing public policies. <ul style="list-style-type: none"> • Brazilian experience in this field makes the country a good source of lessons learned for others facing the challenge of universalizing literacy. The study of UBO on successful experiences in literacy will contribute to the support of adult education policies in Brazil and 	<p>This programme benefited from ongoing extrabudgetary projects like CAPEFA/Egypt.</p>	<p>The dissemination of Arab NFE manual in five Arab States as an efficient tool for capacity-building in NFE. Community Learning Centres are a sustainable modality in themselves.</p> <p>Working with all levels of the Government, the recommendations will be included in the follow-up actions plan and strategies.</p>	
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	<p>up a South-South cooperation network.</p> <ul style="list-style-type: none"> • Produced bilingual document on adult and youth education in Portuguese-speaking countries: • New dialogues for South-South cooperation. • Development of a study on successful experiences in adult literacy in Brazil. • Strategies elaborated for developing possible models of non-formal education and distance learning programmes through community multimedia centres in the Caribbean. • Jamaica: Action research project in prison settings: a community multimedia centre established, including community radio, ICT lab, and curriculum for the education and social skills laboratory rehabilitation programme. The development of the programme was informed by an initial participatory process involving both inmates and employees. • Dominica: Braille literacy programme developed and undertaken, ensuring access to learning opportunities as well as transferring communication and empowerment skills to visually impaired young people and adults. The programme is linked to initiatives aimed at developing opportunities for better livelihoods among the visually impaired population. • St Vincent and the Grenadines: A comprehensive literacy programme and campaign undertaken to reach illiterate adults and young people with learning difficulties at school. A 13-series television and radio programme developed and broadcast literacy materials developed for newspapers and community learning centres. 400 persons were trained as 	<p>other countries.</p> <p>The study will also contribute to the preparatory studies of CONFINTEA.</p> <ul style="list-style-type: none"> • Infrastructures, educators' training, access to open learning and financial resources are some of the main challenges. A clear articulation with predefined assessment and certification processes is essential as far as programmes geared towards effective transition from education systems to working environments are concerned. • Investment in education in prison settings is traditionally not seen as a priority. However, education and ICT interventions in prisons settings are critical to the rehabilitation process of inmates. Nevertheless, they must be linked to other socialization and rehabilitation strategies, creating linkages with other institutions and programmes that promote continuing education and training along with workplacement opportunities after the time spent in prison. • Holistic responses to the diversity of learning needs, closely related to socio-economic as well as cultural exclusion of the visually impaired communities are required. The development of related strategies calls for the promotion of comprehensive partnerships involving government ministries, public agencies, civil society organizations, communities and education services, as well as the private sector. • Capitalizing on ICT and access to computer facilities available at the Learning Resource Centres must be promoted to develop online learning approaches and programmes for learners at the functional and advanced 	<p>Partnership established with UNESCO's Communication Sector. The research has been undertaken with the objective of minimizing the financial barriers to an effective and large-scale implementation.</p> <p>Partnership established with the National Correctional Services and a local correctional centre. Investment in education and ICTs in prison settings can be particularly cost-effective if capable of promoting effective rehabilitation.</p> <p>The purchase of equipment is particularly expensive, training programmes are relatively long, but benefits are incommensurable for individuals, communities concerned, and the society at large.</p> <p>The Ministry of Education mobilized media, teachers, educators, and civil society as partners on the project.</p>	<p>Partnerships and resource mobilization to be developed for piloting related interventions at both national and regional levels.</p> <p>Sustainability of the project and its potential scaling up are largely dependent on resource mobilization and political will. The development of an impact evaluation study will be critical to ensure sustainability.</p> <p>Public support must be sustained at national level, and relayed by media campaigns on radio promoting the programme and its free access to any individual.</p> <p>Mobilizing resources for creating sustainability and sharing the experience with other Caribbean countries.</p>	
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	<p>facilitators through the training of trainers programme administered by the Division. The project has reached over 3,000 learners.</p>	<p>literacy levels.</p>			
<p>Good practices documented focusing on synergies between formal and non-formal education and on areas such as education for rural population, community learning, and South-South cooperation.</p>	<ul style="list-style-type: none"> • Study on “Synergies between formal and non-formal education: an overview of good practices” published. • Good practices in literacy identified, documented and disseminated through the Regional Literacy Conferences in Support of Global Literacy undertaken in Qatar (covering the Arab States region), in Beijing (covering the East Asia, South-East Asia and Pacific subregion), Bamako (covering the Africa region) and New Delhi (covering the South, South-West and Central Asia subregion). • As requested by the Executive Board, these good practices are made available to the broader public through the Literacy Portal. This facilitates not only information sharing, but also possible replication in other contexts and might lead to South-South collaboration. • Best practices analysed and recommended for dissemination, enhanced information-sharing within countries and identified synergies between formal and non-formal education, community learning and South-South cooperation. • Technical support to finalize country action plan (CAP) was given based on LIFE planning meeting and needs assessment. • Appeal Resource Pack for Literacy and Continuing Education presented to Central Asia CLC focal points for analysis and adaptation for local needs and priorities. • A report was prepared and discussed with NFEC to stimulate discussion within the NFEC as to how ICT tools may be used to achieve better outcomes according to existing priorities of the NFEC including improving quality, scale and long-run cost-effectiveness of NFEC programmes. • Technical assistance to NFEC to prepare a facilitator’s guide on ICT for Literacy provided. <p>LAC:</p> <ul style="list-style-type: none"> • Exchange of good practices was carried out to improve knowledge and information on literacy. In collaboration with CREFAL and CEAAL a Contest of 	<ul style="list-style-type: none"> • The identification of effective practices through the regional literacy conferences as well as through the Literacy Prizes is a first step. • After the completion of the Regional Conferences, another mechanism of identifying good practices needs to be put in place. • Also, the process of identifying good practices needs to be systematized and standards of what represents a “good practice” need to be created and used for their selection. • There is a need for training and resource materials development adapted to the local community needs. <p>Wider consultation required to produce the resource guide in a way that will be useful and acceptable.</p> <ul style="list-style-type: none"> • This Contest provided a good example of building synergies with NGOs of the 	<p>The Regional Conferences provided an excellent opportunity to collect and disseminate good practices and thus this exercise didn’t require additional funding.</p> <p>The institutional websites and bulletins were used to give publicity to the contest</p>	<p>Dissemination through the literacy portal.</p> <p>Good practices will continuously be collected through the Literacy Prizes.</p> <p>Draft facilitator’s guide on ICT for Literacy developed.</p> <p>The results were widely disseminated.</p>	

	<p>Good Practices was launched and its outcomes disseminated through UNESCO, CREFAL and CEAL websites.</p> <ul style="list-style-type: none"> • Antigua: a model of community-based literacy intervention developed, tested, and integrated, providing literacy skills and reading opportunities for all at community level, with particular focus on illiterate adults and school tutoring. 	<p>region involved in literacy programmes.</p> <ul style="list-style-type: none"> • Such an integrated model of intervention is particularly relevant for communities that already have some initial community education programmes operating and infrastructures in place (e.g. community learning centre). 	<p>and to the Prizewinners.</p> <p>Partnerships with community-based organizations and national education networks.</p>	<p>The modality of intervention is sustainable in nature. Its effective integration depends on the capacity of community-based organizations to generate financial resources. Flexibility required in implementation in the long term to adapt to the evolving needs of the community.</p>	
<p>Literacy/non-formal education assessment, monitoring and evaluation mechanisms strengthened in selected countries.</p>	<ul style="list-style-type: none"> • Non-Formal Management Information System (NFE-MIS) initiated in Senegal, Morocco, Tanzania, Bangladesh and Niger. Extrabudgetary funds secured through the EFA Capacity-building Programme for this activity. Several capacity-building/training activities in the respective countries undertaken. This process is ongoing. • The NFE-MIS maps NFE provision at national/sub-national level and leads to a sound information base on who (providers) does what (programmes) how (programme content and delivery), where (location) and for whom (target group). It provides policy-makers, planners and programme managers with the necessary information to take informed policy decisions, to monitor and evaluate the implementation of their plans as regards the NFE sector and provides information on the output of programmes. Through the NFE-MIS, national capacities in NFE monitoring were built. • Main findings of the inter-country programmes on mother tongue literacy synthesized and disseminated as a regional toolkit. Some countries expanded the projects with their own funds or other funding sources. • Non-formal education integrated into countries' plans (e.g. Mongolia's Education Sector Master Plan) as an important means to deliver education for herders and other vulnerable groups; A network of non-formal and distance education on literacy and life skills was established and strengthened; The unreached groups have been provided with regular education services and literacy rate has been increased; Training materials developed under this project were widely disseminated and also used by 	<ul style="list-style-type: none"> • The need for sound information on NFE remains a major challenge in many countries. There is a great demand for the NFE-MIS. In order to fulfil this demand, further extrabudgetary funds need to be raised and capacities need to be built at the RB and FO as well as Institutes' level in order for UNESCO to provide the technical assistance required in the rather complex area. • Mother tongue literacy is still a sensitive issue in some countries in the region. 	<p>Cost-effective through extrabudgetary funding.</p> <p>In some countries, links have been made with other United Nations agencies for the implementation of the NFE-MIS.</p>	<p>Sustainability depends on sound and long-term capacity-building at the country level and also at the RB and FO levels, as well as appropriate fundraising.</p> <p>Final sustainability will be achieved once the country has integrated the system as part of their overall monitoring and evaluation mechanism in education.</p>	

	<p>other partners, e.g. WB under FTI.</p> <ul style="list-style-type: none"> • Development of CLC Model as a Centre for learning for the people affected by the Tsunami in Thailand. Advocacy materials have been developed. Assist Laos and Viet Nam in preparing and formulating action plan under the NFE Policy. • Regional Action Research Studies conducted on Community Ownership and External Intervention for Sustainability of CLCs in Kazakhstan (2007). Cases of successful stories, findings and recommendations on ownership, external interventions and participation for sustainability presented for discussion and analysis. • In the Arab States region, education experts and literacy and NFE experts were trained to develop an NFE/EMIS system thorough the use of tools and resources to establish a NFE/EMIS pilot project through the Amman office: • NFE and Literacy experts trained in developing NFE questionnaires and NFE indicators through the use of NFE/EMIS tools; Literacy and NFE experts trained to review Literacy materials through the use of tools developed by UNESCO; education experts trained to prepare the national planning report for the Literacy Assessment and Monitoring Project for Jordan; MOU for the LAMP project established between the Government of Jordan and UIS. • Two International Literacy days organized to raise awareness on the Int. literacy Days and related themes and EFA Goals from 2006 -2007; Two Community Learning Centres established to promote life-long learning and adult literacy programmes. • Advocacy activities for the LIFE programme and Literacy Assessment and Monitoring Programme (LAMP) to national counterparts of Indonesia were carried out through: a) Launching event of Indonesian EFA GMR 2006 in January 2006; b) First in-country technical meeting on LAMP in Jakarta in February 2006, in cooperation with UIS Montreal and 	<ul style="list-style-type: none"> • Important to promote country ownership in the process of formulating NFE policy and action plans. • Special attention should be given to monitoring and evaluation process, data collection and advocacy for non-formal education policy elaboration. There is a need to summarize and disseminate the relevant policy research. • The coordination and linkages between institutions (public and private, NGOs) responsible for NFE programmes need strengthening. • The need for strengthening of the institutional capacity in NFE Section at MoE. • Developing a NFE policy remains a major challenge. • To establish an NFE/EMIS system within the existing EMIS system and related IT tools. • The need to review and develop new literacy materials for the adult literacy programme. • More training required for the TOTs and NFE personnel. • Establishing Community Learning Centres (CLCs) with NGOs is the most cost-effective way to reduce operational costs for managing the CLCs. • LIFE related activities should be widened throughout Indonesia. Other partners should be involved in delivering the literacy courses in remote areas. 	<p>Cost-effective to develop partnership with NGOs to establish Community Learning centres where cost is shared. Operational costs are covered by the NGOs.</p> <p>Importance of developing the pilot project with the counterpart funding from the government.</p> <p>Funding proposal prepared donor funding of LAMP project.</p> <p>Establishing CLCs with NGOs cost-effective.</p>	<p>Participation of 3,000 educational institutions in the International Literacy days.</p> <p>20 experts trained in NFE Policy and NFE Indicators.</p> <p>LAMP project MoU signed with the government.</p> <p>15 experts trained in preparation of LAMP project and five national institutions to participate in the project.</p> <p>LAMP project national Team established.</p> <p>NFE Policy being reviewed.</p> <p>Four Experts participated in the regional Literacy conference.</p> <p>* One diagnostic study in NFE completed.</p> <p>NFE/EMIS partially established.</p> <p>The projects implemented have brought about sustainable impacts for the beneficiaries.</p>	
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	<p>AIMS in Bangkok; and c) LIFE Regional Planning Meeting in Islamabad, March 2006. The LIFE Vision and Strategy Paper (2nd edition) and LAMP brochure were translated into Indonesian and printed for further dissemination to support mobilization of national and international resources. Further efforts are needed to obtain the interests of policy-makers for the programme.</p> <ul style="list-style-type: none"> The three LAMP project documents were translated into Indonesian and distributed to five NFE research and Development Centres (BPPLSP) during the workshop on mother tongue literacy and literacy assessment programme on 20 and 21 December 2006 in Bogor (West Java, Indonesia). <p>LAC:</p> <ul style="list-style-type: none"> Evaluation of the “Yo, sí puedo” Cuban literacy method in three countries: Ecuador, Mexico and Paraguay was elaborated, and evaluation document presented to the UNESCO Executive Board (July 2007). 	<ul style="list-style-type: none"> This was the first evaluation carried out of the Cuban Literacy Method which is presently being used in all Latin American countries. It has to be disseminated further in order to improve literacy programmes in the region. 	<p>Extrabudgetary funds support this activity that will continue in 2008.</p>	<p>The results were and will be widely disseminated.</p>	
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Sub-programme I.2.3 – Teacher education

Para. 01231 – MLA 1: Implementing the Teacher Training Initiative for sub-Saharan Africa

Regular budget (rounded to \$ thousand)	
Planned: \$2,283,000	Actual: \$2,252,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Comprehensive teacher education plans developed as part of sector-wide national education plans in selected countries.</p>	<ul style="list-style-type: none"> A practical tool developed to better enable national counterparts to conduct and sharpen analyses on teacher education and determine how TTISSA can support these priorities. All 17 first-phase TTISSA countries have formulated draft action plans and mapping with teacher needs, resources and priorities. Additional mapping exercises have been conducted by BREDa/Dakar Cluster in Cape Verde, Guinea and Sierra Leone, as well as analysis of existing teacher education plans and policies in e.g. Cape Verde, DRC, Guinea, Lesotho, Niger, Sierra Leone, South Africa. Teacher education plans/policies have been adopted, 	<ul style="list-style-type: none"> Perceptions of teacher needs, resources and priorities within countries may vary and are sometimes not evidence-based. exercises are very difficult in countries with large gaps in data (e.g. post conflict countries). Teacher education plans and policy documents are often difficult to access. 	<p>Future Policy Forums should be held in Africa and with support of national Ministries of Education.</p>	<p>Strong relationships have been established with mainstream structures (e.g. Directors of Teacher Education of Ministries) to ensure sustainability.</p> <p>National governments must lead policy development processes.</p>	

	<p>with UNESCO technical assistance, in DRC, Guinea and Sierra Leone, and targeted technical assistance has been provided to teacher education plan/policy and qualification development in Angola.</p> <ul style="list-style-type: none"> • Comparative Indicators on Teachers and Teaching have been discussed and shared among Member States in view of enhancing national teacher-related data for strengthened policy-making capacity. • Regional networking among the 17 first-phase TTISSA countries and beyond has been enhanced for strengthening national quality assurance mechanisms in teacher education, teacher education policy-making and processes, research, effective teaching and learning, as well as partnership-building around teacher education for better quality education. 				
<p>Quality of training in teacher training institutions in selected countries improved.</p>	<ul style="list-style-type: none"> • UNESCO has assisted national institutions in developing revised pre-service teacher training curricula, often integrating cross-cutting issues in Angola, Nigeria and the Central African Republic. • In-service teacher training has been supported in Cape Verde, the Central African Republic, Chad, Guinea, Niger, Sierra Leone, the Republic of Congo, and Nigeria. • Support and management staff (e.g. inspectors and directors) have been trained and supported by IICBA. • Stronger quality assurance culture has been promoted at the regional and subregional levels via forums and preliminary studies and South-South exchanges, and support to research and teaching has been provided through the UNESCO Chair Networks. An Asia-Africa dialogue has also been initiated in view of improving teacher training quality in Africa. • Cooperation among five TTISSA countries of the Economic Community of Central African States has been facilitated for teachers, administrative officers, decision-makers, researchers and trade unionists in order to exchange their experience and solutions with regard to the quality of training (shortage of teachers, brain drain, low motivation, inadequate infrastructures, outdated curricula, weak or corrupt leadership, insufficient materials, poor initial training, rare continuing training). • Distance training programmes for community teachers have been developed in Sierra Leone, 	<ul style="list-style-type: none"> • Setting in place a large Initiative such as TTISSA requires time to build a strong consensus and establish partnerships. • In addition to access, the question of quality calls for particular attention. The current policy concerning temporary teachers, including parents and community members, should be applied during a provisional period, while the level of training is being raised 		<p>Country-level management of the Initiative has been revised in order to ensure that the Initiative is mainstreamed and more sustainable.</p> <p>Commitment to intensify efforts to create a subregional synergy designed to improve the quality of training, especially through university teaching.</p>	

	Guinea and Benin.				
<p>Teacher shortage and the status of teachers recognized as a key development issue in selected countries.</p>	<ul style="list-style-type: none"> • Wide dissemination and promotion of the UNESCO/ILO Recommendations Concerning the Status of Teachers and their implications for teacher status. • World Teachers' Day celebrations organized at international, regional and national levels, highlighting challenges facing the teaching profession. • Support has been provided to national teacher education policy development and/or implementation in Guinea and Ghana. • Initial analyses of teacher issues have been developed in each of the first-phase TTISSA countries, including some analysis of issues of teacher status and shortage. • Several international forums on teacher shortage and status have led to identification of strategies to support research, capacity-building and awareness-raising activities for the next biennium, coordinating with several organizations e.g. ILO and EI 	<ul style="list-style-type: none"> • Setting in place a large initiative such as TTISSA requires time to build a strong consensus in order to ensure holistic and coherent actions. 		<p>It is important that issues of teacher shortage and working conditions are acknowledged and that appropriate responses are identified through South-South sharing, capacity development and use of mainstream structures.</p>	
<p>National policies with international standards regarding HIV/AIDS and education integrated into teacher training curricula.</p>	<ul style="list-style-type: none"> • Qualitative exploratory research has been conducted by BREDA and IIEP on response of teacher training institutions to HIV/AIDS in selected SSA countries. • Survey of ten first-phase TTISSA countries on HIV/AIDS responses completed and empirical evidence produced that will inform practical work. Decision-makers from Ministerial and institutional levels have subsequently discussed findings/evidence and are engaged to strengthen responses, which must address issues beyond just curricula. • Curriculum developers from six central African countries were trained by and sensitized by IBE on approaches to integrate HIV/AIDS into curricula. • A Southern Africa HIV/AIDS workplace policy for the education sector was developed in cooperation with the ILO. Zambia is piloting its translation and implementation. • Mainstreaming of training relating to HIV prevention and support for people living with HIV as part of teacher training in eight countries (Nigeria, Zambia, Cameroon, Mali, Tanzania, Kenya, Burundi, Senegal). 	<ul style="list-style-type: none"> • Influencing policy development and/or policy change which is evidence based takes time and is unlikely to happen within a biennium. UNESCO interventions must therefore be sequenced appropriately and ensure continuation. • Working with a longer-term vision and supporting countries in such a direction is challenging. Curricular change and improvements also require time and ongoing reflection. 	<p>Most of the activities have been organized using the "UNESCO family approach", meaning that cooperation was sought with Institutes and cost-sharing was also employed.</p> <p>Cost sharing was also employed with the ILO in Zambia.</p>	<p>Increasing number of persons trained.</p>	

Para. 01232 – MLA 2: Professional development of teachers and educational personnel

Regular budget (rounded to \$ thousand)	
Planned: \$1,071,000	Actual: \$1,052,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>The status, working conditions and performance of teachers addressed through national education policies.</p>	<ul style="list-style-type: none"> • In line with UNESCO's standard-setting function, capacity of education personnel and experts has been built in the application and provisions of the 1966 UNESCO/ILO Recommendation concerning the status of teachers. The national institutional capacity in Jordan, for instance, has thereby been enhanced, which has resulted in policy changes by the government to develop better conditions and provide incentives for teachers. • Analysis and research studies of major issues affecting the current status of teaching personnel worldwide at all levels of education have been undertaken in collaboration with the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART). • CEART Working Group addressed allegations with governments in Ethiopia, Australia, and Japan, while CEART's profile has been raised and mandate affirmed through the approval of the reports of the Working Group on Allegations, and the Ninth Session, by the Executive Board of UNESCO and the Governing Body of ILO. Major findings and recommendations on addressing the status and working conditions of teachers have been published and disseminated to Member States. • General advocacy and awareness-raising for teacher issues promoted through, among others, campaigns on the World Teachers' Day, high-level advocacy in national, regional and international forums, and reviews of teacher status in Asia and the Pacific and Latin America and the Caribbean regions. 	<ul style="list-style-type: none"> • A particular challenge in advocating the Recommendations, work of the CEART, etc. is the reality of low teacher status and poor working conditions in many countries. • Development discourse as promoted by some agencies may undermine the impact of these activities. • More research and promotion is needed of the issues of teacher status and working conditions. 			
<p>National capacities in teacher training strengthened.</p>	<ul style="list-style-type: none"> • In Palestine the development of a comprehensive teacher education strategy is in its final stages and capacities for teaching education professionals have been strengthened. 	<ul style="list-style-type: none"> • It should be noted, that the limited capacities of the Ministry non payment of salaries and open strike caused some delays in the implementation of the planned activities. The prevailing situation particularly in Gaza slowed down the implementation and negatively impacted on communication of the Ministry staff between the West 	<p>This office had managed to secure extrabudgetary support from the Government of Norway to support the development of the teacher education strategy.</p>	<p>Development of an action plan and budget for the strategy.</p> <p>Endorsement of the strategy in the Ministry of Education and Higher Education plans.</p>	

	<ul style="list-style-type: none"> • A network of teacher training Institutes has been established in Kazakhstan, Kyrgyzstan and Tajikistan to enhance the professional capacities in the area of education for sustainable development, and teacher training curricula have been reoriented to address sustainable development. • Teacher trainers, curricula developers, and education specialists trained in multi-grade teaching techniques (MGT) in Nepal. A manual and a training programme in the Nepalese language for multi-grade teaching for in-service and pre-service teacher training produced following the training. 	<p>Bank and Gaza.</p> <ul style="list-style-type: none"> • The fragile institutional set-up due to the change in the PA institutions since February 2006 impacted negatively in securing the necessary extrabudgetary funds for the Teacher Education Strategy Development. • Many teachers and teacher unions still oppose MGT because they perceive MGT as a strategy of the MoEs to avoid providing the number of teachers in rural areas that they promised. 		<p>Serious commitment towards the implementation of the strategy should be exerted.</p> <p>Fundraising efforts are highly needed to secure the necessary funds for the implementation of the strategy.</p> <p>Since there is a policy in place for the introduction of MGT in pre-service and in-service teacher training, it is expected that this manual and training programme will be mainstreamed into the national pre-service and in-service teacher training of the MoEs.</p>	
<p>Policies, plans and/or strategies in place for national teacher certification based on recognized quality standards.</p>	<ul style="list-style-type: none"> • Education experts have been trained to develop policies and strategies for the national teacher certification based on recognized quality standards thorough the use of tools and instruments developed by UNESCO to improve standards at national level. • Regional networking has been enhanced for strengthening national quality assurance mechanisms in teacher education and higher education, including accreditation and the recognition of qualifications. • Global and regional (Arab States, sub-Saharan Africa, Caribbean, Europe) studies have been undertaken to review quality assurance in teacher education. The research highlighted issues, challenges and examples of good practices in quality assurance policy and practice. • Comparative Indicators on Teachers and Teaching have been discussed and shared among Member States in view of enhancing national teacher-related data for strengthened policy-making capacity. 	<ul style="list-style-type: none"> • Major challenge is to improve quality standards. • There are different concepts of quality assurance terminology and methodologies, which challenges development, dissemination of models and sharing of best practices. 			

Programme I.3 – Enhancing quality education

31 C/4 Strategic Objective

Strategic objective 2: Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values

Sub-programme I.3.1 – Quality education for learning to live together

Para. 01311 – MLA 1: Promoting human rights, peace, democratic citizenship and intercultural understanding through education

Regular budget (rounded to \$ thousand)

Planned: \$2,193,000 Actual: \$2,173,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Programmes implemented to support a holistic vision of quality encompassing knowledge, values, skills, and behaviours.</p>	<ul style="list-style-type: none"> • UNESCO's role in the global dialogue on the prevention of violence <u>strengthened</u> through active participation in the inter-agency working group on the World Report for the Prevention of Violence against Children, organization of panels and a series of round tables. • The issue of intercultural education and a Culture of Peace within a human rights framework <u>raised</u> through the International Conference held in Seoul, Republic of Korea in October 2006, jointly organized by UNESCO and the Asia-Pacific Centre of Education for International Understanding (APCEIU). • The importance of Human Rights Education in quality education <u>recognized</u> among Member States and partners through UNESCO's active participation in the Inter-Agency Committee on the World Programme for Human Rights Education. • In specific relation to the global dialogue on how to improve quality in education and enhance learning, experts mobilized (Paris, March 2007) and three main areas <u>identified</u> with regard to learning: a) individual learner; b) in-school factors; and c) out-of-school factors. The follow-up at the regional level was started in Africa (Kigali, Rwanda, September 2007) on the occasion of the meeting "What Basic Education for Africa", and research studies carried out in selected countries to investigate factors contributing to enhanced learning in inclusive environments. • Based on the contributions supplied by research and publications by OREALC (including those of cultural 	<ul style="list-style-type: none"> • Inter-agency partnerships proved to be a success factor on the issue of violence prevention in schools. • School leadership at rural schools associated with integrated development 	<p>Joint activities with partners could be further encouraged.</p>	<p>The argument supporting quality basic education including issues of human rights and citizenship education, peace, non-violence and intercultural understanding with a specific focus on the gender dimension in all these areas, is reflected in fulfilment of the EFA goals and MDGs.</p>	

	<p>diversity) regarding quality education policy, the ministers of education who met at the PRELAC II Meeting suggested adopting measures to implement integral educational policies based on quality education including focus on relevance, pertinence and equity.</p> <ul style="list-style-type: none"> • A model of leadership training for rural school directors was developed in three countries (Nicaragua, Paraguay and Ecuador) associated with integrated development plans for rural populations. Extrabudgetary project financed by FAO. • Youth leadership training in El Salvador aiming to contain the juvenile gang (“maras”) violent action at community level, in the framework of SHS Peace in Central America. • Leadership training of directors of highly vulnerable schools at San Salvador as part of a technical assistance required by Salvadorian Government in the framework of the SHS Project of Peace in Central America. • Awareness raised among educators, researchers, policy-makers, media, teachers, and other stakeholders in education on the negative impact of violence on quality, inclusive education through a publication on the interconnections of education, media and violence developed in cooperation with the Communication and Information Sector at UNESCO and the University of the West Indies. The publication explores the various aspects of violence in the Caribbean settings, identifies violence as a cause for reduced access and achievement, and proposes ways and means in which schools and media can work in synergy. • A CARICOM Working Group on disciplinary practices set up to discuss aspects related to violence in schools and corporal punishment, with UNESCO’s 	<p>plans for rural populations allow relevance by means of curricular adaptation processes, conducted by directors with high leadership capabilities.</p> <ul style="list-style-type: none"> • Community and student youth leadership seems to be a critical issue to face the “maras” menace. Effective multiplication of leadership capabilities is possible in partnership with Ministries of Education and Youth. • To restrain and prevent the action of the “maras” at school level require Governance and Leadership capabilities of school authorities, teachers and community organizations. • During the course of the biennium it became clear that the issue of violence in the Caribbean society and its schools deserved UNESCO’s attention. Thus a shift in the focus of our action. • The momentum built through the collaboration with UNICEF, Save the Children, and the Committee on the Rights of the Child in the development of the United Nations Study on Violence against Children failed to materialize in an expected joint work in the Caribbean. 		<p>Number of programmes, agreements, seminars and workshops that include the concept of quality education for all based on a human rights approach in the substantial dimensions stated in PRELAC II.</p>	
<p>National capacities reinforced to plan, implement, monitor and evaluate rights-based quality education systems.</p>	<ul style="list-style-type: none"> • 38 countries nominated focal points as defined by WPHRE’s Plan of Action for the first phase (2005-2007). • An increased number of Member States <u>committed</u> to the Plan of Action’s implementation (Tunisia, Palestine, Jordan); technical assistance provided by field offices to Member States on the implementation of WPHRE. National task force of trained staff 	<ul style="list-style-type: none"> • The first phase of WPHRE was extended by the Human Rights Council for two additional years (2008-2009). • The main challenge has been to get governments to commit to the WPHRE and create HRE working groups. Human Rights are still somewhat sensitive to address and therefore 	<p>Need to strengthen partnership with actors (both governmental and non-governmental) committed at the ground level and build upon existing strengths.</p> <p>In Jordan, joint situation analysis conducted by</p>	<p>A roster of national focal points and coordinating units for the World Programme on Human Rights Education (WPHRE) has been established, which will be further mobilized towards the elaboration and</p>	

established within ministries of education and/or national centres for human rights in Arab States to monitor implementation of WPHRE Action Plan.

- Member States and other UNESCO partners informed of the Plan of Action through a wide dissemination of the booklet, translated in six official languages, and brochure. In the Arab States, regional meeting on WPHRE held in Tunis (Tunisia) in 2006 with participation of 18 Arab States; in Europe, partnership established with the Council of Europe's Education for Democratic Citizenship Programme.
- Member States informed of a human rights-based approach to education, in particular through the most recently finalized "*Joint UNESCO/UNICEF Framework for a human rights-based approach to EFA*".
- In Asia, focus has been on assisting selected countries in the planning, implementation and evaluation of human rights education in line with the World Programme for Human Rights Education, in particular to integrate human rights in teacher education curricula. Review undertaken in Indonesia, Thailand, Lao PDR, Cambodia and Nepal to identify to what extent HRE is incorporated into the formal education system. Furthermore, identified gaps have been addressed in each country and teacher training materials have been developed; policy revision advice provided and advocacy activities carried out. Only a few countries have officially internalized the first phase of the WPHRE but several countries in the region have indirectly implemented several of its proposed strategies.
- Capacities of 60 policy-makers and practitioners from Kyrgyzstan, Kazakhstan, Tajikistan, Uzbekistan reinforced in human rights-based approach to education through subregional workshop (2006) on human rights education strategy and practices.
- 70 sets of teaching/learning guidelines on human rights-based education for education specialists published and disseminated.
- National stakeholders in LAC increased their knowledge about the International Plan of Action (World Programme for Human Rights), through

several countries are framing HR-related activities under the theme of peace education.

- There is a need to address human rights and values education through a holistic perspective as an integral part of the whole system of education.
- Within the policy reforms in secondary education there is a need to influence the core subjects by mainstreaming HR concepts into the optional courses of extra-curricular activities.
- Countries have shown insufficient capacity in implementing the Action Plan on Education and Human Rights in its first phase (2005-2007), it has therefore had to be postponed until 2009
- The lack of capacity to elaborate indicators and assess policies in areas on education for peace, human rights,

National centre for Human Rights and Ministry of Education was cost-effective.

UNESCO Beirut worked jointly with other partners (UNHCR, UNICEF)

implementation of the national plan of action.

Dissemination of the World Programme of Human Rights documents and United Nations General Assembly Resolution.

Human rights-based education is implemented through intersectoral and inter-agency cooperation within a comprehensive vision of quality education.

Several organizations are involved in the process to ensure the sustainability

strategic agreements and public information activities, as well as academic activities in close cooperation with Education in Human Rights Chair (UNAM).

- Capacities of decision-makers at the ministries of education in 14 Latin American countries were enhanced in order to improve policies on education for peace, democratic coexistence and human rights.
- Assessment of the state of education in Latin America and the Caribbean was improved through the elaboration and application of a first set of indicators built to measure the quality of education from a human rights-based approach.
- Production of a pedagogical kit elaborated in cooperation with the network of bilingual schools in the Amazonian provinces of Ecuador (Red de Escuelas Bilingüe en la Amazonía ecuatoriana).
- Thematic workshop for OAS Caribbean Countries organized:
 - i. Tertiary education indicators within the UIS data international reporting framework;
 - ii. The development of national analytical reports using internationally comparable indicators.
- Regional Workshop in Education Statistics for LAC 2007 organized.
 - iii. According to Summits of the Americas' goals and work plan (Ministerial report, information systems diagnosis missions).
 - iv. New developments in educational statistics, ministerial report, regional programme for technical assistance, statistical capacity-building programme for the Caribbean.
- Barbados, Bahamas, Saint Kitts and Nevis, Antigua and Barbuda, Honduras, El Salvador, Dominican Republic and Paraguay have data plans documented for the international data reporting.
- Throughout 2006 and 2007 diagnostic missions on the education information systems to countries have been carried out for UIS international data reporting, within the PRIE working plan framework, and the UIS statistical capacity-building strategy (Colombia, Paraguay, Peru, Uruguay, Mexico and Dominican Republic). The results are documented diagnostic mission reports – one for each country – which are the main inputs to develop a regional strategy for

and democratic coexistence, makes it necessary to train such personnel in these matters.

- Developing a regional statistical capacity-building strategy to improve national information systems and international indicators availability.

of the actions.

	<p>technical assistance.</p> <ul style="list-style-type: none"> • A monitors' meeting for the assessment of the diagnostic missions within the Summits of the Americas project working plan in order to identify strengths, weakness of the Education Information Systems for the participating countries. • Dissemination and use of information. Within the Summit of the Americas framework, the results have been published and disseminated of the diagnostic missions, identifying main common issues among participating countries (Colombia, Paraguay, Peru, Uruguay , Mexico and Dominican Republic) and defining various lines of action to improve national information systems ("Education Information System Diagnosis Mission Assessment" (executive and full report). • Stakeholders within ministries of education have strengthened their capacities in 14 Latin American countries with regard to improved implementation of policies on peace education, living together in democracy and human rights. • A work plan has been agreed upon at the end of the first phase of the United Nations World Plan of Action on Education for Peace, Human Rights and Democracy. • Community-based HR institutions (defensorías comunitarias) of selected municipalities of El Salvador and Honduras started a communication strategy for reaching vulnerable communities with information and messages on the Right to Education. At the same time, "defensorías" at community level are strengthened for local action in promotion and defence of the right to education 	<ul style="list-style-type: none"> • Countries have not demonstrated enough interest in carrying out the United Nations World Plan of Action on Education for Peace, Human Rights and Democracy in its first phase (2005-2007), therefore it has been postponed until 2009. • The lack of evaluations, dispersed resources and the limited personnel support to define policies of education for peace, human rights and learning to live together in democracy seem to be a flaw within the ministries of education that needs to be remedied. 			
<p>Policies and processes fostering tolerance, social cohesion and intercultural understanding adopted, and textbooks and learning materials promoting peace, non-discrimination and dialogue among peoples developed.</p>	<ul style="list-style-type: none"> • Plan of action finalized for drafting, publication, and dissemination of inter-regional guidelines for quality textbook development and revision in Europe and the Arab States. • Guidelines on promoting gender equality through textbooks published and revision processes under way in Togo and DRC. • Websites on textbook development completed and virtual discussion forum held with participation from individuals in 15 countries of Africa, API, LAC, Europe 	<ul style="list-style-type: none"> • Acknowledgement that involvement of all key stakeholders is a time-consuming process. Necessity of good collaboration and teamwork in all areas. Necessity of communication and maintenance of web-based platforms, also of measuring the impact of strategy and policy documents. 		<p>Dependent on continued funding.</p>	

and NA, and the Arab States.

- Interregional Observatory on Textbooks designed and preliminary research conducted. Assistance provided to development of policies/programmes for textbooks promoting peace and non-discrimination in Iraq and the Palestinian Territories.
- The strategy document on “Additive bilingual education in multilingual contexts” targeting teachers in the Sahel countries printed and distributed; promotional materials for International Mother Language Day (2006 and 2007) produced and distributed globally.
- Contributions in collaboration with the LINKS programme to the development of policies and strategies for indigenous peoples’ education, including inputs to curriculum integration of traditional knowledge systems. Advocacy document for enhancing quality learning through mother tongue-based education, including case studies of good practices from all regions published.
- Member States and other partners sensitized on the issues of peace, human rights, diversity, tolerance and non-discrimination through the dissemination of the following frameworks and guidelines developed by UNESCO that encourage policy development and promote best practices: “UNESCO Guidelines on Intercultural Education (that will serve as reference material for the UNESCO World Report on Cultural Diversity in 2007)”, “Best Practices of Non-Violent Conflict Resolution in and out of school”, “Rights of the Child, Education and HIV/AIDS: Protect the most vulnerable”, “Tool for Quality Assurance of Education for Democratic Citizenship in Schools” and “The Challenge of Indigenous Education: Practice and Perspectives”. Most recently UNESCO and UNICEF have finalized the “*Joint UNESCO/UNICEF Framework for a human rights-based approach to EFA*”.
- More than 100 practices collected through the “Compendium of Good Practices in the field of Human Rights Education in the School System” that was launched in cooperation with the Office of the High Commissioner for Human Rights, the Council of Europe, the OSCE and the Human Rights Education Associates (HREA). The publication will be finalized in 2008.
- Partnership established with the Alliance of Civilizations which helped to mainstream the

- As of the next biennium, a series of regional workshops will help the dissemination of these guidelines and tools in order to assist Member States and other stakeholders in developing and implementing policies and strategies.
- The results could be shared and discussed with Member States and partners.
- The thrust of UNESCO’s future action on this issue will be based on recommendations made during the meeting to coordinate action in the field of prevention of violence in schools among stakeholders. These include data collection and coordination, awareness-raising, advocacy and sharing good practices as well as strengthening and implementing legal

Activity driven by bilateral donor agencies.

Resource sharing with CLT and APCEIU.

Introduction of the developed materials to pre-service teacher training in 34 C/5.

Interest expressed by a number of countries and partners to test the frameworks and guidelines.

programme relating to peace and human rights education.

- Experts and partners coming from different regions of the world mobilized to define the action to be taken in the area of the prevention of violence in school, in particular through the Expert Meeting on “Stopping Violence in Schools: What Works?” that was organized in June 2007 at UNESCO in Paris.
- Cooperation established with key partners such as the Guidance, Counselling and Youth Development Centre for Africa and the International Observatory on Violence in School for further action reaching out at grassroots level.
- In the area of school-related gender-based violence, round table organized by UNESCO in cooperation with the French National Commission and the Ministry of Foreign Affairs in 2006, and more than 150 participants mobilized to jointly discuss the role and the responsibility of national and local public authorities, civil society and NGOs, and educational professionals.
- Guidelines and mechanisms for development of textbooks and learning materials promoting peace, human rights, local languages, indigenous knowledge, non-discrimination, dialogue and intercultural understanding, adapted and used in Jordan.
- In Nepal, MOE staff, NHRC staff and members of civil society working on Peace and Human Rights Education learned to apply and contextualize INEE's Peace Education Programme and Human Rights Education in the Nepalese context, through a series of three six-day workshops conducted by an international expert.
- Other outcomes of workshop include: introduction of peace and human rights education in social studies grades 4 and 5 (Teacher guide and Students' handbook; elaboration of manual on Peace Education for pre-service and in-service teacher training; and a contextualized peace and human rights education manual for non-formal educational settings.
- Nepal UNDAF 2008-2010 has a CP outcome 4.2 on “introducing Human Rights-based education in formal and non-formal education in Nepal”. UNESCO (and UNICEF) have been identified as the lead agencies in

and policy-related mechanisms.

- In general countries are reluctant to address the issue of HRE but are more willing to focus on peace education. A major challenge is to fit any new material into the formal curricular plan. Curricular revision is a highly political process that happens far apart and timing is everything. A successful approach has been to develop strategies for inclusion of HRE materials and methodologies within the given framework focusing on utilizing the flexible components of existing framework.
- Concrete strategy will be needed to use the pilot results for policy development and nation-wide implementation.
- Favourable political context for the inclusion of peace, civic and human rights education.
- Opportunities need to be identified for UNESCO to strengthen this partnership and to support implementation of the World Programme on Human Right

30 key stakeholders understand and are able to contextualize INEE's Peace Education Programme. Teacher Guides for grades 3 and 4 include lessons on Peace and Human Rights Education.

A manual and a training programme for pre-service and in-service teacher training on peace and Human rights education in use.

A contextualized manual on Peace and Human Rights Education for non-formal educational settings developed.

The human rights education materials developed will benefit the CLCC schools.

the implementation of CP Outcome 4.2 above.

- In Jakarta, initial steps taken in forming partnership between the Ministry of National Education and the Directorate-General of Human Rights of the Ministry of Justice and Human Rights for the implementation of the World Programme on Human Rights Education.
- The social study textbook for primary school students including the Right to Education and Human Rights topics, and a module for teaching human/civil rights at primary school level have been developed using the CLCC Phase I extrabudgetary funds.
- A volume of educational material to train primary and secondary teachers was published on cultural diversity, including theoretical elements and learning guides for students on education and human rights, peace and active non-violence, pluralism and non-discrimination, intercultural dialogue, etc. in LAC.
- Collection and systematization of reports, experiences and good practices on education on and for human rights, democratic co-existence, and culture of peace in countries of Latin American started.
- A volume of educational materials to train teachers in primary and secondary education on topics relating to cultural pluralism, democracy, non-discrimination and intercultural dialogue, education and human rights, was published, including both theoretical elements as well as guides for pupils.
- Initiation of the collection and systematization of reports, experience and best practices on education in and for human rights, democratic coexistence and the culture of peace in all the countries of Latin America.

Education (WPHRE).

- Steps must be taken to ensure the newly formed steering committee on WPHRE is supported in its implementation.
- Weak teacher training is observed in the area of education for cultural diversity and human rights.
- Large dispersion of resources, institutions and programmes observed in the ministries of education in the areas of education for peace and human rights.
- Consolidate policies that incorporate the education and human rights approach. Include subjects on education and human rights in teacher initial and continued training.
- There is weakness in the training of personnel from the ministries of education to carry out education programmes for peace and human rights, and education for cultural diversity.

Several actors from governmental and non-governmental organizations are involved in the strategy to ensure its sustainability.

The Bilingual and Intercultural Education (BIE) national policies need to be revisited and renovated taking into consideration that access,

	<ul style="list-style-type: none"> • Intercultural dialogue promoted through the realization of forums, meetings and round tables with national counterparts and stakeholders, particularly with the Ministry of Education, the Presidential Commission for the Fight Against Discrimination and Racism Against Indigenous Peoples, the National Council of Mayan Education, the Presidential Commission of Human Rights and the National Youth Council in Guatemala. • Systematization and dissemination of the proceedings of the Fourth National Congress on Mayan Education. • Research report on racial discrimination in the press conducted in the framework of the UNESCO Chair on Communication for Cultural Diversity in Guatemala UNESCO/University Rafael Landivar. • Proposal for the reconstruction of education systems in indigenous communities in the framework of the National Response Strategy for Natural Disasters and the United Nations Humanitarian Response to Natural Disasters. 		<p>Comprehensive policies to promote cultural diversity and intercultural understanding among the different sectors of the society should be promoted at the State level to avoid the fragmented efforts conducted by different governmental entities.</p>	<p>permanence and promotion rates of indigenous children in primary education continue to be significantly low. Equally important is the urgent increase of the budget allocated to BIE.</p> <p>This will allow to change indicators of indigenous children:</p> <p>Pre-primary school net enrolment rate: 2006: 17.31.</p> <p>Primary school net enrolment rate: 2006: 36.17.</p>	
<p>Role of ASPnet strengthened as a laboratory for development, experimentation, validation and diffusion of good practices in Member States on all aspects of quality education.</p>	<ul style="list-style-type: none"> - Pilot testing of educational material and teaching resources produced by the Education Sector of UNESCO (particularly ED/BAS), other UNESCO Sectors, United Nations agencies, as well as selected IGOs, NGOs and the private sector – coordinated and implemented by ASPnet international coordination; - Good practices from ASPnet schools on all aspects of quality EFA increasingly documented, using innovative methodologies and setting up of a new data-platform. • Globally, ASPnet schools worldwide participated actively in EFA Week 2007, in the World Programme for Human Rights Education (WPHRH), in ESD-related projects, in HIV/AIDS prevention activities, in Intercultural Dialogue (notably Euro-Arab dialogue) and World Heritage Education Projects. • Capacity-building activities for ASPnet national coordinators, teachers and UNESCO field office staff, and technical assistance to Member States enhanced worldwide. ASPnet regionally strengthened through training sessions resulting in regional strategies, held in: English-speaking Africa: Gambia, May 2007; French-speaking Africa: Niger, Sept.2006; Gabon, Sept.2007; Burkina Faso, Nov.2007; South America: Uruguay, December 2007; Asia-Pacific: Training Seminar for UNESCO Clubs and Associated Schools, 	<ul style="list-style-type: none"> • Ensure the international coordination of the ASP network worldwide, pilot testing and the collection of good practices and aim for a maximum of impact, with less staff than ever before. • Not always easy to get regular reports from ASPnet national coordinators and National Commissions. • An important success factor is ASP Headquarters staff's excellent collaboration with partners (all UNESCO sectors, field offices, UNESCO National Commissions, United Nations agencies, NGOs, the private sector). • ASPnet has proven its potential to be one of the most effective vehicles in improving Quality EFA in practice and "on the ground", as well as in contributing effectively to other UNESCO and United Nations priorities. More and better results could be achieved with a badly needed increase in staff. 	<p>Given particularly limited staff and financial means, regional and national fundraising was encouraged and many national and regional ASP training seminars and school-based activities were financed through PP requests and through national efforts.</p> <p>As "champions" of intersectorality and partnerships, the ASP Unit at Headquarters was able to obtain funds and contributions for its activities and results from a great variety of sources.</p>	<p>The ASP network worldwide has benefited from regional and national training seminars, whose results continue to contribute to motivation and activities in the future.</p> <p>Continued dialogue with national ASP coordinators and continued support and motivation from UNESCO National Commissions worldwide for their respective national ASP network are indispensable to keep the network alive.</p> <p>Sustained feedback from ASP coordinators, teachers, students and curriculum developers on pilot testing of innovative materials and on good practice is essential to guarantee results.</p>	

	<p>Thailand, November 2007; Europe: Regional ASPnet strategy elaborated during the ASPnet Coordinators' Meeting for Europe and North America (Latvia, May 2007).</p> <ul style="list-style-type: none"> • 50 ASPnet schools from the Middle East and Europe are participating in the ESD flagship initiative. • 200 ASPnet teachers in Jordan participated in ASPnet workshops on World heritage Education, FRESH and ESD. • Regional Flagship project in ESD established and launched with Life-Link. • Regional ASPnet Coordinators network revitalized and established. • Partnerships with United Nations agencies: UNEP, WHO, FAO, UNCCD, UNHCHR, IOC and NGOs established or strengthened. • Particularly successful public-private partnerships with Daimler (Germany) and Veolia Environnement (France). • Contests of educational innovations and good practices on cultural and intercultural diversity carried out in Mexico, Peru, Colombia and Chile, and subsequent posting on the web page of INNOVEMOS Network of UNESCO/OREALC, enabled the generation and dissemination of knowledge in these areas. • In 2007 a plan has been elaborated in Chile with other United Nations system agencies to address the need of indigenous peoples. 	<ul style="list-style-type: none"> • Lack of funding remains a major challenge to expand ASPnet in the region. • Flagship project ESD and connecting cultures need funding to sustain the projects. • The role of a good national coordinator and motivated teachers has proven to be of great importance in mobilizing schools and students to implement innovative projects. 	<p>Extrabudgetary funds mobilized from Life-Link organization in Sweden and Connecting Culture Network in Oman.</p> <p>Costs invested in training of INNOVEMOS Network Coordinators have been efficiently used as they have allowed the systematization and dissemination of a large number of good practices in all the Region of Latin America and the Caribbean.</p>		
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Para. 01312 – MLA 2: Education for Sustainable Development

Regular budget (rounded to \$ thousand)	
Planned: \$2,084,000	Actual: \$2,061,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
Cooperation among ESD partners, including the private sector, strengthened.	<ul style="list-style-type: none"> - DESD Reference Group established and convened to define the scope of ESD, finalize the DESD structures and instruments and identify key orientations for UNESCO's role in the DESD. - Second meeting of the High-Level Panel for the 	<ul style="list-style-type: none"> • Mobilizing different partners and sustaining momentum in implementing the DESD is an ongoing challenge and will require concerted efforts from UNESCO at the international, regional 		The work of the IAC/DESD will require enhanced commitment from the senior management of	

DESD convened by the Director-General in February 2007, provided several key recommendations for raising the profile of the DESD.

- Inter-Agency Committee for the DESD (IAC/DESD) established and two meetings convened to coordinate the activities of the United Nations agencies for the Decade, including finalization of the inter-agency cooperation matrix for the DESD, and agreement of IAC partners to integrate the framework for DESD communication strategy in their communication and advocacy actions in favour of the DESD.
- International Consultation on Education for Sustainable Development: "Engaging the Corporate Sector", organized in Bonn, from 23-25 May 2007, to initiate partnership with the corporate/private sector, resulted in several planned follow-up actions in partnership with the private sector in technical training and vocational education for sustainable development.
- ESD Situation Analysis and ESD Progress Review developed and published for Kazakhstan, Kyrgyzstan, Tajikistan and (working groups established and focal points approved within ESD monitoring project).
- ESD Coordination Bodies established in the Ministries of Education and Environment in these countries.
- Two MOU prepared for private sector partnerships, based on commissioned research paper; nine Interagency Steering Committees convened and collaboration on three projects initiated.
- ESD programmes for both ASPnet and UNESCO Clubs have been launched and activities successfully piloted in Asia-Pacific.
- Advocacy for a more inclusive strategy of Education for Sustainable Development had been done with a special commitment of the National Education Ministry and the Unit in charge of Environmental Education.
- UNESCO office is negotiating a strategic alliance with the national institution in charge of ESD.
- OREALC/UNESCO Santiago established a strategic alliance with Fundación YPF Argentina to start up the project "ConCiencias para la sostenibilidad", with first

and national levels.

- Operationalization of the DESD Communication Strategy has remained a challenge and efforts would be required to adapt it to various settings and publics.
- Mobilization of Private Sector is much easier at Global and National Levels. Funds and partnerships are very hard to initiate at the regional level.
- The importance of involving all the ministries and create, an inter-agency group to work on the theme.
- Lessons: Need to create, consolidate, and strengthen strategic alliances with governmental, non-governmental as

respective agencies.

ESD activities were supported and implemented in cooperation with key partners: NGOs on Environmental Education from CA, British Embassy, OSCE (Kazakhstan), UNDP (Kyrgyzstan), the CA Ministries of Education and Environment, NatComs from Kyrgyzstan, Tajikistan.

	<p>phase successfully terminated in 2007 – second phase scheduled to start in 2008.</p> <ul style="list-style-type: none"> • The strategy developed by UNESCO to achieve this goal consisted in the organization of technical meetings, creation of a regional course, workshops for trainers in ESD, materializing their participation in international congresses and seminars, and the organization of a Latin American Meeting for Sustainable Development. <p>Main activities developed.</p> <ul style="list-style-type: none"> - “ConCiencias Regional Meeting for Sustainability”, San Luis, Argentina, with the Ministry of Education, Science and Technology, Foundation YPF, and national universities. - Regional photography course “Sustainable Attitudes” with UNESCO offices in the Region. - Trainers’ course on education for sustainable development with UNESCO Chair on ESD of the University of the Basque Country. <ul style="list-style-type: none"> • Development of an environment education kit: • Preparation of a position paper aimed at the implementation of environment education in school. • Publication on capacity-building for water managers in Brazil. • Forum of dialogue on Education for Sustainable Development initiated in Dominica, involving education experts, teachers, educators, students and teacher educators in close cooperation with ASPnet schools. Primary and secondary teachers of Dominica trained to develop and manage a River Care project. • Networks strengthened, website established and periodical newsletters produced to promote ESD and share good practices, methods and experiences among teachers and educators on the practice of ESD through the Sandwatch project in the Caribbean. 	<p>well as private and public organizations, which promote implementation of educational policies for sustainable development in countries of the region.</p> <ul style="list-style-type: none"> • Challenges: Establish an agenda to promote ESD in the region to harmonize efforts made by countries from a common perspective and to plan strategies for the various areas to help overcome the critical situation of the planet , and foster attitudes and behaviour in favour of sustainable development, and also to guide future work. <ul style="list-style-type: none"> • The forum is an essential platform for experience and resource sharing as well as promotion of education for sustainable development. • Increasing momentum and developing activities for the Sandwatch project require further financial resources. 	<p>Activities have impacted the Region. A strategy has been used which incorporates groups of researchers and teachers in the Programme. In order to have the necessary financial resources available, strategic partners have been found.</p> <p>A significant number of stakeholders actively involved and costs shared with partnering agencies.</p> <p>Electronic compilation and dissemination of resources, cooperation with UNESCO Science Sector.</p>	<p>Although the project does not require a lot of resources, some recurrent costs are to be met for the management and development of the website, promotion of the project and its training handbook.</p>	
<p>Stakeholders’ ESD capacities consolidated and strengthened.</p>	<ul style="list-style-type: none"> • Strengthening of stakeholders’ ESD capacities through various capacity-building and technical assistance activities to Member States (including training of teachers, community leaders, national workshops or forums and production of different ESD materials). 	<ol style="list-style-type: none"> 1. Mobilizing different partners to develop appropriate and adaptable ESD learning materials is an ongoing challenge. 2. There is a critical need to support UNESCO’s clearing-house and information-exchange role for the 			

- The Teaching and Learning for a Sustainable Future CD-ROM widely distributed; adaptation into various languages (French, Catalan, Arabic) initiated.
- Draft ESD media training kit prepared and pilot tested in different regions (East Africa, Middle East, Caribbean, South-East Asia).
- Examples of good practices in ESD in teacher education institutions among UNESCO Chairs and Teacher Training networks, in the Europe-North America region with UNECE, in using the Earth Charter, collected and published.
- The ESD Toolkit, the DESD International Implementation Scheme (IIS), a user-friendly version of the IIS and the DESD at a glance leaflet widely disseminated.
- Following an audit, a new version of the DESD website, in accordance with the new UNESCO web editorial policies and rules, has been initiated.
- In Central Asia, national DESD committee formed. ESD national launch and advocacy workshops organized to show high political commitment. National ESD Action Plan drafted, and advocacy materials developed.
- 20 media experts and journalists trained in DESD and draft ESD media kit through the use of draft ESD media toolkit developed by UNESCO.
- National network of media personnel established.
- ESD Flagship project for ASPnet launched with 50 schools in six pilot countries and 50 schools from European schools participated in the flagship project.
- In the Arab States region, capacity-building of teachers working on ESD developed through regional workshop on Enhancing Teachers Competencies in ESD; study on Enhancing Teachers Competencies in ESD initiated.
- ESD funds utilized to support participants to take part in a UNESCO/Life-Link workshop which launched a pilot project on water, a direct contribution to ESD through sciences.
- In Indonesia, workshop on module writing conducted; materials on ESD and FRESH for training of teachers developed and produced; and training of trainers and school principals conducted.

Decade, in particular in the area of good practices, as this is an important element identified by DESD stakeholders.

- More awareness-raising of the DESD with civil society and media organizations.
- Funding to be mobilized to promote ESD initiatives at country level.
- Lack of interest of government participants in ESD.
- The role of teachers is important in ensuring advance in ESD. Greater efforts should be made in the region to ensure ESD is incorporated in teacher education.

Sustainability will be enhanced within joint assistance planning in country UNDAFs, MDGs, CCA.

Member States should be further motivated to support ESD and ESD stakeholders' capacities especially teachers' should be further consolidated.

- Discussion initiated with MoNE on Life Skills Education and Health for the development of an Avian Influenza booklet for primary school teachers; booklets to be subsequently distributed to CLCC schools and incorporated into the CLCC programme.
- In Asia-Pacific, development of two specific Teacher Education projects in collaboration with partners achieved. The first concerns Education for Disaster Risk Reduction for teaching and learning in Vanuatu, China, India, Sri Lanka, Thailand, the Philippines and Japan. The second will focus on indigenous knowledge in teaching and learning and will be carried out with USP, APCEIU and Apia.
- ESD Net has been formed and has developed a collaborative research and action agenda in 10 teaching and learning institutions in Asia-Pacific.
- The LAC Regional Programme includes contributions from the science and culture areas for achievement several publications ESD Decade objectives.
- Were issued as follows:
 - "Systematization of innovative educational experiences for sustainable development in Andean Region and the English-speaking Caribbean", with UNESCO Quito and UNESCO Kingston.
 - Publication for teachers "Childhood and Rights, the roots of Sustainability. Contributions for the years to come", with the Multidisciplinary Centre in Argentina.
 - Publication for teachers "Intercultural and Sustainable Development", with Multidisciplinary Centre in Argentina.
 - Publication "Communication and Education Strategies for Sustainable Development".
 - Publication "Education for Sustainable Development: its environmental and educational dimension", with Pearson Editorial.
 - "Regional Meeting on Education for Sustainable Development – 30 years since Tbilisi", Montevideo, Uruguay with CODICEN.
 - Publication "ConCiencias for Sustainability", educational material for teachers and students in CD-Rom.
 - Publication of article "*Environmental Education and Education for Sustainable Development in*

- Further socialization of the Modules and training on the use of the Modules within the framework of ESD need to be conducted, especially within CLCC schools.
- Continued strengthening of CLCC-FRESH linkages needed in the expansion of CLCC.
- Although mobilization of partners in this area is not difficult, lack of funds for research is however a real problem.
- Lessons: Importance of having opportunities that promote dialogue on this subject among researchers, trainers, teachers, and communities. For a better dissemination of ESD Decade objectives and the relevance of individual attitudes towards achieving sustainability goals throughout the planet.

Inputs for the guide come from concrete experiences.

Result of joint programming

UNESCO and the CARICOM Secretariat need to mobilize further resources to sensitize and influence ministers across the region.

	<p><i>Latin America and the Caribbean</i>” with ESD Chair from the Basque Country, Spain.</p> <ul style="list-style-type: none"> - Organized conference: “teaching sciences towards achieving sustainable development”, Santiago, Chile, with the Ministry of Education, National Environmental Commission (CONAMA), National Forestry Corporation (CONAF), and the Chilean Association of Municipalities. • Teacher guide on educational approaches to sustainable development in the Caribbean drafted, validated through a large consultation process via the teacher educators’ network for ESD, and produced. • Situation analysis undertaken and action plan developed for improving Science, Technologies and Innovation Education in primary schools of the CARICOM region (UNESCO/CARICOM conference on “Transforming CARICOM Primary School Science Education: Enhancing Innovation and Sustainable Development” – CARISCIENCE). About 50 policy-makers, practitioners, representatives of teacher training institutions and education officers from the CARICOM region sensitized on Science Education as a critical contribution to Sustainable Development. 	<ul style="list-style-type: none"> • Issues related to the infusion of ESD in non-traditional aspects of the curriculum, and the development of methodologies to effectively empower teachers with appropriate pedagogy, have been among the most difficult challenges to overcome. Identification of experienced teachers who can educate their peers is particularly valuable. • Minimal representation of ministers of education at the Ministerial Round Table within CARISCIENCE highlights the lack of understanding and consideration for the issue. Very few countries have a specific policy on science education and more than one science education officer at the level of the ministry. 	<p>with UNESCO Science Sector.</p> <p>Long-term partnership established with CARICOM Secretariat, the Caribbean Academy of Sciences and the University of West Indies on Science Education in the region.</p>		
<p>Evidence-based DESD monitoring and assessment frameworks.</p>	<ul style="list-style-type: none"> • Monitoring and Evaluation Expert Group (MEEG) established to develop a framework for monitoring progress of the DESD. A draft DESD monitoring framework, including a set of issues to report on, prepared and shared with UNESCO field offices and institutes for inputs and suggestions on the most appropriate data collection mechanisms for reporting on DESD progress. • In Central Asia, ESD subjects introduced to ASP and CLCs, making them both learning platforms for community development in promoting ESD. • National Action Plans for Australia, New Zealand, Republic of Korea, Viet Nam, Japan, Pakistan, Thailand, Central Asia, China, Iran, Mongolia have all been finalized and will be electronically published before end of 2007. • Asia-Pacific ESD Indicators published and 	<ul style="list-style-type: none"> • Developing an M&E framework that will help enhance cooperation and mobilization of various DESD stakeholders in favour of monitoring and evaluation of DESD progress and which will accommodate the variety of DESD activities and contexts is an ongoing challenge. • Number of missions required and representation of Regional Office remains a challenge as field colleagues lack resources and capacity to promote ESD at cluster/national level. 		<p>Active participation, reporting on indicators and monitoring, are encouraging for the long-term commitment of Member States to ESD.</p>	

	<p>disseminated and translated into Spanish for SSC.</p> <ul style="list-style-type: none"> • Reporting system established for countries having launched action plans; focal points identified within the Ministries of Education. Four reports on indicator progress received and distributed within participating countries, in Asia-Pacific. 				
<p>UNESCO plan for substantive contributions to DESD through education, the sciences and culture developed and implementation begun.</p>	<ul style="list-style-type: none"> • The UNESCO Action Plan for the DESD finalized, and approved by the Intersectoral Working Group (IWG). Fine-tuning of thematic programmes under responsibility of relevant programme sectors started. • Framework for a communication strategy finalized and disseminated to DESD focal points to enhance communication and advocacy actions in favour of the DESD. • Eight Arab States countries (Bahrain, Egypt, Jordan, Iraq, Lebanon, Qatar, Saudi Arabia, Sudan) responded to DESD Questionnaire for the formulation of regional and subregional plans of action, based on the model and reference materials shared during Regional Workshop on Enhancing the Role of Teachers in ESD (Alexandria, Egypt, 7-9 May 2007). • Fifty-one (51) officials from MOEs, universities, NGOs, and Private Sector in 13 Arab States countries shared experiences on the implementation of ESD activities in Asia and Europe, as a result of cooperation between UNESCO, United Nations agencies, and donors (JICA-Japan). • Implementation of DESD in Nairobi cluster has included: (i) Conduct of survey in the cluster countries and preparation of cluster orientation paper; (ii). Organization of cluster ESD meeting (July 2006); (iii) development of implementation Strategy for the subregion; (iv) roll-out of ESD in cluster countries including ESD portal; (v) participation in Mainstreaming Environment and Sustainability into African Universities (MESA), a flagship programme of the Decade on Education for Sustainable Development. Information, education and communication materials prepared in English and French, and widely circulated in the cluster countries. • Accreditation for Greater Nairobi Regional Centre of Expertise (RCE); RCE elaborated as model for region with wide partnership building among governments, private sector and civil society organizations. • Pacific Intersectoral Framework developed and 	<ul style="list-style-type: none"> • DESD Focal Points and the IWG need to play an increased role in the implementation of the Action Plan and supporting intersectoral collaboration for DESD. • The ESD issues in the Arab region need further revision and exploration. Many officials expressed difficulty in understanding the concept of ESD/DESD in relation to their traditional educational programmes. New guidelines and materials in Arabic to be provided for more clarifications. • UNU granted approval for the accreditation of the Greater Nairobi Regional Centre of Expertise (RCE) and this is linked to the UNU global network of RCEs. Expansive multiplier effect. 		<p>Stronger support from the IWG in the implementation of the Action Plan.</p> <p>ESD national strategy. Establishment of Regional Centre of Expertise. Membership in UNU global network of RCEs.</p>	

	<p>approved by Council of Regional Organizations in the Pacific and endorsed by Ministers of Education of Pacific Member States.</p> <ul style="list-style-type: none"> • Situation analysis conducted on the involvement in and understanding of ESD among TVET teachers and trainers through regional consultation meetings in Asia and the Pacific. • Identification of 12 ESD innovative experiences in LAC region: validation in progress. • Positive impact on the renewal of ESD pedagogical practices in the countries concerned (Bolivia, Colombia, Ecuador and Venezuela). 				
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Para. 01313 – MLA 3: Assessing learning outcomes

Regular budget (rounded to \$ thousand)	
Planned: \$752,000	Actual: \$741,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Methods to assess quality further developed, including through indicator development.</p>	<ul style="list-style-type: none"> • UNESCO's CLCC model adopted and replicated at district and provincial levels across Indonesia to provide holistic interventions on transparent school management, community participation and AJEL (Active, joyful and effective learning). Also adopted by donors such as USAID, AusAID and other international donors in introducing alternative models for improving education delivery. • Second International Comparative and Explanatory Study (SERCE) for measuring achievement in primary education in mathematics, language, and sciences in LAC region. • Four technical training workshops focused on capacity-building among technicians from the national units of assessment in LAC region. 	<ul style="list-style-type: none"> • Need to get MoNE's endorsement on the baseline testing. This activity supports MoNE's need to have baseline data on new school programmes. • The consolidation of this programme requires additional support from the regular budget, in order to ensure sustainability and allow for long-term planning. 	<p>In comparison to other international studies – such as— SERCE has two advantages. On the one hand, it is a relatively low-cost study. On the other hand, studies like SERCE have a direct impact on the improvement of national capacities for educational evaluation.</p>	<p>It works within MoNE system and mechanism and is affordable – thus ensuring replicability and sustainability. The programme works within the MoNE system to ensure that programme activities will still be implemented even after the programme is over. The programme activities are gradually mainstreamed and institutionalized.</p> <p>Development of the Third International Comparative and Explanatory Study.</p>	
<p>National assessment systems developed, especially with respect to countries involved in the three core EFA flagship initiatives.</p>	<ul style="list-style-type: none"> • The first pilot test for LAMP has been completed in the Palestinian Autonomous Territories. The authorities are now processing the data. The remaining pilot countries – El Salvador, Kenya, Mongolia, Morocco and Niger – have finalized all of the testing instruments and are now translating and 				

	<p>adapting them for local administration.</p> <ul style="list-style-type: none"> • Two documents – <i>Quality Education for All: a human rights issue</i> and <i>The State of Education in Latin America and the Caribbean: guaranteeing quality education for all – 2007</i> – finalized and presented at the EFA/PRELAC Regional Ministerial Meeting, held in Buenos Aires, Argentina, in March 2007, and are available at the OREALC/UNESCO Santiago site www.unesco.cl. • Analysed progress countries have made towards reaching the Summit of the Americas goals from 1999 to 2005 within the PRIE – Regional Education Indicators Project framework, based mainly on UIS international data reporting and indicators. The document has been organized around the goals established for the education sector, plus quality of education and ECCE. The report, called '2007 Educational Panorama', has been presented, as a preliminary version, during the OAS V Meeting of Ministers of Education. • Evaluation units in the Ministries of Education of Central America are able to identify factors associated to failures in learning outcomes and to implement corrective measures through a methodology developed by OREALC specialists (LLECE) 	<ul style="list-style-type: none"> • Review the use of current indicators for international comparison, the analytical model moving toward a more meaningful analytical framework and education indicators to better monitor the educational situation in Latin America and the Caribbean. • Produce more pertinent indicators to monitor MDG according to regional education challenges. 			
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Para. 01314 – MLA 4: Physical Education and Sports (As per DG/Note/06/50, all activities pertaining to this MLA were transferred to the Social and Human Sciences Sector)

Regular budget (rounded to \$ thousand)	
Planned: \$ 833,000	Actual: \$830,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Administrative and monitoring systems of the International Convention against Doping in Sport operational, involving collaboration with WADA and other key stakeholders.</p>	<ul style="list-style-type: none"> • The Convention entered into force on 1 February 2007. • 75 States Parties to the Convention. • Conference of Parties adopted Rules of Procedure, criteria for the expenditure of the Voluntary Fund and agreed on aspects of the monitoring system. • Several projects have been concluded with WADA under the terms of the MOU 	<ul style="list-style-type: none"> • Close cooperation with the competent national authorities of Member States is required. 			

Quality of physical education and sport (PES) improved.	<ul style="list-style-type: none"> Quality PES International Reference Framework elaborated. 	<ul style="list-style-type: none"> The upgrading from training by institutes to university level is a lengthy process. Cooperation with CONFEJES as <i>primus inter pares</i> partner was a good asset. 		Quality Reference Framework provided. institutional cooperation as an imperative.	
Traditional sport and games (TSG) promoted.	<ul style="list-style-type: none"> World Encyclopaedia French and English version made available. International and regional seminars with stakeholders and specialized partners organized and provided knowledge and capacity-building opportunities. 	<ul style="list-style-type: none"> TSG is more and more on the international agenda of private and public sport organs while placing UNESCO as the unique platform to make progress on the advocacy initiated since MINEPS III. TSG issues remain key in the cultural diversity challenge and require a more comprehensive approach. 		Books and reports made available.	
CIGEPS and MINEPS held.	<ul style="list-style-type: none"> Report of meetings submitted to the General conference. 	<ul style="list-style-type: none"> A conceptual and structural reform seems necessary to better respond to the international challenges and issues at stake. 		33 C/REP reporting on the way forward on both mechanisms.	

Sub-programme I. 3.2 – HIV/AIDS and Education

Para. 01321 – MLA 1: Leading the Global Initiative on HIV/AIDS and Education (EDUCAIDS)

Regular budget (rounded to \$ thousand)	
Planned: \$862,000	Actual: \$848,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
EDUCAIDS effectively implemented in participating countries building on strengthened coordination with key education sector stakeholders including UNAIDS, bilateral agencies and civil society organizations, United Nations initiatives and EFA processes and flagships.	<ul style="list-style-type: none"> National priority actions identified in 39 countries for continuing follow-up through seven subregional capacity-building workshops (with UNESCO staff, Ministry of Education staff, civil society partners, and UNAIDS Cosponsors). Anglophone Africa – Botswana, Kenya, Namibia, Nigeria, Swaziland, Tanzania, Zambia, Zimbabwe; Francophone Africa – Burkina Faso, Cameroon, Côte d'Ivoire, Guinea, Madagascar, Mali, Niger, Central African Republic and Democratic Republic of the Congo; Lusophone Africa – Mozambique, Angola, Guinea-Bissau, Sao Tome and Principe; 	<ul style="list-style-type: none"> The revision of “UNESCO’s Strategy for Responding to HIV/AIDS” increased coordination within UNESCO and has led to a clearer and more focused approach. Strengthened and expanded collaboration with UNAIDS Co-sponsors is helping UNESCO gain increased visibility and credibility. Political commitment at all levels is necessary before supporting more in-depth country interventions. Human resource capacity poses the most serious problem at regional, 	<p>Subregional workshops, instead of individual missions to countries, reduced the need for travel. They also were more effective in focusing on one subregion in the same language.</p> <p>All staff from ED/UNP/HIV undertaking missions were required to meet with and support UNESCO HIV/AIDS counterparts in the countries that they visited.</p> <p>Extrabudgetary funds – UBW and OPEC Funds are crucial to add to regular budget</p>	<p>Supporting EDUCAIDS, and a comprehensive education sector response, leads to an inherently more sustainable approach.</p> <p>Ministries of Education have a greater willingness</p>	

- Asia and the Pacific: Afghanistan, Bangladesh, Cambodia, China, Indonesia, Kazakhstan, Lao PDR, Thailand, Uzbekistan, Viet Nam (three regional workshops, including one specifically on resource mobilization);
- Latin America and the Caribbean: Argentina, Brazil, Chile, Costa Rica, Mexico, Peru and Uruguay (regional UNESCO HIV/AIDS Strategy also developed).
- A total of 60 countries involved in EDUCAIDS (in addition to those mentioned above: Burundi, Chad, Ghana, Guinea Bissau, Kenya, Lesotho, Malawi, Senegal, South Africa, Uganda, Nepal, Pakistan, Jordan, Lebanon, Syria; Armenia, Azerbaijan, Belarus, Moldova, Russia, Cuba, Ecuador and Jamaica).
- Progress developing effective HIV/AIDS and education strategies in CARICOM countries; 16 Arab countries; Afghanistan, Belarus, Kazakhstan, Russia & Uzbekistan; and Bangladesh, Cambodia, China and Thailand.
- Training material on HIV/AIDS Prevention Education in collaboration with Ministry of Education produced in English, Urdu, and Sindhi and broadly disseminated.
- Capacity and knowledge of more than 400 teacher educators, curriculum developers, and education managers on HIV/AIDS prevention education enhanced in Asia-Pacific.
- Comprehensive responses to HIV/AIDS through education, such as teacher education, piloted in Asia-Pacific.
- Situation Response Analysis and draft costed Strategic Plan for 2008-2012 developed and in process of being finalized. Strategic Plan currently being operationalized into the Interdepartmental Committee on HIV/AIDS Annual (costed) Work Plan with support from UNESCO in Cambodia.
- UNESCO has provided coordination support to developing a Situation Response Analysis, Strategic Framework and costed National Strategic Plan for MSM (2008-2011). These documents build on the National Strategic Plan.
- Five-year National Strategic Plan on HIV/AIDS for the Education Sector developed and costed and integrated into the National Strategic Plan on

cluster and country offices. The variable capacities of UNESCO's HIV/AIDS Focal Points need to be taken into account during programming.

- Socio-cultural sensitivities inhibit elaboration of various concepts and their integration into school curricula.
- While UNESCO is not always able to provide a lot of financial support for the MoEYS and other partners, support in the form of technical assistance and coordination is essential in moving work ahead. In this regard, it is also key to ensure the continuity of UNESCO's support in order to continue scaling up the education sector response in Cambodia and also to maintain UNESCO's role as lead agency for EDUCAIDS.
- The development process for the writing and costing of the plan was more expensive than anticipated, particularly

funds.

UNESCO selected cost-effective modalities of action, and utilized human and physical resources of Ministry of Education to reduce cost and maximize results.

UNESCO has collaborated with other partners (United Nations agencies and DFID in particular) to provide support.

Key funds for UNESCO support have come from OPEC funds.

For MSM work, UNESCO has received funds through UNAIDS PAF funds.

to take control of their own HIV preventive education programmes.

Training and advocacy material produced with UNESCO support will be re-printed or built upon by the Ministry of Education out of the budget from NACP.

Trainers trained during UNESCO-supported workshop will contribute in the future training courses to be organized by the Ministry of Education.

The MoEYS has committed to increasing its support for its HIV programme in 2008, identifying this in the draft ICHA work plan for 2008.

The MoEYS has defined HIV and gender as priority areas of work.

UNESCO's support to the MoEYS has been negotiated with ICHA (Interdepartmental Committee on HIV/AIDS within the MoEYS) to ensure ownership of the conducted activities.

ICHA Annual Work Plan, the development of which is/will be supported by UNESCO in 2007, 2008 and 2009, is a key tool for both sustaining efforts and for ensuring coordination and harmonization of support to the Ministry.

	<p>HIV/AIDS for Jamaica and developed using priorities for the national response in Jamaica.</p> <ul style="list-style-type: none"> • Education sector stakeholders and senior policy officers as well as other national multi-sectoral and development partners sensitized and engaged in dialogue in the drafting of the education sector strategic plan on HIV/AIDS. • Education planners, experts, and curriculum planners trained to mainstream HIV prevention into educational initiatives through the use of five (5) toolkits produced by UNESCO in Arab States. • Media experts and journalists trained to apply skills in HIV/AIDS reporting through the use of Media Reporting Toolkit developed by UNESCO. • Health and Education experts trained to undertake the EDUCAIDS Needs Assessment through the use of EDUCAIDS framework to assess the education-sector response to HIV/AIDS prevention at country level. • Completion of the production of HIV/AIDS resource manuals. • Health and education experts trained to be Master Trainers for capacity-building programmes in HIV/AIDS prevention at country level through the use of HIV/AIDS prevention toolkits developed by UNESCO. 	<p>for securing the relevant expertise to undertake the assignment. This involved more than one request for “no-objection” from the donors for movement of money between budget lines. Capacity-building of Caribbean expertise needs to be built in this area, perhaps in collaboration with the University of the West Indies.</p> <ul style="list-style-type: none"> • Coordination mechanism to be broadened beyond “donors” to include other education sector stakeholders contributing to the national response. Additionally, coordination between the education sector response and that coordinated by the National AIDS Authority needs to be strengthened to improve cooperation with informal education programmes implemented by NGOs and other partners and sectors. • To raise awareness of HIV/AIDS pandemic in the education sector is a challenge. • Scaling up of the response of the education sector to HIV/AIDS requires needs assessment of the education sector, and setting up of an inter-ministerial task force on HIV/AIDS by ministries of education, health and relevant stakeholders. • Major challenges include the lack of policy for the education sector to respond to HIV/AIDS Prevention. • Cultural and religious sensitivity to address HIV/AIDS remains a major challenge. • Strengthening of the higher education strategy on HIV/AIDS in the universities, coordination between ministry of education and ministry of health. • Ministry of education approval for HIV/AIDS education resource manuals. 	<p>M&E plan and communication plan developed to accompany the Strategic Plan, implementation of which is supported by two technical experts in M&E provided by extrabudgetary sources (JFIT and JICA). MOE to initiate annual, specific planning retreat and review of the sector’s HIV/AIDS programme response in 2008.</p> <p>Plan to be integrated into the MOE’s corporate and annual work plan at the central and decentralized levels in October 2008.</p>	<p>Global Fund R7 proposal was approved for Cambodia, ensuring funds for MSM work to 2012.</p>	
<p>EDUCAIDS objectives supported by participating countries and agreed actions taken to a national scale.</p>	<ul style="list-style-type: none"> • State-of-the-art EDUCAIDS Resource Packs developed, updated and ready for launch and circulation (13,000 copies) to Ministries of Education, National Commissions and Permanent 	<ul style="list-style-type: none"> • Linking HIV/AIDS with other UNESCO initiatives, such as TTISSA and LIFE, and situating and mainstreaming EDUCAIDS within UNESS and 	<p>An “EDUCAIDS Linking Document” identifies linkages and synergies with other programmes to maximize resources and minimize</p>	<p>UNESCO’s UBW allocation increases from \$9.6 million in 2006-2007 to \$10.6 million in 2008-2009. A significant part of</p>	

	<p>Delegations, and other stakeholders in early 2008.</p> <ul style="list-style-type: none"> • Over 30 international organizations (bilateral, multilateral and international NGOs) involved in continuing efforts towards coordination and harmonization of education sector responses to HIV/AIDS through UNESCO's coordination of the UNAIDS Inter-Agency Task Team (IATT) on Education. • "Education Sector Global HIV/AIDS Readiness Survey 2004: Policy Implications for Education and Development", coordinated by the IATT on Education. This involved 71 countries. The IATT on Education also undertook in-depth country case studies to assess inter-agency collaboration in Jamaica, Kenya, Viet Nam and Zambia. Finally, an IATT-EDUCAIDS working group has identified how EDUCAIDS can implement IATT recommendations at country level. • Resources mobilized to support capacity-building of pre-service colleges of education on the EDUCAIDS initiative (JFIT in Zambia), and development of technical learning materials for trainee teachers. • UNESCO's HIV Preventive Information Toolkit translated and in process of being adapted and revised for the Cambodian context. This Toolkit identifies the key part teachers and schools need to play in the HIV response, and incorporates information on vulnerable and marginalized groups. • National M&E indicators established in 2007 and in 2008 – the MoEYS will be developing a set of standard indicators on the basis of the aforementioned. • MSM have been included in the STI Sentinel Surveillance survey and the Behavioural Surveillance Survey. There are plans to include MSM in the 2009 HIV Sentinel Surveillance Survey. • Resources for the MoEYS' work plan for 2008 under process of negotiation. UNESCO Phnom Penh has successfully submitted a UBW proposal for \$150,000 and has committed to ensuring funds to the Ministry through its regular programme budget for 2008-2009. In addition, UNESCO has approached EC and various other donors to discuss the possibilities of support for the MoEYS' HIV programme, and discussed the possibilities of recruiting national United Nations Volunteers for the Ministry's HIV programme with the UNV Office in 	<p>UNESCO core business is essential but also challenging.</p> <ul style="list-style-type: none"> • Importance of documenting and communicating effective programmes, especially at country level, to a wide range of stakeholders. • Reaching an agreement and/or consensus on the "content" of briefs, overviews and key documents among a diverse group of stakeholders (UNESCO sectors, external partners, etc.) is time consuming and challenging but very rewarding as it supports building partnerships and strengthens future collaborative efforts. • In Cambodia, the MoEYS still requires ongoing support for developing the capacity of its staff. In addition to developing tools to facilitate evidence-informed planning, technical assistance to the various projects supported by UNESCO has been required on regular basis. Further, there is little data available on the implementation of HIV activities at the district or school levels, despite regular monitoring conducted by the MoEYS. Establishing key indicators will be key to improving the evidence-base of interventions. 	<p>duplication.</p> <p>Targeted diffusion of publications, also available on the web, delivers information in a cost-effective way.</p> <p>UNESCO has liaised with FID to provide support.</p> <p>The inclusion of MSM within the survey in 2009 will take place within the context of work that is already budgeted for.</p>	<p>the UBW funds in 2008-2009 will support four HIV/AIDS Regional Advisers in Bangkok, Johannesburg, Moscow and Santiago who will support UNESCO's HIV/AIDS work across all Sectors.</p> <p>The adaptation of the Information Toolkit as well as the development of standard indicators for M&E have been enlisted within the activities to take place in 2008</p>	
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	<p>Phnom Penh.</p> <ul style="list-style-type: none"> Monitoring and Evaluation framework developed for the education sector strategic plan, Jamaica, in keeping with national targets and performance indicators. The guidance provided by the strategic plan will be used as the framework for coordinating financial and technical inputs provided from both core MOE/Government of Jamaica funds as well as those provided from other sources (Global Fund Jamaica Project, World Bank and other UNAIDS cosponsors), in particular for life-skills curriculum implementation and workplace programmes on HIV/AIDS. Coordination and chairmanship by UNESCO of the United Nations Theme Group on HIV/AIDS for full implementation of EDUCAIDS, Jamaica in contribution to the national response and fulfilment of the UNAIDS "Three Ones". 	<ul style="list-style-type: none"> While the MoEYS has been implementing an HIV programme as of 1999, awareness of what works in the context of the education sector response is still quite low. Response to draft plan several months after its completion despite the enthusiasm for and momentum gained in the consultation and drafting process. A follow-up, one-day consensus-building meeting had to be convened to finalize draft plan and other related draft (revised) policies for the sector on HIV/AIDS and life skills. 			
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Para. 01322 – MLA 2: Supporting comprehensive responses to HIV/AIDS through education

Regular budget (rounded to \$ thousand)	
Planned: \$744,000	Actual: \$738,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Capacity of governments and other stakeholders in selected highly affected Member States improved to develop and apply evidence-based policy in support of comprehensive HIV/AIDS education and to reduce vulnerability.</p>	<ul style="list-style-type: none"> National priority actions identified in 39 countries for continuing follow-up in seven subregional capacity-building workshops (with UNESCO staff, Ministry of Education staff, civil society partners, and UNAIDS Cosponsors). Progress developing effective HIV/AIDS and education strategies in CARICOM countries; 16 Arab countries; Afghanistan, Belarus, Kazakhstan, Russia & Uzbekistan; and Bangladesh, Cambodia, China and Thailand. Capacity for policy development and programme implementation enhanced in Kenya, Namibia, Tanzania, Uganda, Zambia and Zimbabwe following a consultation on supporting and 	<ul style="list-style-type: none"> National stakeholders need to be fully involved in the development of materials to ensure commitment, ownership and relevance. Structuring "external" and "internal" time during regional capacity-building workshops with staff and external stakeholders facilitated learning and advocacy. Extra effort is needed in countries with low prevalence, where HIV/AIDS are not always seen as a problem; they need convincing that "low prevalence does not mean immunity". 	<p>Most policy work was done at a country level.</p> <p>Subregional workshops, instead of individual missions to countries, reduced the need for travel. They also were more effective in focusing on one subregion in the same language.</p>	<p>Supporting EDUCAIDS, and a comprehensive education sector response, leads to an inherently more sustainable approach.</p>	

addressing the needs of HIV-positive teachers.

- Capacity for policy development and programme implementation enhanced in Botswana, Kenya, Lesotho, Malawi, Namibia, South Africa, Zambia, Zimbabwe following a consultation on strengthening the roles of schools in HIV treatment, care and support.
- Key education sector stakeholders informed of state-of-the-art work on HIV/AIDS and education as a result of a wide dissemination (>100 countries) of materials including three “Good Policy and Practice” booklets; Language guidelines in English and French; a report on refugees and internally displaced people (with UNHCR) in Arabic, English and French; and Global Readiness Survey and UNESCO library CD-ROMs.
- Agreement established with UNICEF, UNFPA and FAO for collaborative and joint work on life skills in 21 countries in East and Southern Africa.
- Education sector workplace policy guidelines developed in association with ILO with Ministries of Education in the Caribbean and Southern Africa, with pilot workplace programmes in Mozambique and Zambia.
- UNESCO-Commonwealth Regional Chair (University of West Indies) in HIV/AIDS undertook two major research projects.
- Situation analyses on HIV/AIDS and education undertaken in Afghanistan, Bangladesh, Cambodia, China, Jordan, Kazakhstan, Lao PDR, Lebanon, Syria, Thailand, Uzbekistan, Viet Nam. These fed into projects and curriculum development with ministries of education.

Asia-Pacific:

- In Kazakhstan, Kyrgyzstan and Tajikistan, representatives of Ministries of Education, education departments and education institutions including schools, boarding schools and universities received the Advocacy Toolkit “HIV/AIDS and Education” that was adapted for each of the countries in Russian and national languages: Kazakh, Kyrgyz and Tajik.
- In 2007 Ministries of Education collected additional comments for further adaptation and improvement of the Toolkits. 2200 copies of the new versions of

- Targeted diffusion of publications, also available on the web, delivers information in a cost-effective way.

- Project was undertaken using UBW money by UNESCO Bangkok and International Bureau of Education/UNESCO Geneva.
- Republican AIDS Centre in Kazakhstan printed additional copies of the Advocacy Toolkit “HIV/AIDS and Education” in both Kazakh and Russian languages within the framework of the grant of Global Fund to Fight AIDS, Tuberculosis and Malaria.

The subregional activity for the Central Asian countries encourages civil society, governmental organizations and the media to pursue active work to raise public awareness about HIV/AIDS; destroy stereotypes, to build up tolerant attitude and to provide appropriate services to people living with HIV.

Development and dissemination of materials were typically linked to adaptation and training workshops, particularly with teacher trainers, to ensure understanding and ongoing usage.

the Toolkits were printed and disseminated among Heads of Education Institutes.

- Annual Regional Initiative – Jonathan Mann Award in 2007 – implemented in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan, and three governmental organizations and two individuals were awarded the Jonathan Mann Prize in the four countries, for exceptional contribution to the response to HIV/AIDS.

- Second training workshop held in Asia-Pacific for UNESCO staff to build capacity in fundraising.

- Educational policy-makers in Afghanistan, Bangladesh, Cambodia, China, Jordan, Kazakhstan, Thailand, Uzbekistan and Viet Nam trained to mainstream HIV/AIDS into education initiatives with adapted and translated versions of an Advocacy Toolkit and Teacher Training Manual.

Cambodia:

- Capacity-building workshops conducted both at central and provincial levels. Qualitative assessment of capacity-building of the MoEYS' senior leadership reports increased awareness of HIV and commitment to HIV work.

- Within the context of non-formal education, capacity-building of altogether 100 Community Learning Centre managers and officers from 23 provinces provided participants with knowledge and skills on the integration of HIV within CLC programmes as well as on gender mainstreaming, and significantly increased participants' awareness of HIV (from approx. 50% before workshop to approx. 90% after workshop as per HIV test developed by the Ministry).

- In 2007, the MoEYS developed a draft Workplace Policy. This Policy is to be finalized in 2008, and disseminated broadly to the MoEYS personnel across all 24 provinces.

Nairobi Cluster:

- Development of Education Sector Policies on HIV/AIDS in the cluster countries.
- Development of education workplace

- UNESCO cannot meet in full the needs of the education sector in HIV prevention information/education materials. Partnerships with other organizations and donors should be discussed at large for coordinative support.

- UNAIDS, its co-sponsors and UNIFEM make financial contributions towards the Award.

- UNESCO has been coordinating the Regional Initiative since 1999 when it was established. The Partnerships built with United Nations agencies contributed to cost-sharing and co-sponsoring. .

- Important to make materials available in CD-ROM format as well as the Internet.

- HIV/AIDS activities and materials must be adapted to the context and the language of participants.

- Approaches combining research (including capacity-building for researchers), sensitization of key stakeholders and development of practical implementation strategies (e.g. training of trainers for journalists) are a good way of integrating socio-cultural issues, in particular gender, into HIV/AIDS-related work.

- The MoEYS, despite efforts to decentralize its HIV programming, still operates at a centralized level. Ensuring that capacity-building initiatives accelerate the work at grassroots levels is challenging, particularly in the absence of effective M&E.

- Once finalized, rolling out policies, such as the Work Place Policy, often proves challenging in Cambodia. Further, while there is no specific policy on HIV within the MoEYS, there are several (often overlapping) policies within the Ministry.

- UNESCO has a key role to play in mainstreaming HIV/AIDS in the education sector using the EDUCAIDS

Working with the Ministry has ensured greater geographical coverage of interventions as capacity-building initiatives have engaged participants on a national scale.

Ministries of Education increasingly draw on the knowledge and skills of those who have participated in training to provide training themselves.

HIV/AIDS policies in the education sector, and HIV/AIDS workplace policies in the cluster countries.

High cost-effectiveness given UNESCO's niche and leverage in mainstreaming HIV/AIDS in the education sector.

The regular budget is very much to complement and assist the execution of larger extrabudgetary funding mainly from JFIT, UBS and WB as well as other development

Disseminating the Workplace Policy to teachers will be key to raising awareness of the policy and to putting it into practice.

	<p>policies on HIV/AIDS in cluster countries.</p> <p>(iii) Capacity-building of teachers and other educational personnel on HIV/AIDS in cluster countries through five-country intervention.</p> <p>(iv) EDUCAIDS key education consultations/meetings. HIV/AIDS and education regional consultation process including teacher unions, positive teacher associations, development partners.</p> <p>(v) Inter-Agency Task Team (IATT) case study on HIV/AIDS and education, harmonization and alignment in the education sector (March-April 2007). Consultation on findings and way forward. (July 2007). IATT meeting (November 2007).</p> <p>(vi) Development of HIV/AIDS education activities under One United Nations Rwanda.</p> <p>(vii) Development of HIV/AIDS education activities in the Kenya Joint United Nations Programme of Support on AIDS (2007-2012) under Kenya UNDAF (2009-2013).</p> <p>(viii) EDUCAIDS in UNESS documents for Kenya, Rwanda, Uganda.</p> <p>LAC:</p> <ul style="list-style-type: none"> • Due to a lack of resources, most of the actions were planned and developed under Inclusive Education and Right of Education. • The technical support is well recognized in the Central America subregion through coordination of the United Nations group in Costa Rica, provision of technical support to Honduras, El Salvador, Nicaragua and Panama. • Education matters related to HIV and EDUCAIDS are being included in National Plans in Costa Rica. • Education matters related to HIV and EDUCAIDS are included in UNDAFs. • MoE including HIV/AIDS prevention under Inclusive education and right to education. • Eight countries of the Organization of Eastern Caribbean States (OECS: Dominica, Saint Lucia, Saint Vincent and the Grenadines, Anguilla, Saint 	<p>framework.</p> <ul style="list-style-type: none"> • UNESCO's input into the One United Nations programme in Rwanda and the Kenya Joint Programme of support on AIDS and the Kenya UNDAF has been critical in terms of creating space for mainstreaming HIV/AIDS within the education sector as part of the national response. <p>• UNESCO action required to respond to all MoE requirements. Maintain coordination with United Nations Counterparts in places where the SJO office is not physical present.</p> <ul style="list-style-type: none"> • Close and effective coordination needs to be carried out in order to keep track of commitment related to EDUCAIDS and UNDAF in Central American countries. <p>• Action needs to be strengthened to put in practice political declaration. Most countries have not absorbed the post of</p>	<p>partners at both the regional and national levels.</p>	<p>IATT Kenya case study on harmonization and alignment.</p> <p>HIV/AIDS and education activities under the One United Nations Rwanda.</p> <p>HIV/AIDS and education activities under the Kenya UNDAF and in the Joint United Nations Programme.</p> <p>National Plans progress.</p> <p>UNDAF progress – execution and counterparts' participation.</p> <p>MoE planning on HIV Prevention into the system.</p>	
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	<p>Kitts and Nevis, Montserrat and Grenada., Antigua and Barbuda) committed to advancing a comprehensive education sector response to HIV/AIDS, expressed by Ministers of Education of these countries in the Roseau Declaration.</p> <ul style="list-style-type: none"> • Commitment of Ministers of Education of (13) Caribbean countries for the education sector response to HIV/AIDS expressed in the Declaration of Port-of-Spain. • Capacity of Ministries of Education in 14 CARICOM countries for a comprehensive education sector response to HIV/AIDS built through the Caribbean Network of HIV/AIDS Education Sector Focal Points (EduCan), especially in advancing policy and programme development at the national level, partnerships with the health sector and persons living with HIV/AIDS, advocating for the education sector response to HIV/AIDS in the CARICOM Regional Strategic Framework on HIV/AIDS as well as general networking and exchange of information among peers (both intra-Caribbean and with African networks). • Draft education sector policy on HIV/AIDS developed in Guyana, Saint Lucia and Belize following stakeholder consultation and consensus-building dialogue. Supplemented by UBW funds in partnership with the World Bank, the Partnership for Child Development, the Education Development Centre and UNICEF Belize. • Development and dissemination jointly with the ILO of "An HIV/AIDS Workplace Policy for the Education Sector in the Caribbean" and integrated into a comprehensive sector policy in Guyana, Saint Lucia, Belize and Bahamas. 	<p>education sector HIV/AIDS focal points thereby making the transition from short-term project to long-term integrated programme difficult. Country-level partnerships between UNESCO and individual countries, supported in parallel by the efforts of CARICOM/PANCAP through its capacity-building programme have helped to remedy this in part.</p> <ul style="list-style-type: none"> • Efforts to support EduCan need to be maintained until a more sustainable infrastructure is in place, including a Caribbean-based secretariat (after the tenure of EDC in its infant stages) and resources for annual meetings and capacity-building exercises. 			
<p>Knowledge base enhanced on HIV/AIDS and education issues, including school health, FRESH, life skills and treatment education.</p>	<ul style="list-style-type: none"> • Resources allocated for this work assignment were channelled (as planned) for the production of advocacy material on HIV/AIDS. This was combined with literacy advocacy material to give content. • As far as UNESCO's participation in AIDS Team was concerned, it successfully completed two years of leadership both at the theme group level and technical working group, with provision of secretariat services. PAF programme for the countries under the responsibility of the Samoa AIDS was successfully funded, monitored and implemented. Two training sessions were 	<ul style="list-style-type: none"> • Lack of capacities by UNESCO remains a major obstacle. However, UNESCO forms part of Pacific UNDAF and PNG's UNCP, both of which have HIV/AIDS as a major priority area. Next biennium will see UNESCO more involved under the umbrella of the United Nations as part of One United Nations efforts. • Steps must be taken to ensure that accurate information relating to HIV/AIDS is disseminated through the blog spot. • Coordination meetings need to be 	<p>The activities have been implemented cost-effectively.</p> <p>The allocated fund was very limited to cover more training and work.</p>	<p>The Malaysia-specific blog spot and training materials will sustainably facilitate enhancement of knowledge on HIV/AIDS among Malaysian youth.</p> <p>UNESCO will continue to support the strengthening of education sector responses to prevent HIV/AIDS in Afghanistan through the United Nations Joint Programme</p>	

conducted for United Nations staff in Samoa. Alignment was sought to work more in synergy with Fiji-based AIDS Team.

- Cluster meeting held with 40 participants from Indonesia and two from Malaysia, Philippines and Timor Leste in February 2006.
- Several coordination meetings held with the partners on school health and HIV/AIDS. A report from the above-mentioned Regional Workshop was developed by the contracted NGO Komite Kemanusiaan Indonesia.
- Terms of Reference for a Mapping Study on Peer Education Initiatives and HIV/AIDS within the School Health Programme in Indonesia have been developed. Possible research institutions eligible to undertake such a study have been surveyed.
- UNESCO Jakarta and UNESCO Headquarters assisted the Philippines in developing the legal framework of the country's prevention and care programme on HIV/AIDS in April 2006. UNESCO's comments were given to the AIDS Law Review (Republic Act 8504) via UNAIDS and the Special Committee on MDG under the leadership of Congresswoman Nerissa Soon-Ruiz. Most of the comments aimed to protect women's and girls' rights to have access to proper education and information on HIV/AIDS prevention and treatment.
- The Malaysian National Commission for UNESCO has been consulted with regard to peer-to-peer education aimed at Malaysian youth using ICT (blog spot) for HIV/AIDS awareness-raising. Currently Universiti Pendidikan Sultan Idris (UPS) of Malaysia is developing a blog spot and Malaysia-specific training materials for peer-to-peer education on HIV/AIDS to facilitate enhancement of knowledge on HIV/AIDS among Malaysian youth.
- The UNESCO National Commission of the Philippines is currently organizing a cluster workshop on expanding teacher education on HIV/AIDS based on experiences of in-country adaptation of teacher education manuals in Indonesia, Malaysia and the Philippines.
- In the framework of the United Nations Joint Programme for Youth in Afghanistan, teachers from School Teacher Colleges and schools have been trained in HIV/AIDS prevention education in education settings through the use of the Advocacy

regularized

- MoNE Indonesia requested financial support to reproduce the HIV/AIDS Advocacy Toolkit in Bahasa Indonesia as it was done earlier only in a small number and required to be disseminated to the 32 Provincial Education Offices.
- HIV/AIDS is still taboo in Afghanistan. Afghanistan Ministry of Public Health reported 226 HIV/AIDS cases detected over the past three years in Afghanistan. However, estimated numbers of HIV positive cases in the country are 1,500-2,000 cases.
- Due to low political commitment, stigma and discrimination, it was difficult in the beginning to bring the religious and local leaders in focus but after few discussions they understood the urgency of reducing HIV/AIDS epidemic work with full commitment.
- Wider knowledge dissemination on HIV/AIDS in rural areas is necessary and very important.

on Youth.

The trained NGO workers are working as master trainers for HIV/AIDS knowledge-building for their other staff; religious and local leaders are committed and disseminating HIV/AIDS information through discussion and dissemination of BCC materials.

HIV/AIDS Toolkit and the HIV/AIDS Teacher Training Material, adapted and translated into local languages (Pashtu and Dari).

- Youth assessment is being conducted in the framework of the United Nations Joint Programme for Youth in Afghanistan, with a focus on issues related to HIV/AIDS, to inform policy level.
- In Bangladesh, the grassroots-level implementing partner NGOs, religious and local leaders' knowledge base and awareness enhanced through training and applying HIV/AIDS prevention education knowledge through various initiatives by using the HIV/AIDS training manual, toolkit, BCC materials, peer and other group discussions through the project "Capacity-building of NGOs to impart HIV/AIDS training to local imams and religious leaders".
- In Cambodia, The MoEYS has addressed HIV increasingly as a school health issue. As a response to a Regional Workshop conducted in 2007, His Excellency Im Sethy has also raised the issue of the need to address health issues on a broad spectrum, and in an ASEAN meeting in March 2007.
- IEC materials, including teacher and student manuals, posters, leaflets and a flipchart (the latter covering areas from basic knowledge on HIV/AIDS to reproductive health, drugs and gender-based violence) produced with UNESCO support. Particular emphasis has been given to developing materials that are gender-sensitive and that address gender inequalities. Materials tested in advance for their effectiveness.
- BCC materials targeting specific MSM groups in Phnom Penh developed and disseminated in collaboration with local NGOs working with MSM and with BBC World Service Trust. Peer manual for MSM developed by UNESCO Bangkok translated into Khmer and to be adapted and revised for Cambodia in early 2008 in collaboration with key stakeholders.

LAC:

- Knowledge and relevant information was offered to countries through the Clearing House on Education and HIV/AIDS. This database has documents in Spanish and was established and linked to the UNESCO Headquarters HIV information system. It

- While levels of basic knowledge on HIV and gender are relatively high, lack of in-depth understanding and negative stereotyping and discrimination against particular groups in society at large constrict addressing many of the underlying denominators of the epidemic.

- Steps must be taken to ensure that accurate information relating to HIV/AIDS is disseminated through the blog spot.

- Coordination meetings need to be regularized.

- Lessons: A clearing house in Spanish with information of the region is highly relevant.

UNESCO has liaised with DFID and UNFPA for developing curricular materials for classroom contexts.

The clearing house was established based on voluntary work of young university students, under the direction of OREALC librarian,

Activities are incorporated within the ICHA annual work plan and thus there is commitment to disseminating them widely.

The clearing house is now part of the OREALC UNESCO Library services. It is installed at UNESCO Headquarters.

counts with more than 16,000 visits and 1,000 references in different sections.

- Teachers and groups of young girls in Chile and Mexico were trained as communicators of preventive messages related to HIV/AIDS prevention. Through prevention training workshops organized in Santiago (Chile) and Ciudad Juarez (Mexico), the participants shared knowledge and methodologies in order to become social change agents and contribute to the struggle against HIV/AIDS.
- Education teachers in Costa Rica public education system had strengthened their capacities to address HIV prevention under a cultural-sensitive approach.
- United Nations agencies supporting education system by capacity-building of Human Resources in the education system and under UNESCO leadership.
- Rapid Situation Analysis on the Education Sector Response to HIV/AIDS in the context of School Health and Nutrition undertaken in Guyana and Saint Lucia and shared among national partners to inform the development of draft national sector policy and plans. For both countries this activity was complemented by funds from UBW in partnership with the World Bank, the Partnership for Child Development and the Education Development Centre.
- Gender-based research on sexual vulnerability and HIV/AIDS produced and disseminated by Caribbean researchers through the University of the West Indies HIV/AIDS Response Programme, supplemented by extrabudgetary sources (UBW) and other sponsors (CARICOM/EU).
- Further research on HIV & AIDS and Caribbean masculinities produced by the Commonwealth UNESCO Regional Chair in HIV/AIDS/Health promotion and Education supplemented by extrabudgetary sources (UBW) and the Commonwealth Secretariat.
- With support from UBW funds, a manuscript developed on "Challenging HIV/AIDS: a new role for Caribbean Education"; the result of research commissioned for and presented at the CARICOM

- Lesson learnt: engagement of students in communication activities with other students and the community, after their own training processes, is highly motivational for them:

- to keep track of positive coordination with National authorities and United Nations counterparts;
- to strengthen coordination and support from NGOs and other counterpart from civil society;
- to include strong youth focus and participation.

- Keeping the role of the education sector in the regional and national response to HIV/AIDS as a priority continues to be challenged by the still predominantly health-driven response, particularly where the activities and resources for the education sector's response is managed by the national AIDS Programme (most often with World Bank MAP funds).

- Partnership with the World Bank at the country level, though not without challenges, has gone some way towards raising the profile and increasing the autonomy of the education sector in setting its own HIV/AIDS priorities in fulfilment of the national response as well as catalysing the release of the central MAP funds for implementing these priorities.

without expenses.

\$250 cost of training per student/teacher audiences of communication processes estimates in 4,000 people. Cost of communication process \$20: audiences in theatre performances, and less in radio broadcasts.

Internet information services. Now will be part of the UNESCO Common Clearing House.

Student theatre groups created; Student radio broadcast clubs created.

National plans are indications of advances related to HIV – Education and where UNESCO is involved.

	<p>Secretariat's special meeting of the Council for Human and Social Development (COHSOD), for Caribbean Ministers of Education, 9-10 June 2006. The research undertakings are linked to critical policy issues for HIV/AIDS and education in the Caribbean and are to be published by a Caribbean Publisher in early 2008.</p>				
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Programme I.4 – Supporting post-primary education systems

31 C/4 Strategic Objectives

Strategic objective 2: Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values.
Strategic objective 3: Promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue in education

Sub-programme I. 4.1 – Secondary and technical/vocational education

Para. 01411 – MLA 1: Expanding and renewing general secondary education

Regular budget (rounded to \$ thousand)	
Planned: \$776,000	Actual: \$765,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>National plans for an expansion and reform of secondary education systems completed.</p>	<ul style="list-style-type: none"> Eritrea, Somalia, Bahrain, Dominican Republic, Tanzania, Algeria, Sudan Zimbabwe, Swaziland, Malawi, Lesotho, Botswana, South Africa, Kenya, Nigeria, Ghana, Jordan, Lebanon, Namibia adopted recommendations suggested by UNESCO for reforming secondary education. Swaziland, Malawi, Zambia, Ghana, Lesotho, Mozambique, South Africa, Zimbabwe, Namibia, Ghana, Nigeria, Kenya adopted policies on peer and mental education for secondary schools. Bahrain, Jordan, Oman and Syria initiated and implemented national plans for the reform of secondary education programmes (general and vocational) to include knowledge economy and employability skills within school curricula. National Mid-Decade Assessment in three Central Asian countries completed including secondary 	<ul style="list-style-type: none"> Capacity-building issues should include cross-cutting areas such as sustainable development themes, relative innovative and sound practices. Teaming up with a major supporter to secondary education development, ADB, UNESCO together with UNICEF and JICA assisted MOET to develop the framework for actions. Donor harmonization is critical. Real use of the plan will be a challenge. The need for increasing programmes to encourage the use of ICTs in education and to use available technological 	<p>Sensitization through regional workshops and other regional forums more cost-effective than country-to-country interventions.</p> <p>The RP funds had generated bilateral cooperation between Bahrain and UK; Syria and European Union on development of secondary education.</p> <p>ESD and EFA RR allocations were linked to training and capacity-building activities in</p>	<p>All countries in SSA have expanded primary education and are now calling for secondary education expansion and improvement in quality.</p> <p>Monitoring and evaluation will be emphasized during 34 C/5 work plan as part of reform process. Development of new plans and initiatives in the region.</p> <p>Support to secondary education review and expansion will be provided</p>	

	<p>education policy review and expansion.</p> <ul style="list-style-type: none"> • Subregional conference conducted to assess common practices for improving quality of secondary education through teacher training practices. Secondary Education plan developed in some countries for approval by the respective ministries. • Capacities of education managers and teachers in the use of technologies in classrooms to enhance learning and teaching processes in the Arab States strengthened. Production and publication of a study on the experience of using technologies to foster teaching and learning in secondary education schools. Policy study on the integration of Secondary Education and Professional Education aiming at a solid academic preparation and professional training. Capacities of policy managers in the discussion on the challenges in Secondary Education and Professional Education strengthened. • Ties have been established among countries and decision-makers in LAC, and an approach of decision-makers to the secondary level has been achieved. Both the Secondary Education Forum and Observatory, and knowledge generation have allowed main issues and tensions in this educational area to be addressed. Reflection and change, both in policy design and innovation in the classroom, have been promoted. • UNESCO Santiago has contributed to the elaboration and implementation of educational reforms in secondary education in the Region. In addition, it contributed to the promotion of general knowledge on educational reform processes in secondary education, analysing them in the light of strategic focuses established in PRELAC. <p>Main activities developed.</p> <ul style="list-style-type: none"> - "How to promote science culture among adolescents and young people?" and Round Table on secondary education, Havana, Cuba. - Meeting – Workshop on interphase of secondary education and higher education, Panama, in conjunction with the Ministry of Education and the University of Panama. 	<p>resources in the school to make the teaching and learning processes more enjoyable and significant. Another challenge is to develop policies on the integrated curriculum for secondary and vocational education.</p> <ul style="list-style-type: none"> • Lessons: Need to create, extend and consolidate alliances or coordination mechanisms among actors involved in improving secondary education (ministries of educations, trainers, teachers, universities, other ministries), established with the support of UNESCO. <p>Challenges:</p> <ol style="list-style-type: none"> 1) Opportunities for debate and exchange of experiences in order to generate changes in governmental policies and plans according to new trends presented. 2) Identification of most vulnerable groups that abandon secondary education in countries of the region. 	<p>secondary education to complement relevant data and practices.</p>	<p>within national FTIs, UNDAF, EFA plans of action.</p> <p>The developed general secondary education curriculum will sustainably assist the country in strengthening their secondary education system.</p> <p>Continuation of the Permanent Forum on Secondary Education and of the Observatory of Secondary Education Policies and Reforms.</p>	
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	<ul style="list-style-type: none"> Regional Meeting of the Permanent Forum of Secondary Education and of the Observatory of Secondary Education Policies and Reforms, Havana, Cuba in conjunction with UNESCO/Havana and the Ministry of Education in Cuba. 				
<p>Financial support to secondary education in developing countries and LDCs significantly increased and reform of secondary education supported by donors and development agencies.</p>	<ul style="list-style-type: none"> UNIDO, ILO, GTZ, WB, Norwegian Government have adopted policies aimed at supporting reform in secondary education by increasing levels of funding and capacity-building programmes in more countries. 	<ul style="list-style-type: none"> Synergizing technical support to Member States. 	<p>Face-to-face meetings help in making concrete decisions.</p>	<p>All partners willing to collaborate. ILO and UNIDO are willing to have MoUs.</p>	
<p>Good practices and guidelines developed for access to secondary education and improvement of its quality.</p>	<ul style="list-style-type: none"> Digital libraries in English, French and Spanish have been used as resource material in support of secondary education reform in many developing countries with specific favourable feedback from Malawi, Zambia, South Africa, Bahrain, Oman, Egypt, Uganda, Lesotho, Swaziland, Mozambique, Congo DR, Nigeria, Ghana, Liberia, Sierra Leone, India. Five country case studies were conducted (China, Lao PDR, Malaysia, Republic of Korea, and Thailand) to review national policies and management practices regarding secondary teachers and to provide practical insights into the ways in which countries approach secondary education reforms. Three methodology workshops were organized to ensure the coherence and quality of the country research work. Draft studies were produced by the country teams which will be finalized early 2008 and elements for regional comparative analysis were collected. Promotion of knowledge generation on learning subjects in the area of secondary education and its relation with the object of learning through a series of publication carried out by the Regional Bureau in LAC. Relevant research has been disseminated throughout the Region, and opportunities have been created for its promotion and implementation in countries in the region. <p>Main developed activities.</p> <ul style="list-style-type: none"> Publication "Secondary Education: A Change for 	<ul style="list-style-type: none"> The digital libraries have to be updated from time to time. Coordination of the work of the five country teams was a challenge. Much attention was paid to building on the local capacity by involving local experts to the extent possible; however, in some countries the local research capacity was weak. The three methodology workshops organized with the country teams were effective for the cross-national activity of this kind and created a platform for exchange of experiences and helped strengthen the research capacity of the country teams. <p>Lessons:</p> <ol style="list-style-type: none"> Need to promote research on the subject, translate and disseminate it in the region. Have opportunities for exchange among main actors of education systems to ensure and guarantee adolescents and young people access to knowledge without discrimination in countries of the region. <ul style="list-style-type: none"> Challenges: Effectively and massively facilitate documents to decision-makers, trainers and teachers, to reflect on 	<p>Digital libraries are the best and most cost-effective way for providing latest information to a wide audience which does not have access to the Internet.</p> <p>The overall activity was co-sponsored by the Japanese Funds-in-Trust. The Korean study was co-financed by a Korean institution (KEDI). This allowed a cost-effective utilization of the scarce regular funds.</p>	<p>Sustainability will depend on availability of funds to continuously update the materials.</p> <p>Findings of the studies will be disseminated widely in 2008 through publication and seminars organized by UNESCO and other partners, so that other countries can benefit.</p>	

	<p>Human Development”, available on the website www.unesco.cl.</p> <ul style="list-style-type: none"> - Document “<i>Por uma política de ação afirmativa na educação básica</i>”, available at www.unesco.cl website. - Online Library on Secondary Education in CD format. <ul style="list-style-type: none"> • To improve access to and the quality of secondary education in Iraq, UNESCO has rehabilitated 55 secondary schools and has provided their science laboratories and libraries with furniture, equipment, reference materials, maps, learning materials, etc. Headmasters have been trained in school-based and classroom-based management and teachers trained in conducting experiments while librarians and laboratory supervisors on the use and maintenance of the newly provided equipment. UNESCO has also developed training manuals and guides for science laboratories for secondary grades. (EX funds -4,721,300 planned). • Exemplary lessons for Mathematics for Grade 6 and 7 prepared through ethnographic research in order to capture mathematical concepts embedded in the cultural practices of Nepalese rural communities. 	<p>issues, trends and proposals towards improving secondary education in the region.</p> <ul style="list-style-type: none"> • Following the events which took place in Jordan on 9 November 2005 and the revised United Nations security level in Jordan, major adjustments had to be made to workshops planned to be held in Jordan which took more time and effort. • The lack of previous research in Nepal on this area proved to be a challenge. • The interdisciplinary nature of this activity (Ethnographic research and mathematics curriculum writing) was another challenge. 	<p>Procurement is the largest component in the project and is conducted according to International and UNESCO regulations, which definitely ensures cost-effectiveness in all bidding and evaluation processes.</p> <p>This activity will not be cost-effective until and unless the Curriculum Development Centre adopts this methodological approach to curriculum writing (overall in hard science).</p>	<p>The project's sustainability depends on the outcome of all capacity-building workshops provided for teachers, headmasters, librarians and lab supervisors, which aimed at better managing the school and classrooms and better using and maintaining the equipment.</p> <p>Exemplary lesson for mathematics grades 6 and 7 published.</p>	
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Para. 01412 – MLA 2: Improving technical and vocational education and training

Regular budget (rounded to \$ thousand)

Planned: \$1,202,000

Actual: \$1,186,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Livelihood skills development integrated into basic education policies of LDCs.</p>	<ul style="list-style-type: none"> • Increasing number of Member States undertaking major reforms of TVET systems especially in Africa. In August 2007 the African Union adopted a Strategy to Revitalize TVET in Africa in line with UNESCO Recommendation concerning TVET. • Policy advice provided to countries on TVET policy reforms: Sudan, Djibouti, Senegal, Bahrain, Libya, Nigeria, Gambia, Kenya, Namibia, Uganda, Ethiopia, Sri Lanka, and Côte d'Ivoire, Democratic People's Republic of Korea, Azerbaijan, Malawi, Zambia. • The Regional Programme on Technical and Vocational Education has made available to 	<ul style="list-style-type: none"> • The need to update and renew curricula, staff development, production of teaching material, develop TVET for rural areas for poverty alleviation. • The keen interest of LDCs in Africa and Asia for the development of TVET as a path to poverty alleviation. • To maximize impact, entrepreneurship-oriented TVET based on competency must be promoted. • Cultural factors prevent youth from being 	<p>Capacity-building for policy-makers through regional forums is most effective.</p> <p>Cost-effective to establish partnership with private sector and UNEVOC Centres.</p>	<p>Availability of funding especially from donors for LDCs.</p> <p>Long-term commitments to human resource development through TVET.</p>	

decision-makers documents for discussion to promote reflection and change in the design of policies for promotion and improvement of the quality of education in the region. Fluid exchange among countries in the region has been achieved and close ties have been established with the private sector, which resulted in a co-financing agreement for activities included in the Programme for the next biennium. Additionally, national capacities in the countries have been strengthened; the exchange and coordination among actors involved in technical and professional education have been promoted; and more relevant actors have been included for its improvement.

Main activities developed.

- Ibero-American Congress on Technical Education, Lima, Peru, in conjunction with UNESCO Lima and CONCYTEC.
- Secondary Education and Technical Education Meeting, Brasilia, Brazil, in conjunction with UNESCO Brasilia and the Ministry of Education of Brazil.
- Systematization of innovative experiences in Technical Secondary Education in Chile” to be published in an online format in the UNESCO/Santiago website.
- Second “International Fellowship” with governmental actors in the area of Technical Education in Brazil, in conjunction with the UNESCO Office in Brasilia and Fundación Chile.
- Publication “Technical Education and Professional Training in Latin America and the Caribbean. Challenges and Tensions”, available at www.unesco.cl in Spanish and English.
- First “International Fellowship” with governmental actors in the area of Technical Education in Ecuador, Bolivia, Nicaragua and Chile, in cooperation with UNEVOC and Fundación Chile.
- TVE experts trained to apply TVET policy in improving the quality of TVET programme through the use of toolkits developed by UNESCO. The three UNEVOC centres established in Jordan adapt to the guidelines and normative instruments to improve quality.
- Participation of Jordan in the G8/BMENA region on

enrolled in TVET institutions training programmes.

- This activity was carried out in collaboration with GTZ and the Government of Pakistan. Hardware was provided by GTZ and software (curriculum and training) was provided by UNESCO. This kind of collaboration is found to be effective and produce more

the regional initiative of TVET Sector by the G8/BMENA Ministers of Education.

- UNESCO TVET documents and Toolkits disseminated.
- Promotion of more experts to participate in UNEVOC e-forum.
- A curriculum, a training book and an instructor book on Solar Rural Electrification were developed and 29 master trainers trained in Pakistan. Awareness of local government representatives on the solar rural electrification was raised through development of information and communication materials.
- Some 660 young herders in 12 soums of three aimags and Ulaanbaatar are better prepared for the market economy through trainings focused on a variety of subjects, such as entrepreneurship, law and legislation, dairy product, traditional pastoral herding, etc.
- UNESCO, in close cooperation with the German Federal Ministry of Economic Cooperation, UNHABITAT and ILO, organized a TVET Forum on the "Re-alignment of TVET with Employment Requirements" in Cairo during 17-19 July 2006. The forum brought together all Iraqi stakeholders and line ministries in addition to other United Nations agencies and International institutes specialized in TVET sub-sector. The forum resulted in several recommendations and future implementation strategies for reconstructing the TVET sub-sector and realigning it with employment requirements. The forum resulted in the generous contribution of the German Federal Ministry for Economic Cooperation of \$10 million for the implementation of a comprehensive TVET programme, in which UNHABITAT, UNESCO and ILO are partners. The project has recently been approved, accordingly, no tangible achievement yet took place.
- As follow-up to the programme implemented in Lombok (West Nusa Tenggara, Indonesia) since April 2002 and to assist existing and new stakeholders improve or start replicating implementation of "Scientific, Technical and Vocational Education for Out-of-School Girls: Schools and Learning Centres as Community Catalysts for Poverty Reduction and Empowerment of Girls" at their respective localities, the "Scientific,

results for the Member State.

- Continuous coordination and collaboration with related partners/counterparts are very important to acquire mutual achievement.

Lessons learned from the forum show the following:

- Rebuilding the country's infrastructure becomes a major area for investment attracting almost one fifth of the total investment in the post-conflict stage. The need for skilled workers in specific areas related to reconstructing and updating the infrastructure as well as reviving the economy is expected to be quite high.
- Reconstructing the infrastructure and reviving the economy in a post-conflict society are, understandably, so urgent and badly needed that they would never allow adequate time for the normal planning process for TVET, or any other discipline.
- Partnership with TVET providers, employers and civil society is a cornerstone in any flexible arrangement for a TVET system.

	<p>Technical and Vocational Education (STVE) for Marginalized Girls and Young Women: A Guideline to Facilitate Expansion and Effectiveness of the STVE Programme” was developed, translated and disseminated to all Education Offices at the Provincial and District/City levels, the Directorate of the Management of Technical and Vocational Secondary Schools, Indonesian National Commission for UNESCO, Directorate-General of Out-of-School Education, and other partners and stakeholders.</p>				
<p>Cross-cutting skills such as entrepreneurship, ICT, etc., through formal and non-formal programmes imparted to teacher trainers, especially in Africa.</p>	<ul style="list-style-type: none"> • Training packages on entrepreneurship, “Starting My Own Small Business” for formal and non-formal settings distributed to all Member States, especially in Africa and Asia, in English and French. • CD-ROMs of exemplary best practices from Nigeria in TVET curricula for 57 disciplines for technical colleges and polytechnics produced and distributed to all Member States in Africa, Asia and Arab States. CD-ROMS with teaching materials from Bahrain produced for distribution to African, Arab and Asian countries. • Policy briefs on Career Guidance and Counselling, produced for policy-makers. • ICT and entrepreneurship introduced in the curricula for TVET institutions in Ethiopia, Nigeria, Libya, Bahrain, Djibouti, Uganda and Iran. • Training of trainers in East Africa NGOs who then trained further groups particularly of women on Entrepreneurship using UNESCO-produced training packages. • Thirty-five (35) TVET planners and curriculum specialists from nine (9) Arab countries shared new experiences between Europe and the Arab region on integration of ICT applications in the teaching and learning of technical/vocational subjects (ICT-TVET Symposium, Tunis, Nov. 2006). • Selected UNEVOC Centre leaders coordinating joint studies on improving curriculum innovation in TVET. 	<ul style="list-style-type: none"> • The increasing demand for capacity-building for entrepreneurship education, production of training packages in endogenous languages and career guidance and counselling. • Due to shortage of wage employment for TVET graduates policy-makers are eager to strengthen TVET programmes with ICT and entrepreneurship skills to become self-employed. • The shared experiences were part of cooperation between G8 and BMENA countries on education, TVET, and ICT (Sharm Shaikh, Egypt, May 2006). • Movement of UNEVOC Centre leaders affects effective use of and participation in UNEVOC Networks. 	<p>Sharing of best practices among Member States in curricula, teaching material and TVET strategies can be most cost-effective.</p>	<p>Continued funding and support for all types of TVET programmes formal and non-formal.</p>	
<p>National learning and skills policy reviews conducted by Ministries of Education in selected countries.</p>	<ul style="list-style-type: none"> • National reviews of TVET policies conducted for the African Union as well as Ethiopia, Djibouti, Nigeria, Malawi, DPR of Korea, Sudan, Libya, and Bahrain. 	<ul style="list-style-type: none"> • The need to face the rapid changes in technology, impact of globalization and prevailing poverty in LDCs by promoting TVET adapted to their labour markets. 	<p>Capacity-building with international support for skills policy reviews based on partnership and regional cooperation is the most</p>	<p>Clear commitments by policy-makers for sustained support for TVET renewal and adequate funding from</p>	

- Capacities of national experts on TVET from Kazakhstan, Kyrgyzstan, Tajikistan strengthened in age-appropriate knowledge and skills development, diversifying TVET programmes at secondary education levels, cross-cutting areas such as entrepreneurship.
- Subregional meeting for policy-makers and professionals (2006) organized. The recommendations developed for national UNEVOC centres on TVET standards, social partnerships.
- Brief kits and information materials translated and disseminated (Reforming secondary education: bringing together knowledge and skills development).
- Within the framework of the Regional Programme, significant efforts and progress has been made during the biennium in making available to decision-makers in LAC region updated documents on the reality of technical and vocational education, of a heterogeneous nature; additionally, proposals have been provided for its improvement. For this reason, a series of documents such as those mentioned above have been made available to the countries.
- UNESCO has been implementing two projects related to TVET sub-sector in order to revitalize technical and vocational education and training in Iraq. As part of this, UNESCO provided 48 TVET schools with necessary workshop equipment, in order to either update their workshops or introduce new disciplines. The schools are located in Baghdad, Babylon, Waset, Thiqr, Basra, Salaheddin, Al Anbar, Kerkok, Dyala, Karbala, Najaf, Diwanya and Missan, Mosul and Al-Muthanna. In addition, UNESCO developed training material content for the vocational disciplines included in these schools, undertook the training of master instructors in the design and delivery of the content, trained MoE officials in the effective Leadership and Management of the TVET Sub-sector in Iraq, and finally established a Staff Development Unit at the MoE.
- Information and knowledge on innovations, best practices and cutting-edge developments exchanged in the area of TVET among Member States through the UNEVOC e-forum (900 members in 2007).

- Rapid improvement in TVET systems can be made through clear and sustained reforms through capacity-building.
- Cooperation between Ministries of education and Labour should be promoted through joint UNESCO and ILO technical assistance.
- Lessons: Need to inform decision-makers and teachers about in-depth changes in technical education and successful experiences on the subject, that take place in countries of the Region.
- Challenges: Support knowledge generation and exchange on technical and professional education issues, challenges, innovations, and new trends.
- The security restrictions on UNESCO staff (internationals outside the country, nationals largely confined to home). This resulted in a need for a new dimension in monitoring of programme inputs/effectiveness. This had to be achieved without compromising either UNESCO's own rules or regulations or the safety of those (non-staff) employed to do the monitoring. All ongoing programme implementation work has been monitored, to a greater or lesser degree, despite the extremely difficult programme environment.

effective approach.

Most of the project's components are related to procurement, which is carried out according to UNESCO standard regulations ensuring cost-effectiveness. Furthermore, the training workshop in Effective Leadership and Management of TVET was selected after bidding for international institutes.

national and international resources especially for LDCs.

National skills policy reviews will be linked to national UNDAFs, Sustainable Development concepts,. Poverty reduction strategies in Kazakhstan, Kyrgyzstan, Tajikistan.

	<ul style="list-style-type: none"> • Contribution to TVET reform processes in selected Arab States through in-country follow-up workshops to study tour on the issue of public-private partnerships in TVET for improved labour market orientation (UNEVOC). • Appreciation of qualifications frameworks and competency-based approaches in promoting relevance in TVET gained by policy-makers in selected West and Central African countries through mobile training team (UNEVOC). • Set of recommendations for a regional strategy on improving TVET in Asia and the Pacific formulated through knowledge built on TVET as a strategy for school-to-work transition (UNEVOC). • High-quality research on emerging TVET issues, including ESD, published and broadly disseminated through the UNEVOC International Library to Member States. • Situation analysis conducted with regard to the involvement of TVET teachers and trainers in ESD, and to their understanding of ESD in TVET through regional consultation meetings in Asia and the Pacific (UNEVOC). • Knowledge and best practices shared on health-related issues such as occupational health and safety, HIV/AIDS preventive education and TVET for health service providers through publication of findings in this regard in the African region undertaken in collaboration with WHO (UNEVOC). 	<ul style="list-style-type: none"> • Unbalanced contribution to LDCs due to unequal access of TVET support materials and resources within countries. 			
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Para. 01413 – MLA 3: Promoting science and technology Education for All (STE)

Regular budget (rounded to \$ thousand)	
Planned: \$619,000	Actual: \$607,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
Capacity and knowledge base of STE policy-makers, curriculum planners and educators from developing countries strengthened.	<ul style="list-style-type: none"> • Curriculum planners, head teachers and science teachers from 20 countries in Africa trained to mainstream gender inclusive and hands-on science education practices in STE teaching school policies and curricula. • National STE policies and curricula reviewed on their relevance with regard to progresses in S&T and their impact on national development in 	<ul style="list-style-type: none"> • Such pilot capacity-building interventions need to be combined with a larger dissemination strategy: In this case training in partnerships with CIEFFA, GYCDC and FAWE. • Curriculum and policy workshops organized at the national level are better focused and more effective than those 	Cost-sharing and expansion though training partnerships are cost-effective. National curricula reviews are more effective and hence cost-effective.	<p>Training partners adopt the training programme and expand the training to other beneficiaries.</p> <p>Countries continue to review their curricula and policy regularly.</p>	

	<p>Barbados, Peru, Afghanistan, Ghana, Paraguay, Ethiopia, Nepal and Viet Nam.</p> <ul style="list-style-type: none"> • Trainers as well as 120 girls trained in local technology-related activities within the framework of a pilot project on scientific, technical, and vocational education for rural out-of-school girls in Cameroon. • Educational experts, curriculum planners and secondary school teachers in biology and chemistry trained to apply the micro-science experimental kit in schools in Jordan. Successful completion of Capacity-building workshop for over 150 secondary teachers in science education for experts, teachers and curriculum planners. Awareness raised on science education at national level. Experimental Kits successfully applied in various secondary schools. Successful circulation of the S&T Resource Kit in Arabic to various educational institutions. • Development of a framework of action and capacity-building in the Arab States of scientists and science educators through Bridging the Gap between Scientists and Science Educators Workshop. Capacity-building of higher institutes staff on methodologies of e-learning: through an interactive workshop. • The importance of teaching sciences for citizenship training and its contributions to the development of countries has been included in the public agenda. UNESCO materialized a strategic alliance with YPF Argentina Foundation to implement the Project "<i>ConCiencias para la sostenibilidad</i>"; additional contributions were received from higher education institutions. • The Scientific Education Network has provided decision-makers with documents for discussion to promote reflection and change in the design of policies for science teaching from early ages. <p>Examples of activities:</p> <ul style="list-style-type: none"> - Publication <i>Developing citizenship through science education</i>, in CD format - <i>Seminar – Workshop for Teachers and Researchers in Science Didactics</i>, Villa Clara, Cuba, in conjunction with the Ministry of Education of Cuba and the Higher Education Pedagogical Institute of Villa Clara. 	<p>organized at the regional levels.</p> <ul style="list-style-type: none"> • The project was implemented by a local NGO. Experience has shown that monitoring at local level has to be ensured by national offices rather than Headquarters. • It is vital to institutionalize Science Education and introduce Science experimental kit designed by UNESCO for implementation in Schools. • Government committed to enhancing science education at all levels of the education system. • Lack of funding to conduct capacity-building in science education remains a major challenge. • Challenges: Share knowledge, innovative experiences, good practices and research carried out, and inform about trends on improvement of science education in the Region. • Lessons: Need to generate knowledge in order to enhance development of scientists and essential individuals in the science and technology areas, so they may be able to fully exercise their rights and fulfil their duties on the basis of a responsible citizenship. 	<p>Locally tailored training programmes are more effective.</p> <p>Activity implemented in collaboration SC/BES and ISESCO and Ministry of Education.</p> <p>Pooling funds from ED and SC for this intersectoral activity.</p>	<p>Pilot activities to be adopted and integrated by governments into their programmes.</p>	
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	<ul style="list-style-type: none"> - <i>Regional Meeting “Science, Society and Citizenship: a new presence of scientific education”</i>, Montevideo, Uruguay, in conjunction with the National Administration of Public Education of Uruguay (ANEP). - <i>“IV International Science Didactics Congress”</i> and <i>“IX International Workshop on Physics Teaching”</i>, Havana, Cuba, in conjunction with IPLAC and the Ministry of Education of Cuba. - Online publication <i>“Experience in Science Literacy and Citizenship Development: Challenges and Dilemma in Science Teaching”</i>, available at www.unesco.cl website. 				
<p>Relevance of national STE policies and programmes improved.</p>	<ul style="list-style-type: none"> • Recommendations and guidelines on STE policy issues developed, published and adopted at an International Forum on “Policy-making in STE”, organized by UNESCO, ICASE and the Government of Western Australia, as a special event at the World Conference on STE, which was held in Perth, Australia, July 2007. • Science education training materials such as the “Girls into science modules”, “UNESCO resources on school science education”, seven Posters in STE etc. developed, piloted and disseminated to all Member States. • New STE content developed draft training toolkit on the issues of Genetically Manipulated Organisms (GMOs) – “Learning and teaching about new technology”, targeted to secondary school teachers and educators developed and reviewed by expert panels collaboration with the SC and the Max Ludwig University of Munich. • A Study on Means and Ways of Improving Science Education in the Arab Region prepared (jointly with ALECSO). • Science literacy has been promoted in LAC region through operation of the Science Education Network. Actions carried out within the framework of the Network have allowed the establishment of alliances among scientists, teachers, and science researchers in the Region. 	<ul style="list-style-type: none"> • Materials should ideally be pilot-tested by teacher and disseminated through training. • The development of new STE learning content, as attempted with the project on GMOs, is a challenge for which intersectoral work between ED and SC is very beneficial. • Arab region lags behind in adapting efficient methodologies of teaching science 	<p>Electronic version of training materials is more cost-effective.</p> <p>ALECSO provided financial support.</p>	<p>Recommendations adapted to national contexts.</p> <p>Materials will have to be translated and adapted.</p>	
<p>Awareness/understanding of, and interest in science, technology and environmental issues increased among students and the general</p>	<ul style="list-style-type: none"> • STE teachers from LAC and APA were rewarded in China and Ecuador with a special science teacher prize created by UNESCO in partnership with ELIC foundation and CAST. 	<ul style="list-style-type: none"> • School teachers and students respond with enthusiasm to the establishment of clubs and prizes. 	<p>Award ceremonies are paid for and organized by partners.</p>		

<p>public.</p>	<p>Networking:</p> <ul style="list-style-type: none"> • Volume XXXI, # 3-4 (last issue) of Connect was produced in five languages and disseminated to readers in 175 countries. • The SEMEP network has been strengthened through regional meetings and new materials have been developed. • YouthXchange, UNEP/UNESCO training on sustainable consumption programme translated into 16 languages and disseminated and used in 35 countries. • The network of science clubs, developed as a pilot project, has been increased and strengthened since it was established in 2006. • The knowledge and understanding of key professionals in MOEs and universities were increased in 14 Arab States, through the distribution of CONNECT Newsletters in Arabic, English and French within INGOSTE Network-Arab States. Sharing of international and regional experiences was targeted to improve STE programmes in the region (students' activities and training of teachers). • Capacities of teachers, researchers and students built in the Arab States through a Seminar on Conceptual Change in Math and Science aiming at providing information on recent developments in science and math education research. • Relevant documents for the improvement of the quality of science education have been made available to decision-makers, within the framework of Education For All. • UNESCO has contributed to generating awareness on the importance of scientific knowledge for life and exercising full citizenship in the LAC region. Documents and opinions from teachers and researchers have been published in its website on the proposed themes. UNESCO has promoted the importance of science and its contributions for development and for a peaceful co-existence of society, through organization of seminars, conferences, and a variety of publications. 	<ul style="list-style-type: none"> • Science clubs need to be aligned with the UNESCO Club network as well as ASP. • Science, technology and environment were key factors within the shared experiences on STE. The utilization of websites in STE needs improvement and development. 	<p>Costs shared with other networking partners.</p>	<p>Networks partly decentralized and coordinated externally.</p> <p>Feedback from INGOSSET members are needed on the two issues of CONNECT during 2008-2009.</p>	
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Sub-programme I. 4.2 Higher education for the knowledge society

Para. 01421 – MLA 1: Advancing policy options for higher education

Regular budget (rounded to \$ thousand)	
Planned: \$857,000	Actual: \$842,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Member States' capacities for quality assurance and accreditation reinforced and frameworks for quality assurance established.</p>	<ul style="list-style-type: none"> Regional conventions revised in three regions: Asia and the Pacific; the Arab States; Africa with inputs from Headquarters. Subregional workshop for South-East Asia organized in cooperation with UNESCO-New Delhi office aimed at capacity-building for QA in cross-border higher education (Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal and Sri Lanka). Regional network for qualifications recognition and quality assurance information centres established for the Mediterranean region (MERIC) including the following countries: Bosnia and Herzegovina, Croatia, FYR Macedonia, France, Italy, Spain, Morocco, Cyprus, Algeria, Egypt, Tunisia, Morocco. Distance education course on credentials assessment carried out for the Mediterranean countries part of the MERIC network. Distance education courses for External QA developed and carried out by IIEP for Anglophone Africa and being elaborated for Francophone Africa. UNESCO-WB partnership agreement signed to support capacity-building for QA in developing countries and countries in transition. Regional Arusha Convention revised. Universities and Ministry of Higher Education in Jordan have adapted the UNESCO/OECD Guidelines on quality assurance for implementation. Quality assurance strategy for one university developed with UNESCO's technical Assistance. UNESCO/OECD Cross-Border Guidelines in Quality Assurance widely disseminated to private and public universities and in-depth training on how to set up institutional 	<ul style="list-style-type: none"> Challenges encountered related to the legal aspects of the adoption of the revised conventions. Challenges faced related to a better integration between the ENIC (European Network of Information Centres) and the MERIC Network. Differences in sensitivity and progress depending on the linguistic zones. Improving the quality of university programme and outputs of quality graduates remains a major challenge. Strengthening capacity of the newly established Higher Commission for Quality Assurance and Accreditation. 	<p>Cost-sharing with Regional and Cluster Offices.</p> <p>Partnership with the Council of Europe and UNESCO-CEPES (as co-Secretariats of the European Network ENIC).</p> <p>The support and activities in QA were jointly supported by the UNU, UNDP, QA Commission of Jordan and Ministry of Education.</p>	<p>Political support needed to assure sustainability of conventions' implementation.</p> <p>The Steering Committee of the UNESCO-WB GIQAC initiative is developing a sustainability strategy beyond the three-year WB funding.</p>	

	<p>Quality Assurance Units in universities have contributed to building capacities of over 120 experts from universities.</p> <ul style="list-style-type: none"> • Capacities of higher education institutions and the Accreditation and Quality Assurance Commission in OPT further enhanced through the development of Field Benchmarks (FBs) in electrical engineering and information technology (IT). In the framework of UNESCO's mandate to promote total quality in the area of higher education through developing a sustainable mechanism of accreditation and licensing system for the higher education system in OPT, the development of (FB) in the major higher education disciplines, namely electrical engineering and information technology (IT), was completed in cooperation with the Al-Quds University. 	<ul style="list-style-type: none"> • The five UNESCO Chairs established in Jordan need revitalizing and strengthening. • Improving the quality assurance units in universities remains a major challenge. • The escalating security situation particularly in Gaza slowed down the implementation and negatively impacted on communication of the Ministry staff as well as universities between the West Bank and Gaza. • The participatory approach that was followed in producing the document, particularly the involvement of all Higher Education Institutions, the Ministry of Education and Higher Education, the Accreditation and Quality Assurance Commission can be attributed as a success factor. 		<p>To ensure sustainability it is highly recommended to periodically review this first version.</p> <p>To disseminate, share, and publish this fruitful experience nationally, regionally, and internationally.</p>	
<p>Evidence-based policy advice and exchange of information developed concerning the reform of higher education policies and strategies, particularly in developing and post-conflict countries.</p>	<ul style="list-style-type: none"> • Guidelines for Quality Provision in Cross-border Higher Education widely disseminated and surveys conducted on their use for the following stakeholders: governments; higher education institutions; quality assurance bodies; student bodies. • Participation in and contribution to the report of the Visitation Panel to the University of Ghana (Report published December 2007). • Progress achieved in the implementation of the Framework for Priority Action monitored and draft thematic matrix for the WCHE+10 developed by the renewed International WCHE Follow-up Committee. • Workshops with partners (AAU, IAU, ADEA, AUF, etc.) and Headquarters on the problems of "Brain Drain Brain Gain", the liberalization of education and particularly of higher education linked to WTO rules. • Research on the identification of gaps between school and higher education curricula linkages and the magnitude of inaccessibility of women, socially excluded and economically marginalized groups to higher education in Nepal commissioned jointly with the University Grants Commission (UGC). Policy recommendations were widely disseminated 	<ul style="list-style-type: none"> • More awareness-raising needed. • Circumstances and expectations in the African countries are very varied. • In some countries, databases are insufficient for building sustainable policies. 	<p>Cost-sharing with regional and cluster offices and partners, when possible.</p> <p>The contribution of UGC in terms of human and financial resources reduced our ratio price/output.</p>	<p>Decision of the WAEMU Ministers of Higher Education.</p> <p>Some countries have begun reform (case of Senegal).</p>	

	<p>and shared with senior education officials of the Ministry of Education and Sports (MOES).</p> <ul style="list-style-type: none"> • Factors hindering accessibility of students from disadvantaged and poor families to higher education i. e. diploma, bachelor's and master's, identified in Nepal. 				
<p>Access opportunities for higher education study and research programmes improved and students better informed on availability, quality and validity of programmes.</p>	<ul style="list-style-type: none"> • UNESCO-HP project on piloting solutions to alleviate brain drain successfully launched in universities of five African countries: Algeria, Ghana, Nigeria, Senegal and Zimbabwe. • Pilot Project for a UNESCO Portal on Recognized Higher Education Institutions implemented; capacity-building workshops and activities for contribution to the Portal completed for a number of countries: Egypt, Kenya, Malaysia, Argentina. The Higher Education Portal in fourth position among the ten most visited ED portal pages. 	<ul style="list-style-type: none"> • Owing to demographic pressures, the strong demand for higher education, limited infrastructure and the shortage of qualified teachers, access remains limited. Methods for regulating admission are in place in many universities. 		<p>Additional partners will be sought and more resources raised to help the five projects achieve all their objectives and thus contribute to the establishment of an African grid. Mechanisms will be put in place for a more dynamic Higher Education Portal.</p>	
<p>Policies and practices in support of improved decision-making processes debated, including through the Forum on Higher Education, Research and Knowledge.</p>	<ul style="list-style-type: none"> • 3rd Global Forum on QA, Accreditation and the Recognition of Qualifications organized (Dar-es-Salaam, September 2007) as a forum on policy debate. Action Plan revised to provide a framework for informed decision-making. Report widely disseminated. Publication with papers presented in preparation. 				

Para. 01422 – MLA 2: Promoting inter-university solidarity for development

Regular budget (rounded to \$ thousand)	
Planned: \$519,000	Actual: \$509,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Regional inter-university cooperation recognized as a dynamic and effective vector of development, especially in relation to intercultural dialogue and dialogue among peoples.</p>	<ul style="list-style-type: none"> • Regional inter-university cooperation has been stimulated by regular regional exchanges of professors, training modules, educational materials and experiences initiated by UNESCO Chairs/Networks (e.g. the Chair on Gender, Sciences and Technology established in FLACSO in Buenos Aires), as well as by the organization, with the active support of IESALC and CEPES, and of UNESCO field offices, of several regional meetings of Chairs/Networks. • In addition, the Asia-Africa University Dialogue for Basic education, co-organized with UNU, University of Hiroshima and JICA, enabled both a 	<ul style="list-style-type: none"> • Inter-regional inter-university cooperation is more relevant from a thematic point of view. In some regions under-represented (Africa, the Arab States) and there is not always the critical mass of UNESCO Chairs working in similar areas to justify a regional meeting. • There is a need to reinforce the regional inter-university cooperation by encouraging existing Chairs to establish partnerships with other universities and UNU in the region. 	<p>Regional inter-university cooperation, especially that which includes exchange of teachers/researchers, professors, is obviously more cost-effective than international cooperation.</p>		

stimulation of regional inter-university cooperation and an intra-regional university cooperation in research and training in basic education, a key field of development.

- Establishment of three regional inter-university agreements during the biennium. The UNITWIN Network on Capacity-building for Sustainable Development in Developing countries in the Asian Region at Handong Global University Republic of Korea, established in 2007, is a good example of regional inter-university cooperation as a dynamic vector of development.
- Regional evaluations of UNESCO Chairs and UNITWIN Networks have been conducted by IESALC and BREDA.
- Renewed agreements for 2006: 65 Chairs (5 in LAC, 5 ENA, 25 ECE, 5 ARB, 15 APA, 10 Africa).
- For 2007: 62 Chairs (2 LAC and 10 ENA; 20 ECE, 10 Africa, 5 ARB, 15 APA).
- UNESCO Chair for Special Education, University of Qatar has promoted the action plan for the inter-university solidarity for development. Several professional development activities (seminars, lectures and workshops) organized by Qatar University in 2006/2007 and ongoing research for the development of a Masters degree in special education.
- Study carried out on UNESCO Chairs in the Africa region and recommendations for revitalizing some thematic networks.
- UNESCO has established a Teacher Training Network for Iraq (TTNI), comprising four main Iraqi universities (in North, South, Centre and West Iraq); namely University of Salaheddin University, Al Anbar University, Baghdad University and Basra University, and six international universities (University College Dublin, University of Buckingham, Bangor University, Cairo University, Foggia University of Alberta). This partnership is being strengthened through the organization of 4-in-1 workshops in ten subject areas (Chemistry, Physics, Biology, Geology, Mathematics, Family Education, Fine Arts, Environment Education, Peace and Democracy and Special Education), whereby each partner university hosts and conducts either one or more of the above 4-in-1 training courses. The workshop's topics are new

- Chairs require resources that UNESCO is not always able to provide, over and above "seed money". Some Chairs have practically ceased functioning.
- Often the functioning of Chairs depends on the calibre of the person who manages them.

Cost-effectiveness is guaranteed during the implementation of the 4-in-1 workshops due to the fact that partner universities are charging UNESCO for a lesser amount than any other international institute would charge. In addition, UNESCO decided, in coordination with all partners, to merge the four training workshops foreseen in the project document into one workshop for each of the subject areas, to ensure cost-effectiveness.

The network is being strengthened through the 4-in-1 training workshops and could be further nurtured in future collaboration among other international institutes, for the sake of the Iraqi higher education sector and without the help of UNESCO. In addition, training is being provided for a core of eight persons per topic. Those eight will go back to Iraq and will deliver the same training to other university

	teaching methodologies, content development, curriculum review and subject updating.			lecturers.	
<p>North-South and South-South cooperation strengthened, in the areas of training and research.</p>	<ul style="list-style-type: none"> • North-South and South-South cooperation strengthened through the establishment of 80 Inter-university cooperation agreements which for most of them have a North-South or South-South component in their training and research activities. One of the Chairs created in 2006, in the Federal University of Para, Brazil, is specifically devoted to “South-South Cooperation for Sustainable Development”. • An Ibero-American meeting of UNESCO Chairs was organized in Caceres, Spain (3-5 December 2007) to reinforce inter-university cooperation, in particular through Networking of UNESCO Chairs within a North-South-South dimension. <ul style="list-style-type: none"> - 31 inter-university agreements were signed within the UNITWIN Programme for ENA region, 14 for LAC, 10 for Africa 10 for APA, 6 for Arab States, 12 for ECE. - Chairs established in the priorities fields: 1 EFA, 4 ESD, 1 HIV/AIDS, 1 South-South Cooperation, 7 Intercultural and Inter-religious Dialogue; 9 Human Rights; 4 Gender Equity and Development, 2 Freedom of Expression, 4 ICTs for SD. • A UNITWIN Network of 15 UNESCO Chairs from both the North and South working in the field of Intercultural and Inter-religious Dialogue was set-up. • An external evaluation was undertaken by SHS and an internal review was conducted by the Science Sector. In 2007, a synthesis of reviews and evaluations was elaborated by the Division of Higher Education. • 226 Progress Reports received and assessed from 61 countries. 	<ul style="list-style-type: none"> • The requests for the creation of UNESCO Chairs/UNITWIN Networks have drastically increased, leading to a slowdown in the process of creation of Chairs given the lack of human resources. • The programme also faced the following challenges: <ul style="list-style-type: none"> - only half of the Chairs/networks were established in priority areas; - geographical imbalance in favour of the North; - Chairs becoming inactive within a few years of their creation, often because of a lack of funding; - lack of active interaction by a large number of Chairs and lack of networking of those already established. • These challenges have been taken into account in the elaboration of the new strategic orientations of the UNITWIN/UNESCO Chairs Programme (approved by Executive Board document 176 EX/10). 	<p>UNITWIN projects are cost-effective as with the small seed funding provided the result is much more effective than expected in terms of output, and regeneration of activities. In addition, the exchange of teachers, researchers, students and managers is a cost-effective way to palliate the lack of resources devoted to higher education in many developing countries.</p>	<p>Several UNESCO Chairs and networks established prior to the biennium became inactive and a list of Chairs to be closed has been established.</p>	
<p>Exchange and cooperation networks between universities and other civil society partners strengthened and exchanges between decision-makers, researchers, teachers and other professional partners.</p>	<ul style="list-style-type: none"> • Civil society as well as the public or private sector are associated in about 1/3 of the UNESCO Chairs/UNITWIN agreements signed during the biennium. Furthermore, there is a cooperation with the public or private sector and with decision-makers, in many international or national forums organized by or with the contribution of UNESCO Chairs on specific themes such as EFA (e.g. Chair on Achieving the promise of EFA: a focus on 	<ul style="list-style-type: none"> • Exchange and cooperation between universities and civil society partners. • Regular regional and annual meetings are held, with the aim of discussing the importance of education in promoting intercultural dialogue, both at regional, interregional and international levels. 	<p>The exchange of teachers, researchers, students and managers is a cost-effective way to palliate the lack of resources devoted to higher education in many developing countries.</p>	<p>Sustainability of this kind of partnership will depend on political will, individual and institutional motivation as well as on the minimal financial autonomy.</p>	

	<p>literacy and Sustainable development established in 2006 in Georgetown University), water management (e.g. the Cannes international Forum on Water), or communication (e.g. the ORBICOM Network).</p> <ul style="list-style-type: none"> • AREN Network revived through 7th AREN meeting held in Sana'a Nov 2007 within UNITWIN activity. • About 10 forums organized by or with UNESCO during the biennium, such as the UNESCO Forum on Research policies, held in Paris in December 2006 where 12 UNESCO Chairs provided their intellectual input and the GUNI Network on Accreditation for Quality assurance held in Barcelona (UPC) in November 2006 to which 10 UNESCO contributed. • UNESCO is working closely with the Geneva International Peace Research Institute (GIPRI) on the "Babylon Research Programme" (2007-2010) aiming at allowing Iraq to renew its links with its cultural past, and to correct the cultural and scientific collapse of the last 20 years. • Assistance in designing a project creating a network between Iraqi universities based on "AVICENNA Model". 	<ul style="list-style-type: none"> • Inflexible interaction between AREN members, need for more commitment towards the network. • Lack of funds to support member universities. 			
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Para. 01423 – MLA 3: Promoting the use of information and communication technologies in education

Regular budget (rounded to \$ thousand)	
Planned: \$437,000	Actual: \$430,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Quality and impact of teaching and learning processes enhanced through ICTs.</p>	<ul style="list-style-type: none"> • Studies conducted and workshops held in cooperation with various partners actively involved in the region, in particular OIF, AUF, COL and ADEA. • Joint coordination of the Working Group on Distance Education and Open Learning (WGDEOL). • UNESCO-ADEA publication of a collection of studies and works concerning some 10 Francophone African countries: "<i>Formation à distance en Afrique sub-saharienne francophone – Etudes comparées</i>" (Distance learning in 	<ul style="list-style-type: none"> • The beneficiaries of the ICDL programme came from different backgrounds and their acquaintance with computer use differed from one to another. 	<p>Currently, the return on investment from these actions is significant with regard to individuals or groups of individuals, but negligible with regard to the systems, which are not always organized to benefit from it and retain their key personnel.</p>	<p>A critical mass needs to be attained in terms of human resources, applications and infrastructures in order to achieve sustainable ICTs.</p>	

francophone sub-Saharan Africa – comparative studies).

- Development of an electronic course for international credential evaluators in the Mediterranean region focusing on the use of electronic tools for carrying out implementation of the UNESCO Mediterranean Recognition Convention (another component of results stated above).
- Conducting a study and disseminating experiences on mainstreaming ICTs to teacher education as well as supporting the creation of a postgraduate programme for incorporation of ICTs into teacher education, quality and impact of teaching and learning processes was enhanced through ICTs.
- Central Asia subregional meeting conducted to discuss higher education policy in the CA countries. Experiences and practices discussed to promote networking and knowledge-sharing among universities and institutions. Situation analysis on higher education in the Central Asian countries (Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan) conducted to analyse higher education policy. The Situation analysis country reports and policy briefs published for discussion.
- ICT for quality education training was conducted in Kazakhstan. 65 education professionals from Pedagogical Institutions of Kazakhstan were trained in ICT skills and ICT-based teaching approaches. Two major activities were carried out: 1) the Regional Workshop on ICT for Community Empowerment through NFE; and 2) a one-day workshop entitled “With IT/ICT for Education and Research” which developed strategies for future actions for the promotion of ICT-NFE and a draft framework for regional ICT-NFE Resource. During the second workshop, the successful policy modes and strategies on ICT integration into the education curriculum was discussed, and a book compiling the selected 15 papers on the topic was prepared.
- Nation-wide teacher training centres in Cambodia equipped with computer network and software teaching and learning materials have been made available in all the 24 teacher training centres. Khmer OS has been developed and utilized by selected upper secondary schools in the donor-government pilot project. Several CLCs in Cambodia have been equipped with ICT materials

- 1) Increase the contribution of resources.
- 2) Link UNESCO programmes being undertaken with other governments and other agencies.

Jointly collaborate with various IOs (*Aide et Action*, Open Institute, etc) and with private sector (Cisco) from abroad to mobilize funds to support ICT education in Cambodia.

The MoEYS with its ICT education policy has networked with various NGOs and donors for the funding support and the government is more committed since gaining understanding that ICT material is an effective

	<p>to enhance lifelong learning of the community people.</p> <ul style="list-style-type: none"> • UNESCO organized a training course on ICDL during 25 March-12 April 2007, benefiting 20 core trainers in order to enable them to conduct the multiplier effect training and benefit other university lecturers inside Iraq. UNESCO, as part of the 4-in-1 training course, is training university lecturers in new teaching methodologies that provide knowledge on the use of ICT in teaching. 			<p>way to enhance the quality of education.</p> <p>The sustainability of the ICDL programme could be ensured through the implementation of the multiplier effect training inside Iraq, benefiting more university lecturers.</p>	
<p>Access to quality education systems, resources and services facilitated through innovative ICT-based solutions.</p>	<ul style="list-style-type: none"> • Implementation of a web portal for ICT and distance learning services and information at the regional level (www.edusud.org), offering a structure for cooperation and a distance learning platform for educators in the Africa region. • Work has begun on the production and contextualization of two toolkits on ICT and distance learning designed for education sector decision-makers on the one hand, and teachers and trainers on the other. • A publication is being produced in cooperation with ADEA and continuous monitoring with regard to "Open Education Resources" was conducted during the biennium. • Organization of two successful workshops on quality assurance of ICT-enhanced distance education (Elearning Africa 2006, UNESCO Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications). • Arab Region Open and Distance Learning Knowledge Base developed and installed within the premises of the Egyptian Supreme Council of Universities. Capacity-building of university staff working on the knowledge base. • Support to a learning distance education Project through ICTs (Ecuador): Innovative approach to the use of ICTs in education. • 450 young students from rural areas attended the project in 12 provinces of Ecuador. • Two major activities were carried out: 1) the Regional Workshop on ICT for Community Empowerment through NFE in Solo (Central Java, Indonesia) on 20-24 November 2006 under the APPEAL framework; and 2) a one-day workshop 	<ul style="list-style-type: none"> • The critical mass of competent professionals who remain in the education system once they have trained is limited. • Inputs from the community of experts to lead UNESCO work in this area, with a focus on implementing the UNESCO/OECD Guidelines on Cross-border Higher Education. • Challenge faced with the ODL project included the delay in response from the Arab Open University in Kuwait which was originally approached for the hosting of the KB, after numerous attempts at reaching an agreement with the University and hence alternative locations for the hosting were identified and the Egyptian Supreme Council of Universities expressed great interest in the project. 	<p>Joining with other NGOs and IGOs in the development of these activities.</p>	<p>Number of visitors and requests made to the portal. Number of online training courses developed and offered.</p>	

	<p>entitled "With IT/ICT for Education and Research" on 30 November 2006 in Jakarta. In the first workshop, 10 countries participated and shared experiences in using ICT tools through NFE and their implication in policy, linkages and coordination between CLCs, CMCs and other stakeholders. They developed strategies for future actions for the promotion of ICT-NFE and a draft framework for regional ICT-NFE Resource. During the second workshop, the successful policy modes and strategies on ICT integration into the education curriculum was discussed, and a book compiling the selected 15 papers on the topic was prepared.</p> <ul style="list-style-type: none"> • A "National Workshop on Applying ICT in Education and Business in Indonesia" was organized jointly by UNESCO Jakarta – Sahid University – Ministry of National Education on 30 November 2006 in Jakarta. The Workshop was attended by 300 students and professors from the HEI and universities in Indonesia. Proceedings were published. • UNESCO Jakarta participated in the "Capacity-building Workshop on ICT in Education Toolkit for Policymakers, Planners and Practitioners" held in Bogor (West Java, Indonesia) on 2-6 April 2007. Discussions were held on the progress development of ICT in Education in Indonesia; the basics of ICT in Education; the ICT-in-Education Toolkit; and the future ICT programme in Brunei Darussalam with Brunei Delegations. • In cooperation with the APEID Unit of UNESCO Bangkok, two capacity-building workshops on ICT-in-Education Toolkit were organized for the education Ministry's policy-makers, planners and practitioners in Indonesia on 2-6 April 2007, and in Brunei Darussalam on 4-7 June 2007 respectively. The 40 Indonesian and 23 Brunei participants obtained the conceptual premises of the Toolkit and were trained in the application of each tool. It was expected to give them the opportunity to review their ICT in education plans, as well as to encourage better decision-making regarding the integration of ICT in education policies, plans and programmes. 				
<p>Media and ICT-enhanced solutions for EFA and teacher training developed.</p>	<ul style="list-style-type: none"> • Production and use of training modules for raising awareness of, designing and conducting open and distance training courses. • Organization and holding of an ICT and distance 	<ul style="list-style-type: none"> • Mechanisms and contents exist but lack of infrastructures in many institutions still limits regular use and incorporation into educational practice. 	<p>Contrary to what is often advocated, online training courses are expensive and are therefore for the time being mainly reserved for special</p>		

	<p>learning training workshop for teachers in the Congo (October 2007).</p> <ul style="list-style-type: none"> • Assistance to Member States was provided in preparing human resources required for building information and knowledge societies. Seminar on Latin America-Eurasia Strategic Alliances for Knowledge Professionals (LESAKP) was organized by UNESCO. • The Meeting in Chile was organized with the support of the Information and Communication Sector of Headquarters in the framework of Education for All and Information for All Programmes. 	<ul style="list-style-type: none"> • There is still often confusion between online resources and online training courses. • Challenges: for the LAC region is to introduce in a more systematic way the use of ICT in education. Stakeholders and possible partners in the region and in Chile will expect an improved framework emerging from the creation of the UNESCO institute for information and technology. • The subject is not well known therefore communications activities should be organized along with the initiatives that will take place in order to build a new cooperation framework towards EFA goals. 	<p>circumstances.</p> <p>This event has helped national professionals to make alliances and commitments for future joint actions.</p>	<p>A constructive partnership between universities and industry companies has been set up in Chile.</p> <p>A cooperation mechanism between Latin America and Eurasia partners through expanding coverage of ACCESS-net to Latin America has been discussed as well as the project "UNESCO Institute of Technology (UIT) for Promoting Information Societies" as presented to seek LAC cooperation.</p>	
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UNESCO education institutes

Para. 01511 – UNESCO International Bureau of Education (IBE)

Regular budget (rounded to \$ thousand)	
Planned: \$4,591,000	Actual: \$4,591,000

33 C/5 Expected results Para 01511	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Capacities of institutions addressing curriculum development and reform enhanced, with particular focus on post-conflict, transition countries and LDCs.</p>	<p>Community of Practice in Curriculum Development (contribution to Sub-programme I.1.2 MLA 1)</p> <ul style="list-style-type: none"> • Through the establishment of the Community of Practice (COP) around 750 curriculum specialists/policy-makers from some 90 countries and institutions have been mobilized and have engaged in policy dialogue on national, regional and interregional bases, on processes of implementation of basic education curricular 	<ul style="list-style-type: none"> • The overall IBE challenge consists in ensuring that additional funds will be raised in a timely manner to continue to finance its programmes and activities. • Developing partnerships with field offices and other stakeholders has enlarged the impact of the IBE activities. 	<p>* Recent external evaluations found that, when considering the limited resources available, IBE products are very impressive.</p> <p>IBE managed to mobilize additional resources for the joint activities.</p>	<p>*It should be noted that most of the IBE operational activities and services are currently financed through extrabudgetary funds.</p> <p>Establishing strong links with field offices provides continuity to the activities.</p> <p>The nature itself of the COP as a global network</p>	

	<p>reforms.</p> <ul style="list-style-type: none"> • Strong partnerships with stakeholders have been forged for joint activities around the broader concept of Inclusive Education in all UNESCO regions, in particular as a contribution to the preparatory process for the 48th session of the International Conference on Education (November 2008). Knowledge and understanding of Inclusive Education has been mobilized and developed worldwide through eight ICE preparatory regional conferences/seminars involving around 400 curriculum specialists/policy-makers in 80 countries (see below). • Working plans on curriculum development with UNESCO Regional Bureaux for Education have been implemented focussed on regional priorities, such as Basic Education in Africa, ESD in Asia and Secondary Education in Latin America. 60 curriculum specialists/policy-makers have been trained in curriculum development, competencies-based approach in Central America; support was delivered to the national team through training workshops and on line assistance for the development of new curricula, which were adopted in the case of Guatemala (Basic Secondary Cycle 7-9 years). • Production of basic education learning materials, which are being used by the Ministry of Education staff. <p>Technical Cooperation projects/Assistance to Member States (contribution to Sub-programme I.3.1. MLA 1 and Sub-programme I.4.1 MLA 1).</p> <ul style="list-style-type: none"> • In the context of the programme “Reconstruction of the Afghanistan Education System”, a new curriculum framework for Secondary Education and syllabuses (grades 7-12) in seven learning areas were developed and adopted; 125 curriculum specialists trained and operational (working for the Ministry of Education in the Curriculum Centre). • In Mauritius: 90 curriculum specialists from the Ministry of Education and Human Resources (MOEHR) trained on competencies-based approach in primary education. A curriculum framework for primary education was finalized, approved and implemented. • In Mauritius, an evaluation report was completed on integrating Human Rights Education (HRE) in 	<ul style="list-style-type: none"> • COP proved to be effective as institutional setting for policy dialogue on curriculum issues and for providing comprehensive capacity development support. • Importance of providing more resources for follow-up actions on implementation processes of curricular reforms as well as for the evaluation of their impact. • South-South cooperation proved to be an excellent mechanism for cross-fertilization, example in Africa and Latin America for Basic Education. • North-South Cooperation was also adopted as an approach; example Inclusive Education in Nordic countries and other regions. <ul style="list-style-type: none"> • Trainers need to use their capacities within sustainable institutional environments. • Importance of identifying local curriculum leaders, able to disseminate and facilitate implementation. • Training should be hands-on with enough time devoted to develop products. • Language issues are important, curriculum specialists should be exposed 	<p>For Afghanistan and Mauritius: execution rates respectively of 98% and 100%.</p> <p>Cost-effectiveness of training (125 x \$2,400).</p> <p>IBE attracted extrabudgetary resources.</p> <p>IBE also contributed in kind (staff time and logistical support</p>	<p>of curriculum experts, working at the global, regional and national levels contributes to its sustainability.</p> <p>Exchanges continued in 2007 with the Afghan Ministry of Education and the UNESCO Office in Kabul with regard to further assistance in 2008.</p> <p>For Mauritius the IBE is continuously working with the Ministry of Education and Human Resources (MOEHR), activities took place in 2006 and continued in 2007. For the HRE programme, 50 curriculum specialists will</p>	
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	<p>the local system, in coordination with UNDP and the Ministry of Education and Human Resources (MOEHR). The report will influence the development of relevant policy and the production of guidelines to integrate HRE into the curriculum as a cross-cutting dimension.</p> <ul style="list-style-type: none"> • Second edition of the UNESCO Master Programme on Social Sciences and Humanitarian Affairs for Palestinian, Israeli and Italian students approved for 2008 as a result of IBE technical assistance (academic evaluation of phase 1 in 2005/2006 and revised project proposal for 2008). • Study on "Life and work competencies development in Sub-Saharan developing countries" submitted to GTZ to inform the ADEA meeting in May 2008, related to policies to integrate work and life skills in the curriculum. • 25 education staff members of the African Development Bank were trained on education/curriculum issues in fragile States, as a way to influence the Bank's policy to support those States. <p>Curriculum innovation and poverty alleviation in Africa (contribution to Sub-programme I.2.3 MLA 1).</p> <ul style="list-style-type: none"> • Criteria developed on quality education, curricular innovations and strategies for poverty alleviation, involving nine sub-Saharan countries. • The capacities of 30 senior education specialists of the nine national teams (Angola, Burkina Faso, Burundi, Congo Brazzaville, Mali, Mauritius, Mozambique, Niger and Rwanda) enhanced on the concrete application of the criteria on curriculum processes and products. • Mechanisms created for South-South cooperation among participating countries to share expertise, as well as experiences and innovations in curricular reforms. • Strong partnerships established with education ministries, UNESCO National Commissions, UNESCO field offices, universities and institutes. <p>Capacity-building and clearing house for curriculum and HIV/AIDS education (contribution to Sub-programme I.3.2 MLA 1 and 2).</p> <ul style="list-style-type: none"> • For the capacity-building component, four subregional workshops and one technical 	<p>to international documents.</p> <ul style="list-style-type: none"> • IBE will be more proactive in disseminating its achievements and expertise. • IBE technical assistance should be used more by UNESCO in order to improve curriculum programmes. <ul style="list-style-type: none"> • Importance and benefits of a multi-country approach. • 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). • Project products and results have been shared and presented upon the requests of other African countries. • Importance of involving HIV positive persons in the planning and implementation phase of the activities; to 	<p>at IBE).</p>	<p>be trained in February 2008 to complement the first intervention.</p> <p>Sustainable curriculum processes are led by the Ministries of Education.</p> <p>For the UNESCO Master programme, the IBE staff has been invited to perform as a lecturer within the second Master's edition.</p> <p>Project partners have ensured their participation based on their strong interest and engagement for over four years and will be involved in phase III (2008-2009).</p> <p>Collaboration with UNESCO Field offices ensures continuity.</p> <p>The acquisition by participants of the proposed project approach is the key to its sustainability.</p> <p>Number of MoE committed to integrate HIV/AIDS education into curriculum: virtually all</p>	
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	<p>preparation seminar organized with the target country teams. The manual <i>HIV/AIDS Curriculum and Education</i> finalized and part of the EDUCAIDS initiative.</p> <ul style="list-style-type: none"> • Based on the requests for technical advice received, at least 25 countries (MOEs) in Sub-Saharan Africa and 20 in other regions, over 40 NGOs and 50 other educators have used the materials developed by the IBE to adapt and improve their HIV/AIDS education curriculum and programmes. • At least six countries in Central Africa, and 12 other Sub-Saharan countries; an university (Western Cape University, South Africa) for the training of teacher trainers, six countries in South East Asia are using the implementation manual to strengthen school-based HIV/AIDS education. • The clearing-house function was performed, with quantity and quality of documents improved and geographical coverage expanded, website regularly updated and links with the Education Sector's Portal improved. A CD-ROM containing all the main documents and the databank produced and made available. • Strong partnerships with Ministries of Education, UNESCO field offices and the United Nations system have been established and/or maintained. 	<p>link curriculum and teacher training; and to have a life skills-based approach.</p> <ul style="list-style-type: none"> • Importance of personalizing information and training, to create deep commitment for HIV/AIDS education among stakeholders. • Importance of the broad diffusion of curricular documents. • Importance of field visits to collect and to disseminate materials. 	<p>The IBE clearing house on HIV/AIDS education will merge with other UNESCO HIV/AIDS clearing houses in order to be more cost-effective.</p>	<p>MOEs in sub-Saharan Africa, (especially Central Africa subregion), several MOEs in Central Europe (especially Russian-speaking countries), the Arab States region and Asia countries that have been exposed to IBE's manual and other training resources (available through IBE's website).</p> <p>Follow-up support over time after a first visit or seminar, also at distance (through email) has been provided.</p> <p>Collaboration with UNESCO field offices ensures continuity.</p> <p>Good practices have been documented and disseminated in a customized way (by thematic area).</p>	
<p>Information exchange on education systems, existing curricula and curriculum development enhanced.</p>	<ul style="list-style-type: none"> • Resource Bank, Observatory of Trends in educational development, and Knowledge Management. • The knowledge base on education systems, existing curricula and curriculum development has been further developed and updated. • The database of country dossiers (which also gives access to the profiles of 161 education systems included in the database <i>World Data on education</i>), covering a total of 162 countries has been completely redesigned and has been integrated into the UNESCO Education sector's Portal, thus enhancing the information services provided by the organization and expanding access to key data. • Weekly alert services have been produced and widely disseminated, in particular among members of the COP in curriculum development, thus reinforcing the support function to the programmes. 	<ul style="list-style-type: none"> • The further integration into the UNESCO Portal has had a positive impact on the consultations of IBE resources and materials. 		<p>These have been traditional IBE functions, that have been considerably improved through the use of modern IT. This service is being provided and continuously expanded and enriched within a long-term perspective.</p>	

	<ul style="list-style-type: none"> • Within the framework of the attainment of Sub-programme I.1.1. MLA 2 “Monitoring EFA and improving quality of data”, the IBE contributed to the EFA Global Monitoring Report (2006-2007) three studies, two compilations and profiles of ECCE provision in 100 countries. • The IBE website has been improved, updated and further integrated into the UNESCO Education Sector Portal. Over 5.82 million consultations and more than 1.66 million visitors were recorded over the period January 2006-July 2007. IBE publications made available through UNESDOC were downloaded more than 219,000 times. • A number of publications were produced and disseminated worldwide, prioritizing quality rather than quantity, among others: five issues of <i>Prospects</i>, six issues of the new series <i>IBE working papers on curriculum issues</i>, and three major studies in comparative education. 	<ul style="list-style-type: none"> • Publications reduced in number and prioritized in quality instead of quantity, for example: the book <i>School knowledge in comparative and historical perspective</i> was positively reviewed in two international journals of comparative education. • In all IBE organized events, publications are distributed among participants to support operational activities. 			
<p>International policy dialogue on education systems curricula improved.</p>	<p>Policy Dialogue (contribution to Sub-programme I.1.2 MLA 1).</p> <ul style="list-style-type: none"> • Within the framework of previous commitments for the training on policy dialogue, 26 ministerial officials from eight African countries were trained through the fourth seminar for French speaking countries (Burundi, Djibouti, the Central African Republic and Mauritania) and fifth seminar for Lusophone countries (Cape Verde, Equatorial Guinea, Guinea Bissau and Mozambique). • Policy dialogue activities were carried out within the framework of 48th ICE preparations, on the approved theme “Inclusive Education: The Way of the Future”. A multi-tier, participatory preparatory process was initiated: (a) within broad regional consultations, visions, strategies and good practices on the theme were shared through eight conference/seminars, which took place through the COP, over the period June-December 2007; (b) technical assistance was provided for the Regional Preparatory Conference for Europe and North America, organized by the Latvian Government, entitled: <i>Inclusive Education: from Policy Dialogue to Collaborative Action</i> (February 2008); (c) through the experts meeting on Inclusive Education held on 19 and 20 November 2007 at IBE, with 11 international participants, conceptualizations, approaches and the multiple dimensions of “inclusiveness” in education were debated in a 	<ul style="list-style-type: none"> • Importance of creating synergies with stakeholders (governmental and non-governmental levels, institutions, United Nations agencies and donors), to reach a “critical mass” dimension of the ICE. 	<p>The ICE has been traditionally carried out on a very tight budget, utilizing IBE existing human and logistical resources as well as extrabudgetary funds. In addition, some contributions in kind are provided by the host country.</p>	<p>The more partners will actively engage in the ICE preparatory process, the more the impact of the conference will be sustainable.</p>	

	<p>comprehensive manner to gain a better understanding. The priority issues that should be addressed under each of the four ICE sub-themes, as well as the general cross-cutting topics, were also clarified. The most relevant topics, on which UNESCO Member States will be asked to provide key relevant information in conjunction with the preparation of the 2008 series of the National Reports – that countries are expected to present at the ICE –, were discussed and identified. Suggestions were made concerning “challenging” keynote speakers, who could be invited to introduce and/or facilitate the debates. (d) Contacts with United Nations agencies have been initiated to create partnerships and for fundraising purposes.</p>				
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Para. 01521 – UNESCO International Institute for Educational Planning (IIEP)

Regular budget (rounded to \$ thousand)	
Planned: \$6,156,000	Actual: \$6,156,000

33 C/5 Expected results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Communication of UNESCO's core EFA messages enhanced and visibility of EFA worldwide increased.</p>	<ul style="list-style-type: none"> • IIEP contributed to UNESCO's advocacy at the 2006 ADEA biennale around a paper on Overcoming the Obstacles to EFA, which was presented in a plenary meeting gathering over 500 participants (ministers of education, high-ranking civil servants, and agency and NGO representatives). • IIEP developed major contributions: books, seminars and teaching materials on various strategies that were identified in Dakar as key to reach in EFA (reduce the impact of HIV/AIDS, improve governance, address the problems of countries affected by conflict, link with poverty reduction measures). • The 2006 IWGE meeting focused on advancing EFA: reaching rural people and capacity development, two other key areas for EFA. 	<ul style="list-style-type: none"> • More robust communication plans are essential to ensure the effectiveness of the message. Working in partnership with various United Nations organizations, bilateral and multilateral financing agencies, NGOs and universities contribute to a greater visibility and reach. 	<p>Collecting data on new themes is expensive which is why certain themes had not been covered before. Once the research has been done, dissemination in various seminars and workshops is highly effective, particularly in high-level fora.</p>	<p>IWGE: 1 session, self-financed activity.</p>	
<p>Value of EFA Global Monitoring Report as a global and national policy tool strengthened.</p>	<ul style="list-style-type: none"> • IIEP used the GMR in its Advanced Training Programme, thereby contributing to the utilization of the Report as a working document for the planners and managers who attended the course. • IIEP regularly contributes data and papers to the 	<ul style="list-style-type: none"> • Cooperation with the GMR contributes to the Institute's visibility. 	<p>--</p>	<p>Articles and synthetic notes provided; – Courses on monitoring EFA at national and sub-national levels: – Benchmark: two courses a year.</p>	

	GMR.			Status:	
<p>Capacities of Member States strengthened in strategic planning, policy analysis, management and implementation of EFA and sector-wide educational development plans and Member States' coordination of development partners promoted.</p>	<ul style="list-style-type: none"> • The targets set for the biennium have all been exceeded, which demonstrates the attractiveness of the courses offered by the Institute. IIEP's training has been replicated in a number of instances, thereby contributing to broadening the training offer for planners and managers. • IIEP has been assisting 17 countries in either plan preparation or implementation. The introduction of strategic planning in Egypt and Afghanistan, and subsequent setting up of strategic planning units in the ministries of education and higher education in Egypt, are illustrations of the usefulness of IIEP's training courses. • IIEP's assistance to SACMEQ allowed the Consortium to successfully build up for and run its third cross-national survey. The sample covers 3,000 school, 70,000 pupils, 10,000 teachers. New items were introduced (e.g. on private tuition and HIV/AIDS knowledge). Data analysis will be possible as of early 2008, providing data for longitudinal studies of the quality of education in SACMEQ countries. • IIEP has started a project to review best-practices on capacity development in educational planning and management that will be the basis for a UNESCO policy paper to be discussed at the 2008 High Level Group. 	<ul style="list-style-type: none"> • More remains to be done for the training of trainers and the scaling up of IIEP's training at regional levels. This will be one of the main orientations of the Institute's Eighth Medium-Term Plan. • Capacity development goes beyond the acquisition of technical skills. It is necessary to work with other partners in order to enhance organizational and institutional capacities. • Education in itself is not sufficient to bring about development. It is necessary to align interventions with those in other sectors. 	<p>The most cost-effective strategy is to combine different forms of training with in country team coaching.</p> <p>Multiplying partnership is cost-effective in the long term – although it increases cost and delays in the short term.</p>	<p>personnel trained in educational planning and management: – Benchmark: 100 senior-level persons trained; – education specialists trained in different areas: – Benchmark: 800 specialists trained through national, regional or e-courses; – national training institutions receiving support from IIEP: – Benchmark: three training institutions; – intensive Training workshops for SACMEQ national Research Coordinators and Deputies: – Benchmark: two workshops for coordinators from 14 countries. Status: targets met.</p>	
<p>Access to information on good practices, policies and issues of common concern improved.</p>	<ul style="list-style-type: none"> • One of IIEP's landmarks in 2006-2007 has been the launch of <i>Corrupt Schools, Corrupt Universities: What Can Be Done?</i> which received wide media coverage. The book synthesizes IIEP's work on the subject and makes concrete recommendations for a more transparent management of education systems. Other awareness-raising activities were conducted on the same topic with some result on the ground (e.g. the implementation of public expenditure tracking surveys). • IIEP's expertise in education in emergencies and post-conflict situations has been called upon to devise UNESCO's policy and strategy for its actions in fragile States. IIEP's networking in this area has also borne fruit, with INEE, but also with the United Nations's Inter-Agency Standing Committee's Humanitarian Cluster Approach to the Education Sector that took IIEP's <i>Guidebook for</i> 	<ul style="list-style-type: none"> • Core funding is necessary to carry out cutting-edge research. • Participatory research involving decision-makers and national researchers in the definition and conduct of the research has more chances to have an impact. • Research takes a long time to influence decision-making. Research findings are to be widely spread among different layers of society and with a range of stakeholders. This has implication on the need to produce research results in different formats address to different audiences. 	<p>Good research collecting primary data (quantitative or qualitative) is expensive.</p> <p>Baseline studies and state of the art research are more cost-effective but to advance knowledge both kind of research are required</p>	<p>– policy forums on key issues: – Benchmark: four forums; – networks of research and training institutions: – Benchmark: four networks; – new depository libraries: – Benchmark: 15 libraries; – portal on educational planning; – SACMEQ website developed and download facilities for SACMEQ Data Archive.</p>	

Planning Education in Emergencies and Reconstruction (2006) as the basis for the development of training materials and pilot training in 2007-2008.

- The Fundamentals of Educational Planning and the Education Policy Series contribute to the dissemination of good practices easily accessible to decision-makers (e.g. on school clusters and resource centres, improving policy and practice in teacher learning, demand-side financing in education, preparation, recruitment, and retention of teachers). Other publications such as Cross National Studies of the Quality of Education: Planning Their Design and Managing their Impact or What to do to reduce Inequalities in Secondary Education in Latin America or on external quality assurance in higher education have brought about new knowledge on successful experiences.
- SITEAL: The Information System allows the follow-up of a series of indicators on social and educational issues in Latin America; the grasping of the complexity of the various scenarios that underline the heterogeneity of contexts in the region; the identification of social and educational phenomena; and, finally, the formulation of hypotheses for future scenario to guide medium- and long-term decision-making. The two annual reports published provide insights in these matters.
- IIEP has intensified its web policy: 270 publications are available from the Institute's website, of which 45 were uploaded over the last 12 months. IIEP's tracking of downloads shows a significant demand for training materials (e.g. over 1,400 downloads for the material on Quantitative research methods in educational planning between January and August 2007).
- Another key achievement of the biennium has been the setting up of a portal on educational planning, Planipolis, which aims at gathering all official, educational policy-related documents. Planipolis has obtained recognition from the EFA/FTI and will now evolve into a clearing house for the Initiative.
- IIEP's benchmarks were all met except for the number of policy fora organized (three instead of four).

<p>Knowledge and technical capacity of government officials increased to undertake education reforms in early childhood and primary education.</p>	<ul style="list-style-type: none"> • See achievements on expected result No. 3. In addition: • IIEP produced a number of research pieces that made contributions to the advancement of practical knowledge. The Institute's key achievement has been the step-by-step assistance to the Ministries of education in Afghanistan and Egypt as both countries produced their strategic plans for education. Civil Servants in these countries have been coached on the job throughout the process of plan preparation, thereby making a real contribution to increasing the technical capacities of these two countries. • Some 50 planners at central and regional levels were trained to implement the 2005 decentralization policy decided by the government. • Twenty trainers in educational planning and management in English-speaking Africa were trained on how to plan primary education in a context of HIV/AIDS. 	<ul style="list-style-type: none"> • Capacity development through technical support is more effective where IIEP benefits from political support at the highest level; combines learning-by-doing with short-term course and technical advice; and regularly involves stakeholders. 	<p>Distance courses are cost-effective but they are even more effective when they are combined with face to face courses and interaction.</p>	<p>Studies on best programmes in formal and non-formal education: - Benchmark: two studies.</p>	
<p>Knowledge base developed for the formulation of effective and sustainable responses to HIV/AIDS in the education sector.</p>	<ul style="list-style-type: none"> • IIEP completed its training materials on Planning Education in a Context of HIV/AIDS in cooperation with ESART and its research agenda in cooperation with such partners as IICBA. The Institute partnered with BRED, IBE, World Bank Institute, UNICEF, and the UNESCO Office in Kenya to deliver training in this area. The training materials will be made available in Kenya's teacher training Institutes. • Around 2,000 downloadable resources are available from the Clearing House on HIV/AIDS in Education. The monthly traffic on the website ranges between 7,000 and 8,000 visitors. The Clearing House also hosts a community of practice that is 1,459 persons strong. These numbers speak of the relevance and quality of the Clearing House. • IIEP has been given the tasks of coordinating in future all UNESCO clearing houses and of integrating them into one single UNESCO clearing house. 	<ul style="list-style-type: none"> • HIV/AIDS remains a sensitive subject. Experience shows that not all countries have the same degree of openness to the issue; more advocacy work remains to be done in order to ensure that evidence-based policies are developed and implemented. More attention needs to be paid to the implementation of the various policy documents in HIV/AIDS. Concrete action plans should be prepared and financed. HIV/AIDS is an EFA issue and as such should be integrated into education plans 	<p>Preparing materials and placing them on the web is highly cost-effective. It needs to be checked whether they are downloaded and effectively used nationally</p>	<p>IIEP clearing house on impact of HIV/AIDS in education.</p>	
<p>Information improved on secondary education reforms.</p>	<ul style="list-style-type: none"> • Strategies to expand secondary education in Asia, Latin America and in OECD countries were presented in various international conferences. Case studies on secondary education reforms in three were completed. IIEP was part of the 	<ul style="list-style-type: none"> • There is considerable pressure to expand secondary education. So far, most policies have given priority to access over issues of quality and equity. The future challenge will be to implement 	<p>Cost-effective partnership</p>	<p>- case studies on reforms on secondary education.</p>	

	<p>advisory panel for the World Bank-led SEIA initiative. Articles were published in books by BREDA and UNEVOC.</p> <ul style="list-style-type: none"> • A review of trends in technical education in Latin America was completed. The RedEtis website on post-primary education and social inclusion received on average 5,000 visits per month. It includes regular state-of-the-art articles such as recent trends and programmes for the completion of secondary school in Latin America. Several publications are available online on the IIEP website or on that of CINTERFOR. Research findings were used to elaborate the policy papers of the Netherlands and of UNICEF-Argentina. 	<p>quality over the long term.</p> <ul style="list-style-type: none"> • As more and more children and youngsters gain access to lower secondary education, and as development perspectives of Member States improve, there will be growing concerns for good strategies to offer technical and vocational and training. 			
<p>Knowledge base constituted on good practices established within accreditation systems.</p>	<ul style="list-style-type: none"> • IIEP's training in the area of quality assurance in higher education is operational. The distance education courses offered throughout the biennium have been positively evaluated by participants who commented on the quality, but also on the timeliness of this training. The training materials are being used by other instances such as the Association of African Universities. 	<ul style="list-style-type: none"> • As higher education is diversified and/or privatized, quality assurance mechanisms become essential. The next challenge will be measuring the quality of education at tertiary level. 		<p>Modules on accreditation in higher education.</p>	

Para. 01531 – UNESCO Institute for Lifelong Learning (until Feb 2007: UNESCO Institute for Education) (UIE)

Regular budget (rounded to \$ thousand)
Planned: \$2,540,000 Actual: \$2,540,000

33 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>National capacities for policy formulation, programme implementation, monitoring and evaluation in literacy, non-formal education, adult and lifelong learning developed in Member States.</p>	<ul style="list-style-type: none"> • Bangladesh, Egypt, Haiti, Morocco, Nigeria, Pakistan, Senegal, Sudan and Yemen carried out preparatory activities in the framework of LIFE – mainly situational analysis studies validated by a range of stakeholders. • Pakistan and Senegal developed national curricula for literacy and NFE; literacy trainers from both countries were trained. • Literacy capacities in a range of countries were built with a focus on innovative pedagogical approaches, gender mainstreaming, HIV/AIDS education (articulation with EDUCAIDS), overall built-in monitoring and evaluation (M&E) systems, dissemination of best literacy practices and benchmarking. 	<ul style="list-style-type: none"> • UIL has fine-tuned the LIFE strategy to ensure that it is more country-led and tailor-made to the specific contexts and the needs of the countries concerned. Greater emphasis is laid on support for advocacy and communication, partnerships, capacity-building, dissemination of best practices, networking and South-South cooperation. 			

(contributes also to MLA 1 of SP I.1.2).

On LIFE see more in separate report on MLA 1 of SP I.2.2.

- Policy dialogue with African Ministers on factors that determine effectiveness of literacy programmes at the ADEA Biennial Conference in 2006.
- Capacities of African researchers (from Botswana, Burkina Faso, Kenya, Mali, Namibia, Senegal, Sierra Leone, South Africa and Uganda) were enhanced through participatory production of a set of 20 comprehensive studies focusing on vision, policies, costs, delivery and M&E on literacy programmes in Africa in the framework of ADEA WGNFE.
- 33 African Ministers, 15 participants at Deputy Minister level as well as 48 directors of NFE sensitized for improved literacy policies and practices at the African Regional Literacy Conference. Reinforcement of donor agencies' readiness to increase their support to literacy initiatives in the region.
- Benin and Mali established a Ministry in charge of Literacy and National Languages within Basic Education..
- Burkina Faso established a task force to follow up with concrete measures on the recommendations of the regional conference.
- Nigeria reviewed experiences in other parts of the world which allowed them to fine-tune their own mass literacy campaign.
- In Kosovo capacities of MoE staff were built to design an equivalency system for literacy and NFE. In addition, 350 monitors and facilitators were trained in monitoring and evaluation by using related assessment tools within an equivalency system.

(contributes also to MLA 2 of SP I.2.2).

- More than 200 policy-makers, researchers and civil society from 25 countries were trained on policies and practices of lifelong learning through two policy dialogues in lifelong learning held in Korea.
- Uruguay's ongoing education reform and draft new

- There is a need for capacity-building in the field of research especially to get good analytical and evidence-based policies. Further advocacy on the effectiveness of literacy programmes is needed. Very few members of the working group actively work at the national level between different events. Low-cost strategies to support the national level initiatives and networks and more partners to support these activities are needed.

	<p>education law has integrated a clear lifelong learning perspective. Decision-makers of NFE of Bolivia, Paraguay and Uruguay sensitized for the need to institutionalize lifelong learning policies and practices in their countries.</p> <ul style="list-style-type: none"> • Policy dialogue with Policy-makers, researchers and practitioners in Member States on a wide range of aspects related to policies, practices and research on literacy, NFE, adult and lifelong learning provided by UIL's documentation centre and through its publications. • National capacities in Burkina Faso, Guinea, Mali, Niger, and Senegal were reinforced for carrying out research on literacy from a gender perspective 				
<p>Innovative approaches in key areas for lifelong learning and adult education, with a focus on marginalized groups, identified, analysed and disseminated.</p>	<ul style="list-style-type: none"> • More than 150 effective literacy practices were analysed and disseminated through the White House International Conference on Global Literacy and the series of regional literacy conferences organized within the framework of UNLD, which reached about 2,000 participants. <p>(contributes also to MLA 2 of SP I.2.2).</p> <ul style="list-style-type: none"> • Innovative pedagogical approaches for literacy used in 16 countries all over the world were analysed by participants from those countries. They included text-based, competency-based and technology-based innovations in acquiring knowledge, critical thinking and various capabilities aimed at empowering learners and improving their quality of life. These cases are stored in the UIL database on effective practices and accessible on the UNESCO Literacy Portal. <p>(dto.).</p> <ul style="list-style-type: none"> • The concept and practices of family literacy were promoted through a pilot project linking early childhood care and primary education with adult literacy and parental education in Germany and practices shared through a network (QualiFLY) involving experts from Bangladesh, Bulgaria, Germany, Ireland, Mali, Malta, South Africa, Turkey, Uganda and the United States. <p>(dto.).</p> <ul style="list-style-type: none"> • Literacy practitioners from all world regions were trained on issues of transferability of the concept of family literacy from the North to the South (and vice versa). 				

	<ul style="list-style-type: none"> • Experts from Germany, Greece and Romania were trained in Literacy and Life Skills in Prison. • UIL continued to monitor adult learning for groups with special needs such as persons with disabilities, indigenous peoples, minorities, refugees, migrants and prison inmates. Two networks of prison education were set up respectively in Europe and Latin America. • Key lessons on effective advocacy for adult learning through adult learning festivals from more than 40 countries were made available worldwide through the IntALW network. • Training of adult education professionals and trainees was strengthened through five volumes of a textbook series on African Perspectives on Adult Learning (APAL), respectively on foundations, psychology, social context, research methods and programme development. • Educational experts were trained in setting up documentation and information services on adult learning through a respective toolkit developed and disseminated by the Adult Learning, Documentation and Information Network (ALADIN). • Within the Indian sub-network of ALADIN, PALDIN, a comprehensive and innovative training package for adult educators was piloted in India. 	<ul style="list-style-type: none"> • The APAL textbook series has been very well received usage of the books could be increased by further titles in English and by similar series in French and Portuguese with strong partners, research teams and a network of scholars from Africa. • The PALDIN capacity-building learning package needs to be simplified for grassroots-level workers and might be also transferred to other LIFE countries such as Nepal and Bangladesh. 			
<p>Policies, practices and mechanisms of recognition, validation and accreditation of prior and informal learning developed and institutionalized in a number of countries.</p>	<ul style="list-style-type: none"> • A cross-national synthesis of 45 studies was completed to provide policy-makers and practitioners with key information on policies and practices of recognition, validation and accreditation of informal, non-formal and experiential learning (RVA). <p>(contributes also to MLA 1 in SP I.1.2)</p> <ul style="list-style-type: none"> • In cooperation with the French National Commission, more than 60 experts from Africa (Mauritius, Namibia, Benin, Republic of Central Africa, Kenya, and Niger) were trained on existing policies and practices of RVA. <p>(dto.)</p>	<ul style="list-style-type: none"> • More information on the recognition of enterprise-based learning is needed; appropriate tools for measuring practical skills should be developed; learning outcomes and competencies that recognize a broader set of learning pathways should be validated and respective quality devices be developed; collaboration between education ministries and ministries of labour, industry and welfare to be further developed 			
<p>Literacy and non-formal education programme</p>	<ul style="list-style-type: none"> • More than 60 policy-makers, practitioners and 				

<p>management improved and strengthened through training and technical assistance to decision-makers and key stakeholders.</p>	<p>researchers from 15 African countries were trained in the synergy of formal and non-formal approaches in HIV prevention through two subregional meetings.</p> <p>(contributes also to MLA 2 of SP 1.3.2)</p> <ul style="list-style-type: none"> • The quality of community-based literacy and life skills education programmes in Bangladesh, China, Lao PDR, Mali, Niger and Zambia was improved through respective capacity-building for experts and practitioners. <p>(contributes also to MLA 2 of SP 1.2.2)</p> <ul style="list-style-type: none"> • Staff of the Botswana Department for Non-formal Education was trained to develop a curriculum and learning materials for a comprehensive Adult Basic Education Programme (ABEP). <p>(contributes also to MLA 1 in SP 1.1.2)</p> <ul style="list-style-type: none"> • A policy brief on the language in education policy based on a research study on literacy, language, non-formal education and alternative learning opportunities was discussed with the Minister of Education and the Director of Non-formal Education of Southern Sudan. They have planned a national language conference to further the issue. 	<ul style="list-style-type: none"> • Preparations for implementation of Botswana's ABEP are very slow especially as NFE is not seen as a priority at the governmental level. Capacity at the department of NFE is weak and the skills development to address the necessary work has required an extension of the intervention of UIL. 			
<p>Assessment and monitoring systems of literacy, NFE and adult basic education improved in selected countries.</p>	<ul style="list-style-type: none"> • National capacities to monitor and implement NFE and literacy programmes were enhanced through capacity-building for specialists from Botswana, Kenya, Malawi, Namibia and Uganda. Monitoring and evaluation specialists from Burkina Faso and Kenya learned about various monitoring strategies for NFE (UNESCO NFE-MIS, LAMP, ADEA model, etc.). <p>(contributes also to MLA 2 of SP 1.2.2)</p> <ul style="list-style-type: none"> • An effective monitoring and evaluation framework for LIFE to be applied at international and national levels building on existing systems and best practices has been developed by LIFE focal points and evaluation experts from four regions around the world. <p>(contributes also to MLA 1 of SP 1.2.2)</p>	<ul style="list-style-type: none"> • A monitoring system has to be integrated in the programme from planning phase and budget provided for internal evaluation. A MIS system needs to build on the existing EMIS and other structures in the country. Certain countries (Malawi) need further support to apply the lessons learnt from the workshop. 			

Para. 01541 – UNESCO Institute for Information Technologies in Education (IITE)

Regular budget (rounded to \$ thousand)	
Planned: \$1,100,000	Actual: \$1,100,000

Para. 01551 – UNESCO International Institute for Capacity-Building in Africa (IICBA)

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

33 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
Capacities of teacher education and training institutions strengthened.	<ul style="list-style-type: none"> • 113 students from Ghana, Ethiopia, Sierra Leone, Gambia Swaziland and Malawi obtained Postgraduate Diplomas in Distance Education (PGDDE) and 31 students from Ethiopia and Liberia obtained Master of Arts in Distance Education (MADE). • M.Ed. in ICT programme successfully implemented in universities of Ethiopia, Ghana and Uganda with 57 graduate teachers. • Teacher educators from selected teacher training institutions in Nigeria, Swaziland, Ethiopia & Senegal trained in the use and integration of ICTs in education. • Teacher educators' capacity to be enhanced through the use of IICBA's interactive CD-ROM on HIV/AIDS prevention and mainstreaming. • 327 women educators from Zambia, Ghana, Botswana, Malawi, Tanzania, Madagascar and Kenya trained in leadership skills to respond to HIV/AIDS, conflict resolution, peace building, poverty alleviation & gender mainstreaming. • School principals and inspectors trained in the Congo, the Democratic Republic of the Congo, Burundi, Nigeria, Guinea and Sierra Leone on the 	<ul style="list-style-type: none"> • Addressing issues related to reducing drop out rates. • Maintaining proper student support and contact is central to the success of the programme. • Collaborating with distance education institutions is vital in delivering low cost distance-based training for teachers. • Lack of infrastructure for ICTs in some teacher training institutions. • Producing relevant & culturally appropriate content difficult. • Poorly conceived project delayed implementation. • Scaling up the Women's Leadership Programme (WLP) remains a challenge. • Though the WLP is popular, it suffers from inadequate resources. • Lack of follow-up and monitoring. • Targeting all TTISSA will require additional resources. 	<p>Development costs of the programme were borne by collaborating institutions. IICBA only pays for the learner support component of the programme. Most cost-effective in comparison to traditional education.</p> <p>Use of cascading model reduces training costs.</p> <p>Distribution of courses on digital media is cost-effective & ensures wider access & utilization.</p> <p>WLP not cost-effective as has been difficult to form and sustain partnerships for cost-sharing.</p> <p>The cascading model ensures cost-effectiveness.</p>	<p>Number of those trained high enough to guarantee the sustainability of the programme in countries through a multiplier effect.</p> <p>The M.Ed-ICT programme becomes substantive part of the universities.</p> <p>Sustainability ensured through the integration of technology for education.</p> <p>Teachers better placed to mainstream HIV/AIDS education.</p> <p>Institutionalizing the WLP in various higher education and/or teacher education institutions.</p> <p>Institutionalizing the training of heads of TEIs.</p>	

	<p>management of schools, students and finances for more effective & efficient school leadership.</p> <ul style="list-style-type: none"> • Capacity-building for EFA project modules for teacher training in Guinea, Niger, Sierra Leone and Angola prepared and validated in collaboration with UNESCO offices in Africa. • The Central African Republic adapted three modules and pedagogical guide for the integration of Human Rights, Peace, and Intercultural Dialogue into schools and TEIs curricula. 	<ul style="list-style-type: none"> • Lack of sufficient training staff. • Communication with local coordinators and UNESCO offices difficult. • Delays in project implementation. • Getting to schools and participants in the conflict region of Chad proved difficult. 	<p>Distance education mode is cost-effective in addressing the needs of teachers.</p> <p>Cost-effective if adapted and adopted by all schools in the country.</p>	<p>The projects have become an integral part of teacher education institutions in these countries.</p> <p>Government will assure the integration of peace education in the curricula.</p>	
<p>Research on teacher education in Africa conducted and awareness raising activities carried out.</p>	<ul style="list-style-type: none"> • AU Member States adopt strategy for implementing teacher development in the context of the 2nd Decade of Education in Africa. • Five situational analyses on teacher development for ECCE in Ethiopia, Nigeria, Tanzania, Burkina Faso and Republic of Congo completed. Current studies on ECCE compiled & circulated through IICBA Newsletter to Member States. • Handbook for educational planners completed and made available to policy-makers. • Preparation of training materials (four modules) for heads, deputy heads and senior management of teacher education and deans of faculties of education in SSA completed. • Analysing the response and mitigating the impact of HIV/AIDS in teacher training institutions in Ethiopia in collaboration with IIEP completed. • Needs assessment for ICT standards for African teachers completed for four subregions of Africa: East, West, Central and South. 	<ul style="list-style-type: none"> • Time constraints in organizing & attending consultative meetings. • Need to allocate adequate resources to support AU on teacher development. • Communication problems with researchers/consultants in French-speaking African countries. • Financial constraints in the preparation of handbook. • Skilled staff needed to coordinate the process of preparation of handbook. • Lack of interest of heads of TEIs in participating in the programme. • Underestimation of allotted resources. • Data collection from teacher training institutions difficult. • Information & communication difficulties in obtaining data from TEIs in the subregions. 	<p>Proximity to AU is cost-effective.</p> <p>Researchers recruited based on specialization & current work. - two studies still under way.</p> <p>Use of staff and IICBA Board member to complete work on handbook.</p> <p>The use of three main consultants for all SSA reduces costs of producing the modules.</p> <p>The use of local consultants greatly reduced expenses.</p> <p>Cost-effective through the use of one consultant per subregion.</p>	<p>AU Member States have accepted the implementation strategy.</p> <p>Buy-in from UNESCO Country and Cluster Offices of the SADC region. UNESCO's Forum for Education Specialists involves IICBA in matters related to teacher dev.</p> <p>N/A</p> <p>Teacher education institutions & MOEs integrate these materials into their education and training programmes.</p> <p>Integrating HIV/AIDS education maintains the teaching force.</p> <p>Subsequent endorsement of the recommendations by Member States will guarantee sustainability.</p>	
<p>Information on teacher education consolidated and made available to teacher training institutions in Africa.</p>	<ul style="list-style-type: none"> • African teacher educators discussed and shared experiences on a wide range of topics through IICBA's Teacher Education Network (TEN) portal. • African teacher education institutions utilize IICBA's electronic libraries as supplementary resources for teaching and learning. 	<ul style="list-style-type: none"> • Limited Internet connectivity. • Skilled staff to moderate the discussion. • Updating the contents of the electronic library. 	<p>Cost-effective as it is limited to staff time.</p> <p>As long as Internet connectivity is available, the contents are easily downloaded.</p>	<p>Sustainable as long as the technology is used.</p> <p>Contextualization of the electronic libraries to needs of individual countries.</p>	

	<ul style="list-style-type: none"> • Biannual publication of IICBA Newsletters distributed to permanent delegates, UNESCO offices, colleges, universities, NatComs & ministries of education. • 400 CD-ROMs on ICT education produced and 250-CD ROMs disseminated to Francophone African teacher education institutions. • CD-ROM on multigrade schools published & distributed to relevant African countries in collaboration with ADEA's Working Group on the Teaching Profession (WGTP). 	<ul style="list-style-type: none"> • Lack of feedback from readers. • Timely translation into French and Portuguese difficult. • Timely distribution of the CD-ROMs has been difficult due to lack of resources. • Expansion of multigrade schools difficult. • Lack of electricity as schools are located in rural areas. 	<p>Translation costs are high.</p> <p>Cost-effective medium of learning.</p> <p>Proven to be most cost-effective in sparsely populated rural communities.</p>	<p>Sustainable as the same publications are in electronic form on IICBA's website.</p> <p>CD-ROMs can be easily duplicated and reach larger numbers of teachers.</p> <p>Most ministries of education have endorsed the multigrade approach.</p>	
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Para. 01551 – UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)

Regular budget (rounded to \$ thousand)	
Planned: \$2,200,000	Actual: \$2,200,000

33 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Members States' capacities for quality assurance and accreditation reinforced and frameworks for quality assurance established.</p>	<ol style="list-style-type: none"> 1. The capabilities of the Member States on the subject were assessed through 17 national studies, two of them of regional scope. The benchmarking regional study (abridged version) was included as a chapter on the topic covered by the "Report on Higher Education in LAC 2000-2005. Metamorphosis of HE in LAC" 2. Online course – open and free – for capacity-building in the field of evaluation and accreditation of Higher Education (HE) Institutions. 	<ol style="list-style-type: none"> 1. The undertaking and further discussion of the findings derived from these studies have provided valuable information for building awareness, experience and expert advice for the countries in the stage of embarking on the creation of accreditation for national agencies or for those devising to reinforce the existing ones. The so-called "culture of evaluation" has been formally installed – at different speeds – in most of the LAC countries. However, the scarce participation in the evaluation and accreditation processes of non-university higher education institutions is still noticeable, and remains as a future challenge. 2. It has become evident that the development of this open distance learning product – associated with the prestigious name of UNESCO – was well received in the region, and has helped not only to build capacities but to buttress a leadership role for IESALC on the theme in the regional agenda. The challenge is to cope with certain weaknesses like the expectation of most 	<ol style="list-style-type: none"> 1. Cost was the elaboration and publication of studies though printed copies and CD-ROMs in English and Spanish, and the availability in IESALC's website; impact highly compensated the cost. 2. Cost was only that of elaborating the course, therefore very low for the impact it had and the wide coverage. 	<ol style="list-style-type: none"> 1. All 33 countries of the LAC region were fully covered by this diagnosis; 2,000 copies of books and CD-ROMs distributed; many citations in specialized literature and meetings in LAC region. 2. A universe of at least 500 individuals/institutions established contact with IESALC in relation to this training course. 	

	<p>3. Development of phases I and II of a joint project with RIACES, CONEAU, and CAPES on the evaluation and accreditation of national systems of postgraduate education in the LAC region.</p> <p>4. Meeting of representatives of LAC ministries to reshape and update the 1974 Regional Agreement on the Recognition of Degrees and Diplomas, and follow-up of negotiations (El Salvador, 2006).</p> <p>5. IESALC has commissioned a study aimed at assessing the state of art and the ineffectiveness of the 1974 Regional Agreement on the Recognition of Degrees and Diplomas, and to present proposals and strategies to the Ministers of HE in the region.</p> <p>6. Shared project with the UNESCO Kingston Office for supporting the creation of an Agency for Quality Assurance of Education in the CARICOM.</p> <p>7. Joint OREALC/UNESCO Project - Kingston/IESALC – to support the expansion of the <i>Innovemos</i> Network in the Non-Spanish-speaking Caribbean.</p> <p>8. Project with the Governments of Bolivia and Brazil to create an agency of accreditation of HE in Bolivia.</p>	<p>users in counting with tutorial assistance.</p> <p>3. The project reveals that it is possible to facilitate the standardization of accreditation, evaluation and quality certification criteria for postgraduate studies in Latin America and the Caribbean. The challenge is to attain comparable quality indicators coming from different national statistical structures, and to maintain coherence and harmony in an increasingly complex and divergent regional institutional setting.</p> <p>4. The attendees of the event were middle-managers of the LAC ministries and the Agreement is seen as failing to suit all the countries of the region. The challenge is to discuss a new study in a high-level event (II Regional Conference for HE 2008) in the presence of the Ministers to get the countries' commitment to its implementation.</p> <p>5. The study reveals the obstacles that constrain the implementation of the Agreement. Parallel implementation of subregional agreements diminishes the importance of the Agreement at the high decision level. The proposals include new strategies to motivate the countries to advance on the acceptance and recognition of degrees and titles.</p> <p>6. Project in progress reveals the importance of regional integration to develop quality assurance of HE in countries that lack tradition in the field.</p> <p>7. The strategic nature of university networks to strength national HE systems.</p> <p>8. The need to reinforce national systems of quality assurance to allow regional mobility and cooperation.</p>	<p>3. Cost was covered by extrabudgetary funds and the support of the partners. This survey is a basic requirement for further action in reference to mobility, credit and degrees validation, and quality assurance.</p> <p>4. Considering that no results were attained, the meeting was not cost-effective. However, this is due to the countries' low interest in the Agreement, as revealed by their lack of response to IESALC's request for suggestions.</p> <p>5. The study was financed by extrabudgetary funds and is very effective in terms of its critical rendering on the subject and the new possibilities opened.</p> <p>6. Low cost, shared by partners, expecting to generate the creation of a subregional agency.</p> <p>7. Cost shared by OREALC, Kingston and IESALC to mobilize institutional action and resources by member institutions to extend action to non-Spanish-speaking Caribbean countries.</p> <p>8. The two countries covered the cost. IESALC acted as technical support and</p>	<p>3. Regional Survey (phase I) concluded for all 33 countries of LAC, and the Complementary Regional Survey (phase II) on progress equally for the 33 countries.</p> <p>4. The amended version of the Agreement was distributed to the Ministries of Education and HE accreditation agencies of the LAC region. Only Paraguay endorsed the new version and Ecuador made observations on the texts.</p> <p>5. The study is in the process of publication for presentation to the Ministers of the 33 countries, aiming at reopening the revision of the Agreement.</p> <p>6. Creation of the agency, institutions involved, countries covered.</p> <p>7. Number of Caribbean countries and institutions involved in the <i>Innovemos</i> Network.</p> <p>8. Agreement signed by the two Presidents; agency created.</p>	
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	<p>9. External Assessment of the National Council of University Evaluation and Accreditation of Argentina (CONEAU) at the request of the Ministry of Education.</p> <p>10. Improvement of HE statistics in all countries of LAC through the evaluation of existing HE databases, implementation of an integrated regional database and training of Ministries of Education staff in the tools and procedures of the MAP.</p> <p>11. External institutional evaluation of the Bolivian University "José Misael Saracho".</p>	<p>9. Importance of a national accreditation agencies in the process of quality assurance, and recognition of IESALC as an objective regional reference in evaluation.</p> <p>10. Need to standardize and integrate HE databases to provide benchmarking and to support decision-making and international cooperation.</p> <p>11. IESALC continues increasing its expertise on this field, and becomes widely recognized by this qualification.</p>	<p>mediator.</p> <p>9. Cost covered by Argentine Ministry.</p> <p>10. Extrabudgetary funds from Brazil used to mobilize national resources and technical capabilities.</p> <p>11. The University "José Misael Saracho" paid for the evaluation assessment</p>	<p>9 Evaluation concluded and Report sent to the Argentine Minister.</p> <p>10. Number of countries included (nine pilot countries); number of staff trained, number of HE institutions included.</p> <p>11. The report was concluded and sent to the Rector.</p>	
<p>Evidence-based policy advice and exchange of information developed concerning the reform of higher education policies and strategies, particularly in developing countries.</p>	<p>1. Assessment of the reforms of higher education and revision of the changes of educational legislation in LAC.</p> <p>2. Assistance to the Government of the Dominican Republic for the analysis of the Third Decennial Plan for Higher Education, Science and Technology.</p> <p>3. Cooperation Agreement between the Ministry of Education of Brazil and the Central American Universities with the participation of IESALC in the process of negotiation.</p>	<p>1. The general findings and lessons drawn from these studies have been used by different stakeholders in LAC.</p> <p>2. IESALC's legitimacy as regional reference in HE.</p> <p>3. IESALC reaffirms its role as a catalyst for bilateral cooperation.</p>	<p>1. Cost of elaboration and publication very low; impact very high.</p> <p>2. No cost; strengthening of IESALC presence in the Caribbean.</p> <p>3. Cost will be covered by participating countries. Widening of cooperation programmes in the region.</p>	<p>1. Publication of a chapter on HE Reforms in the "Report of HE in LAC 2000-2005: metamorphosis of HE"; 2000 copies printed, 500 CD-ROMs, online availability of the report on IESALC's website. Eleven (11) national studies carried out, two (2) subregional, and one (1) regional; six (6) books published on the theme. All these titles are available – free of charge – for downloading from IESALC's website.</p> <p>2. IESALC's analysis sent to the Minister of Education.</p> <p>3. In-depth areas of intervention still to be defined by Brazil and partner countries; indicators will be number of countries and institutions involved and number of projects implemented.</p>	

	<p>4. Promotion of the regional debate on the improvement of HE in the region and strengthening the countries' participation in this debate.</p> <p>5. Identification and analysis of the trends of HE in LAC over the last decade and the establishment of HE policy agenda for the region.</p>	<p>4. IESALC has re-established the legitimacy of its role as a referential specialized institution as shown by the endorsement given to its core projects by the Rectors and University Networks through the "Declaration of Caracas".</p> <p>5. Heterogeneity proved to be both a problem and a positive component of HE in LAC. On the one hand, this poses serious difficulties for cooperation and integration of HE systems in the region and leads to a very distinct formation process. On the other hand, the diversity of experiences represents the links of universities to the historical and social contexts of the countries of the region.</p>	<p>4. Cost very low usually shared by IESALC and partners while resulting in wide-ranging debate on HE strategic issues on LAC.</p> <p>5. Covered by extrabudgetary funds, this know ledge will set the basis for the whole debate on the improvement of HE in LAC.</p>	<p>4. 38 events sponsored or supported by IESALC.</p> <p>5. Studies published. Meetings held related to these contents. Number of countries participating in the debates on the findings.</p>	
<p>Access opportunities for higher education study and research programmes improved and students better informed on availability, quality and validity of programmes.</p>	<p>1. IESALC's library service provides information for personal consultation of the publication "Study Abroad"; IESALC maintains permanent staff (Senior Librarian) and interns to advise on information resources on availability, quality and validity of programmes; organization of open thematic meetings for students to visit IESALC's premises and get acquainted with information resources; availability of CAPES virtual scientific library.</p>	<p>1. Mobility being a key factor for regional integration and equal opportunities for students, IESALC should improve its capacity to provide information and access to research materials and programmes.</p>		<p>1. 30-35 visitors per month</p>	
<p>Policies and practices in support of improved decision-making processes debated, including through the Forum on Higher Education, Research and Knowledge.</p>	<p>1. Active role played by IESALC in the Seminar of Regional Research for LAC/UNESCO Forum in Higher Education, Research and Knowledge. IESALC is now housing the LAC Vice-Presidency of the Forum and has been a partner of the Forum in publications.</p>	<p>1. IESALC will continue supporting the Forum in the dissemination of good practices, innovative academic approaches and HE key issues to the extent that its budget permits. The linkage with the Forum reinforces the role of IESALC as a laboratory of ideas.</p>	<p>1. Cost shared with the Forum is very effective due to visibility of the production.</p>	<p>1. Publication of four (4) titles: a) Convergencias y Tensiones. Ciencia, Tecnología y Educación Superior en América Latina, b) Universidad y Desarrollo en Latinoamérica: Experiencias exitosas de centros de investigación, c) Políticas de investigación y ES para la transformación social, d) Universidades como centros de investigación y creación de conocimiento ¿Una especie en extinción? (CD-ROM)</p>	

<p>Regional inter-university cooperation recognized as a dynamic and effective vector of development, specially in relation to intercultural dialogue and dialogue among peoples.</p>	<ol style="list-style-type: none"> 1. Preparation of the I International Congress of Latin American and Caribbean Rectors: "The Social Responsibility of Universities" (Brazil, September 2007). 2. IESALC has made a significant contribution to the concretion of the II World Conference on Higher Education (Paris 2009), and fruitful negotiations with the Government of Colombia have derived in organizing and partially financing the preparatory regional conference (RCHE) in Cartagena de Indias, June 2008. 	<ol style="list-style-type: none"> 1. As a result of this Conference, IESALC has ensured a more concerted pool of universities committed to implementing policies guided by the principles of education as a human right, a public good socially referred, and in a service in consonance with the values of pertinence, quality, inclusion and equity. 2. IESALC will convene the RCHE 2008; its predecessor (RCHE 1996) constituted a hallmark event in the field at that time, and its repercussions are still felt in the region. The active role played by IESALC in terms of providing leadership, coordinating action and mobilizing resources among LAC countries and other donors will be once again an institutional challenge 	<ol style="list-style-type: none"> 1. Cost covered by extrabudgetary funds from Brazil and high impact of the event. 2. The high cost of the event is compatible with its regional and political importance. 	<ol style="list-style-type: none"> 1. 450 participants of 24 countries, including 250 Rectors and Vice-Rectors; proceedings of the event to be published. 2. Number of participants; number of countries and institutions represented; number of related publications; political documents resulting. 	
<p>North-South and South-South cooperation strengthened, in the areas of training and research.</p>	<ol style="list-style-type: none"> 1. Participation in the project for the creation of the University of the Latin American Integration in Brazil. 	<ol style="list-style-type: none"> 1. The strategic importance of HE for the integration of the Region and the increasing legitimacy of IESALC's technical expertise. 	<ol style="list-style-type: none"> 1. Cost covered by Brazil and participation in an innovative proposal for HE integration and cooperation in the region 	<ol style="list-style-type: none"> 1. Creation of UNILA. Number of projects with the participation of IESALC. 	
<p>Exchange and cooperation networks between universities and other civil society partners strengthened and exchanges between decision-makers, researchers, teachers and other professional partners</p>	<ol style="list-style-type: none"> 1. IESALC made a significant contribution by convening the 1st Encounter of Councils of Rectors and University Networks, Brasilia 2006 and the II Encounter in Caracas, May 2007 2. Re-establishment of liaisons with UNESCO/UNITWIN Chairs aimed at obtaining their involvement in IESALC's Programme of Activities and articulations of Chairs working on themes of HE, Human Rights and Integration. 3. I Inter-Parliamentary Congress on Higher Education (October 2006). 4. Seminar "Social Transformations and University Challenges in LAC" co-organized with the Secretary of University Policies of the Argentine Ministry of Education. 	<ol style="list-style-type: none"> 1. The importance of the support and involvement of all Councils of Rectors and University Networks of the LAC region for all IESALC's core projects and the strategic nature of networking in order to create a common agenda for the development of HE in the Region. 2. The importance of valuing the UNESCO Chairs as sources of expertise on various subjects and of reinforcing North-South and South-South cooperation. 3. Awareness of IESALC's core projects among LAC parliamentarians was achieved and proved to be very successful even beyond the Parlatino's walls. 4. The nature of the transformations taking place in LAC requires a better follow-up and debate on a regional level, a challenge to be met at the Regional Conference of Higher Education – RCHE, Cartagena de Indias, 2008. 	<ol style="list-style-type: none"> 1. The meetings were entirely covered by extrabudgetary funds granted by the Ministries of Education of Brazil and Venezuela. 2. Cost was covered by extrabudgetary funds from Spain and managed to gather for the first time an expressive number of UNESCO Chairs from LA and Spain to exchange experience and set up academic cooperation. 3. IESALC's participation was covered by funds from the Ministries of Education of Brazil and Uruguay. 4. Cost was shared with the Ministry of Education, Science and Technology of Argentina. 	<ol style="list-style-type: none"> 1. Number of networks or institutions present (Brasilia, 50; Caracas, 70). Countries represented (Brasilia, 20; Caracas, 31). 35 Chairs from LA and Spain present. Cooperation projects resulted. 15 countries were represented. 4. Seminar realized. Proceedings in print. 05 Ministers of Education present 50 institutions represented. 	

Quality and impact of teaching and learning processes enhanced through ICTs.					
Access to quality education systems, resources and services facilitated through innovative ICT-based solutions.	<ol style="list-style-type: none"> 1. Availability of 8 computer-based tools aimed at carrying out self-assessment and accreditation processes within universities. 2. Setting up of an online course on university management for public universities in Brazil as requested by the Ministry of Education; preliminary studies to set up a version of the course for Spanish-speaking countries. 	<ol style="list-style-type: none"> 1. The need to make more tools available for the LAC region. 2. The need to improve the management of the HE institutions and IESALC's strategic role in this area are challenges. 	<ol style="list-style-type: none"> 1. Developed by IESALC staff and made available to universities. 2. Cost to be covered by partners. 	<ol style="list-style-type: none"> 1. Downloads from IESALC's website. 2. Courses elaborated. Number of participants 	
Media and ICT-enhanced solutions for EFA and teacher training developed	<ol style="list-style-type: none"> 1. Internet material made available for teachers of language and mathematics. 	<ol style="list-style-type: none"> 1. IESALC's role has to be focused on the articulation of networks of educational institutions to attend high demand for teacher training. 	<ol style="list-style-type: none"> 1. Cost shared by IESALC and CAF for the elaboration of the material. 	<p>29 titles produced and made available in the website.</p> <p>Number of downloads.</p>	

Projects relating to cross-cutting themes

Eradication of poverty, especially extreme poverty

31 C/4 Strategic Objectives

- Strategic objective 1:** To contribute to a broadening of the focus of international and national poverty reduction strategies through the mainstreaming of education, culture, the sciences and communication.
- Strategic objective 2:** To support the establishment of effective linkages between national poverty reduction strategies and sustainable development frameworks, focusing on UNESCO's areas of competence. Furthermore, to help mobilize social capital by building capacities and institutions, especially in the public domain, with a view to enabling the poor to enjoy their rights.
- Strategic objective 3:** To contribute to an enabling national policy framework and environment for empowerment, participatory approaches and livelihood generation.

Para. 01611 – Enhancing the socio-economic skills of deprived youth in the Arab States

Regular budget (rounded to \$ thousand)	
Planned: \$200,000	Actual: \$200,000

33 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
Capacity of trainers from governmental organizations and NGOs enhanced (benchmark: 30-40 in each country).	<ul style="list-style-type: none"> The trainers who had "accompanied" the project are now organizing and implementing workshops within their organizations, just as five of them organized and implemented a Central UNESCO workshop in December 2007 	<ul style="list-style-type: none"> Among the trainers, some left the country. 		20 adherents to GOs and NGOs in Lebanon and the Palestinian Camps have "graduated" as trainers out of the project and have been practicing within their organizations and with UNESCO.	

<p>Training manual on life and economic skills developed and used.</p>	<ul style="list-style-type: none"> The manuals were distributed to the trainers who had been part of the Training of Trainers workshops in 2004 and 2005 (and contributed to the manual) in addition to the Community Learning Centres. NGOS and Youth Facilitators have been trained in Social and economic skills. 	<ul style="list-style-type: none"> The trainers suggested amendments to parts within the manual. 		<p>20 trainers and 20 Community Learning Centres received the manual. Around 10 trainers and seven CLCs have used it.</p>	
<p>Economic and social skills of deprived youth enhanced (benchmark: 1,000-2,000 per country).</p>	<ul style="list-style-type: none"> Training of Trainers workshops in different parts of Lebanon, Egypt and Palestinian Camps in Lebanon and Syria on social and economic skills needed to build a small project. The youth who participated in the training workshop ended the workshop with a detailed written scheme on how to start their small project – including the plan of action, budget, cost and effectiveness, and implementation steps 	<ul style="list-style-type: none"> In Lebanon, the main challenge was the unstable political and security situation which caused delays and changes in the venue of the workshop. UNESCO Beirut will try to assist youth in later stages in 2008 whether through vocational training or by linking them to loan Organizations. 		<p>Sustainability is ensured through the Community Learning Centres of which the youth who participated in the workshop are part.</p> <p>The number of youth who will start their small projects or attend vocational courses is a measure, but this will happen in 2008.</p>	

Para. 01612 – CCT – Breaking the poverty cycle of women: empowering adolescent girls to become agents of social transformation in South Asia

Regular budget (rounded to \$ thousand)	
Planned: \$150,000	Actual: \$148,000

33 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Good practices of integrated learning & life-skills programmes for out-of-school adolescents, particularly girls, with appropriate community-based delivery mechanisms documented, shared and disseminated.</p>	<ul style="list-style-type: none"> Integrated learning programmes combining literacy, skills training, income generation and science education with access to ICTs have been developed in the four project countries and tested through community-based delivery mechanisms which created an enabling environment for adolescents' empowerment in the project sites in all four countries. A Policy paper on Appropriate Learning and life skills for out-of-school adolescents is under preparation which will enable dissemination of the model and materials developed for creating similar opportunities for young people in other regions. 	<ul style="list-style-type: none"> Interdisciplinary and intersectoral collaboration is time-consuming and requires teamwork at all levels of intervention with motivated team members <u>sharing a common vision & mission</u>. The task is easier when the objective is clear and the team is composed of people strongly believing in it. 	<p>An integrated programme is cost-effective compared to the total cost of carrying out individually the activities related to the different components such as education, health, science, ICTs, etc. provided that the programme is designed, at the outset, with an holistic approach.</p>	<p>6,000 adolescents, particularly girls, who have completed the programme are participating in various activities for personal as well as community development. They have become vocal regarding their individual rights and those of their communities. The movement for right-based improved livelihood generated by the project is being taken forward by young women and men; <u>the agents of change</u>, who can be easily identified in all the project</p>	

				<p>sites. In addition, the models & materials for learning, training and teaching, as well as community-based delivery mechanisms developed in each country are being adapted by other local and national organizations. The CCT project model is being expanded and replicated by other development partners, offering learning opportunities for young people living in poverty. The Policy Paper will encourage South-South collaboration in this area.</p>	
<p>Awareness of the policy-makers raised regarding the importance of investing in out-of-school adolescents as a poverty reduction strategy.</p>	<ul style="list-style-type: none"> Local and national workshops have been organized to raise awareness of policy-makers on the need for considering adolescents as a population group having its own specific needs, particularly for a smooth transformation from childhood to adult life. Particular attention have been drawn to the learning and skills development needs of adolescents of disadvantaged groups and their potential for becoming the agents of change for a better life. The results of the project have been presented in international meetings and have been shared with other United Nations agencies. The community-based delivery mechanisms for popularization of science have particularly drawn attention of policy-makers – and the importance of integrating science and ICT for young people of disadvantaged groups for their own as well as their community development is increasingly being recognized. 	<ul style="list-style-type: none"> To bring together relevant staff from the different ministries concerned is difficult. Inter-ministerial platforms are not common for carrying out integrated interdisciplinary programmes. Efforts are required for fostering a common vision amongst representatives of various ministries working on poverty-related issues with a focus on women. 		<p>The participation of local and national decision-makers in various educational, cultural and scientific activities organized within the framework of the projects, the recommendations of these meetings and policy debates have raised awareness of policy-makers. Increased mention of adolescents/young people (12-20) are being made in public private publications. The replication of the CCT project models in Bangladesh, India and Pakistan will further ensure reinforcement of activities in this area.</p>	
<p>Resource packages and training modules developed, particularly for popularization of science and for appropriate application of ICTs in rural areas.</p>	<ul style="list-style-type: none"> Resource centres (GVKs) have been set up in all project sites for raising awareness about the impact of science in everyday lives, particularly of adolescents girls. Adolescents have been trained in ICTS and those who graduated from the programme (Bangladesh) have been trained to run these centres. Various activities such as science 	<ul style="list-style-type: none"> Adequate resources are required to set up a common platform for the experts of education, science & ICTs to meet, plan and review the progress. Often interventions of experts are punctual. In order to obtain sustained impact, it is crucial to maintain the holistic perception 		<p>Local science journals taken out by the centres, reports on the various activities and the Science Workshop recommendations are paving the way forward for the popularization of</p>	

	<p>fairs, youth forums and discussions are being continued with active participation of community members, the teaching personnel of local schools as well as local and state authorities (India). With the collaboration of the Pakistan Science Foundation and the CCT project Network of Scientists, a booklet on “How to popularize science on water issues for women in rural areas?” is being produced</p>	<p>of the development needs of girls and women when designing activities in specific areas. Due to resource constraints the Network of Scientist could not meet the project workers responsible for education and access to ICTs.</p>		<p>science in rural areas. Increased support and collaboration of governments (India and Pakistan) have been received for setting up additional rural science centres. (India) and also for further development of these activities by the CCT project.</p>	
<p>Peer monitoring and evaluation modality available for national authorities and development partners.</p>	<ul style="list-style-type: none"> • Capacities of local youth organizations have been enhanced in undertaking surveys, focus group discussion and analysis of results. A Policy Paper has been published on Assessing Youth Empowerment through Peer-Group Monitoring and Evaluation. 	<ul style="list-style-type: none"> • Uneven progress between the countries in project implementation; The importance of adequate field visits for developing testing & refinement. of indicators related to empowerment was not reflected in the global budget. Furthermore lack of cooperation between field offices & Headquarters creates constraints for project management. Difficult Headquarters-field relation impacts negatively on monitoring and evaluation. Moreover the involvement of youth NGOs in carrying out monitoring and evaluation was not valued by all project partners. 		<p>The Policy Paper provides guidelines for Peer Group Monitoring & Evaluation by Youth NGOs and also highlights the importance of their involvement on issues related to young people. The youth NGOs consulted, sensitized, mobilized and trained within the framework of the CCT project will continue their responsibility for ensuring that the interests of the young people are well reflected in programmes which are designed for them.</p>	

The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society

31 C/4 Strategic Objectives

- Strategic objective 1: Agreeing on common principles for the construction of knowledge societies.
- Strategic objective 2: Enhancing learning opportunities through access to diversified contents and delivery systems.
- Strategic objective 3: Strengthening capacities for scientific research, information sharing and cultural exchanges.
- Strategic objective 4: Promoting the use of ICTs for empowerment, governance and social participation

Para. 01621 – Higher education open and distance learning knowledge base

Regular budget (rounded to \$ thousand)	
Planned: \$200,000	Actual: \$191,000

33 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
New regional information resources established.	<ul style="list-style-type: none"> • New regional information resources were established in the Arab States (through UNESCO Cairo) and in the LAC region (through Santiago de Chile) 	<ul style="list-style-type: none"> • Changes in the originally foreseen servers for both the Arab States and LAC reg. info. resources were changed due to logistical issues. This led to a delay in going public. 	Establishment of links to programme goals and support from field offices and regional partners contributed to the cost-effectiveness of the project.	Arab States: Support by the Supreme Council of Universities (Egypt). Funding proposal responses pending from several sources. LAC: project is integrated into the KIPUS network.	
Decision support tool and regional information resources reinforced.	<ul style="list-style-type: none"> • Regional information resources reinforced in the Africa, Asia and the Pacific and Baltic States regions. 	<ul style="list-style-type: none"> • General challenges concerning collection of information and high quality resources from some institutions, as well as obtaining copyright clearances. 		Africa: collaboration with the Africa ODL, SAIDE and NADEOSA. APA: The Open University of Malaysia is committed to continue the site after the end of the project. CIS/Baltic: Links to EU DELPHI II.	
ODL standards developed.	<ul style="list-style-type: none"> • Progress on this objective was not made due to the time demands on other project goals. 	<ul style="list-style-type: none"> • Lack of means and time to implement this objective. 			
International communities of practice on quality ODL in higher education established.	<ul style="list-style-type: none"> • Capacity-building workshops held in all regions contributed to the achievement of this goal. Creation of a voluntary electronic international advisory group to give feedback on a questionnaire on financing of ODL. 	<ul style="list-style-type: none"> • Challenges to organizing workshops due to lack of financial means. Challenges to getting feedback by email to an internationally agreed-upon tool for financing due to the voluntary nature of the group. 		Further links between the sites to be reinforced by ED/HED in the framework of regular programme activities.	

Para. 01622 – The application of remote sensing for integrated management of ecosystems and water resources in Africa

Regular budget (rounded to \$ thousand)	
Planned: \$200,000	Actual: \$198,000

Para. 01623 – ICTs for the promotion of literacy, especially in E9 countries

Regular budget (rounded to \$ thousand)	
Planned: \$300,000	Actual: \$299,000

33 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-effectiveness	Sustainability (indicators or measures)	Recommendations by the Executive Board
<p>Enhancing literacy, teacher training and quality education at all levels through media and ICTs.</p> <p>ICT-based gender-sensitive and pro-poor literacy materials developed, tested, and widely used; literacy organizers and field practitioners trained; post-literacy materials produced; innovations and good practices identified and promoted; awareness and capabilities of the illiterate poor enhanced; involvement of civil society organizations, media and private sector increased.</p>	<p>The focus of this project was on promoting the use of ICTs to develop adult literacy in three of the E9 countries i.e. lessons through DVDs, videos, handbooks etc.</p> <p>Pakistan:</p> <p>A) ICT-based Literacy Kit of the Urdu & Mathematics primers of NCHD, in the form of computer-based training. The kit was formally launched on 18 December 2007 and is being used in the ICT Centres of NCHD in AJK (Azad Jammu and Kashmir), Attock and Mardan.</p> <p>B) Setting up of two ICT Literacy Centres in collaboration with NCHD in Attock and Mardan. The ICT Literacy Kit is being piloted in these centres.</p> <p>Bangladesh:</p> <p>A) A functional literacy primer, largely based on 500 words and phrases most frequently used by the target learners, was developed with the help of literacy and NFE specialists. A workbook that goes with the primer was also developed.</p> <p>B) The primer was transformed into an interactive, ICT-delivered functional literacy course with the help of IT and ICT specialists. Preliminary field test with selected learners was done. A more detailed one is under way. 40,000 women in two selected districts will ultimately benefit from this course.</p>	<ul style="list-style-type: none"> • Use of ICTs among the rural population is extremely low. So it was difficult to introduce the idea and use of ICT Literacy Kit, during the testing phase, to the learners as well as to the teachers. • There is a need to properly deploy and utilize the benefits of ICTs. ICTs can make a huge difference in countries with large adult illiterate populations. • There is a need to formulate policy that enables the integration of appropriate forms of ICT into literacy programmes. In addition it is necessary to facilitate implementation of cross-cutting, integrated literacy programmes. • The professional development of administrators, directors, educators and other literacy personnel is critical for improvement of literacy programmes. ICT can be used for distance learning, materials creation, enhancing information retention by trainee teachers, networking and knowledge sharing. There is therefore much that ICT can offer in terms of enhancing and supporting professional development. 	<p>The project proved to be very cost-effective. Within the given budgets Pakistan, India & Bangladesh developed an ICT learner's kit which, although a small step in the fight against illiteracy, will prove very beneficial in the longer run.</p> <p>A) In Pakistan, UNESCO Islamabad successfully developed an ICT Literacy Kit in collaboration with NCHD (National Commission for Human Development). The principal objective of this project was to develop a computer-based literacy kit for Pakistan's poor, rural working women and adolescent girls. This kit will go a long way in fostering and supporting the advancement of literacy in Pakistan with the use of ICTs;.</p> <p>B) In Bangladesh, UNESCO Dhaka developed a functional literacy primary together with a workbook, which was later converted into an ICT-based version.</p>	<p>A) Pakistan: Initially two ICT literacy centres have been set up by supporting NCHD, the largest organization working in the field of literacy in Pakistan, in the two districts to pilot run the ICT Literacy Kit.</p> <p>B) Bangladesh: A functional literacy primer, largely based on 500 words and phrases most frequently used by the target learners, was developed with the help of literacy and NFE specialists. A workbook that goes with the primer was also developed. The primer was transformed into an interactive, ICT-delivered functional literacy course with the help of IT and ICT specialists. Preliminary field test with selected learners was done. 40,000 women in two selected districts will ultimately benefit from this course,</p>	

	<p>India:</p> <p>UNESCO New Delhi developed the Interactive-Multimedia- Distance Education Training Kit for LIFE. The kit has eight different modules covering topics on culture, literacy for safe motherhood, etc.</p> <p>E9 Countries Workshop on ICT for Literacy:</p> <p>Under this initiative, an E9 meeting on the subject "ICT for Literacy" was held in Bangalore, India in October 2007 jointly with UNESCO Delhi. Representatives of Bangladesh, Egypt, Indonesia, India, Mexico, Nigeria and Pakistan shared experiences and strengthened cooperation in the subject area.</p>	<ul style="list-style-type: none"> • Literacy programmes need to be tailored to address the specific needs of targeted groups. ICT can play an important role in raising interest and enthusiasm, and engaging learners, and can be a useful tool in developing learning materials that are culturally and linguistically appropriate. In addition, it is important that literacy programmes not simply focus on teaching skills in reading and writing but provide learners with the ability to access relevant information, which they can use to improve their lives. • Community participation is vital in the process of introducing ICT, as experiences in many countries have shown that literacy projects are more useful and sustainable when communities support and commit to them. • Rather than focusing solely on one area, such as developing software or producing a television programme, emphasis should also be given to tackle teacher training needs, provide technical support, produce locally relevant literacy materials, and initiate other activities where required, during the literacy projects. 	<p>C) In India, UNESCO New Delhi developed the Interactive-Multimedia- Distance Education Training Kit for LIFE.</p>	<p>by running this kit in learner's centres.</p> <p>C) India: Initially two ICT literacy centres have been set up by supporting NCHD, the largest organization working in the field of literacy in Pakistan, in the two districts to pilot-run the ICT Literacy Kit.</p>	
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