Hundred and seventy-first session

Item **7** of the provisional agenda

REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP TO THE EFA STRATEGIC REVIEW AND UNESCO's SRATEGY FOR THE 2005-2015 PERIOD

SUMMARY

The Executive Board by 170 EX/Decision 3.4.2 (I) requested the Director-General "to initiate consultations with all key stakeholders to achieve a greater degree of clarity, cohesion and mutual recognition regarding their respective roles and responsibilities as defined in the Dakar Framework for Action, in reaching the EFA goals and education-related Millennium Development Goals (MDGs) and to facilitate the preparation of a comprehensive mapping and implementation plan of the current and future contributions of each partner towards reaching these goals".

Part I of this document presents the results of the consultation process which was carried out.

The Executive Board by 170 EX/Decision 3.4.2 (I) "Acknowledges that the Director-General will develop, on the basis of the global exercise, a strategy for the 2005-2015 period and corresponding results-based yearly implementation plans of EFA tasks, including all regional initiatives, in close association with the elaboration of the implementation plans of the United Nations Literacy Decade (2003-2012) and the United Nations Decade of Education for Sustainable Development (2005-2014), and that information regarding this strategy and implementation plans will be placed before the Executive Board at its 171st session".

Part II of this document presents UNESCO's EFA strategy for the 2005-2015 period.

Part III of this document presents the implementation plans corresponding to the strategy presented in Part II.

Decision proposed: paragraph 97.

Background

1.   This document is submitted to the Executive Board in accordance with 170 EX/Decision 3.4.2 (I), whereby the Director-General has been requested to "initiate consultations with all key stakeholders to achieve a greater degree of clarity, cohesion and mutual recognition regarding their respective roles and responsibilities as defined in the Dakar Framework for Action, in reaching the EFA goals and education-related Millennium Development Goals (MDGs) and to facilitate the preparation of a comprehensive mapping and implementation plan of the current and future contributions of each partner towards reaching these goals". In addition, the Executive Board acknowledged that the Director-General will develop, "on the basis of the global exercise, a strategy for the 2005-2015 period and corresponding results-based yearly implementation plans of EFA tasks, including all regional initiatives, in close association with the elaboration of the implementation plans of the United Nations Literacy Decade (2003-2012) and the United Nations Decade of Education for Sustainable Development (2005-2014)".

2.   In line with the above-mentioned resolution and as a follow-up to its Strategic Review, the Director-General established several Task Teams, two of which were entrusted respectively with the tasks of conducting a global mapping exercise and developing UNESCO's EFA Strategy for 2005-2015 and results-based implementation plans for EFA.

3.   With regard to 170 EX/Decision 8.4 concerning the Report by the Joint Inspection Unit (JIU) on achieving the universal primary education goal of the Millennium Declaration, particularly paragraph 4 which "Invites the Director-General to refine his response to the report in the light of the continuing work on the strategic review of UNESCO's contribution to EFA activities, and to incorporate his revised response into the presentation to the Executive Board at its 171st session of the follow-up to the EFA strategic review", attention is hereby drawn to document 171 EX/38, Annex 1, page 30, where a table on the implementation of the JIU is presented. This table shows that the Director-General has refined his response to the Report and that implementation is in process. The JIU Report has been an important reference point for the preparation of document 171 EX/8, which takes into account the revisions summarized in the table in document 171 EX/38, Annex 1.

I.   GLOBAL MAPPING OF EFA PARTNERS' ROLES AND CONTRIBUTIONS

Purpose, scope and process of the global mapping

4.   In response to the request made by the Executive Board in 170 EX/Decision 3.4.2 (I), UNESCO sought information from a broad range of EFA partners, including multilateral agencies, bilateral donors, civil society organizations and some developing countries. It received responses from several key EFA partners including the World Bank, UNICEF, UNDP, the Global Campaign for Education, several donor agencies and a number of Member States. A meeting of several partners was organized at Headquarters on 24 and 25 January 2005 to solicit further inputs and reflections.

5.   This early consultation was designed to elicit information from EFA partners on four areas: (a) the vision and strategy of each partner in addressing EFA goals, emphasizing priority areas; (b) the funds allocated to EFA, with thematic and geographical breakdown; (c) their assessment of the global effort so far since Dakar – including achievements, areas of overlap and neglect as well as friction; (d) the manner of achieving effective collaboration, including an assessment of the various mechanisms existing at international, regional and national levels including the EFA flagships, and suggestions for improvement.

6.   The process has demonstrated the willingness of the EFA partners that took part in the consultation to work together with UNESCO on this task. They agreed that it should be considered as an ongoing consultation, which will be continued in the period ahead to achieve a greater degree of coherence and shared vision among all EFA partners.

7.   The following text provides an interim report of the consultations conducted so far. These initial indications from the global mapping process point towards several main conclusions, which are outlined below. It is to be noted that these conclusions are broadly in line with UNESCO's own perceptions arising out of the EFA Strategic Review, though UNESCO is not in full agreement with all of the opinions and views expressed.

Some findings and recommendations of the initial consultation

8.   Recognizing EFA as an international priority: The partners taking part in the consultation agree that there is urgency in mobilizing the international community to reach the EFA goals by 2015. They share the view that education for all is a key development issue: it should be recognized as indispensable for human capacity development and poverty eradication; it is needed to promote economic growth, create employment opportunities, foster civic participation and personal development. In their view, education also needs to be promoted as a fundamental human right, and as a key contribution to global security through the development of greater tolerance, stable societies and intercultural dialogue.

9.   In the view of these EFA partners, EFA should therefore become a central theme of the current debates at international levels; in particular, they believe that a greater degree of synergy should be developed between the processes of pursuing the EFA goals and the MDGs. They agree that the MDGs, especially the two education-related MDGs (MDG 2 and 3), will not be reached without the broader commitments contained in the Dakar Framework for Action. They also agree that this has implications for UNESCO. They agree in particular that UNESCO needs to make sure that EFA becomes an integral part of the international development agenda, and in particular a key building block for reaching the MDGs and sustainable human development.

10.   Concentrating where the needs are the greatest: There is general recognition among those involved in the consultation that the EFA movement needs to be better focused and concentrated to help those countries and populations most at risk of not achieving the EFA goals by 2015. At the global level, it is recommended that UNESCO should help the international community to reach a higher level of policy coherence and to target and concentrate its efforts where the needs are the greatest – from LDCs, sub-Saharan Africa and the E-9 countries to learners in the most difficult circumstances – while ensuring that action remains country-specific and is relevant to the needs of the communities concerned. UNESCO should in particular engage the E-9 initiative to pay a lead role within the EFA movement and establish effective linkages with other EFA mechanisms.

11.   Enhancing international coordination of EFA: The EFA partners participating in the consultation further recommend that, at the international level, UNESCO should provide effective leadership to the EFA movement. They stressed that UNESCO has a clear and unique role to play among all United Nations agencies in coordinating the international EFA initiative; ensuring complementarity and harmonization among donors, alignment with country goals and sustainability of effort; and interweaving education into other sector development agendas. They agree that UNESCO should also continue to advocate for a sector-wide, holistic approach to education going beyond basic education to meet the broad resource needs of countries, and to support policy-relevant analysis of trends and challenges.

12.   The consultation, therefore, reflected an agreement that UNESCO should further enhance its role in "coordinating EFA partners and maintaining their collaborative momentum", as stated in the Dakar Framework for Action (para. 19). Maintaining and constantly updating a database of partners' efforts in EFA is seen as essential for informing ongoing strategy development and provides a basis for increasing complementarity of effort. The EFA partners participating in the consultation also recommend a more focused preparation of the High-Level Group (HLG) meetings, and effective linkages and synergies to be built between the EFA Working Group, the HLG and the EFA Global Monitoring Report. Several partners recommended that the HLG Communiqués should reflect a robust negotiated position, likely to attract the presence of concerned ministers and heads of State. Some also thought in this respect that the Sherpa Group could play a more effective role in preparing the HLG. In addition, it was also recommended by several partners that: there should be effective follow-up to the Communiqué of the HLG and a report presented on it at the following session; the EFA Working Group could be made longer to accommodate deeper exchanges and dialogue on thematic issues; the E-9 group should also play a key role in ensuring representation at a higher level by key agencies and organizations. It is also recommended that UNESCO should contribute to improving the effectiveness of the nine EFA flagships as a way of focusing collective energies on particular aspects of the EFA agenda. Similarly, it is felt that linkages between the levels of collaboration – national, regional and international – also need attention if each level is to support and create positive synergy with the others. Some partners perceive that there is a need for UNESCO to further support UNGEI to strengthen its coordination role in sustaining country-led efforts.

13.   Focusing on key implementation gaps: All partners consulted also agree that while a large part of the EFA agenda is addressed by EFA partners, including some individual goals (such as primary education or gender parity), there remain some conspicuous gaps affecting the implementation of EFA at all levels, in particular at the country level. They therefore recommend that UNESCO should play a key role in the mapping of partners (identifying who does what and characterizing the gaps), and that it should help identify and highlight the gaps which stand in the way of realizing the EFA goals at the global, regional and country levels – in particular the policy gap, the data gap, the funding gap, the capacity gap and the advocacy gap (see Table 2).

14.   Monitoring and analysing EFA trends: There is general agreement among all respondents that there remains insufficient quality and timely data on current trends. Countries bear the main responsibility for the provision of data but often lack resources and expertise, hence the value of UIS's work in the areas of capacity-building and technical advice. Respondents call upon UNESCO, through UIS, to continue and, indeed, enhance its efforts to monitor and report at all levels on progress made and needed to fill the data gaps, promote cohesive policy formulation and consensus-building to help countries respond to them in a holistic way, and encourage others in watching EFA trends and challenges. For its part, UNESCO welcomes the recognition of the importance of quality, timely data and calls upon the international community to give further support to UIS to enable it to enhance its efforts.

15.   Promoting donor harmonization and increased financing for EFA: EFA partners participating in the consultation share a concern to increase and harmonize aid flows going to education, in particular at country level. They recommend in particular that there should exist a better and more systematic integration of EFA into existing development frameworks such as PRSPs, SWAPs, and UNDAFs. They also stress that sector-wide approach and budget support mechanisms increasingly dominate assistance to countries. In view of these circumstances, they recommend that UNESCO, encouraging donor commitment to country-led processes, should hold to account EFA partners, asking them to better harmonize and coordinate their aid policies – in particular with regard to the EFA Fast-Track Initiative – and to provide more and better aid to education (specifically, a greater

portion of ODA to education in general and to basic education in particular). In that respect, all respondents recognize country coordination as fundamental to achieving strategy coherence.

16.   From the point of view of aid effectiveness and harmonization, the EFA Fast-Track Initiative is generally considered by respondents as a promising platform of performance-based aid, bringing donors and governments together, at both national and international levels, with a view to harmonizing donor procedures and improving funding to education. It is also recognized that it now embraces a potentially larger number of candidates. Nevertheless, some partners perceive the need for FTI to be better synchronized with other initiatives, providing constructive support for other initiatives such as UNGEI and UNLD. It is felt that UNESCO should encourage this through its engagement with FTI.

17.   Enhancing advocacy for EFA: The EFA partners consulted for the global mapping exercise generally consider that EFA is experiencing an advocacy gap. They recommend that UNESCO, as lead agency and key advocate for EFA, should provide evidence-based communications and advocacy. With this in mind, they recommend that UNESCO should develop a communications strategy to ensure EFA visibility and media advocacy, in particular at High-Level Group meetings and at UNESCO-sponsored ministerial-level meetings, but also at other meetings organized by other United Nations agencies, the OECD/DAC, the G8, the World Bank/IMF Development Committee, and with the general public.

18.   Broadening EFA partnerships: Consulted partners consider generally that there is a need for strong recognition by all partners that EFA is a "collective effort", implying "shared accountability". They also consider EFA as a multi-stakeholder movement, which should remain open to innovative contributions from new partners. They stress that UNESCO cannot act alone, but that it needs to rely on all its EFA partners – governments, other United Nations agencies, the World Bank, donor agencies, civil society, the private sector – to deliver on the entire range of EFA commitments. These partners are considered indispensable in particular to influence the development agenda at all levels, to secure support for EFA, to develop political will and collective effort. In addition, it is recommended by several participants that UNESCO and its partner agencies should expand the support base for EFA, e.g., involving the private sector at all levels. This expanded involvement is considered essential to devise alternative delivery systems that may provide education to many hard-to-reach populations.

The way forward

19.   The above findings and recommendations constitute one initial step in a process which will be expanded and deepened in the course of the coming months and beyond, taking into account the entire range of EFA partners (see Table 1). In fact, such a process needs to be acknowledged as an ongoing necessity.

20.   The above findings and recommendations are of direct relevance to the definition of UNESCO's role in the coming years. They have therefore informed UNESCO's 2005-2015 strategy (Part II below).

Table 1: EFA partners

Partner/stakeholder category		Examples	Principal roles
National governments			Policy framework, planning, funding and implementing EFA, promoting dialogue and cooperation, monitoring, research
Aid agencies	Donors	Bilateral and multilateral funders	Budget support, sector support, programmes and projects, policy dialogue, research
	Lenders	WB, regional development banks	Budget and programme support, policy dialogue, coordination of funding initiatives, research
National civil society organizations, NGOs, trade unions		Locally established CSOs/NGOs, branches of international NGOs	Advocacy, service delivery, policy dialogue
International civil society organizations, NGOs, trade unions		GCE, ActionAid, SCF, Global March, etc.	Advocacy and lobbying, fundraising, capacity-building, monitoring
Private sector		Enterprises, business networks	Funding, technical support
Multilateral agencies	specific grouping	OECD	Monitoring, technical assistance
	international (policy dialogue and funding)	UNICEF, WFP, etc	Programme and project support, capacity-building, monitoring, coordination, advocacy, research
	international (policy dialogue)	UNESCO, WHO, etc.	Capacity-building, monitoring, coordination, advocacy, research

Table 2: EFA implementation gaps

	Progress	Challenges
Funding	Higher commitments in some bilateral aid budgets; FTI focuses support on countries with large needs (40 countries by mid-2005); FTI offers opportunity of greater harmonization among funding agencies; FTI as a forum for resolving disparities between aid and performance.	Inadequate funding to meet EFA needs; Better coordination and harmonization between funders and multilaterals at country level; Attention to quality of EFA plans.
Cooperation	More effective international forums, e.g. HLG, WGEFA, UNGEI; More joint planning, reporting, harmonized procedures; More open dialogue between governments and civil society.	Need to strengthen HLG, enhance its visibility and impact; Need to reduce overlap in donor technical assistance, policy and programmes among UN, bilaterals and multilaterals; Need to reduce transaction costs through joint procedures; Need to integrate educational strategies into PRSPs more strongly; Need to integrate planning frameworks (UNDAF, PRSP, EFA) with national education planning.
Monitoring	GMR, drawing upon UIS data and analysis, provides annual monitoring tool of high quality; Echoes of education messages in HDR.	EFA statistics still not recent enough; Improve monitoring of progress in education and gender MDGs.
Coordination	Regular meetings of the HLG and WG on EFA.	Need to strengthen linkages between WGEFA and HLG; Need for UNESCO to be more proactive as lead global coordinator of EFA.
Advocacy	EFA advocated in increasing number of forums. Involvement of a broad range of stakeholders.	Need to recognize EFA as central to international development agenda; Need to develop EFA advocacy strategy.

II. UNESCO'S EFA STRATEGY FOR 2005-2015

Background

21.   The first three EFA Global Monitoring Reports (GMR 2002, 2003/4, 2005) have revealed that the world is not on track to achieve the EFA goals by 2015, unless significant efforts are made to

redress the current trends.[1] Since two of the EFA goals are also MDGs, this also means that the world is currently not on track to realize its broader development agenda.

22. The key purpose of UNESCO's EFA strategy for 2005-2015 is to outline the Organization's response to this challenge, based on the EFA Strategic Review's conclusions and the ongoing global mapping exercise, with a view to accelerating progress towards the six EFA goals by 2015. It builds on the strategic objectives of UNESCO's Medium-Term Strategy for 2002-2007 (32 C/4) and provides key orientations for the next Medium-Term Strategy (2008-2013). It is deeply informed by the three guiding principles of equity, quality and ownership, which were defined in the EFA Strategic Review (170 EX/8, para. 87). These three principles have already served to guide the choice of EFA activities foreseen in 2006-2007 (see Draft 33 C/5), in particular the three Core Initiatives on literacy, teacher training in sub-Saharan Africa, and HIV/AIDS and education.

23. In designing a strategy covering a ten-year span, UNESCO is conscious of the challenges and limitations inherent in such an exercise, whether in terms of predictability, programme management, attribution of results, non-quantifiable interventions, non-quantifiable EFA goals, or country specificity (see Part III). This document is therefore conceived as a living document to be reviewed periodically in consultation with UNESCO's governing bodies and EFA partners.

24. This strategy has five key purposes for UNESCO. It is meant to:

1. serve as a long-term, authoritative, yet flexible framework, adaptable, as necessary, to respond to changing circumstances and capacities and to the rapidly evolving international environment;

2. enhance UNESCO's global role of "coordinating EFA partners and maintaining their collaborative momentum", by improving coordination levels among all education stakeholders based on a shared understanding of the tasks to be undertaken (see Part I);

3. enhance UNESCO's role at the country level, both as a coordinator and honest broker for all EFA partners (governments, donors, United Nations system organizations, civil society, etc.) and as a provider of technical assistance and support in key areas, building on a decentralized network of expertise including Headquarters, education institutes, regional education bureaux and cluster and national field offices;

4. accelerate change in the direction of EFA goals in strategic programme areas where UNESCO has recognized expertise and comparative advantage, identifying areas for enhanced action and support, focusing especially on literacy, teacher training in sub-Saharan Africa, HIV/AIDS and education, and quality;

5. provide an adequate results-based management framework for UNESCO's tasks and specific time-delivery targets, as detailed in implementation plans (Part III).

25. The Strategy, accompanied in Part III by corresponding implementation plans, is structured into two main sections:

- Section A: The key functions to be played by UNESCO in the 2005-2015 period;

- Section B: The four strategic objectives to be pursued by UNESCO in 2005-2015.

---

[1] See also the United Nations Joint Inspection Unit's report on "Achieving the Universal Primary Education Goal of the Millennium Declaration: New challenges for development cooperation", JIU/REP/2003/5, Geneva, 2003, paragraph 16.

A. UNESCO's key EFA functions, 2005-2015

26. In light of the findings and recommendations of the EFA Strategic Review, the recommendations of the High-Level Group on EFA in Brasilia, and the "global mapping" exercise that has been initiated, it has become clearer what are the key functions that UNESCO should perform to help reach the EFA goals, both in its role as the specialized United Nations agency for education and as lead coordinator of EFA partners. Consequently, UNESCO will concentrate on the following key strategic EFA functions during the 2005-2015 period:

- lead coordinator of EFA partners and catalyst for their cooperation, promoting broad-based and sustained commitment, action and dialogue among all EFA partners and enhancing the level of coordination and cooperation at international, regional and national levels;

- monitor of progress towards the EFA goals, sustaining efforts to identify and analyze the major gaps and challenges which stand in the way of achieving the EFA goals and, when necessary, holding EFA partners to account;

- global champion of EFA, mobilizing EFA advocacy, awareness and ownership, in close cooperation with countries, United Nations system organizations, donors, civil society, the private sector and the academic community, and advocating for increased, sustainable, predictable and targeted resource mobilization for EFA, especially to the benefit of countries and populations most in need of assistance to reach the EFA goals;

- promoter of an education of quality in all its dimensions, as a key to the personal development, health and well-being of individuals, as an important dimension of national human resource development and as a vital contribution to peace, human rights, tolerance, intercultural understanding and sustainable development;

- standard-setter in the field of education, assisting the international community and countries in efforts to ensure the right to education – EFA's normative pillar – and to overcome barriers to its enjoyment, in particular in favour of the marginalized or disadvantaged, promoting in particular the development of comprehensive and inclusive national legislation and programmes;

- laboratory of ideas and clearing house of information on EFA, generating data and analysis on EFA trends, challenges, lessons learnt and best practices, to encourage information exchange and evidence-based policy dialogue among EFA partners;

- capacity-builder in Member States for EFA, with particular attention to improving capacities for formulating, managing and evaluating Education Sector plans reflective of EFA goals and for reinforcing the quality and sustainability of education systems and institutions through support to key sub-sectors (e.g. secondary education, TVET, higher education), education personnel (e.g. support to teacher status and training), and the three Core Initiatives on literacy, teacher training and HIV/AIDS and education.

27. These functions have implications at the international level. In the 2005-2015 period, UNESCO will seek to ensure that EFA is recognized as an integral part of broader international concerns and agendas, at global and regional levels, and more fully recognized as a key element of the international development agenda and, in particular, as a key contribution to the realization of the MDGs. Internationally agreed development goals, such as the MDGs, will not be realized if the EFA goals are not met. UNESCO will therefore act in cooperation with all partners to have the EFA goals fully recognized as a key development issue, integrated fully into national development

frameworks and poverty reduction strategies and given enhanced support through an increase in ODA flows to education. UNESCO will advocate in all appropriate international forums for EFA to be recognized as a key component of the international agenda, from United Nations system mechanisms such as the UNDG to the G8, the OECD/DAC and the World Bank/IMF Development Committee. It will also act to facilitate EFA donor coordination and aid effectiveness, in particular by providing advice and support to the FTI and similar funding frameworks.

28.   These functions also need to be applied strategically, focusing on countries which are experiencing the greatest challenges in fulfilling their EFA commitments. In order to provide further evidence of the shortfall in key areas of EFA achievement, especially in terms of projections towards 2015, UNESCO has commissioned a statistical study and analysis with a particular focus on the literacy, gender parity and UPE goals. While the fuller study will be made available to the Executive Board as an INF. document, a preliminary outline of some key findings will help to show the relevance of UNESCO's strategic choices. It should be noted that the regional totals contain perhaps considerable variations among countries.

29.   The data available suggest that, to achieve the goal of UPE by 2015, sub-Saharan Africa has to accommodate more than double its current school-age enrolled children. This requires that the previous effort in enrolment (1990-2000) be multiplied by 2.5, meaning an average annual increase of nearly 5 million school places. For South and West Asia and the Arab States, the current enrolment needs to be multiplied by 1.5 to reach UPE by 2015. This implies an annual enrolment increase of 4.9 million for South and West Asia and 1 million for Arab States. In terms of effort required to reach the goal, the Arab States region needs twice the previous effort, while the South and West Asia region needs 1.6 times the previous effort. It should be noted that two regions account for nearly three quarters of the 103 million out-of-school children: sub-Saharan Africa (40.3 million) and South and West Asia (35.9 million).

30.   To reach the literacy goal set in Dakar, the number of adult literates should increase annually by 93.5 million or a total increase of 1.4 billion, corresponding to a 42% increase from the current levels. Compared to the progress made so far during the past decade, 1.3 times the previous effort is required. The challenge is particularly serious for the Arab States, sub-Saharan Africa and Southern Asia that would need nearly twice the previous effort.

31.   Particular attention should be given to E-9 countries that account for 70% of the world's illiterate adults. While Brazil, China, Indonesia and Mexico could meet the Dakar literacy goal by maintaining almost the same efforts as in the past decade, considerably more efforts are required by Bangladesh and Pakistan, which would need to more than double their previous investment. Egypt and India would require nearly twice the previous efforts, while Nigeria would need to increase its efforts too (though in this case, for several reasons, the approximate rate of increase is difficult to calculate).

32.   It should be noted that these statistical projections of the quantifiable EFA goals are not predictions; rather, they are indications of the likely situation if present trends continue unchanged. Nevertheless, the statistical projections help to identify those countries and regions that appear not to be on course to reach the EFA goals by 2015 and what efforts would be needed to reach them, calculated according to the probable yearly increments needed to reach EFA goals on current trends. These countries are primarily the ones on which UNESCO intends to concentrate its efforts in the coming ten years, on the presumption that other supportive criteria are fulfilled, in particular national ownership and commitment. UNESCO can therefore be guided in its programmatic choices by these statistical elements.

B.   UNESCO's strategic objectives in support of EFA, 2005-2015

33.   The strategy and implementation plans are designed to enhance UNESCO's effort to deliver on its Dakar mandate. As detailed in the EFA Strategic Review, four areas call for action on the part of UNESCO:

- assist countries in education sector planning for EFA, in particular through policy advice and capacity-building;

- coordinate the EFA coalition and maintain the EFA momentum;

- lead international initiatives in three areas of comparative advantage for UNESCO: literacy, teacher training in sub-Saharan Africa, and HIV/AIDS and education;

- promote and assist in the development of quality education.

34.   In addition, UNESCO's EFA strategy is meant to promote a broad-based response to the major implementation gaps affecting progress towards achieving the EFA goals as well as to make specific contributions that help to fill each of the gaps through dedicated action.

> Strategic Objective 1: *Delivering policy advice and capacity-building in support of planning for EFA in the context of sector-wide approaches and national poverty reduction strategies.*

35.   The EFA Global Monitoring Reports have pointed to the importance of educational governance, policies and practice for the development of quality basic education over time. EFA needs to be supported by strong political commitment and long-term policy frameworks and legislation, and EFA goals need to be clearly rooted in national education sector plans and other national poverty reduction strategies and plans. UNESCO, building on its network of institutes, regional education bureaux and other field units, will deliver appropriate evidence-based policy advice and analysis, ensure the exchange and dissemination of information and knowledge, and stimulate networks of expertise and learning. It will assist countries by promoting the adoption of sector-wide approaches to EFA. UNESCO will also advocate for a greater reflection of all six EFA goals in existing policy frameworks and initiatives, such as poverty reduction strategies (including PRSPs), CCA/UNDAF processes and the FTI.

36.   In the pursuit of this strategic objective, UNESCO will focus on the following sub-objectives:

(i)   Support effective education sector plans reflecting the entire EFA agenda and integrated in national poverty reduction strategies and plans, in particular PRSPs.

37.   In order to be successful, the pursuit of the EFA goals needs to be fully owned by countries themselves and better reflected in their national sector-wide priorities and broader national commitments, in particular poverty reduction strategies such as the PRSPs. In addition, the EFA goals need to be made an integral part of overall sector-wide approaches and to reflect a broad understanding of the challenges at all educational levels and in all areas – from the overall management and evaluation of education systems to the training of teachers, curriculum renewal and the quality of textbooks. UNESCO will build on its expertise in these areas, and in particular will draw upon the capacities of IIEP, IBE and the regional education bureaux.

38.   Expected outcomes by 2015:

- Policy advice delivered on planning for EFA in the context of sector-wide approaches and better reflection of EFA ensured in national poverty reduction strategies, in particular PRSPs;

- Evidence-based analytical capacities developed to support EFA planning, in particular by providing guidelines on effective sector-wide planning and management for EFA, covering the entire range of EFA challenges and building on best practices;

- Better understanding of EFA challenges promoted, in particular in the area of the right to education;

- Exchange of information and knowledge about effective EFA policies enhanced through clearing-house functions and networks;

- EFA planning for countries participating in the three Core Initiatives and the FTI given support.

(ii)   Strengthen national and regional capacities for EFA planning, notably in the areas of planning, management, statistics, monitoring and evaluation, and promote inter-ministerial cooperation of benefit to EFA.

39.   Capacities at country-level to ensure adequate planning, management and evaluation of education sectors reflecting the EFA goals are weak. Efforts are needed to help countries to help themselves, by reinforcing national capacities to address all relevant EFA gaps. The needs in this area are large and cannot all be addressed by UNESCO, which focuses on training and knowledge generation, with emphasis on institution-building. Institutes such as IIEP, IBE, UIE, IICBA and UIS, together with the regional education bureaux and cluster offices, will continue to play a strong role in this area and to provide targeted support to countries. UNESCO will advocate for assistance in this field, and will develop content, tools and methods focusing on the development of national planning, monitoring and evaluation capacities, with strong emphasis on policy planners, statisticians and educational personnel. Efforts will be made to promote intersectoral, inter-ministerial and inter-institutional collaboration that benefits EFA. UNESCO will strengthen national and regional training institutions, notably by enhancing the decentralization of the training and capacity-building programmes of UNESCO's institutes. UNESCO's support to planning processes will focus on emerging trends and key challenges (such as gender, HIV/AIDS, post-conflict situations, etc.).

40.   Expected outcomes by 2015:

- Capacity-building for EFA developed, with a focus on planning, monitoring, statistical and evaluation capacities, and support the countries participating in the three Core Initiatives and the FTI in this regard;

- Related training of education managers and administrators developed, including ICT-enhanced and distance programmes;

- Guidelines, contents, tools and methods to deliver assistance and training in key policy areas for EFA developed, including through ICT-enhanced and distance methods;

- Capacities of planners developed so that key concerns such as HIV/AIDS, literacy, gender, languages of instruction, post-conflict situations, marginalized populations and rural education, etc., are incorporated into national planning frameworks and processes.

(iii)   Promote policy dialogue and the active participation of civil society and local communities in policy-making and planning processes at all levels.

41.   No education reform in favour of EFA is likely to succeed without significant social and policy dialogue with key education partners – from parents and communities to teachers, education personnel, NGOs and the private sector – from the international to the national and local levels. UNESCO will continue to support the involvement of all EFA partners at all levels, from the High-Level Group to country-level action. It will promote the development of the Collective Consultation of NGOs for EFA and other similar partnerships at regional, subregional and country level. It will also encourage and support the development of regional, subregional and national networks of expertise, learning and knowledge exchange. Moreover, it will enhance its role as a clearing house for information, reflection and analysis on effective EFA policies, and provide, as appropriate, evidence-based policy advice.

42.   Expected outcomes by 2015:

- Active participation of key EFA partners in international, regional, subregional and national forums promoted;

- Effective collaboration and synergies among all EFA actors, including public and private providers of education, encouraged and developed;

- Ownership of national education plans enhanced in Member States by promoting consensus among all stakeholders through broad-based dialogue.

(iv)   Strengthen cooperative actions at country level in partnership with United Nations system organizations, the World Bank, regional development banks, bilateral donors and non-government EFA partners.

43.   While UNESCO is not represented in all countries, it can nonetheless have a significant impact in a number of them through its decentralized network. Essential policy advice, information and backstopping can be provided by regional education bureaux; cluster offices can serve in their capacity as main programme delivery platforms; and institutes can provide targeted technical assistance in their areas of expertise. UNESCO can thus assist countries in negotiating with external partners and in developing effective system-wide approaches, based on multi-partite arrangements (national governments, donors, United Nations system organizations, non-government EFA partners). This will also require the strengthening of cooperative action and expertise at country level, especially in countries participating in the three Core Initiatives. In these contexts, UNESCO will stress the entire range of EFA goals and will focus on improving the quality of EFA plans and planning processes.

44.   Expected outcomes by 2015:

- Close cooperation developed with United Nations system organizations and the World Bank, in particular through enhanced involvement in the preparation of key national planning frameworks such as CCA/UNDAF processes and national poverty reduction strategies;

- Greater reflection of EFA goals in country-level planning instruments and initiatives advocated;

- Country-level assistance enhanced, especially for the countries participating in the three Core Initiatives and the FTI.

Strategic objective 2: *Promoting enhanced international coordination, monitoring, analysis and advocacy for EFA.*

45.   As the specialized United Nations agency for education and lead coordinator for EFA, UNESCO has a key role to play in enhancing the overall coordination among all EFA partners at global, regional and national levels; in ensuring the provision of timely and quality data and analysis to chart EFA progress and identify EFA challenges; and in advocating for EFA in all relevant forums, with particular regard to the international level and addressing the EFA implementation gaps.

Objectives for UNESCO at the international level, 2005-2015

- place EFA more firmly at the core of the international development agenda, especially the MDGs;
- promote education's contribution to peace, human rights and human security;
- enhance United Nations system support to EFA;
- act as monitor of EFA progress, enhancing the monitoring and reporting of progress towards EFA goals;
- contribute to greater aid mobilization and effectiveness for EFA;
- mobilize international advocacy and awareness of EFA;
- support mechanisms and processes for enhanced EFA dialogue.

46.   In the pursuit of this second strategic objective, UNESCO will focus on the following sub-objectives:

(i)   Coordinate EFA partners and maintain their collaborative momentum.

47.   UNESCO has an essential role to play in coordinating efforts of all key EFA stakeholders to ensure that these efforts are ultimately convergent. As part of its coordination and advocacy role, UNESCO will seek to ensure stronger coordination among and linkages between the different levels of international EFA architecture, including linkages between, preparation of and follow-up to the High-Level Group, the Working Group, the EFA Global Monitoring Report and the EFA Flagships. In addition to providing support to the annual High-Level Group on EFA (HLG) and the Working Group on EFA, as well as other EFA forums and multilateral partnerships, UNESCO will support the establishment and development of mechanisms and processes for enhancing dialogue between EFA partners, improving their collective impact, and clarifying their respective roles at international levels, including within the United Nations system. UNESCO will continue to press for the pursuit of all six EFA goals as essential for reaching all the MDGs, and for a better support of the full EFA agenda in international coordination efforts and initiatives. It will strengthen its support to the involvement of civil society and the private sector in EFA at all levels, and support regional and subregional forums, such as the Proyecto Regional de Educación para América Latina y el Caribe (PRELAC), ARABEFA, APPEAL, the Conferences of the Ministers of Education of African Member States organized by UNESCO (MINEDAF), and regional initiatives such as the New Partnership for African Development (NEPAD) and the Forum of African Women Educationalists

(FAWE) that promote South-South collaboration and which are important opportunities for mobilizing political commitment and resources for EFA.

48.   Expected outcomes by 2015:

- EFA placed at the core of the international development agenda;

- Enhanced reflection of EFA goals in international coordination efforts and initiatives secured;

- The effectiveness, visibility and impact of the High-Level Group and Working Group on EFA and other coordinating mechanisms developed and dialogue with all EFA partners enhanced;

- The development of regional and subregional and national EFA forums and networks supported.

(ii)   Contribute to strengthening the quality, timeliness and use of EFA data and analysis.

49.   The availability of timely data of sound quality in the field of education is of great importance to the whole EFA movement. It is widely acknowledged and understood that there will always be a time lag of some duration, especially if the requirement is for authoritative, cross-national data of a high standard. UIS deserves credit for its work in reducing this time lag while also improving data quality. Nevertheless, the idea of a "data gap" has gained some currency and is now regularly identified as one of the key challenges for achieving the EFA goals. Such a gap, it is maintained, renders difficult an accurate analysis of both global and country needs, as well as the adequate monitoring and evaluation of progress achieved: it is therefore also an information and analytical gap.

50.   The EFA Global Monitoring Report 2002 ("Education for All: Is the World on Track?") dramatically highlighted the extent of this challenge in areas such as estimates of primary net enrolment rates and the number of out-of-school children, public spending on education, literacy, early childhood care and education, primary school completion, sex disaggregated data, learning achievements, unit costs, regional averages, time trends and aid flows to education. UNESCO, through UIS, bears the responsibility for internationally comparable education data and will assist in resolving these challenges, in cooperation with countries and country-specific statistical mechanisms. UNESCO will continue to assist the EFA Global Monitoring Report and generate high-quality evidence-based analysis, in particular at regional levels through its regional education bureaux, which will produce EFA monitoring reports at regional (and, where appropriate, subregional) levels. The availability of recent, reliable data will be particularly important for the EFA regional mid-term review process in 2007-2008. UNESCO will promote existing initiatives on improving statistical capacity and strengthening the coordination and simplification of donor reporting and monitoring systems. It will seek to ensure that the data and analyses produced are effectively used for EFA policy dialogue and reform.

51.   Expected outcomes by 2015:

- The collection of quality and timely data improved;

- Evidence-based analysis of trends and challenges supported, in particular through Education Sector, UIS and education institute studies, the EFA Global Monitoring Reports and EFA monitoring reports at regional (and, where appropriate, subregional) levels;

- Relevant evidence-based policy advice and analysis provided in key EFA areas – such as HIV/AIDS, literacy, gender, teacher training, languages of instruction, post-conflict, marginalized populations, rural education, etc.;

- Cooperation developed with other partners for the generation of EFA-related data and analysis.

(iii)   Improve EFA advocacy and communications.

52.   In spite of considerable efforts, the public perception of EFA remains weak. EFA still remains much underrated as a key vehicle for development, peace and security. Another key element of the 2005-2015 strategy will therefore be a reinforced support at all levels to advocacy and awareness-raising for EFA, through dedicated campaigns, media advocacy and partnerships with donors, civil society and the private sector. In its actions, UNESCO will stress the importance of education for global equity and enhance its efforts as the global champion for the entire EFA agenda. Advocacy will be targeted towards distinct audiences: the media, the general public, policy-makers and others; in addition, it will rest on the establishment of robust partnerships with key EFA stakeholders, groups and networks, including civil society organizations, parliamentarians, teachers, mayors, the private sector and international organizations. UNESCO will encourage the engagement of local communities, particularly by working in collaboration with civil society organizations, and develop its own capacities through staff training. It is expected that the strategy will bring new clarity, impetus and engagement for UNESCO's dialogue and partnerships with key EFA stakeholders.

53.   Expected outcomes by 2015:

- More effective EFA communication achieved through, for example, message prioritization, target group identification, outreach to media professionals and in-house training;

- High-level EFA advocacy achieved, especially in key international forums;

- UNESCO's participation in EFA advocacy initiatives ensured through the development of broad-based partnerships.

(iv)   Contribute to resource mobilization in favour of EFA.

54.   The financing gap for EFA is pressing, first and foremost at the domestic level for which governments are responsible but also at the international level. Simply reaching the EFA goal of primary education for all by 2015 would require an estimated additional $5.6 billion per year (2002 GMR). This would only represent funding for a quantitative expansion of existing education systems, and would not take into account the costs associated with improving their effectiveness and significantly increasing the quality of schooling. As acknowledged in Dakar, most of the EFA effort needs to be shouldered by countries themselves, in the form of greater national budget support to education as assessed by a share of their GDP. Funding EFA will primarily be a matter of raising the level of domestic resources allocated to education. UNESCO will continue to urge countries for greater resource allocations to education, and track levels of aid support in a systematic way. It will continue to act with its partners to press for an increase of the ODA share going to education, and to provide information and analysis on the associated challenges, including the enhancement of aid effectiveness. Data on under-resourced countries and areas will be generated. UNESCO will also continue to reach out to the donor community at all levels, including the G-8, the OECD/DAC and other groups of like-minded countries to reduce the financing gap for EFA and to reduce transaction costs through joint procedures.

55.   Expected outcomes by 2015:

- A sustained increase of the ODA share going to education, especially basic education, advocated;

- Countries encouraged to devote greater budget support to education, especially basic education;

- Information on financing gaps and challenges provided.

Strategic objective 3: *Lead international initiatives in three areas of comparative advantage for UNESCO: literacy, teacher training in sub-Saharan Africa, and HIV/AIDS and education.*

---

56.   The EFA Strategic Review supported programmatic concentration on "niches", i.e. areas where UNESCO holds recognized expertise and comparative advantage and can make particularly effective contributions: literacy, teacher training in sub-Saharan Africa, and HIV/AIDS and education. Since the last Executive Board, the preparation of the three core initiatives has proceeded apace and now constitutes a major feature of draft document 33 C/5. Critically, these three initiatives are directed at countries that are most in need of assistance in reaching the EFA goals. The three areas identified, which are relatively neglected compared with other parts of the EFA agenda, are considered crucial for wider aspects of EFA achievement and progress. The three initiatives being devised in these areas are:

- the Literacy Initiative for Empowerment (LIFE);

- the Teacher Training Initiative in Sub-Saharan Africa;

- the Global Initiative on HIV/AIDS and Education (GIHAE)

**Accelerating action towards achieving the EFA goals:
UNESCO's three Core Initiatives**

The EFA goals will not be reached if sustained action is not carried out in areas of comparative neglect. In recognition of UNESCO's recognized expertise and experience in the relevant fields, and given the crucial contribution of these areas of activity to the whole EFA agenda, the strategy gives pride of place to the three core initiatives which are being developed: the Literacy Initiative for Empowerment (LIFE); the Teacher Training Initiative in Sub-Saharan Africa; and the Global Initiative on HIV/AIDS and Education (GIHAE). These initiatives will form the programmatic core of UNESCO's response to EFA at country level, without being exclusive of other essential interventions in education. As much as possible, and in close partnership with concerned countries, efforts will be made to ensure that these three initiatives will be complementary and mutually reinforcing, and that UNESCO adopts an integrated approach to their planning, implementation and evaluation, involving Headquarters, field offices and institutes.

---

57.   These initiatives are not conceived separately. Taken together, they are complementary and mutually reinforcing. As much as possible, the three initiatives will converge on a limited number of countries each biennium. They are designed to respond to national needs and priorities in countries that are most in need of support and where it is expected that UNESCO's intervention will have the greatest impact. They ensure that UNESCO's action will be conceived in partnership with

the countries themselves and with other EFA stakeholders, including civil society. Four essential criteria are retained in the selection of countries:

- Political commitment of the responsible national authorities;

- Relevance of the objective to national needs and priorities, as assessed in particular by existing and projected needs, and existing national sector plans;

- Likely impact of UNESCO's intervention, as assessed by existing partnerships and capacities and demonstrated national commitment to EFA;

- Complementarity with existing poverty reduction strategies and sector-wide frameworks, and with existing institutions, initiatives, mechanisms and capacities.

58. All concerned UNESCO units – Headquarters, field offices, regional education bureaux, institutes – will work in a coordinated fashion to ensure the highest impact of these initiatives in target countries; efforts will be made to avoid overlaps and redundancies in the preparation and implementation of their respective work plans.

59. Detailed implementation plans for the three initiatives are given in Appendix 1, with goals, target groups, time frame, activities and potential countries. However, it must be emphasized that all three initiatives are still in their early stages; substantial formative consultations with a range of countries and with existing or potential partners and donors are envisaged.

60. In the pursuit of this strategic objective, UNESCO will focus on the following sub-objectives:

(i)   Concentrate on the area of literacy and the related Literacy Initiative for Empowerment (LIFE).

61. Increasing literacy rates by half by 2015 is a key EFA goal. The struggle for literacy is also directly related to the attainment of Dakar goal 3 ("To contribute towards ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes") – and it is also one of the key benchmarks for the MDG on education and a key contribution to the fight against poverty (MDG 1). The majority of those lacking learning opportunities (estimated to be 800 million non-literate adults, plus 103 million children out-of-school) are girls and women and are almost always poor. Literacy is a prerequisite for policies to meet critical development challenges such as poverty eradication, gender equity, child and maternal health, HIV/AIDS and drug misuse prevention, and environmental sustainability. As such, literacy is an essential building block in reaching the international development goals, in particular the MDGs. UNESCO's response will focus on providing continued leadership to the United Nations Literacy Decade (UNLD, 2003-2012) and on the Literacy Initiative for Empowerment (LIFE). UNESCO will rely on all its capacities, including the UNESCO Institute for Education (UIE) in Hamburg, Germany, which has long expertise in the field of adult education and literacy. The benefits of mother-child literacy approaches will also be developed, which will require building stronger linkages between formal and non-formal education as well as between actions pertaining to the different EFA goals.

62. UNESCO will support broad international advocacy, awareness-raising and networking efforts to ensure that literacy is given a prominent place within EFA and all other related initiatives, and that it is recognized as fundamental to basic education, lifelong learning, empowerment, good governance and sustainable development. The United Nations Literacy Decade offers the international community, national governments, NGOs and civil society a mechanism to intensify

the impact of their particular efforts to meet the literacy and non-formal education goals within the framework of EFA and the Millennium Declaration. UNLD will promote the creation of a literate environment under the banner Literacy as Freedom with a firm conviction that literacy is a key to development and is a human right.

The United Nations Literacy Decade (UNLD), 2003-2012

As mandated by United Nations General Assembly (2001), UNESCO's coordinating role in UNLD consists in stimulating and catalysing the activities undertaken at the international level. Within the framework of UNLD and EFA, UNESCO is promoting literacy as a common thread running through all six Dakar goals. Linking literacy to the wider development agenda, UNESCO along with its United Nations partners has identified special themes during the Decade as follows:

- Literacy and Gender (2002-2004)
- Literacy and Sustainable Development (2005-2006)
- Literacy and Health (2007-2008)
- Literacy and Empowerment (2009-2010)
- Literacy and Peace (2010-1012)

As a coordinating agency, UNESCO strives to ensure that UNLD is promoted, coordinated and implemented within the framework of the MDGs and other development initiatives, including the United Nations Decade of Education for Sustainable Development (UNDESD) and the United Nations Girls' Education Initiative (UNGEI). In order to operationalize UNLD, UNESCO has launched in 2005 the Literacy Initiative for Empowerment (LIFE), with special emphasis on women and out-of-school children and youth in selected countries.

---

63.   Through its Literacy Initiative for Empowerment (LIFE), to be implemented under MLA 1 in document 33 C/5, UNESCO will focus its efforts on selected countries with large populations of non-literates and low literacy rates, and contribute towards making progress in all Dakar goals (in particular Goals 3, 4 and 5), the goals set in the CONFINTEA V Declaration, and MDG 1 on poverty alleviation. Particular emphasis will be placed on promoting literacy learning opportunities linked to development and life skill programmes for disadvantaged populations, in particular women.

64.   Activities under LIFE will aim to improve the policy environment through enhanced capacity-building in literacy policy, planning and legislation; through assistance to national capacity-building for programme management, monitoring and evaluation in literacy as well as for literacy assessment; and through support for advocacy measures and social campaigns. In addition, emphasis will be placed on enhancing the quality and relevance of literacy programmes, in particular by supporting context-specific and culturally sensitive curriculum and material development, by improving the quality of training for literacy educators, facilitating literacy training linked to development programmes, and promoting a literate environment (e.g. national languages, publications).

65.   Expected outcomes by 2015:

- Coordination and advocacy for literacy enhanced at international, regional and national levels;

- Literacy/non-formal education policies and programmes developed as an integral part of national education plans and poverty reduction strategies;

- Research and demonstration of good practices strengthened, in areas such as synergy between formal and non-formal education, education for rural populations, community learning, and South-South cooperation;

- Monitoring, evaluation and assessment of literacy strengthened at all levels.

66. Expected outcomes of LIFE by 2015:

- Literacy policies and practices promoted within existing national education and development frameworks;

- Target groups provided with quality and relevant literacy learning opportunities linked to development programmes.

(ii)   Concentrate on the area of teacher training and the related initiative on teacher training in sub-Saharan Africa.

67.   The acute shortage of qualified teachers has been identified as one of the biggest challenges to the realization of the EFA goals by 2015. There is a pressing need to ensure the replacement of large numbers of teachers lost through attrition or incapacitation, or those needed because of burgeoning numbers of primary or secondary school enrolments. UNESCO's response will focus on providing leadership, advocacy and technical advice concerning teacher training and related policy issues (such as teacher status) and on the Teacher Training Initiative for Sub-Saharan Africa. At the global level, and in close cooperation with teacher unions and other EFA partners, UNESCO will continue to assist Member States in developing or reforming national teacher policy and teacher education in the context of national education and poverty-reduction plans. UNESCO will promote not only the exchange of good national practices but also of lessons learnt, within groups of countries linked by common teacher-related agendas. UNESCO, in collaboration with ILO, will focus its attention also on the status and working conditions of teachers, in order to help countries develop attractive career paths and avoid the brain-drain of teachers to other professions. UNESCO will encourage teacher education policy and training at country level to take greater account of national priorities for EFA, HIV/AIDS reduction, poverty reduction, the MDGs, and other socio-economic development goals. Furthermore, a greater contribution by national universities to quality teacher education at the college or community level will be advocated.

68.   In sub-Saharan Africa (SSA), 4 million additional teachers will be needed by 2015 to meet the Universal Primary Education goal alone, according to a conservative estimate (this does not include the number of trained teachers needed for literacy in the non-formal systems or the significant in-service training needs to raise the quality of teaching). Efforts to extend and improve teacher training in SSA countries must be closely linked with policies and programmes aimed at enhancing the quality of education. Teacher training is integrally related with such matters as curriculum renewal, learning outcomes and the school environment, all of which are implicated in processes of improvement and reform to increase the quality of education.

69.   The Initiative on Teacher Training in Sub-Saharan Africa will be based on a range of activities in participating countries over a four-year cycle: (1) dynamic national information mapping; (2) provision of a full-time country-designated education list to guide the Initiative over four years; (3) establishment and maintenance of a comprehensive and integrated national database concerning the state of teacher education and development; (4) assistance to countries in analysing

their teacher shortages and in devising and implementing policies and strategies to increase the numbers of qualified teachers; (5) support to each country to raise the professional skills and qualifications of large numbers of currently under-qualified teachers; (6) promotion of consultations between governments and teachers and their organizations in the planning and implementation of EFA reforms; (7) establishment of regional UNESCO Chairs to build institutional capacities for quality teaching; (8) relevant research to guide EFA policies; (9) mobilization of universities and other organizations and networks to support governments in their teacher education priorities; (10) sharing and distribution of good teacher policies and practices for adaptation by all countries in the region; (11) the building and strengthening of bridges among key education providers within each country and regionally; (12) regular monitoring and reporting (a two-year mid-term assessment and a summative assessment at the end of the four-year cycle).

70.   By 2015, UNESCO will have intervened in depth in participating sub-Saharan countries to bring their teacher policies, teacher training institutions and teacher education programmes into direct line with those countries' stated commitments for achieving the six EFA goals and poverty reduction goals. For 2008, 2010, and 2012, consultation with countries will determine which ones will enter the Initiative next.

71.   Expected outcomes for 2005-2015:

- Status, working conditions and performance of teachers improved so as to better contribute to EFA, in particular through the development of national policies;

- Policies, plans and/or strategies for national teacher certification developed, based on recognized quality standards;

- Relevant teacher education curricula, pedagogy and materials developed and disseminated;

- Comprehensive HIV/AIDS prevention education programmes put in place as an integral part of pre-service and in-service training of teachers and other education personnel;

- Access to and quality of teacher training through open and distance education, ICTs and e-learning enhanced.

72.   Expected outcomes of the Teacher Training Initiative (for each country in each four-year cycle):

- A comprehensive teacher education plan, including both formal and non-formal education, integrated into national education plans and other sectoral plans;

- The quality of training in teacher education institutions improved, based upon upgraded curricula and pedagogy, especially in priority subjects such as HIV/AIDS prevention, literacy and ICTs;

- The severe teacher shortage and the status of teachers recognized as key national development issues, addressed by governments and supported by donors;

- Internationally prescribed standards and national policy regarding HIV/AIDS prevention integrated and implemented in the curricula of teacher education institutions and university teacher education programmes.

(iii)   Concentrate on the areas of prevention education against HIV/AIDS and the related Global Initiative on HIV/AIDS and Education (GIHAE).

73.   The Global Initiative on HIV/AIDS and Education (GIHAE) aims to support countries as they develop comprehensive education sector-based responses to HIV/AIDS, with a focus on children and young people, especially those who are most vulnerable. As part of the overall UNAIDS prevention strategy, and in concert with all relevant development partners, the Initiative will contribute to existing international goals, notably the MDGs, the goals set by the United Nations General Assembly Special Session on HIV/AIDS (UNGASS), and Education for All (EFA). The objectives of the GIHAE will be to:

- Support selected governments as they prepare a comprehensive educational response to HIV and AIDS, aiming both at risk and vulnerability. Activities will be developed to: (a) enhance capacity among education personnel at national and district level (including teachers) to develop and implement responses; (b) ensure that appropriate, age-specific curriculum is developed, implemented, and available in all learning environments (with a focus on knowledge, attitudes and skills to limit risk and further prevention, but also on education about discrimination, treatment, care and support); (c) put in place appropriate monitoring and evaluation mechanisms for assessing progress and keeping track of evolving needs and resources.

- Mitigate the impact of HIV and AIDS on education in selected countries. Activities will be developed to: (a) develop planning and projection models to assess the impact of the epidemic – for example, on teachers and teacher absenteeism or attrition, educational quality, participation of children in schools, and the needs of orphans; (b) assess unmet needs and seek to ensure that HIV/AIDS prevention and the initiative are appropriately embedded in other development programmes and initiatives, notably Implementation Support Plans, School Feeding Programmes, FTI, PRSPs, and EFA-related education sector plans; (c) assist in locating and securing internal and external funding to expand existing programmes and to develop and sustain new programmes and interventions.

- Address structural causes of vulnerability in and around the learning environment. Activities will be conducted to: (a) ensure links between school health, school feeding programmes and HIV prevention education; (b) target key populations with prevention education: girls, refugees, marginalized and vulnerable youth; c) develop or reinforce attention to workplace issues for the benefit of education personnel and in the interest of safety in and around educational institutions; (d) ensure that treatment, nutrition, care and support are intimately linked to prevention efforts.

74.   Expected outcomes for 2005-2015:

- Support given to comprehensive and evidence-based HIV/AIDS and education policies aimed at reducing vulnerability, especially among youth, through emphasis on human rights, gender equality and the reduction of stigma and discrimination;

- Scientifically accurate, comprehensive, culturally sensitive and gender responsive information prepared and disseminated as part of advocacy efforts in conjunction with civil society organizations, the private sector, cultural and communications media, and other partners;

- Knowledge and sharing of information enhanced on a comprehensive range of HIV/AIDS and education issues, including school health, life skills, and treatment education.

75.   Expected outcomes for GIHAE:

- Strategies developed to mitigate the impact of the epidemic on the education sector and the education response to HIV/AIDS expanded;

- Significant increases achieved in the proportion (up to 95%) of the school-age population and education personnel with information and prevention services, with particular targeting of school-age girls, orphans and other vulnerable young people;

- Technical guidance materials translated and then disseminated through formal and non-formal educational channels.

<div style="border:1px solid black;padding:4px">

Strategic objective 4: *Assist in the development of quality education.*

</div>

76.   Quality is an imperative for EFA and is instrumental to reach other international goals such as the MDGs. The 2005 EFA Global Monitoring Report ("The Quality Imperative") has recognized its role and many dimensions. As stressed by the High-Level Group on EFA in Brasilia, "The Report shows that access and quality are interdependent and inseparable needs and rights and must be simultaneously addressed and improved in national education plans and policies and international education initiatives … A quality education must facilitate learning in terms of creativity, values for democratic citizenship, and life skills, as well as knowledge and cognitive skills within a safe and learner-friendly environment. This remains a significant challenge even in highly resourced countries where levels of learning achievement are becoming a serious problem. Reorienting education to improve quality outcomes requires education systems that are structured and equipped to educate learners to meet the challenges of the 21st Century."

77.   In the pursuit of this strategic objective, UNESCO will focus on the following sub-objectives:

(i)   *Develop a consensus among EFA partners on new approaches to quality education as an integral part of EFA.*

78.   Building on the 2005 GMR and on the findings of other high-level meetings (2003 Ministerial Round Table, 47th session of the International Conference on Education), UNESCO will play a key role in building an international consensus around new approaches to quality education and learning achievement, and in advocating for the right to education and rights-based approaches as an integral part of EFA, intricately linked to literacy acquisition, teacher education, learning for a sustainable future and HIV/AIDS prevention. UNESCO will promote an education of quality based on the four pillars identified in the 1996 Delors Report (learning to be, learning to do, learning to learn, learning to live together). In addition, emphasis will be placed on education for sustainable development, within the context of the United Nations Decade of Education for Sustainable Development (2005-2014), as an intrinsic dimension of quality education. Acting principally through UIS, UNESCO will implement, in cooperation with key partners, a strengthened programme to support Member States in assessing learning outcomes to ensure quality of learning environments and processes so that all learners achieve recognized and measurable learning outcomes. This collaborative effort will address learning achievement directly as well as other measures of quality, both qualitative and quantitative.

United Nations Decade of Education for Sustainable Development (2005-2014)

As lead agency for the United Nations Decade of Education for Sustainable Development (DESD), UNESCO has a dual role to play: one as coordinator and facilitator for the Decade, and the second as a substantive implementer of ESD. The Decade of Education for Sustainable Development aims to promote education as a basis for a more sustainable human society and to integrate sustainable development issues and practices, including local knowledge and culture, into education systems at all levels but also into UNESCO's own programmes. The DESD International Implementation Scheme (IIS) as well as the in-house action plan, will guide UNESCO's efforts and initiatives for the Decade.

---

79.   Expected outcomes by 2015:

- Quality recognized as a key component for effective EFA policies and programmes;

- Substantive contributions to the DESD in the fields of education, science and culture, and partnerships developed with a broad range of stakeholders;

- Education for sustainable development integrated into new approaches to quality education;

- Monitoring and evaluation of quality improved through the development of the assessment of learning outcomes;

- Advocacy, networking and exchange of information concerning the quality of education enhanced.

(ii)   Develop education for peace, human rights and human security.

80.   UNESCO's approach to improving the quality of education in 2005-2015 will give pride of place to knowledge, values, skills and behaviours. UNESCO will in particular advocate for education as an important foundation for peace, human rights and human security. It will support activities stressing education's role in learning to (a) live together through intercultural and international understanding; (b) contribute to peace and foster respect for human rights and democratic citizenship as well as cultural and linguistic diversity through education; and (c) prevent conflicts, intolerance and discrimination through dialogue, mutual respect and knowledge of one another's way of life. UNESCO will continue to support the United Nations International Decade for the Culture of Peace and Non-Violence for the Children of the World (2001-2010) and the World Programme for Human Rights Education (whose first phase, 2005-2007, is devoted to human rights education in primary and secondary schools).

81.   UNESCO will assist Member States in improving the quality of their education systems. A key modality of action will be the improvement of curricula, textbook development, teacher education and learning environments within system-wide reforms. UNESCO's International Bureau of Education (IBE) in Geneva will play a key role in regard to the improvement of curricula and contents.

82.   UNESCO will also stress the importance of developing life-skills and competencies aimed at the personal development, health and well-being of individuals, and the acquisition of the skills needed for decent livelihoods. The development of physical and mental well-being as a factor contributing to quality education will also be addressed through the promotion of physical

education and sport. UNESCO will also promote as part of EFA the promotion of experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue.

83.   Expected outcomes by 2015:

- Education policies and programmes developed for learners and teachers that foster peace, tolerance, democratic citizenship and intercultural understanding, in particular through the development of textbooks, learning materials and related teacher training;

- Member States supported in the development of systems to assess learning outcomes, with particular emphasis on quality in regard to EFA monitoring and on countries participating in UNESCO's three initiatives (HIV/AIDS and education, LIFE, and teacher education);

- Emphasis placed on the role of languages, cultural diversity and indigenous knowledge in education.

III.   UNESCO'S EFA STRATEGY FOR 2005-2015: IMPLEMENTATION PLANS

84.   The Executive Board has requested the elaboration of "a strategy for the 2005-2015 period and corresponding results-based yearly implementation plans of EFA tasks". The latter request raises programming and governance issues that need to be explicitly addressed.

85.   The implementation plans which accompany the strategy are designed to identify a programme of work focusing especially on the three Core Initiatives during the 2005-2015 period. For each Initiative, a specified number of priority countries is typically given as a target for each two-year cycle of the plan. This will serve as the foundation for mobilizing efforts, in terms of short- and long-term funds and other resources necessary to deliver on the commitments described in the plan. Four implementation tables are provided in the annex to this text, showing the mapping/schedule of activities related to all three Core Initiatives (LIFE, Teacher Training in Sub-Saharan Africa, and GIHAE), together and individually, along with references to UNLD, FTI and UNGEI (to be further elaborated in due course).

86.   The preparation of yearly results-based implementation plans by UNESCO, in detailed agreement with its EFA partners and anticipating shifting trends, political changes and new problems, is inherently challenging. The idea of yearly implementation plans over a ten-year period rests upon several assumptions – in particular, the existence of a sound baseline, of a clear goal, of stable and agreed-upon benchmarks, of predictable inputs, of predictable outcomes, and of clear and verifiable attribution and risk assessment criteria. Several limitations and challenges must be kept in mind in this respect. For example, RBM has already been adopted as a programme and management tool for the entire Organization, based on a two-year programme and budget cycle. Moreover, just as there are non-quantifiable EFA goals, there are also non-quantifiable modalities of intervention for EFA. The sheer diversity of country situations, with very specific problems and challenges, must also be taken into account. In addition, there are difficulties of predictability as well as of attribution, especially when it comes to tracing responsibility for the outcomes of complex, multi-partner processes like EFA.

87.   Consequently, the best that can be done in current circumstances is to present some indicative results based on a two-year programme and budget cycle and acknowledge the limits of predictability inherent within a longer time-frame. The tables provided, while useful as a first

indicative attempt to project the general and specific trend of UNESCO's EFA action in the period ahead, should be interpreted in line with these caveats.

Conclusion: the implications for UNESCO

88. The areas identified for enhanced action in the 2005-2015 strategy are already benefiting from maintained or increased levels of funding in the draft document 33 C/5. Reinforcements proposed for the next C/5 apply to the international coordination of EFA, to the three Core Initiatives and to UIS. However, much more can and should be done by the international community to support UNESCO's work. The analysis of current EFA trends and challenges is not favourable: it suggests that a significant scaling-up and, indeed, an acceleration of international efforts are needed to assist countries committed to reaching the EFA goals by 2015. In this context, budgetary reinforcements proposed in draft document 33 C/5 remain limited by the overall budgetary envelope of $635 million in Regular Programme funds and consequently limit the scope of UNESCO's action. It should be added that staffing needs (whether for training, for the hiring of permanent staff or for associate experts/secondments) are often under-estimated in evaluating budget needs and lead to severe capacity constraints.

89. In this regard, it is useful to observe, as illustrated in the Strategic Review (document 170 EX/8, para. 26) that:

(a) extrabudgetary resources going to Major Programme I have decreased since Dakar from US $110.3 million for 2000-2001 to US $104.5 million for 2002-2003 (in constant terms) when excluding the Self-Benefiting Trust Fund for Brazil and extrabudgetary resources carried out under the Oil-for-Food Programme (Iraq);

(b) extrabudgetary resources going to the regions for education are low and have not significantly increased since Dakar. Of particular concern is the fact that Africa and Asia and the Pacific, two key regions for action regarding the EFA goals, received little increase.

90. UNESCO's work in the area of EFA has always benefited from extrabudgetary funds, with varying degrees of emphasis. What is now needed is to raise significantly the amount of extrabudgetary support over time to allow the Organization to deliver its proposed improvements in the performance of its EFA role (policy advice, coordination and programmatic initiatives). Progressively, UNESCO will therefore seek to alter the ratio of Regular Programme to extrabudgetary funding in education from its present level of 1:1 (excluding the Self-Benefiting Trust Fund for Brazil) to a new level of 1:2. This drive for increased extrabudgetary funding will need to receive support from the donor community. In particular, efforts will be made to encourage the development of like-minded donor groups in support of the Core Initiatives. Efforts will be made within the education programme to align UNESCO's capacity with needs and, in particular, to enhance staff capacity to deliver programme commitments.

91. An outline of these extrabudgetary needs in the period ahead will be made available to the next session of the Executive Board. Some indications of where these needs occur are as follows:

92. EFA advocacy/communication: while some funds are reserved for that purpose in draft document 33 C/5, staff and budget capacities at and away from Headquarters are likely to remain inadequate to provide the type of support that EFA so clearly needs now and in the future. At the very least, staff training should be stepped up for all Education Sector staff at and away from Headquarters, and professional contents, tools and methods developed to assist and coordinate Headquarters and field units. If possible, a dedicated team of professionals would need to be

established within the Education Sector, with secondments to the regional bureaux, to provide reinforcement in advocacy, communications and campaigning for EFA at global level with meaningful regional relays.

93. EFA monitoring and analysis: the proposed budget under draft document 33 C/5 foresees only one reinforcement in this area ($1 million for UIS, not all of which would be targeted on EFA). This must be compared with the considerable data gaps which still exist at international and national levels, and which still render difficult the monitoring of EFA progress. UNESCO is committed to assisting the global partnership and countries in the collection and analysis of quality and timely data, to support Core Initiative countries and Fast-Track Initiative countries in the area of EFA monitoring and analysis, and to publish regional EFA monitoring reports to enhance policy dialogue at regional and subregional levels. To do so, it would need to be supported at a higher level in order to reflect the significant recent and upcoming increase in the number of countries concerned by these initiatives for 2006-2007 as compared to the current situation. UIS's budget would need to be reinforced over and above its proposed reinforcement of $1 million, the capacities of regional education bureaux enhanced (in particular BREDA and the Bangkok Office), and Headquarters-related capacities for the three Core Initiatives developed.

94. Policy advice and capacity-building for EFA: the enhancement of UNESCO's contribution to EFA in terms of policy advice and capacity-building would require considerable and targeted strengthening of the Education Sector to enable it to better address key policy debates (e.g., aid effectiveness and harmonization, the education/poverty nexus, education quality, etc.) in ways expressive of UNESCO's distinctive approach. It would also require the development of IIEP's capacities to provide institution building and training to countries, including through distance and ICT-enhanced means, as well as the bolstering of similar capacities in the regional bureaux, including through secondments from IIEP. A significant effort would be required to take into account the rise in the number of countries to be assisted in the next ten years. Particular support in the areas of the Core Initiatives would also need to be factored into such a reinforcement (including UIE and IBE). Enhanced staff training for involvement in CCA/UNDAF, PRSP and other planning exercises at country level would also require additional support.

95. Africa: there is an acute need to reinforce the professional education staff and budget in the Africa region to respond to the EFA challenges, and in the context of NEPAD. By way of example, UNESCO will only be able to deliver $180,000 for higher education in sub-Saharan Africa in 2006-2007 (which would represent, for the sake of illustration, about $2,000 on average per country and per year). The capacities of BREDA, IICBA and field offices need urgent attention, especially in light of the three Core Initiatives.

96. These areas of emphasis correspond to areas where acute needs exist that call out for further assistance to countries to help them meet the EFA goals and where it is considered that reinforcements would result in actual impact, especially at country level. Member States should consider the possibility of extending extrabudgetary support to them, as well as to other areas.

Proposed draft decision

97. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling 170 EX/Decision 3.4.2 (I),

2. Having examined document 171 EX/8,

3.   <u>Thanks</u> the Director-General for the efforts undertaken to ensure an effective follow-up to the EFA Strategic Review;

4.   <u>Takes note</u> of the steps taken to initiate consultation with all key stakeholders to achieve a greater degree of clarity, cohesion and mutual recognition regarding their respective roles and responsibilities as defined in the Dakar Framework for Action, in reaching the EFA goals and education-related Millennium Development Goals (MDGs) and to facilitate the preparation of a comprehensive mapping and implementation plan of the current and future contributions of each partner towards reaching these goals;

5.   <u>Urges</u> all EFA stakeholders (developing country governments, bilateral and multilateral donors, international organizations and civil society organizations) to cooperate with and support UNESCO on an ongoing basis in its efforts to further elaborate the EFA global mapping and to implement the measures indicated herein;

6.   <u>Welcomes</u> the proposed "UNESCO's EFA strategy for 2005-2015" (paras. X to X), and requests the Director-General to ensure that its main findings and recommendations be reflected in the work of the Organization in favour of EFA, and in particular in its future strategic, planning and programming documents;

7.   <u>Requests</u> the Director-General to ensure that corresponding indicative results-based implementation plans (paras. X to X) are effectively used to guide the work of the Organization in favour of EFA, in particular in the coming year and biennium;

8.   <u>Further requests</u> the Director-General to initiate measures to strengthen UNESCO's capacity in holding the international community to account for progress on EFA;

9.   <u>Recognizes</u> the very significant progress needed at country level to achieve the EFA goals by 2015, and the need for the international community to fulfil the commitment it made in Dakar by substantially increasing their assistance, especially to the countries and populations most at risk of not achieving the EFA goals by 2015;

10. <u>Requests</u> the Director-General to provide to the Executive Board at its next session an outline of the additional extrabudgetary resources which would be necessary for the Organization to efficiently and effectively fulfil the functions outlined in document 171 EX/8, and which could be garnered from various channels and sources;

11. <u>Invites</u> the Director-General to report regularly to the Executive Board on the progress recorded in UNESCO's post-Dakar role in EFA.

Overview of Implementation Plans

Timeline	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
C/5	32 C/5	33 C/5		34 C/5		35 C/5		36 C/5		37 C/5		
C/4		31 C/4		34 C/4						37 C/4		
C/4 evaluations			Evaluation of 31 C/4						Evaluation of 34 C/4			
EFA and MDG	MDG review		EFA mid-term review			MDG Review						

					Three Core Initiatives							**Expected Outcomes**
LIFE	Preparation Phase	2006-2009: implementation of country operational plans in 5-10 countries		Scaling down UNESCO intervention								By 2015, LIFE will have intervened in some 33 countries and contributed to increased literacy levels for development and directly to EFA goals 3 and 4 by promoting and building capacities for strengthening literacy policies and practices within existing national education and development frameworks and by providing target groups with innovative quality and relevant literacy learning opportunities linked to development programmes.
			2007: preparation for second wave of countries	2008-2011: implementation of country operational plans in 5-10 new countries		Scaling down UNESCO interventions						
				2009: Preparation of third wave of countries	2010-2013: implementation of country operational plans in 5-10 countries		Scaling down UNESCO interventions					
					2010: Mid-term evaluation and strategic review	2011: Preparation of fourth wave of countries	2012-2015: implementation of country operational plans and taking to scale the initiative for countries not yet on board					

Timeline	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
Teacher-Training Initiative	Preparation Phase	16 countries: NEW FOUR-YEAR CYCLE										By 2015 UNESCO will have intervened in-depth in interested sub-Saharan countries (aim for 46 countries) to bring their teacher policies, teacher-training institutions and teacher education programmes in direct line with those countries' stated commitments for achieving the six EFA goals and poverty reduction goals.
				7 new countries. NEW FOUR-YEAR CYCLE								
					15 new countries: NEW FOUR-YEAR CYCLE						
						8 new countries: NEW FOUR-YEAR CYCLE					
			Mid-term assessment		Mid-term assessment		Mid-term assessment		Mid-term assessment			
				Summative Assessment		Summative Assessment		Summative Assessment		Summative Assessment		
GIHAE	Initiative starts in 6 countries	10-20 new countries integrated	More detailed implementation plan is currently being discussed with co-sponsors of the Initiative.									Developed strategies to mitigate the impact of the epidemic on the education sector and expanded the education response to HIV/AIDS and increased very significantly (with the ideal of 95%) the school-aged population and education personnel with information and prevention services in some 30 countries (to be fixed).

					Other Key Initiatives							
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
FTI	x	x	x	x	x	x	x	x	x	x	x	FTI Goal by 2015: support global EFA goals by focusing on accelerating progress towards the core EFA goal of universal primary school completion (UPC), for boys and girls alike, by 2015.
UNGEI	x	x	x	x	x	x	x	x	x	x	x	UNGEI Goal: to narrow the gender gap in primary and secondary education by 2005 and to ensure that by 2015, all children complete primary schooling, with girls and boys having equal access to all levels of education. With an acceleration strategy in 25 countries, 2003-2005 ("25 by 2005").
UNLD	Literacy and Sustainable Development		Literacy and Health		Literacy and Empowerment		Literacy and Peace					

Literacy Initiative for Empowerment (LIFE)

GOAL	To increase literacy levels for development targeting indirectly all 6 EFA goals and directly EFA goals 3 & 4 and MDG 1 on poverty eradication Goal 4: To contribute to 50% improvement in levels of adult literacy by 2015 Goal 3: To contribute towards ensuring that learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes							
TARGETS	Illiterates excluded from education especially: Out-of-school children and youth; adults; particularly women and girls							
OBJECTIVES	Promote literacy policies and practices within existing national education and development frameworks			Provide target groups with quality and relevant literacy learning opportunities linked to development programmes				
ACTIVITIES*	1. Strengthen and provide capacity-building in literacy policy, planning and legislation	2. Assist in national capacity-building for programme management, monitoring and evaluation in literacy as well as for literacy assessment	3. Advocacy measures and social campaigns	1. Enhance quality and relevance of literacy programmes	2. Context specific and cultural sensitive curriculum and material development	3. Improve the quality of training for literacy educators	4. Facilitate literacy training linked to development programmes	5. Promote a literate environment (e.g. national languages, publications)

TIME-FRAME**

2005: Preparatory Phase

1. Country Profile Development: Objectives: (a) collect basic information on the country situation in the area of literacy and NFE, i.e. identification of policy and institutional frameworks, main literacy programmes and good practices, providers and partners; (b) identify major gaps and priority needs in literacy; (c) provide a basis for country selection for the operational phases based on established criteria.

2. Selection of the first wave of 5-10 countries and undertaking in-depth research and needs assessment, based on which a country operational plan will be developed

3. Establishment of partnership at national and international levels and an inter-agency network for literacy. Organization of an annual meeting

2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
2006-2009: implementation of country operational plans in 5-10 countries		Scaling down UNESCO interventions					2013: Preparation of report and situational analysis of literacy for the end of the EFA period	2014: Commissioning of studies to document LIFE at the 2015 EFA conference	
	2007: Selection of second-wave countries and preparation phase	2008-2011: Implementation of country operational plans in 5-10 new countries		Scaling down UNESCO interventions					
			2009: Selection of third-wave countries and preparation	2010-2013: Implementation of country operational plans in 5-10 countries		Scaling down UNESCO interventions			
				2010: Mid-term evaluation and strategic review	2011: Preparation of fourth-wave countries	2012-2015: Implementation of country operational plans and taking to scale the initiative for countries not yet on board			

Mutual learning among operational and non-operational countries, facilitated by the literacy portal will be ongoing for all 33 countries. Adequate support has to be given to those countries that are not in the operational round. This could include initial support for undertaking advocacy work and strengthening of policies.

Monitoring and Assessment activities
Reporting on literacy levels attained through inter-agency partnerships and networks, annual meetings of inter-agency network

* Activities will necessarily be country specific and can only be detailed in the country operational plans based on country priorities. The list of activities is therefore indicative.

** The integration of countries into the operational phase is planned as described, however, UNESCO will remain flexible in integrating new countries into the operational phase depending on funding availability and the state of preparedness.

Teacher Training Initiative in sub-Saharan Africa

GOAL	For each country: to more directly relate teacher policy to national development goals; to improve the quality of teacher education; to improve the delivery of quality teacher education; and to augment teacher recruitment and retention stemming of the teacher shortage.
TARGETS	Governments; teacher education institutions and teacher educators; teachers and other key educational personnel: school heads, trainers of trainers, school inspectors, etc.; non-formal education teachers

TIME FRAME	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
NUMBER OF COUNTRIES AND PHASES	16 countries: Angola, Burkina Faso, Cape Verde, Central African Republic, Chad, Congo, Democratic Republic of the Congo, Ethiopia, Ghana, Guinea, Madagascar, Niger, Nigeria, Sierra Leone, United Republic of Tanzania, Zambia				15 new countries					
			7 new countries					8 new countries		

ACTIVITIES	Activities will necessarily be country specific, but for each four-year cycle, the 12 general tasks listed below will be phased in:		
	(1) Dynamic national information mapping	(7) Regional UNESCO Chairs to build institutional capacities for quality teaching	Activities repeated as listed for the first cycle.
	(2) Provision of full-time country-designated educationalist to guide the Initiative over 4 years	(8) Relevant research to guide EFA policies	For 2008, 2010 and 2012, consultation with countries will determine which ones will enter the initiative next
	(3) Establishment and maintenance of a comprehensive and integrated national database concerning the state of teacher education and development	(9) Mobilization of universities and other organizations and networks to support the Government in its teacher education priorities	
	(4) Assist countries in analyzing their teacher shortages and in implementing policies and strategies to increase the numbers of qualified teachers	(10) Share and distribute good teacher policy and practice for adaptations by ALL countries in the region	
	(5) Supporting each country in phasing in steps to the professionalization of large numbers of currently under-qualified teachers	(11) Building and strengthening bridges among key education providers within each country and regionally	
	(6) Encouraging consultations between governments and teachers and their organizations in the planning and implementation of EFA reforms	(12) Regular monitoring and reporting: a 2-year mid-term assessment and a summative assessment at the end of the four-year cycle	

EXPECTED RESULTS	Expected results for each country in each four-year cycle: (1) A comprehensive teacher education plan, including both formal and non-formal education, integrated into national education plans and other sectoral plans; (2) the quality of training in teacher education institutions has been improved based upon upgraded curricula and pedagogy, especially in priority subjects such as HIV/AIDS prevention, literacy, and ICTs; (3) the severe teacher shortage and the status of teachers has become a central national development issue and is being addressed by governments and supported by donors; (4) internationally prescribed standards and national policy regarding HIV/AIDS prevention are integrated and implemented in curricula of teacher education institutions and university teacher education programmes. NB: The above are all generic expected results; there will be idiosyncratic results, per country, depending upon the specific areas of intervention for which the country wishes UNESCO to be the catalyst.
	By 2015 UNESCO will have intervened in-depth in interested sub-Saharan countries to bring their teacher policies, teacher-training institutions and teacher education programmes into direct line with those countries' stated commitments for achieving the 6 EFA goals and poverty reduction goals.

Global Initiative on HIV/AIDS and Education (GIHAE)

GOALS	The Global Initiative on HIV/AIDS and Education aims to support countries as they develop comprehensive education sector-based responses to HIV/AIDS, with a focus on children and young people, especially those who are most vulnerable. As part of the overall UNAIDS prevention strategy, and in concert with all relevant development partners, it will contribute to existing international goals, notably the Millennium Development Goals (MDGs), goals set by the United Nations General Assembly Special Session on HIV/AIDS (UNGASS) and Education for All (EFA).									
OBJECTIVES AND ACTIVITIES	1. Support selected governments as they prepare a comprehensive educational response to HIV and AIDS, aiming both at risk and vulnerability			2. Mitigate the impact of HIV and AIDS on education in selected countries			3. Address structural causes of vulnerability in and around the learning environment			
	1.1 Enhance capacity among education personnel at national and district level (including teachers) to develop and implement responses	1.2 Ensure that appropriate, age-specific curriculum is developed, implemented, and available in all learning environments (the focus must be on knowledge, attitudes and skills to limit risk and further prevention, but also include education about discrimination, treatment, care and support)	1.3 Put in place appropriate monitoring and evaluation mechanisms for assessing progress and keeping track of evolving needs and resources	2.1 Develop planning and projection models to assess impact of the epidemic – for example on teachers and teacher absenteeism or attrition, educational quality, participation of children in schools, needs of orphans	2.2 Assess unmet needs, and ensure that HIV/AIDS and the Initiative are appropriately imbedded in other development programmes and initiatives, notably implementation support plans, school feeding programmes, FTI and PRSPs, and EFA plans	2.3 Assist in locating and securing internal and external funding to expand existing programmes and to develop and sustain new programmes and interventions	3.1 Ensure links between school health, school feeding programmes and HIV prevention education	3.2 Target key populations with prevention education, with the help of specialized development institutions: girls, refugees, marginalized and vulnerable youth	3.3 Develop or reinforce attention to workplace issues for the benefit of education personnel and in the interest of safety in and around educational institutions	3.4 Ensure that treatment, nutrition, care and support are intimately linked to prevention efforts
TARGETS	**International targets** will be set during the next months. These can be, for example, that by the end of 2010, 30 countries will have:									
	Developed strategies to mitigate the impact of the epidemic on the education sector and expanded the education response to HIV/AIDS			Increased very significantly (with the ideal of 95%) the school aged population and education personnel with information and prevention services, especially targeted at school-age girls, orphans and other vulnerable young people			Translated and disseminated technical guidance materials through formal and non-formal educational channels.			
2005	The Initiative will start implementation of country-level activities in 2005. Six countries will be chosen on the basis of government and development community willingness and preparedness, as well as considerations of prevalence and need. The number of countries may be adjusted upwards or downwards according to funding, and to country-level negotiations. With partners, UNESCO will carry out preparatory work in countries to: • Map ongoing programmes and projects; • Review national sector plans and HIV/AIDS plans and adjust as needed; • Review the calendar of development assistance mechanisms; • Review and put national numbers on targets in light of the in-country situation; • Assess unmet needs for a comprehensive education sector response; • Assess and specify financial needs and potential resources.									
2006	2006 an additional 10 to 20 countries will be included.									

Hundred and seventy-first session

Item **7** of the provisional agenda

REPORT BY THE DIRECTOR-GENERAL ON THE FOLLOW-UP TO THE EFA STRATEGIC REVIEW AND UNESCO's STRATEGY FOR THE 2005-2015 PERIOD

CORRIGENDUM

Page 27: paragraphs 6 and 7 should read:

6. <u>Welcomes</u> the proposed "UNESCO's EFA strategy for 2005-2015" (paras. 21 to 83), and requests the Director-General to ensure that its main findings and recommendations be reflected in the work of the Organization in favour of EFA, and in particular in its future strategic, planning and programming documents;

7. <u>Requests</u> the Director-General to ensure that corresponding indicative results-based implementation plans (paras. 84 to 87) are effectively used to guide the work of the Organization in favour of EFA, in particular in the coming year and biennium;