



United Nations  
Educational, Scientific and  
Cultural Organization

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

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

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

## Report by the Director-General on the execution of the programme (34 C/5) (01 January - 31 December 2008)

### Major Programme I - Education

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

**MAJOR PROGRAMME I – EDUCATION**

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

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

<b>Regular budget: Activities</b> (rounded to \$ thousand)	
<b>Planned: \$4 948</b>	<b>Actual: \$2 483</b>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>The EFA Global Action Plan implemented.</p>	<ul style="list-style-type: none"> <li>UNESCO has organized several face-to-face meetings &amp; increased informal contacts with the 5 EFA convening agencies during the last 6 months to increase cooperation &amp; coordination among the EFA partners both at the global level &amp; country level. All 5 UN agencies are now represented in the International Advisory Panel (IAP) on EFA.</li> </ul>	<ul style="list-style-type: none"> <li>While all resident coordinators have been reminded of the GAP through a letter from the undg chair, joint collaboration at country level still needs reinforcement &amp; increased visibility. A forthcoming joint letter to the staff of all 5 agencies may assist in guiding this collaboration.</li> </ul>			
<p>Coordinated, harmonized &amp; effective partnerships pursued within the framework of the EFA Global Action Plan for strengthened political commitment at the global, regional &amp; national levels for the EFA agenda.</p>	<ul style="list-style-type: none"> <li>Following the completion of the annual EFA Global Monitoring Report (GMR) at the end of October 2008, the 9th EFA Working Group (WG) met in November &amp; identified the key policy recommendations in the report for submission to the 8th High Level Group (HLG) the following month in Oslo. The 8th EFA HLG meeting was thus able to make clearer &amp; stronger recommendations regarding global EFA priorities for the coming year. The Oslo Declaration drew urgent attention to equity, financing &amp; teaching, 3 core areas necessary for the achievement of the EFA goals. It urged development partners to increase official development assistance. Several key EFA partners endorsed the creation of an International Task Force on "Teachers for EFA" &amp; pledged financial assistance.</li> <li>UNESCO expanded membership of the IAP on EFA in order to ensure continuity throughout the year, &amp; consistency among the various</li> </ul>				

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	<p>mechanisms. This broadened representation of the various EFA constituencies, providing the necessary links between the mechanisms &amp; advice to UNESCO on emerging trends &amp; developments in EFA. The IAP facilitated preparations for the 8th HLG meeting.</p> <ul style="list-style-type: none"> <li>• In 2008, there was more NGO &amp; private sector representatives present at major EFA coordination mechanisms (e.g. HLG, WGEFA &amp; IAP). The joint Partnership for Education (PfE) initiative sought to foster greater private sector contributions to achieve EFA via collaborative research &amp; analysis of existing cases &amp; available frameworks for capacity development as well as promoting advocacy &amp; communication of multi-stakeholder partnerships for education (MSPEs).</li> <li>• UNESCO strived to raise the profile of EFA in order to sustain political momentum &amp; commitment by communicating major EFA challenges, policy priorities, positive trends, best practices, &amp; case studies. On quality &amp; inclusion, it actively supported the Global Campaign on Education's (GCE) annual advocacy campaign, Global Action Week 2008 (21-27 April 2008), which culminated in the mobilization of more than 8.8 million people for the World's Biggest Lesson. UNESCO systematically advocated for a more holistic vision of education &amp; emphasized the crucial importance of inclusion, equity, quality &amp; involvement of all stakeholders. These principles were stressed during a series of major conferences &amp; meetings of EFA during this year. UNESCO has stepped up its efforts to influence the global discussion &amp; advocate for the systematic inclusion of education in all programming by governments &amp; relevant partners.</li> </ul> <p><u>En Afrique:</u></p> <ul style="list-style-type: none"> <li>• Au cours de l'année 2008, le plaidoyer et la mobilisation des partenaires ont été des principales actions au niveau régional. Si les gouvernants, les partenaires techniques et financiers ainsi que la société civile ont été ciblés au cours de ces huit dernières années, très peu de rapports font état de la perception des objectifs de l'EPT par les enseignants. La mise en</li> </ul>	<ul style="list-style-type: none"> <li>• L'implication des instances à la fois techniques et politiques des pays sont indispensable, pour une appropriation et implication au suivi de l'EPT. Les Communautés Economiques Régionales (CER) à travers les conférences des ministres de</li> </ul>		<p>Trois (3) CERs sont impliquées à l'étude sur les enseignants et l'EPT. le réseau des parlementaires de 36 pays de l'Afrique Sub-saharienne, sont outillés à travers le programme de sensibilisation.</p>	

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	<p>œuvre du plan global sur l'EPT passe aussi par l'implication des acteurs à la base. L'étude pilote menée au Sénégal et actuellement redéployée en Namibie et au Cameroun permet de se pencher sur une stratégie de communication renforcée et renouvelée et renforcée pour atteindre l'EPT. Par ailleurs, le programme de renforcement des capacités des parlementaires, dont la première phase a été conclue en 2008 a permis de mettre en place un certain nombre d'outils de plaidoyer et un réseau de parlementaires avertis, renforcés et disposé à prendre part à des actions à l'échelle de l'Union africaine.</p> <p>In <u>Asia</u>:</p> <ul style="list-style-type: none"> <li>• Distribution &amp; discussions of the MDA findings at the Thematic Working Group on EFA &amp; national coordinators meetings (with high-level participation) further raised awareness &amp; political commitment to achieving EFA.</li> </ul> <p>In <u>LAC</u>:</p> <ul style="list-style-type: none"> <li>• Intensive technical advice &amp; advocacy in favour of EFA among civil society in LAC developed through support to: inter-institutional agreements like the Latin American Campaign for the Right to Education (CLADE) &amp; Virtual Educa, Social Communicators network in Chile, implementation of Parliamentarians networks in favour of education (through PARLARED - PARLATINO network) &amp; developing Entrepreneurial Social Responsibility network (Forum Empresa).</li> <li>• As a follow-up to the <u>World Programme for Human Rights Education (WPHRE)</u>, human rights education issues were successfully promoted through several awareness raising activities (in particular relating to the commemoration of the 60<sup>th</sup> anniversary of the Universal Declaration of Human Rights), exchanges of experiences (i.e.</li> </ul>	<p>l'éducation sont des Foras à revitaliser et à intégrer au processus préparatoire des Forums sous-régionaux et régionaux de l'EPT.</p> <ul style="list-style-type: none"> <li>• Some major challenges are coordination at regional &amp; country levels, particularly in countries facing conflict, and/or post-crisis reconstruction, &amp; alignment of all stakeholders around one national education country strategic plan. Another challenge is development of capacity in technical, managerial &amp; administrative areas at both regional &amp; country levels in order to achieve the EFA goals.</li> <li>• Along with strengthening the public awareness on the right to education, these activities contribute to the strengthening of the democracy through the social participation &amp; to the development of active citizenship. The experience of the Regional Office should be extended to the Cluster &amp; National Offices which are directly responsible for establishing relationships with key players in the field.</li> <li>• Further efforts will be placed on the monitoring of National Plans for Human Rights Education in Member States.</li> </ul>	<p>Minimum investment required from Regular Budget. Some funding received from external sources.</p>	<p>Partners act as outreaching multipliers &amp; may continue &amp; expand activities that could not be carried out without their support.</p>	

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	<p>publications on national practices, production of guidelines) &amp; consolidation of partnerships (i.e. organization of a round tables &amp; joint activities with partners).</p> <ul style="list-style-type: none"> <li>• UNESCO has continued to improve coordination &amp; liaison in <u>HIV &amp; AIDS &amp; education</u> between both internal &amp; external partners. UNESCO serves as secretariat for the UNAIDS Inter-Agency Task Team (IATT) on Education, which met in Thailand in April 2008. It contributed to the organization of the '1st Meeting of Ministers of Health &amp; Education to Stop HIV &amp; STIs in Latin America &amp; the Caribbean' in Mexico City in August 2008. The resulting declaration emphasized the need to strengthen linkages at technical &amp; political levels between the health &amp; education sectors. UNESCO also prepared a side-event on 'Overcoming barriers to educating young people about sex &amp; HIV', held at the UN High Level Meeting on HIV &amp; AIDS in June 2008. Strong UNESCO participation at the biannual International AIDS Conference in Mexico. HIV &amp; AIDS was discussed at several sessions at the 48th session of the International Conference on Education (ICE). During World AIDS Day 2008, a wide range of UNESCO activities were implemented in 19 countries &amp; at global &amp; regional levels. HIV &amp; AIDS was prominent in discussions at Health &amp; Education Thematic Discussion during the UN High-level meeting in September 2008 in New York on the Millennium Development Goals.</li> <li>• Cooperation with other UN agencies has been reinforced through the UN Inter-Agency Committee for the <u>DESD</u> (IAC/DESD), which is coordinated by UNESCO &amp; whose 3rd annual meeting took place in July 2008. A joint IAC/DESD-UNESCO side event focusing on progress of the DESD in Africa was organized at the annual CSD-16 meeting in New York in May 2008. The involvement of the private sector has been reinforced, to maximize its valuable contribution to the Decade. For instance, the "Cities around the World" international sustainable development awareness campaign, organized by Veolia Environnement, sponsored by UNESCO &amp; the French National Commission, mobilized 115,000 children from 27 countries</li> </ul>	<ul style="list-style-type: none"> <li>• The ESD intersectoral platform offers the opportunity to further operationalise UNESCO's Action Plan for the DESD by pursuing the implementation of Thematic Programmes, led by the Organization's various programme sectors &amp; institutes/centres.</li> </ul>			

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	<p>around the theme of improving the quality of urban life. A meeting of institutions making up the UNESCO International Teacher Education Network in June 2008 took stock of contributions of teacher education institutions integrating ESD principles into their practices &amp; encouraged other institutions to join in ESD efforts. A Task Force was established to oversee preparation of the 2009 World Conference on “Education for Sustainable Development – Moving into the Second Half of the UN Decade”.</p> <ul style="list-style-type: none"> <li>Assistance was provided to facilitate regional events, in the lead up to the Bonn World Conference on ESD, to assess progress of DESD implementation, including the 3rd All-Russian Conference on Ecological Education within the DESD (June 2008), the International Conference on ESD (October 2008), the International Workshop on ESD (November 2008), &amp; the Tokyo International ESD Forum ( December 2008).</li> </ul>				
<p>Significant number of countries with national education plans &amp; policies that reflect a strong political commitment to EFA &amp; include literacy as a priority in the national plan.</p>	<ul style="list-style-type: none"> <li>Networking with regional &amp; international partners undertaken through regional literacy conferences held in Azerbaijan &amp; Mexico as well as through the <u>UNLD</u> mid-decade report, submitted to the UNGA &amp; officially launched through a high-level event in October 2008. Continued collection of information on effective literacy practices through the 2 final UNESCO Regional Literacy Conferences (Azerbaijan &amp; Mexico) &amp; UNESCO International Literacy Prizes 2008. Information on effective practices made available on the UNESCO Literacy Portal &amp; selection of effective practices feature in the publication Global Literacy Challenges. Meetings of University representatives organized as side-events of the Regional Literacy Conferences &amp; back-to-back with the UNESCO UNLD Expert Group meetings held in February &amp; June 2008. International Literacy Day 2008 organized with special focus on literacy &amp; health &amp; featuring award ceremony for the 2008 Prize winners &amp; a round table. Under the programme ‘Hope &amp; Solidarity through Ballgames’, literacy &amp; sport centres were inaugurated in Niger &amp; Mali.</li> <li>NFE-MIS implementation successfully continued</li> </ul>				

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	<p>in Niger, Morocco, Senegal, Bangladesh &amp; Tanzania.</p> <ul style="list-style-type: none"> <li>Mid-decade review of UNLD in Asia assessed progress of major literacy &amp; adult education activities undertaken in the region during the period (2003-2008). Based on right-based &amp; gender-mainstreaming approach, this draft review report was shared &amp; improved with Member States, NGOs &amp; literacy experts through various regional &amp; international meetings, including the regional CONFITEA VI preparatory meeting in Seoul. It provides a thorough analysis of regional &amp; national efforts in line with UNLD strategies &amp; 6 action areas. It also sets out recommendations for the 2nd half of the UNLD.</li> </ul> <p>In <u>LAC</u>:</p> <ul style="list-style-type: none"> <li>In the framework of the Literacy Decade &amp; to provide technical assistance &amp; support generation of knowledge, material for promotion has been produced (study "Cost of Illiteracy") &amp; assistance carried out through technical &amp; financial contribution to development of 2 documents for the report of the Literacy Decade (on state of literacy in Latin America &amp; in the Caribbean) &amp; to the development of mid-term report of the Literacy Decade presented to the General Assembly of the UN in October 2008. Organization of "Literacy &amp; Regional CONFITEA VI" (Preparatory Conference in Latin America &amp; the Caribbean "From Literacy to Lifelong Learning: Towards the Challenge of the 21st Century" held in Mexico City from 10-13 September 2008).</li> </ul>				
<p>Significant increase in the financial resources available or pledged to education by national governments as well as by EFA partners.</p>	<ul style="list-style-type: none"> <li>In <u>Africa</u>: Technical assistance in the preparation of FTI proposals, notably in Central African Republic which received \$37M &amp; Burkina Faso (\$102 millions). Technical assistance via BREDa's Pôle de Dakar also provided to Guinée Bissau &amp; others preparing proposals.</li> <li>Through UNESCO's <u>Capacity-development for EFA programme (CapEFA)</u>, the Sector has been able to mobilize close to \$15M in 2008 &amp; 2009 &amp; thus substantially increase actions to reinforce capacity development at country level. In 2008, a revision of the Capacity-development for EFA Programme (CapEFA) was undertaken with a</li> </ul>	<ul style="list-style-type: none"> <li>Challenge for Fragile States has been to meet FTI requirements. UNICEF's transition funds seem to be the needed mechanism for such states &amp; UNESCO will also assist Member States in preparing proposals for this funding mechanism.</li> </ul>	<p>Strategic technical assistance funded with extrabudgetary funds &amp; undertaken at the request of member states &amp; in their timeframes.</p>	<p>Working with bilateral partners is essential to secure a sustained funding base and ensure continued development.</p>	

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	<p>view to refocus its assistance. Capacity-development priorities are the common framework of the revised programme. It addresses institutional &amp; organizational capacity in both formal &amp; non-formal education, emphasizes quality &amp; equity, as well as knowledge management dimensions to ensure sustainability, &amp; ensures the gains of interventions &amp; lessons learnt benefit other Member States not directly targeted by the Programme; it also focuses assistance entirely on LDCs with low EDI. While CapEFA mainly focuses on capacity development related to teacher education, secondary education, incl. TVET, &amp; literacy &amp; adult education in line with the C/5 priorities. Four of the 11 two-year country programmes launched in mid-2006 have been finalized while the 7 other programme country activities are being continued under the 2008-2009 programme cycle to consolidate achievements at policy level, ensuring upstream work &amp; harmonization with other partners &amp; development frameworks. Nine new programme countries identified through a strategic assessment. Funding level for 2008-2009 has increased by 33%, corresponding to 3,268,266 USD, compared to the 2006-2007 period. Number of supporting donors has increased from 4 to 5, with Switzerland joining the donor group in 2008. The CapEFA Programme has enabled UNESCO in 2008 to increase donor harmonization for support of C/5 priorities &amp; enhanced impact at country level. It has improved coherence in extra-budgetary activities &amp; increased effectiveness of UNESCO's actions at country level in line with Regular Programme objectives.</p>				
<p>South-South &amp; North-South collaboration on &amp; exchanges of effective practices in EFA enhanced, &amp; educational networks among developing countries strengthened.</p>	<p>In the <u>Arab States</u>:</p> <ul style="list-style-type: none"> <li>• South-South collaboration enhanced within the framework of the E-9 initiative through study missions between MOE officials of Egypt &amp; Mexico. Based on this initial success, groundwork laid for similar exchanges with Nigeria &amp; Indonesia.</li> <li>• UNESCO regional strategy on HIV &amp; AIDS prevention through education (2009/2013) for the Arab States developed &amp; undergoing final revision. It will provide strategic guidance for</li> </ul>	<ul style="list-style-type: none"> <li>• South-South collaboration among E-9 countries has helped to reinforce commitment to the initiative.</li> <li>• As a sensitive topic in the region, HIV &amp; AIDS activities can often be more effective when carried out under the theme of</li> </ul>	<p>Regular programme budget was matched by OPEC &amp; UBW funds.</p>		



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	<p>expanding HIV &amp; AIDS programmes at the regional &amp; national levels &amp; will be the framework for collaboration &amp; sharing of effective practices. A number of tool kits &amp; EDUCAIDS advocacy material in Arabic has been produced &amp; disseminated. Among these, the training toolkit entitled <i>Psychological &amp; Physical Changes Teenagers Experience</i> which treats the issues related to reproductive health, HIV &amp; AIDS topics in a manner sensitive to regional sensibilities is worth noting.</p> <ul style="list-style-type: none"> <li>As part of the strategy to implement the Guiding Framework for ESD in the Arab Region (2008-2011), curriculum framework developed with a focus on linking curricular issues in basic &amp; secondary education to teacher training. In order to use key universities &amp; research institutions in mobilizing resources for ESD, a regional task force on ESD comprising international &amp; regional organizations, national ESD focal points &amp; other regional ESD stakeholders was established to encourage more intra-regional collaboration &amp; sharing of good practices &amp; resources.</li> </ul> <p><u>In Asia Pacific:</u></p> <ul style="list-style-type: none"> <li>Sub-regional ESD consultation &amp; capacity development workshops (5 workshops involving 24 Member States) provided opportunities for South-South &amp; North-South-South cooperation while national &amp; sub-regional ESD priorities, policies &amp; strategies were discussed. Partnership with a successful private sector company from a Member State of the 'South' is a valuable experience &amp; significant progress in terms of taking ownership of the processes to the developing world.</li> <li>National ESD Committees strengthened through capacity development in effectively implementing ESD-related activities &amp; encouraging Member States' ownership of the process.</li> <li>Clear momentum for addressing issues related to multilingual education policies created, particularly through celebration of the International Year of Languages &amp; organization of international conferences in which Member States shared lessons learnt on mother tongue-based</li> </ul>	<p>Comprehensive School Health (CSH).</p> <ul style="list-style-type: none"> <li>The regional task force on ESD is useful in promoting exchanges &amp; collaboration for a multi-disciplinary &amp; complex issue such as ESD.</li> <li>Various initiatives in multilingual education – often a very sensitive policy issue – have created points of entry for in-depth national dialogue.</li> </ul>			

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	<p>MLE &amp; literacy.</p> <ul style="list-style-type: none"> <li>• South-South &amp; North-South-South collaboration in priority areas strengthened through establishment of 36 UNESCO Chairs in 2008, among them 58% in developing countries, of which 14 Chairs focus on EFA goals. Good example is the UNESCO Chair on achieving the promise of EFA established at Georgetown University, in Washington D.C, which focuses notably on the UNLD through active involvement of higher education institutions from all regions of the world. About 2000 interuniversity exchanges of researchers, students &amp; teachers within the UNESCO Chairs &amp; UNITWIN Networks in 2007/2008, covering all UNESCO sectors' fields of activity.</li> </ul> <p>In <u>Africa</u>:</p> <ul style="list-style-type: none"> <li>• Des partenariats dynamiques et renforcés mis en place autour de la mise en œuvre de l'EPT, notamment au sein des réseaux de la société civile. Les réseaux ANCEFA, soutenu par le Bureau régional, s'est enrichi des expériences des réseaux ASPBAE de l'Asie, de la région Arabe et de l'Amérique Latine. Plate-forme d'échange entre les réseaux de parlementaires de l'Afrique, par le truchement du FAPED et de ceux des régions Arabe et Asie Pacifique, en cours d'élaboration.</li> <li>• Bali Declaration flags up South-South collaboration on teacher issues &amp; its implementation will enhance South-South &amp; North-South teacher-related activities. Teachers featured as a major issue during the Oslo High-Level Group for EFA, resulting in the creation of an International Task Force or Global Alliance for Teachers. Work of this Alliance should ensure implementation of a comprehensive Teacher Action Plan including issues of policies, technical capacities, &amp; financing, &amp; its follow-up. Strategy paper prepared to analyze QA practices in teacher education in SSA &amp; situate them in a broader context: that of QA at the international level &amp; for tertiary education in general.</li> </ul>			<p>19 pays relais composent le réseau ANCEFA 46 pays ont des relais FAPED opérationnels. des échanges sont effectifs avec 2 régions : L'Asie Pacifique et la région Arabe</p>	

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

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$2 848	Actual: \$1 233

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<p>Common approaches to capacity development in educational policy formulation &amp; in planning, monitoring &amp; evaluation of education systems proposed &amp; shared with EFA stakeholders &amp; development partners for implementation.</p>	<p>In <u>Africa</u> :</p> <ul style="list-style-type: none"> <li>• Dans le cadre du renforcement des capacités, des acteurs clés tels que les cadres des ministères, les enseignants, et les élus locaux ont bénéficié de formations diverses, en vue de leur permettre de prendre part à l'élaboration, la planification, la mise en œuvre et le suivi de politiques éducatives, selon leurs domaines de compétences et interventions.</li> <li>• In <u>LAC</u>: Studies developed on good practices in educational financing management (in Chile, Argentina &amp; Costa Rica) &amp; on the cost of illiteracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Intersectoral &amp; interagency alliances are necessary tools to position the topic in public agenda &amp; multiply the studies' benefits.</li> </ul>	<p>10 pays ont bénéficié de renforcement de capacités</p> <p>Investment reduced compared with the benefit of the information &amp; support in public policy design.</p>		
<p>Member States provided with the expertise, technical approaches, practice oriented tools, &amp; best practices &amp; innovations in educational policy formulation &amp; in the planning, monitoring &amp; evaluation of education systems identified &amp; made available through networks &amp; communities of practice.</p>	<ul style="list-style-type: none"> <li>• Inter-agency cooperation &amp; coordination in the field of education policy simulation &amp; resource projection models spearheaded. As requested by UNICEF, UNDP, World Bank, EFA FTI Secretariat &amp; other development agencies, UNESCO created a web-based Inter-Agency Network on Education Simulation Models (INESM), which will serve as a clearing house for all major education-related simulation models &amp; improve the educational needs assessment exercises aimed at achieving the EFA goals by 2015.</li> <li>• Technical assistance &amp; capacity building support to Member States in education policy analysis &amp; planning enhanced through professional development workshops for all UNESCO education field staff.</li> <li>• UNESS documents completed or in progress in about 80 countries. In some 50 countries, UNESS preparation finalized or close to final stage &amp; available for internal consultation: 22 for AFR, 11 for ARB, 13 for APA, 4 for EUR &amp; 12 for LAC; Draft UNESS regional syntheses used for feeding regional C/5 consultation meetings.</li> <li>• Experts' report on education cooperation in Europe, entitled "Education Development &amp; Cooperation In Europe: What Prospects for</li> </ul>	<ul style="list-style-type: none"> <li>• Inter-Agency Network on Education Simulation Models (INESM) will be further improved to facilitate work of countries &amp; agencies in preparing credible needs assessments &amp; education plans for achieving EFA goals in sector-wide development frameworks. Stronger cooperation &amp; involvement of partner agencies, including UNICEF, World Bank, &amp; other multi &amp; bilateral agencies will be sought &amp; promoted.</li> </ul>	<p>UNESCO Regional Bureaux for Education have been providing further peer-review &amp; technical support for: (i) improving the drafted UNESS documents; (ii) launching the preparation of the additional UNESS documents by Field Offices.</p>	<p>Country-based UNESS documents will constitute frameworks for Field Offices 35 C/5 work plans in education.</p>	

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	<p>UNESCO?" issued in Nov 2008.</p> <ul style="list-style-type: none"> <li>• Technical support provided to a number of country offices designing or implementing education programmes with MoEs in PCPD settings; China, Cuba, Haiti, Iraq, Lebanon, Myanmar, Nepal, OPT, Pakistan, Sudan, Syria &amp; Zimbabwe.</li> <li>• Input provided to updated global cluster appeal. With other members of the cluster working group, including UN agencies, NGOs &amp; donors working on education in emergencies, helped adjust &amp; advance the 4 integrated cluster projects aimed at enhancing global capacity for education response to emergencies &amp; disasters, namely Capacity Mapping, establishment of a global Surge Capacity, development of training materials for Capacity Building of MOE in PCPD settings, &amp; development of tools for emergency &amp; PCPD assessments.</li> <li>• Pakistan: helped draft &amp; revise training policies &amp; materials preparing district education managers &amp; MoE staff in earthquake-affected areas of Kashmir &amp; North West Frontier Province for the medium &amp; longer-term reconstruction of the education system.</li> <li>• China &amp; Myanmar: helped draft education component of flash appeals following earthquake &amp; cyclone, with strong components on capacity building for educational planners &amp; managers in government, responding to the disasters.</li> <li>• International Conference on the Right to Education in Crisis-Affected Countries held in Paris in October; Study on "Education under Attack" publicized.</li> <li>• Representation on Global Education Cluster Working Group, Steering Group of Inter-Agency network for Education in Emergencies (INEE) &amp; INEE Working Group for Minimum Standards. Coordinator for INEE's newly established Working Group on Education &amp; Fragility hosted.</li> </ul> <p>In <u>Africa</u>:</p> <ul style="list-style-type: none"> <li>• Appui aux pays, dans l'élaboration de RESEN, dans le renforcement des capacités des cadres nationaux en planification et politique sectorielle,</li> </ul>	<ul style="list-style-type: none"> <li>• Successful intersectoral UNESCO teamwork developed through the PCPD Intersectoral Platform.</li> <li>• UNESCO has firmly established its contribution to the global cluster, to INEE &amp; working groups, the leading mechanisms for promotion, global coordination &amp; strengthening of education in emergencies, PCPD &amp; fragile contexts.</li> </ul>	<p>15 pays environ sont dotés de RESEN, et ont bénéficié d'appuis diverses pour</p>	<p>Multiple tools, resources, &amp; capacity building efforts produced are gradually increasing support to &amp; quality of education for those millions of people currently deprived of their education due to conflicts &amp; disaster.</p>	

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	<p>et dans la reconstruction des systèmes éducatifs, pour les pays en situation de conflit et post-conflit. A ce jour un nombre important de pays sont dotés de plans sectoriels, intégrant une dimension holistique.</p> <p>In <u>LAC</u>:</p> <ul style="list-style-type: none"> <li>• Collaboration agreement signed with 11 universities in LAC towards implementation of a Doctorate in Educational Policies with a Focus on Teachers. Participation of new actors in the Kipus network extended through the incorporation of new associates, especially representatives from Education Ministries.</li> <li>• Regional Programme of Teacher Policies facilitates implementation of an 'International Course' towards strengthening of the Teacher Profession, thus creating political &amp; technical skills in formulating teacher policies.</li> <li>• 'Leadership in school manual' produced, including a model of public intervention to improve school climates by means of workshops addressed to different members of the school community.</li> <li>• The preparation &amp; sharing of country case studies on education financing &amp; medium-term expenditure as well as the newly-launched portal on education planning &amp; financing have facilitated dialogue among government officials &amp; researchers about the importance of linking policy, plan &amp; budgeting.</li> </ul> <p>In <u>Asia</u>:</p> <ul style="list-style-type: none"> <li>• A two-week training course on decentralized education planning in the context of public sector management reform was provided for government officials from six countries (China, Cambodia, Lao PDR, Myanmar, Thailand &amp; Viet Nam) in the Greater Mekong Sub-region, in collaboration with the Mekong Institute. Another two-week capacity development training course on education policy analysis &amp; planning was provided for education staff in the Asia-Pacific region, in collaboration with the HQ &amp; IIEP.</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> part of the Course on Teaching Policies brought together activities with a direct impact on policy-makers within their countries. This ensures that innovative ideas introduced during the course are multiplied at country level at the decision making level as well as within the activities undertaken at various levels by course participants. Participants should be carefully chosen so as to maximize their "multiplier" potential.</li> <li>• Has 'filled a vacuum'. Must take this experience to train professionals in countries that can replicate it with the technical support of each office involved.</li> <li>• Use of local experts for conducting case studies cost-effective &amp; contributed to developing &amp; enhancing local capacities for education financing &amp; MTEF. However, finding &amp; engaging competent local experts in those areas was a real challenge.</li> <li>• Due to several constraints including time &amp; human/financial resources, it is impossible to provide hands-on training for all the local education officials in a</li> </ul>	<p>compléter les RESEN en vue de l'élaboration de plans sectoriels.</p>		

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		country in the region.			
<p>National capacities strengthened in educational planning &amp; management.</p>	<p>In <u>Africa</u>:</p> <ul style="list-style-type: none"> <li>• Training provided to over 30 ministry technical staff from four countries in education planning &amp; management via the Pole de Dakar PGSE degrees in cooperation with University UCAD of Dakar.</li> <li>• Technical assistance &amp; capacity building support to provided Member States, especially ministries of education, in education policy analyses, planning, management &amp; resource projections, in developing countries, including Liberia, Morocco, Nigeria, Pakistan, Sudan &amp; Yemen.</li> <li>• Web-based portal on educational planning &amp; management (E-MAP) providing 3 databases accessible in 3 languages on experts, institutions &amp; documentary resources continued to promote exchange of expertise &amp; research in educational planning &amp; management between UNESCO, Member States &amp; development agencies, to create an international platform for exchange between researchers &amp; practitioners in educational planning &amp; management &amp; promote South-South cooperation in this field.</li> <li>• Publication on "National Education Sector Development Plan: A Result-Based Planning Handbook" issued to support Member States' capacity in results-based education planning, more effective use of resources &amp; voicing strategic priorities for educational development.</li> </ul> <p>IIEP:</p> <ul style="list-style-type: none"> <li>• 17 residential or short-term courses offered to 734 persons in 76 countries. 31 trainees completed the Advanced Training Programme (ATP) (53 per cent of the intake came from Africa). Feedback from trainees mostly indicates that they occupy executive to ministerial positions in educational planning &amp; management.</li> <li>• A new 10-month, blended training offer has been developed to help low-income countries develop the skills required for the preparation of education sector plans &amp; associated documents. It rests on an integrated capacity development model, &amp; is currently offered to six Sub-Saharan African</li> </ul>	<ul style="list-style-type: none"> <li>• Priority will be given to LDCs in Africa &amp; countries in post-conflict situations.</li> <li>• E-MAP will be refurbished to provide state-of-the art materials &amp; resources in the field of educational planning &amp; management.</li> <li>• Distance education is proving a good means of reaching groups of planners &amp; managers who might otherwise be excluded from opportunities. IIEP is therefore working on developing this training modality, while bearing in mind that the digital divide still precludes the implementation of fully web-based courses in a number of countries.</li> <li>• The ultimate challenge remains to ensure that the planners &amp;</li> </ul>	<p>Over 30 ministry technical staff from Senegal, Benin, Burkina Faso, &amp; Mauritania trained in education planning via extrabudgetary funding.</p> <p>IIEP pays close attention to mitigating the fact that training is labour intensive:</p> <ul style="list-style-type: none"> <li>- Changes have been introduced in the ATP to ensure that inputs are used effectively.</li> <li>- Distance &amp; blended courses are being developed.</li> <li>- Regional, rather than national, courses are favoured</li> <li>- Partnerships consistently sought to ensure</li> </ul>	<p>End-of-course evaluations indicate that participants generally rate highly the usefulness &amp; relevance of the training. IIEP takes this as an indication that learning outcomes will be used.</p> <p>Collaboration with national/regional training institutions (e.g. RIHED in Asia, MTAC in Uganda) strengthens the capacities of these partners to discharge</p>	

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	<p>countries with the support of the FTI-EPDF &amp; national training institutions. The course is meant to provide the basis for a multiple-entry training offer linked to a credit system that would open to qualification within the ATP. The course will be evaluated in the second half of 2009.</p>	<p>managers trained by the Institute actually discharge functions with their skills. This poses issues related to the environment &amp; the functioning of the civil service, from which the majority of IIEP trainees come.</p>	<p>effectiveness of inputs through cost-sharing or leveraging arrangements.</p>	<p>their training functions. In this spirit, IIEP associated six national training institutions to its new blended course.</p>	
<p>Capacity requirements &amp; constraints documented in educational planning management (EPM).</p>	<p>In the <u>Arab States</u>:</p> <ul style="list-style-type: none"> <li>• Comprehensive survey developed to identify shortcomings in educational planning &amp; management in Arab States region as well as to have an insight into the related capacity development requirements at the country level. Survey has been initially tested out with a regional focus group &amp; will be disseminated for a wider survey at country level.</li> <li>• IIEP: On the basis of an extensive set of reviews, papers, and discussions within and beyond the UN System, IIEP produced a UNESCO Strategy Paper on Capacity Development in Educational Planning and Management. The findings have been discussed in international settings such as the 2008 EFA Working Group.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons learnt include the essential dimension of national leadership and ownership for any sustainable result in educational planning and management, as well as the need for change agents in middle to senior planning and management functions. The findings also highlight the importance of inter-ministerial collaboration. The Paper draws some implications for UNESCO including the need to: <ul style="list-style-type: none"> <li>- maintain its normative and technical functions;</li> <li>- work on fewer, more comprehensive capacity development programmes;</li> <li>- engage in a limited number of countries;</li> <li>- develop its own staff;</li> <li>- build long-term relations based on mutual trust in which UNESCO and ministry staff are equal colleagues who plan and work together, while sharing a joint accountability for results.</li> </ul> </li> </ul>	<p>Resources have been carefully used, in particular for missions. In addition, rather than to organize separate meetings, already-planned meetings are used to discuss with partners and raise awareness of UNESCO's work and of its role. This has allowed wider knowledge of UNESCO's program at a lower cost.</p>	<p>Findings are being discussed internally for mainstreaming in the work of the Education Sector.</p>	

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Education stakeholders informed of significant developments in EPM.	<ul style="list-style-type: none"> <li>• 7 titles published in IIEP's <i>Fundamentals of education</i> series.</li> <li>• Current issues in educational planning &amp; management disseminated through IIEP's Newsletter, the readership of which was expanded by developing the electronic version (available to over 6,000 readers).</li> </ul>	<ul style="list-style-type: none"> <li>• Strong partnerships &amp; networking, together with the capacity to instantly comply with requests for information, are essential to ensure the visibility of IIEP's work.</li> </ul>	<p>Stock-management system introduced for IIEP publications.</p> <p>Newsletter reduced from 4 to 3 annual issues. Possibility of abandoning paper version in favour of electronic one will be envisaged in the future.</p>	Dissemination is one of the Institute's key functions, & as such must be maintained. IIEP will continue to take advantage of new technologies as they appear, as well as traditional forms of dissemination.	

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

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

Regular budget: Activities (rounded to \$ thousand)

Planned: \$9 216      Actual: \$4 816

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Global monitoring report published & national & regional reports launched.	<ul style="list-style-type: none"> <li>• The 2009 Global Monitoring Report has been finalized, produced, translated, distributed and promoted. The 2009 GMR and the Summary were translated into the 6 UN languages. The Summary is also being translated into non-UN languages: Japanese, German and Catalan, and support is provided for translation into Hindi, Thai and Bangla. Other outreach materials (e.g. Regional Fact Sheets &amp; Regional Overviews) have been prepared and made available in press kits &amp; online. The Report was co-published with Oxford University Press, where it is promoted through multiple catalogues &amp; mailing lists and is distributed to a large selection of academic journals, thus ensuring strong exposure through the world's largest university press. The research process for the 2010 GMR has started. Several background papers have been commissioned for this report. An outline of the 2010 Report with the working title "<i>Reaching and teaching the most marginalised</i>" was developed and shared with a wide audience through on line consultations.</li> <li>• In <u>Africa</u>: GMR 2009 launched at regional &amp; sub regional level (west, East &amp; south Africa) &amp; in 17</li> </ul>	<ul style="list-style-type: none"> <li>• It is important to have the French version available on time (same</li> </ul>			



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	<p>African countries.</p> <ul style="list-style-type: none"> <li>In <u>LAC</u>: The Regional Information System (SIRI) delivered relevant technical assistance through revising data for the final version of "The State of Education in Latin America &amp; the Caribbean" (corresponding to EFA Monitoring Report in LAC); EFA monitoring report–Brazil was launched. UNESCO Brasilia has also supported production of information &amp; mobilization of materials for the school community.</li> <li>National EFA task force members in <u>Arab States</u> able to enhance their capacities in analyzing &amp; interpreting data &amp; statistics in the process of preparing the EFA national progress reports. Based on these national reports, the regional EFA Mid-Term Review (MTR) report &amp; its statistical supplement served to inform the Regional EFA Conference held in Doha, Qatar, during which progress made towards the achievement of the Dakar goals was assessed &amp; gaps identified; The Maghreb Cluster also prepared the 1st version of sub-regional EFA MTR entitled <i>Education in the Maghreb: Trends, Challenges &amp; Prospects</i>".</li> </ul>	<p>time as English version). Following-up on recommendations at national level.</p> <ul style="list-style-type: none"> <li>Lack of timely and reliable data for many of the Arab States region has been major obstacle in preparing the EFA MTR report; Greater efforts are called for to develop the capacities of Member States in the region in statistical &amp; data collection, analysis &amp; interpretation.</li> </ul>			
<p>Accessibility provided for key stakeholders &amp; the general public to cutting-edge research, latest orientations, innovations &amp; effective practices in education, including the use of technologies in education.</p>	<ul style="list-style-type: none"> <li>In <u>Africa</u>: Website <a href="http://www.edusud.org">www.edusud.org</a> developed for teachers, trainers, students, policy-makers. Referenced in many websites &amp; presented in various international conferences.</li> <li>In <u>LAC</u>: 2 case studies in Chile developed on the "Enhancing Learning" programme on Inclusive Education.</li> <li>Dissemination of several successful educative experiences through the Educational Innovations Network and KIPUS (Teachers') Network's 5th International Meeting.</li> <li>Debates organized on challenges of the Brazilian educational system &amp; quality of education on function &amp; role of secondary education &amp; its integration with vocational education, followed by publication of a case study.</li> <li>1st phase of the study/survey on "Educational Training &amp; Culture of Peace" undertaken in 6 LAC countries concluded by UNESCO Quito &amp; results disseminated in an international encounter held in</li> </ul>	<ul style="list-style-type: none"> <li>More publicity needed to increase level of site consultations.</li> <li>Generation of knowledge in inclusive education &amp; ECCE highlighted for their significant potential to support educational policy-makers &amp; authorities.</li> <li>Support of ICTs an important tool for dissemination of knowledge generated through these processes.</li> <li>In the context of national skills, all Offices have contributed to country-level capacity building in related areas due to the fact that</li> </ul>	<p>Some activities carried out in partnership with other institutions, in this case the Brazilian Ministry for Education.</p>		

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	<p>Quito with participation of Ministries of Education, NGOs &amp; others.</p> <ul style="list-style-type: none"> <li>• <u>Arab States</u> Knowledge Base, a portal for regional information &amp; resources on higher education open and distance Learning (ODL) established for increased intra-regional cooperation among universities.</li> <li>• 30 educational researchers from Egypt, Jordan, Oman, Sudan &amp; UAE participated in the Training workshop on Quality Research Methodology. Inclusive education concepts, good practices &amp; skills promoted through regional seminar for over 50 participants from 12 Arab States.</li> <li>• In <u>Asia Pacific</u>: Preparation of country studies &amp; discussion at international/regional seminars &amp; online led to creation of an information &amp; knowledge base, policy dialogues among stakeholders &amp; better understanding of key issues, including: TVET, teachers, rural &amp; ethnic minority education, decentralization/community participation in education finance &amp; management (regional coverage, but a specific case study conducted in Nepal as part of UN joint initiative on local service delivery for MDGs).</li> <li>• Regional expert meeting on TVET produced an analysis of TVET at secondary level, a discussion of policy issues with specific references to local &amp; common challenges for TVET, &amp; research framework for participating countries highlighting important aspects for researchers to focus on. Fruitful co-operation with ILO &amp; FAO established through joint activities including a workshop on the approaches to skills recognition &amp; studies on training &amp; employment of rural youth. The former is resulting in a growing number of ASEAN countries showing interest in National Qualifications Frameworks &amp; cross-border recognition, while the latter has provided recommendations for research.</li> <li>• Seven-panel exhibit produced for 'Inclusion, the way of the future', the 48th session of the International Conference on Education. Will also be used as a basis for general outreach materials (posters, postcards, e-card...) for other major events during the year. Brochure for the 4 major</li> </ul>	<p>in most cases publications developed are followed by a workshop or conference.</p> <ul style="list-style-type: none"> <li>• Despite the fact that many of the TVET activities have been workshops, results are comparable to longer-term capacity development work. This may be attributed to the limited availability of capacity development opportunities in the field of TVET and, to an extent, a good mixture between expert organizations &amp; functional collaboration between UN agencies with a mandate in TVET (UNESCO, ILO) &amp; within UNESCO.</li> </ul>	<p>The production of knowledge has a low cost compared with its high-impact as tool for technical assistance</p> <p>Collaboration between UN agencies (ILO, FAO &amp; UNESCO) has been very cost effective &amp; collaboration is set to continue with all agencies seeing mutual benefits involved in cooperation. The accrued knowledge on TVET &amp; its linkages to the world of work is assisting Member States in cross-sectoral policy planning &amp; addressing poverty issues among marginalized groups.</p>	<p>The knowledge base &amp; policy created within the region will be further strengthened and can be used for and by Member States in developing their capacity in education policy formulation &amp; planning.</p>	

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	<p>conferences produced &amp; disseminated in three languages.</p> <ul style="list-style-type: none"> <li>• Internal Sector review of publications projects. Publications plan was consolidated under a housewide common format in cooperation with the Bureau of Public Information. Web contacts module was created to target ED users to better answer their needs. International Meeting on the Teaching of Science Education held. International network of Science Educators created. Books on Girls &amp; Science published &amp; distributed.</li> <li>• Approximately 200 different tools, publications &amp; resources relating to <u>HIV &amp; AIDS</u> made available worldwide, including distribution of 60,000 hard copies &amp; 4,000 CD-ROMs. New consolidated UNESCO Clearinghouse on Education &amp; HIV &amp; AIDS launched, merging 7 databases (from Bangkok, Dakar, Geneva, Harare, Nairobi, Paris &amp; Santiago) &amp; contains 4,500 abstracted records in English, French &amp; Spanish. Production of technical consultation report on School-centred HIV &amp; AIDS care &amp; support in Southern Africa (3,000 English copies). Production of 'Review of sex, relationships &amp; HIV education' in anticipation of development of international guidelines. Production of Toolkit for Mainstreaming HIV &amp; AIDS in the Education Sector: Guidelines for Development Cooperation Agencies. IATT on Education hosted a meeting on 'Expanding the evidence base &amp; research on HIV &amp; Education' in Paris (September 2008), preceded by a stocktaking research exercise.</li> <li>• <u>DESD</u> website restructured, revised, edited &amp; updated to ensure a more user-friendly text &amp; presentation of the information. Wide dissemination of DESD Quarterly Highlights ensured that information on DESD implementation around the world was accessible to a broad audience. ASPnet schools being used to assist in development &amp; pilot testing of innovative educational materials in ESD. E.g. new UNESCO Teaching Resource Kit for Dryland Countries - A Creative Approach to Environmental Education for secondary schools finalized by MAB Programme in cooperation with ASPnet. ESD media kit entitled "Media as</li> </ul>	<ul style="list-style-type: none"> <li>• Critical need to enhance UNESCO's clearinghouse &amp; information exchange role for the Decade in particular in the area of good practices, a key element identified by DESD stakeholders.</li> </ul>			

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	<p>partners in education for sustainable development: a Training &amp; Resource Kit” developed jointly by the Communication &amp; Education Sectors in cooperation with the Thomson Foundation (UK) being used by Field Offices &amp; other partners, including UN agencies, to organize media awareness &amp; training workshops on sustainability issues. Translated into French &amp; Russian (Spanish in process).</p>				
<p>Global, regional, subregional &amp; national policy platforms (meetings, conferences &amp; forums) informed by research-based evidence on identified priority themes &amp; quality-related processes.</p>	<ul style="list-style-type: none"> <li>• In <u>Africa</u>: EDUCAIDS framework used as an entry point for policy analysis &amp; research strategies in countries &amp; on a sub-regional level with the Regional Economic Communities (REC).</li> <li>• Regional Conference on African Higher Education (CRESA) in November 2008 gathered 241 high level specialists to exchange &amp; debate on selected HED topics (role of the HED in ESD, innovation, quality assurance etc.). Conference strengthened links &amp; cooperation among key HED actors in Africa (governments, the AU &amp; RECs, development partners, OCDE, GUNI, AUF, OIF &amp; Commonwealth Secretariat, among others).</li> <li>• 3<sup>rd</sup> international Quality Assurance conference (September 2008) gathered wide variety of decision-makers to discuss e.g. role of HED in poverty reduction &amp; achievement of MDGs.</li> <li>• In <u>LAC</u>: Development of analytical model &amp; indicators on the quality of ECCE in LAC. Seminars organized on quality ECCE in Chile, Uruguay &amp; Cuba; relevant information systematized &amp; disseminated through <i>Innovemos</i> Network (Innovations in Education Network). International seminar on impact of ECCE in Chile held. Meeting organized on various dimensions of inclusive education in LAC.</li> <li>• In <u>Arab States</u>: Lebanon, Oman, Tunisia &amp; Yemen leading policy research on secondary education reform in the Arab States region.</li> <li>• <u>Asia-Pacific</u>: EFA Mid-Term Policy Review in Central Asia (CA) produced lessons learnt &amp; recommendations based on the results of national &amp; sub-regional EFA Mid-Decade Assessment reports. Through a meeting of EFA coordinators &amp; MoE representatives, critical issues to be</li> </ul>	<ul style="list-style-type: none"> <li>• Higher education in Africa must benefit more from partnerships, notably South-South cooperation as promoted by Brazil at this Regional Conference.</li> <li>• Critical issue for the secondary education in the Arab States is improving the quality of science &amp; maths education.</li> <li>• The CA Forum communication &amp; advocacy strategy for international agencies, donors &amp; communities involvements needs to be discussed at large for</li> </ul>	<p>Joint activities with National Commissions, MINEDU &amp; within UN country teams/UN Regional Teams can provide cost sharing opportunities.</p> <p>Cooperation with regional organizations such as ALECSO &amp; ISESCO in these priority themes has been not only cost-effective but also effective in terms of reaching out to beyond UNESCO’s constituencies.</p>	<p>Participation of Ministries of Education in many of these activities has been broad &amp; active, which creates favourable conditions for sustainability. Inter-institutional &amp; inter-agency approach has also strengthened the impact &amp; future sustainability of the achievements.</p>	

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	<p>addressed to meet EFA by 2015 were identified, potential solutions &amp; recommendations for governments &amp; partners developed. The Executive Committee of the CA Education Forum has reviewed the Forum's governance &amp; management arrangements, &amp; it was decided to conduct Forum meetings as capacity development workshops to develop decision-makers' knowledge &amp; skills in education planning, management &amp; budgeting.</p> <ul style="list-style-type: none"> <li>• Working Group for the Review of the 1983 Asia-Pacific Regional Convention on the Recognition of Qualifications produced draft of the revised convention.</li> <li>• Report from the regional preparatory conference for the 2009 WCHE (September 2008 in Macao) presents development &amp; challenges of higher education in East Asia, Southeast Asia &amp; the Pacific as one of the inputs to the 2009 WCHE.</li> <li>• Regional Forum on Making the Case for Early Childhood in South Asia, jointly organized with UNICEF &amp; Save the Children Alliance in April 2008, initiated sub-regional movement for raising awareness on importance of ECCE &amp; supporting national efforts to strengthen policy &amp; advocacy for it.</li> <li>• Two policy briefs on ECCE published. Report on "The Contribution of Early Childhood Education to a Sustainable Society" – a collection of reflections on the topic &amp; good practices – published in collaboration with Goteborg University, Sweden (UNESCO Chair for Early Childhood Education &amp; Sustainable Development).</li> <li>• Effective exchanges of practices in research &amp; training through the JICA-supported 'Africa-Asia University Dialogue for the Development of Basic Education in Africa' project, involving 18 universities &amp; Ministries of Education from Asia &amp; Africa. This success has led to a 2nd phase, through the establishment of UNESCO Chair coordinated by Hiroshima University. Recent partnerships established with COL for 4 ODL-UNESCO Chairs in Africa (2) &amp; Asia &amp; the Pacific (2) &amp; between the UNITWIN Programme &amp; the Canadian NGO "Academics for Higher Education</li> </ul>	<p>expansion of membership &amp; confirmation of political commitments to EFA by Member States.</p> <ul style="list-style-type: none"> <li>• Policy dialogue facilitated &amp; expertise provided to Member States in UNESCO priority areas such as basic education, literacy, ESD, water management, ICTs &amp; E-learning, &amp; cultural diversity, through organization of 7 major meetings &amp; conferences at regional &amp; international levels organized by the UNESCO Chairs &amp; UNITWIN Networks, &amp; through setting-up of a virtual</li> </ul>			

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>&amp; Development (AHED)".</p> <ul style="list-style-type: none"> <li>• More than 200 progress reports of UNESCO Chairs &amp; UNITWIN Networks sent &amp; disseminated through UNITWIN portal together with publications in UNESCO's priority areas.</li> <li>• Final UNESCO Regional Literacy Conferences held in Azerbaijan (European region) in May 2008 &amp; in Mexico (Latin America &amp; the Caribbean) in Sept 2008. Technical assistance provided to countries to increase their capacity for policy formulation &amp; programme delivery in literacy through thematic roundtables during UNESCO Regional Conferences, through dissemination of information gathered during mid-Decade review (UNGA report &amp; Global Literacy Challenge publication). High-level follow up event on 26-28 January 2009 in Paris as Technical Consultation meeting on the strategy for the 2nd half of the Decade.</li> </ul>	<p>community of practice of UNESCO Chairs for Interreligious &amp; Intercultural Dialogue for mutual understanding.</p> <ul style="list-style-type: none"> <li>• South-South Collaboration stimulated through regional conferences.</li> </ul>			
<p>Member States' capacities enhanced in analysing &amp; monitoring learning achievement through regional networks.</p>	<ul style="list-style-type: none"> <li>• Series of regional meetings organized to identify country priority needs &amp; lessons learnt from effective practices, &amp; to discuss directions &amp; policy guidelines at regional &amp; sub-regional levels in order to enhance to enhance learning outcomes (Arab States; Asia and the Pacific; LAC).</li> <li>• Case studies prepared on enhancing learning in selected Member States in view of undertaking a series of observations on best practices on inclusive education. Reporting based on how learning is taking place &amp; being enhanced in environments where inequity exclusion, marginalized groups are present. 17 Member States selected &amp; produced their case studies (Angola, Bangladesh, Chile, China, Egypt, English-speaking Caribbean, Estonia, France, India, Jordan, the Gambia, Ivory Coast, Oman, Morocco, Peru, Rwanda, &amp; Tanzania).</li> <li>• LAC: Publication of "SERCE: Second Regional Comparative &amp; explanatory Student achievement in Latin America &amp; the Caribbean".</li> <li>• National workshops in Dominica, Barbados, Belize &amp; St Kitts &amp; Nevis on data collection processes, monitoring EFA &amp; MDGs, data</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing Learning initiative addresses main factors influencing the quality of learning: individual learner; in-school factors; out-of-school factors; partners &amp; financing.</li> <li>• Publications related to the SERCE results bring substantive knowledge on the actual state of cognitive achievements among LAC primary education students. Will contribute to extension of good teaching practices in the</li> </ul>			

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	<p>analysis, school record management, identifying information needs &amp; monitoring education using indicators, among others. Representatives from the Caribbean Community, Organization of Eastern Caribbean States, &amp; Ministries of Education of the Bahamas, Jamaica, St Lucia &amp; Barbados participated in a Technical meeting to develop a framework for a mid-decade EFA report for the Caribbean.</p> <ul style="list-style-type: none"> <li>• Data plan review carried out for Trinidad &amp; Tobago, including a short description &amp; adaptation of the national education system to the International Standard Classification of Education (ISCED 97).</li> <li>• Support to Costa Rican Ministry of Education for the development of a comprehensive strategy for the programme of scientific &amp; technological thinking.</li> <li>• Joint development of an Inclusive Assessment System with relevant institutions in Chile.</li> </ul>	<p>region.</p>			
<p>Standard-setting instruments in the field of education reviewed &amp; effectively promoted &amp; monitored.</p>	<ul style="list-style-type: none"> <li>• Technical assistance &amp; support provided to a number of Member States &amp; fruitful cooperation being conducted with others to improve implementation of the right to education at national level. Research on key issues undertaken along with analysis of constitutional provisions.</li> <li>• Improvement of monitoring strengthened through Joint Expert Group, follow-up being given to the 7th Consultation on the Convention &amp; Recommendation against Discrimination in Education, work &amp; measures initiated on more effective monitoring of the implementation of other ED-related conventions &amp; recommendations, as a follow-up to 34 C/Resolution 87 &amp; 177 EX/Decision 35 &amp; database on the status of the right to education in Member States.</li> <li>• Information &amp; reference material produced &amp; steps initiated for organization of capacity development activities on right to education principles, mechanisms &amp; reporting in cooperation &amp; towards preparation of training modules &amp;</li> </ul>				

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	<p>material.</p> <ul style="list-style-type: none"> <li>• Thematic debate organized on inclusion at 1st United Nations Forum on Minority Issues on "Minorities &amp; the right to education".</li> <li>• Improvement of national legislation &amp; policies on right to education supported through major activities including: review &amp; modernization of legislation on education in Republic of Moldova through technical assistance; adoption of Education Law in Afghanistan; constitutional right to education &amp; its application (equality of educational opportunities) addressed through finalization of report on the Expert Meeting on constitutional bases of the right to education.</li> <li>• Inclusive dimensions of the right to education addressed during 8th &amp; 9th Meetings of the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education, follow-up to 7th Consultation on the Convention &amp; Recommendation against Discrimination in Education &amp; preparation of best practices initiated.</li> <li>• Capacities &amp; awareness enhanced through publication of a brochure on "Monitoring UNESCO's standard-setting instruments", booklet on "Primary education free of charge: ensuring compliance with international obligations", concept note on "Inclusive dimensions of the right to education" &amp; flyer on right to education &amp; their dissemination. Website also redesigned &amp; restructured.</li> <li>• User-friendly guide to ILO/UNESCO Recommendation concerning the status of teachers developed jointly with ILO &amp; widely distributed.</li> <li>• Mission conducted by CEART's Working Group on Allegations on invitation by Japanese Government &amp; several Teachers Unions in order to examine allegations received from ZENKYO (All-Japan Teachers Union) and report prepared. Three other allegations examined: National Tertiary Education Union (NTEU) of Australia, Ethiopian Teachers Association (ETI) &amp; Education International (EI) &amp; the Danish</li> </ul>	<ul style="list-style-type: none"> <li>• There's a great need for raising awareness among teachers, relevant stakeholders &amp; the general public about the ILO/UNESCO Recommendations.</li> </ul>			



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	<p>Association of Masters &amp; PhDs).</p> <ul style="list-style-type: none"> <li>• Key MOE officials from 13 Arab States trained on using the TVET normative instruments in developing quality TVET programmes.</li> </ul>				
<p>National educational policies linked with strategies for ICT applications formulated.</p>	<ul style="list-style-type: none"> <li>• In <u>Africa</u> : Mise en place de réseaux pour le lancement d'ateliers africains et version adaptée à l'Afrique du toolkit réalisé à Bangkok sur « ICT in education policy ».</li> <li>• In <u>Arab States</u>: All targeted countries have developed ICT in education master plans. Knowledge sharing through ICT in Education Clearinghouse, e-newsletter &amp; website increased substantially &amp; ICT in Education Online Community launched.</li> <li>• In <u>Asia Pacific</u>: The Education Community of Practices, a joint undertaking of UNDP, UNICEF &amp; UNESCO &amp; hosted by UNESCO/New Delhi, also continues to strengthen &amp; broaden the network of practitioners &amp; share knowledge &amp; best practices within the Cluster. Teaching &amp; learning guidelines developed including: learning/teaching guidelines on the improvement of learning capacities in Turkmenistan &amp; in Iran, &amp; guidelines &amp; recommendations for the best use of ICTs in teaching/learning process in Turkmenistan.</li> <li>• Various activities for teacher training on ICT integration led to the creation of 3 Deans' Forums (benefiting over 100 deans/directors in charge of ICT in education in teacher education institutions in some 15 countries). Master teachers &amp; teacher educators trained on peer coaching (50 teacher educators or curriculum developers from 12 countries), ICT-pedagogy integration (300 teacher educators of 13 countries), &amp; IT essentials &amp; networking technologies (more than 50 master teacher educators). Hundreds of master teachers from more than 20 countries have been exposed to innovative practices of ICT in education and/or trained on designing of ICT-based lesson plans.</li> <li>• Raised awareness &amp; built capacities of MoE officials to plan strategically for ICT-enhanced learning, through the organization of/ contribution to a series of workshops &amp; seminars, such as the</li> </ul>	<ul style="list-style-type: none"> <li>• Besoin de véritables sessions de sensibilisation et formation.</li> </ul>			

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	<p>WSIS Follow-up on e-learning (Low-cost devices for Education, May 08), in cooperation with infoDev &amp; the World Bank; E-learning Africa seminars.</p> <ul style="list-style-type: none"> <li>• Global ICT course “ICT for Educational Policy-makers: from vision to action” attended by 80 participants &amp; presenters from 28 countries from five continents (Seoul, Nov 08).</li> <li>• ICT in Education policy development workshop for Rwanda, in cooperation with the Rwandan Ministry of Education, the World Economic Forum (including Microsoft, Cisco), DFID, GTZ, USAID... (Kigali, Dec 08).</li> <li>• Intersectoral ICT in Education website designed 454 copies of OER: the Way Forward disseminated in an initial awareness raising action; further copies distributed to interested Member States. Translated by community members into 12 languages (11 complete).</li> </ul>		<p>Translations of OER materials undertaken free of charge by community members</p>	<p>OER Community grown to over 700 members from 105 countries</p>	
<p>Enhanced and increased commitment to, greater visibility of, &amp; political &amp; financial support for adult education achieved through CONFINTEA VI.</p>	<ul style="list-style-type: none"> <li>• UIL: National reports on development and state-of-the-art of adult learning and education produced by approx. 90 MS. National dialogue with other sectors outside education as well as CSO partners and donors initiated in MS through the national reporting process.</li> <li>• Concept, work plan, editorial and writers’ team for a Global Report on Adult Learning and Education (GRALE) established.</li> <li>• Preparations of first 4 regional preparatory conferences well advanced, including cooperation with host countries and UNESCO offices, draft Host Country Agreements, draft programmes and draft invitations.</li> <li>• Major thematic and policy thrust of CONFINTEA VI and regional preparatory conferences developed and disseminated; Awareness and interest for adult learning and the CONFINTEA VI process raised among partners in MS and multilateral organizations; African Region CONFINTEA preparatory meeting held in Nairobi redefined the African Perspective of Adult Learning (APAL) &amp; governments renewed their commitment to support youth &amp; adult learning &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Adult education benefited from greater support from donors in countries where the national authorities showed more political will in support to NFE.</li> <li>• Evidence of importance of literacy in achievement of MDG &amp; EFA goals still needs to be documented.</li> </ul>		<p>Civil society actors sustained &amp; reinforced to take the lead &amp; networks created to support the action.</p>	

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	<p>education.</p> <ul style="list-style-type: none"> <li>A number of countries have developed &amp; implemented NFE MIS projects in order to improve visibility &amp; reliable information on literacy.</li> </ul>				
<p>International policy dialogue on educational policies intensified &amp; broadened through the International Conference on Education.</p>	<ul style="list-style-type: none"> <li>IBE: Preparatory process: co-organization of four Regional Preparatory Conferences (Latvia/February; Indonesia/May; Lebanon/August and Cameroon/September); one Community of Practice Workshop (Finland/March) and one international seminar (Switzerland/November).</li> <li>48th ICE: over 1600 participants (with 100 Ministers and vice-Ministers; 153 countries represented, representatives of UN agencies and NGOs) engaged in cross dialogue on broadened notion of Inclusive Education; Strong involvement of private sector through participation in the exhibits; Fundraising objectives have been met; Partnerships forged with key stakeholders and strong commitment made for follow up actions in their agendas (examples: Council of Europe, OHCHR, UNICEF, International Education among others).</li> <li>Strong outcome document "Conclusions and Recommendations" unanimously endorsed by the ICE.</li> </ul>	<ul style="list-style-type: none"> <li>The preparatory process considered as a model for stakeholders involvement proved to be a key element contributing to the high quality debates and to the sense of ownership by the participants.</li> <li>The active role and personal participation of Ministers of Education and high level delegations were essential to enrich debates.</li> <li>Innovative features were very much appreciated, like the webcast Roundtable between Ministers and young people, representing the excluded.</li> <li>Success of exhibitions and side-events bringing other partnerships.</li> </ul>	<p>The ICE is organized by the IBE with the support of Hqs. In 2008 the entire IBE team was engaged in the preparations. The 2008 budget required by the IBE for such a large conference (approx. \$1.4 million) should be considered very cost effective.</p> <p>A team of young professionals, research assistants as well as interns, was recruited with specific ICE related tasks, and was provided with a unique working experience.</p>		
<p>Increased research on recruitment, training, retention &amp; welfare of teachers conducted in a selected number of sub-Saharan African countries, with a focus on countries participating in the Teacher Training Initiative for Sub-Saharan Africa (TTISSA).</p>	<ul style="list-style-type: none"> <li><u>Africa</u>: politiques, qualité, formation à distance, formation continue, formation des enseignants communautaires, appui aux institutions de formation, statut des enseignants.</li> <li>Suivi des projets financés sur fonds japonais (JFIT) : Projet Togo relancé; élaboration du projet Bénin terminée, accord signé entre le DG Unesco et le Gouvernement béninois, lancement en cours; réorientation du projet Sénégal - Appui à la formation des enseignants au Cap Vert : Réalisé - Contribution à l'atelier de formation, à Dakar d'une équipe de Guinée Bissau aux outils d'analyse sectorielle en éducation: contribution accordée (l'atelier s'achève).</li> <li>IICBA: Proposals have been collected from renowned researchers in Africa towards carrying out studies in these areas. These proposals are</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient funding for conducting research in as many countries as required.</li> </ul>	<p>Joint research will be conducted in 2009 with partners like UNESCO-INRULED in order to minimize cost to IICBA.</p> <p>Renowned researchers in academia are targeted to cut cost. This would also bring mutual benefits to researchers to advance their career and policy-makers to feed into their policy documents.</p>	<p>.ICBA provides avenue for linking research outputs with policy making in Member States.</p>	

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	being scrutinized for publication this year 2009.				
Access for Member States in the Latin America & the Caribbean region to high-quality information, knowledge & statistical data on orientations & best practices of higher education.	<ul style="list-style-type: none"> <li>In <u>LAC</u>: 'Unincluye' Programme: Innovative design of cooperation between ED Sector &amp; Universities based on peer learning among teachers &amp; researchers in selective topics such as environmental issues, biology, HIV/AIDS.</li> <li>Assessment &amp; position papers in higher and science education being developed &amp; activities for the increased coordination of contributions of national public universities to the Regional &amp; World Conference on Higher Education carried out by Montevideo Office. Agreements signed between the Office &amp; Agencia Nacional de Investigación e Innovación (ANII) in Uruguay, incorporating a cooperation model between science teachers &amp; researchers as a public policy for science teacher training by the Uruguayan government. Assistance to universities &amp; teacher training institutions for the development of the model delivered in Argentina in the "Universidad del Centro de la Provincia de Buenos Aires"; &amp; workshop regarding Science Teacher Education.</li> </ul>	<ul style="list-style-type: none"> <li>A strategic way to find quality support is to make alliances with universities in a well-designed approach.</li> </ul>			
Improved management capacities of university systems in the Latin America & the Caribbean region through development & institutionalization of practices & mechanisms of evaluation & accreditation.	<ul style="list-style-type: none"> <li>IESALC: External Assessment of the National Council of University Evaluation and Accreditation of Argentina (CONEAU) conducted at the request of the Ministry of Education.</li> </ul>	<ul style="list-style-type: none"> <li>Importance of a national accreditation agencies in the process of quality assurance, and recognition of IESALC as an objective regional reference in evaluation.</li> </ul>	Cost covered by Argentine Ministry.		

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

<b>Regular budget: Activities</b> (rounded to \$ thousand)
<b>Planned: \$19 090</b> <b>Actual: \$8 818</b>

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Capacities of Member States developed for policy formulation, planning, management, monitoring and evaluation of education systems in both formal and non-formal education, as well as for the reform and revitalization	<u>Africa:</u> <ul style="list-style-type: none"> <li>Policy makers, curriculum designers &amp; teacher training institutions in 8 countries (The Gambia, Ethiopia, Cote D'Ivoire, Benin, Burkina Faso, Mali, Senegal &amp; Togo) have been sensitised to develop an expanded vision of Basic education within the framework of BEAP (Basic Education Programme</li> </ul>	<ul style="list-style-type: none"> <li>A major challenge remains the difficulty to change the mind-set of officials responsible for policy formulation, planning, management &amp; evaluation of education systems. The main</li> </ul>		By developing capacities at national level, the BEAP is sustainable in that it provides for a national consensus on what needs to be done & how. It also	

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<p>of critical sub-sectors such as secondary, TVE, teacher education and training, education in prisons and correctional facilities, and higher education.</p>	<p>in Africa) ; The Gambia, Ethiopia &amp; Cote D'Ivoire are in the process of revising their curriculum framework and technical expertise has been provided to these 3 countries. They have developed a framework for enhancing basic education, 5 sub-regional meetings have been held to promote policy dialogue &amp; create ownership, 3 road maps have been prepared to implement 9-10 years basic education programme.</p> <ul style="list-style-type: none"> <li>- Analyse et recherche pour la formulation de politiques sectorielles sur les secteurs de l'enseignement secondaire et de l'EFTP.</li> <li>- Renforcement des capacités pour la formulation d'une politique sectorielle nationale et de politiques sous sectorielles sur l'EFTP.</li> <li>- Organisation de séminaires nationaux et régionaux de renforcement des capacités pour les enseignants de l'EFTP notamment sur les approches pédagogiques nouvelles.</li> </ul> <ul style="list-style-type: none"> <li>• Pays de la CEDEAO engagés dans le processus du « National Qualification Framework » au niveau national et régional ; <ul style="list-style-type: none"> <li>- 5 pays de la CEDAO sont engagés actuellement dans le processus du NQF</li> <li>- Intégration de tous les pays de la CEDAO dans le processus</li> <li>- 1 cadre régional est en cours d'élaboration.</li> </ul> </li> </ul> <p><u>Arab States:</u></p> <ul style="list-style-type: none"> <li>• Ensuring that capacity development is an integral part of assisting countries at all stages of developing &amp; implementing their National Education Plan or Strategy has been a successful approach in Iraq, the occupied Palestinian Territories (oPT) &amp; Morocco. In Iraq, the National Education Plan is being prepared in coordination</li> </ul>	<p>lesson learnt is to ensure synergies at the national level, of bringing together government officials, development partners, all other stakeholders in sharing a vision for basic education that includes lower secondary education &amp; skills development &amp; preparedness for the world of work. The other challenge is to ensure the participation of the AU &amp; Regional Economic Communities (RECs) in the implementation of the BEAP as part of the AU's Second Decade Plan of Education.</p> <ul style="list-style-type: none"> <li>• Développer le lien entre l'enseignement général et l'EFTP, dans le cadre du programme BEAP. Appuyer pour une approche globale des différentes formes d'EFTP (formelle, non-formelle, informelle). Développer les partenariats avec les autres agences du SNU impliquées sur le secteur de l'EFTP (OIT, ONUDI, PNUD) et avec les organisations bilatérales pertinentes.</li> <li>• Nécessité de travaux conjoints avec la CEDEAO.</li> </ul> <ul style="list-style-type: none"> <li>• Any strategic plan or capacity development programmes need to be flexible enough to accommodate unanticipated needs particularly in post- or in-conflict countries as attested recently by the recent widespread</li> </ul>	<p>In a number of countries, the analytical work of developing the first three chapters of UNESS was combined with preparing the EFA national progress reports.</p>	<p>helps to mobilise &amp; maximise internal financial resources, focusing on ways &amp; means of making the national systems more effective.</p> <p>10 pays au niveau régional impliqués dans le renforcement des capacités pour la formulation de leur politique sectorielle</p> <ul style="list-style-type: none"> <li>- Nombre de politiques sous-sectorielles appuyées pour l'EFTP notamment.</li> </ul>	

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	<p>with World Bank &amp; UNICEF &amp; includes training of MOEHE officials in sector-wide planning &amp; management. In oPT, where the MOEHE has already finalized its 5-Year Education Strategic Plan, the focus is on designing a comprehensive capacity development programme targeting the central, district &amp; school levels for the implementation of the strategy.</p> <ul style="list-style-type: none"> <li>• In Morocco, MOE planners were trained in EPSSim, a generic education policy &amp; strategy simulation model &amp; work is underway to strengthen its EMIS. In Sudan, EPSSim has been translated into Arabic &amp; training conducted for one of the states. In the GCC Cluster, a workshop on educational statistics &amp; indicators helped to strengthen the capacities of Member States in data collection techniques &amp; to promote the importance of credible &amp; accurate educational indicators among concerned stakeholders.</li> <li>• A number of policy reviews are underway in the Arab States in areas of higher education &amp; ECCE. In Iraq, at the request of MOHE, the national university admission policy is currently being reviewed with the aim of modernizing it. In Algeria, Morocco, Syria &amp; Tunisia, the national ECCE policies &amp; strategies have been or are being reviewed to support the formulation of appropriate policies &amp; strategies to expand access, design curricula frameworks &amp; improve teaching methods. In Syria, a new curriculum framework is being designed following the review &amp; a national curriculum development workshop.</li> <li>• In Syria, a national action plan to promote the use of active learning approaches has been developed &amp; key policy makers trained in applying these approaches in the national education policy &amp; plans. In Jordan &amp; a number of GCC countries, policy makers have been trained &amp; advocated to mainstream gender issues, concepts of inclusive education &amp; special needs education in educational policies. In Sudan, the preparatory work has been done to initiate the national survey on secondary education.</li> <li>• In Jordan, capacity development workshops were organized in TVET &amp; higher education sub-sectors. Capacities of UNESCO-UNEVOC</li> </ul>	<p>destruction of Gaza.</p> <ul style="list-style-type: none"> <li>• A critical factor for successfully adapting or adopting an integrated model or system for educational planning &amp; management is the effective coordination of the various ministries responsible for sub-sectors such as ECCE, higher education &amp; TVET.</li> <li>• Active collaboration with key UN partners such as UNICEF in the policy reviews has been instrumental.</li> </ul>			

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	<p>Centres, including the National Centre for Human Resources Development (NCHRD), Vocational Training Corporation (VTC), MoE &amp; University of Jordan, were strengthened to develop common strategies in planning for TVET. Gaps &amp; needs in entrepreneurship education assessed to inform future planning in this field.</p> <p><u>Asia Pacific:</u></p> <ul style="list-style-type: none"> <li>• Through UNESCO's continuing technical assistance in capacity building for EFA monitoring &amp; evaluation throughout the region, more countries have submitted education data to UIS, indicating improved capacity in monitoring &amp; evaluating education systems, including the non-formal sector.</li> <li>• At country level, the EFA Mid-Decade Assessment (MDA) provided enormous opportunities for thorough analyses of educational situations, capacity development in M&amp;E, policy dialogues as well as strengthened collaboration among diverse governmental entities &amp; development agencies (e.g., Viet Nam, Pakistan). In the New Delhi Cluster, results of the EFA-MDA are being used for the development and/or review of strategies for the education sector, including in the preparation of UNDAF, national sub-sectoral &amp; mid-term development plans as well as the UNESS documents. In Cambodia, the Mid-Term Assessment on the Cambodian Education Strategic Plan (ESP) &amp; Education Sector Support Programme (ESSP) provided the opportunity to review the achievements, gaps &amp; challenges of EFA goals. Supported by the Education Sector Working Group, this was the first time that the MoEYS led the assessment, indicating increased capacity of the MoEYS in M&amp;E.</li> <li>• In India &amp; Sri Lanka, technical assistance has been provided to strengthen the capacity in education statistics &amp; indicators as well as their use for national &amp; local planning &amp; monitoring of the national education sector plan &amp; EFA goals. In Timor Leste, the availability of education statistics &amp; annual school survey questionnaire were analyzed &amp; recommendations were proposed. Through technical assistance &amp; training, the capacity of the newly created Directorate for Policy, Planning &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>• Continued trainings &amp; technical assistance is contributing to the strengthening of capacities in countries in using data for planning &amp; policy making.</li> </ul>		<p>2008 saw a significant shift in the way the Apia Office works with countries: from region-wide initiatives to country-based, &amp; from provision of random, one-off technical support to result-based operational mechanism adhered to by all parties involved through a MOU. This helped the</p>	

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	<p>(consisting of the Planning Department, EMIS Department, &amp; Research Department) was strengthened.</p> <ul style="list-style-type: none"> <li>• In the Pacific, the work undertaken during 2008 focused on the provision of technical assistance to develop/revise M&amp;E (including EMIS) &amp; associated capacity development, particularly through the joint programming implementation plan for UNDAF priority countries (Kiribati, Solomon Islands, Vanuatu &amp; Tuvalu). Concrete achievements are: Statistical capacity building programme for the Pacific Islands continued for EFA assessment; Advocacy for the need for evidence-based policy &amp; planning continued with all Pacific Heads of Education Systems in close collaboration with Pacific Education Support Group as part of Pacific UNDAF; Planning of the review of EMIS &amp; associated capacity development programme, &amp; later expanded to the development / review of M&amp;E framework initiated for 3 LDCs.</li> <li>• In Afghanistan, the capacity of EMIS Unit within MoE was strengthened through technical support, training &amp; study visits on management of education statistics &amp; monitoring of the EFA Goals. Moreover, the development of the Literacy Assessment &amp; Monitoring Programme (LAMP) &amp; Non-Formal Education Management Information System (NFE-MIS) are underway as part of the Programme for Enhancement of Literacy in Afghanistan (ELA) developed closely with MoE &amp; other development partners.</li> <li>• National policies, plans &amp; practices were reviewed in Iran &amp; recommendations made. In Turkmenistan, study visits &amp; training on strategic planning &amp; management of the education system were provided to MoE officials &amp; planners.</li> <li>• In Mongolia, the introduction of new tools &amp; concepts of educational planning &amp; management has been prepared through training within MoE.</li> <li>• UNESCO coordinated the process of identifying the education sector needs for recovery &amp; reconstruction in earthquake hit areas in China, in collaboration with other UN agencies &amp; the government of China. The recovery &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• By devoting considerable amount of time for developing joint programming implementation plan for UNDAF priority countries, the focus sharpened &amp; partnership further strengthened, principally thanks to UNESS. Support to the M&amp;E development was identified as an area for harmonizing development partners / donors support both at the regional &amp; country level &amp; that Kiribati was identified as a pilot for 2009.</li> </ul>	<p>NFE-MIS &amp; LAMP are linked to the EXB Programme for Enhancement of Literacy in Afghanistan (ELA) developed &amp; to be implemented in close cooperation with MoE &amp; UN.</p>	<p>Apia Office to identify necessary resources &amp; deliver on the commitments in a more strategic manner. Strong partnership with UNESCO/Bangkok continued.</p> <p>The availability of a map of literacy &amp; NFE provision in the country &amp; of reliable statistics will have a long-term impact, by ensuring better coordination, monitoring &amp; evaluation of literacy &amp; NFE programmes at national, provincial &amp; district levels. Development of NFE-MIS is part of both ELA programme &amp; LIFE framework.</p>	



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	<p>reconstruction activities have been prepared.(eg. standards for school construction &amp; educational planning in emergencies).</p> <ul style="list-style-type: none"> <li>• The EFA Global Action Week has received considerable media coverage (e.g., Viet Nam, Pakistan, Cambodia) &amp; led to increased awareness among planners &amp; stakeholders of the critical linkages between EFA &amp; social &amp; economic development, as well as the challenges associated with quality education. The All Parties Conference on EFA held in Islamabad, Pakistan, in which the country's 18 political parties attended &amp; signed a declaration that includes key pledges for increased financial &amp; political commitments to EFA.</li> <li>• In Cambodia, aid effectiveness has been improved. The EFA has been further advocated through various events, including EFA Week &amp; distribution of the translated (Khmer) GMR 2008. The Education Sector Working Group (ESWG), co-chaired by UNESCO &amp; UNICEF, is one of the most effective platforms among DPs &amp; with the government.</li> <li>• In the area of TVET, an analysis of secondary-level TVET was completed in China &amp; will inform policy dialogue. Similarly, the TVET system in Viet Nam (training options, curriculum, service quality &amp; accreditation) was reviewed to serve as the basis for policy recommendations; &amp; its national qualification &amp; recognition system were reviewed to provide basis for policy dialogue on cross-border higher education. UNESCO also supported the MoEYS in Cambodia to conduct a study on secondary technical &amp; vocational education as part of the regional study. The findings of this study are expected to serve as a document for decision-making in the TVET system &amp; policy adjustment. A thorough review of the TVET system is being finalised in Uzbekistan, including the evaluation of donor contributions &amp; the identification of the needs for technical assistance.</li> <li>• UNESCO also conducted a diagnostic study of technical stream of secondary schools in the state of Azad Jammu &amp; Kashmir of Pakistan, which produced a candid assessment of the situation &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness was raised but materialising the momentum &amp; commitments made is another step &amp; also depends on the stability of political commitment as well. It is important to set clear outputs for each advocacy event.</li> <li>• EFA needs to be continuously advocated both at the policy &amp; on the ground levels, considering the risk of the EFA goals not achieved by 2015.</li> <li>• Sustained &amp; wider participation of ESWG members to the ESWG activities should be motivated &amp; ensured.</li> <li>• Inter-sectoral/ministerial co-ordination is a challenge in some countries. For example, in Cambodia the Ministry of Labour &amp; Vocational Training is in charge of TVET, &amp; one of the challenges is the system building &amp; institutional cooperation, among all sectors, including MoLVT, MoEYS &amp; the National Training Board, as well as other major line ministries (e.g., Ministry of Agriculture) &amp; enterprises.</li> </ul>			

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	<p>provided concrete options for the state government &amp; the National Vocational &amp; Technical Education Commission (NAVTEC) with regard to the future of the technical training &amp; education. The report is expected to influence policy &amp; investment related decisions.</p> <ul style="list-style-type: none"> <li>• In the area of teacher training/education, achievements include: Capacity development of teacher training universities &amp; MoE officials in using ODL for teacher training in DPRK through exposure to international best practices; Normative documents &amp; standards on teachers have been developed in Pakistan: the final Professional Standard of Teachers in Pakistan, the draft National Standard of Teacher Education &amp; the draft guideline/road-map of the accreditation system; In Bangladesh, the ILO/UNESCO Recommendation concerning the Status of Teachers (1966) was translated &amp; widely disseminated during World Teachers' Day 2008 along with sharing the UNESCO's study on Teachers Status 2007.</li> <li>• Through sustained advocacy &amp; consultations, the Inclusive Education Coordination Working Group was established in Afghanistan, co-chaired by UNESCO &amp; MoE, in view of achieving the EFA Goals, Afghans MDGs &amp; goals set in the National Education Strategic Plan (NESP). The National Education Report prepared for the 48<sup>th</sup> session of the ICE was instrumental to outlining recommendations for policy development &amp; capacity building within the MoE &amp; integrating inclusive education in the revised NESP &amp; in the new UNDAF for Afghanistan.</li> <li>• In Afghanistan, policy analysis &amp; planning for higher education has been launched &amp; partnership established with different donors &amp; key stakeholders to support the MoHE in developing its strategic plan.</li> <li>• Through technical support to Ministry of Primary &amp; Mass Education &amp; Ministry of Women &amp; Child Affairs, the draft ECCE policy &amp; for capacity building of curriculum specialist were developed in Bangladesh. MOPME has already initiated the development of the Core Pre-Primary Education</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of IE for all is new in Afghanistan &amp; more awareness-raising is needed at both government &amp; partners levels with the overall umbrella of EFA &amp; the right to education. There is a need for a global strategy addressing the needs of all excluded children such as girls, nomadic &amp; kuchi children, &amp; disabled children. Security situation remains the major challenge in Afghanistan.</li> <li>• Higher Education sector is a broad sector &amp; the development of a strategic plan requires bringing together a wide range of stakeholders (universities, academics, policy-makers etc.). The main challenge will be to build the capacities within the MoHE to be able to prepare, implement &amp; monitor this plan.</li> </ul>	<p>Involvement of Afghan experts; Contribution from other partners through the Inclusive Education Coordination Working Group; project proposal submitted to donors to scale up the progress made so far.</p> <p>Partnership established with World Bank to support the development of the Plan.</p>	<p>For the first time partners &amp; MoE are working closely towards IE, they have been actively involved in the development of the Needs &amp; Rights Assessment on IE.</p> <p>This strategic plan will be a tool for MoHE to raise more funds for the sector to achieve the goals of ANDS. It will also ensure more harmonized &amp; coordinated support of international community MoHE. Proper capacity development within the MoHE is essential for proper implementation, monitoring &amp; evaluation of the plan &amp; its sustainability.</p>	

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	<p>Curriculum.</p> <p>HIV &amp; AIDS:</p> <ul style="list-style-type: none"> <li>• 53 countries involved in EDUCAIDS; Ministry staff from 3 Arab States countries not involved in EDUCAIDS benefited from a capacity-building workshop. Contribution to peer reviews of 7 further countries not involved in EDUCAIDS. Agreement developed with SADC, UNICEF &amp; MIET to develop programme on schools as centres of care &amp; support in seven countries in southern Africa. Expansion of programme on sex, relationships &amp; HIV/STI education prioritizing 4 key projects: international guidelines; a costing &amp; preliminary cost-effectiveness exercise; case studies of levers of success; &amp; scaling-up workshop.</li> <li>• Arab States Workshop on Capacity-Building &amp; Mobilisation of Resources for HIV &amp; AIDS Programmes in February 2008, with 20 participants from ministries of education &amp; UNESCO offices from five countries in the region, with UNAIDS Cosponsors &amp; civil society counterparts.</li> <li>• Preparatory work for a 17-country programme in Eastern &amp; Southern &amp; Africa on supporting comprehensive education sector responses to HIV &amp; AIDS. Sub-Saharan Workshop (Windhoek) on Capacity Building in HIV &amp; AIDS Education Projects in August 2008 with UNAIDS Cosponsors, PLHA Networks, UNESCO offices from five countries in the region.</li> </ul> <p><u>LAC</u> :</p> <ul style="list-style-type: none"> <li>• UNESCO Guatemala has coordinated the Education Inter-Agency Group (composed of bilateral &amp; multilateral donors), which has contributed to promote the EFA priorities with the government &amp; among the international community; participated in the elaboration of a common strategy in SWAp initiative, and the establishment of the Education Discussion Group to pursue the initiative; The office was actively involved in the preparation &amp; realization of the National Seminar on Quality of Education.</li> <li>• Regional Policy guidelines &amp; quality indicators for</li> </ul>				

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	<p>Early Childhood Education &amp; Care (ECCE) developed &amp; published by UNESCO Kingston in cooperation with UNICEF &amp; CARICOM (Caribbean Community) for regional standards in ECCE. Support provided to the Ministry of Education of Antigua &amp; Barbuda for the implementation of the ECCE policy, specifically on early childhood training for teachers</p> <p>- <i>“Teachers’ Guide for Education for Sustainable Development in the Caribbean”</i> published in English &amp; Spanish and disseminated widely. (<a href="http://unesdoc.unesco.org/images/0016/001617/161761e.pdf">http://unesdoc.unesco.org/images/0016/001617/161761e.pdf</a>). “Sand watch” (an ESD activity), was further promoted. Newsletters were published &amp; circulated to exchange specific country experiences. <a href="http://www.sandwatch.ca/The%20Sandwatcher/The%20Sandwatcher,%20July%20'08.pdf">http://www.sandwatch.ca/The%20Sandwatcher/The%20Sandwatcher,%20July%20'08.pdf</a>, &amp; a video competition was organized.</p> <ul style="list-style-type: none"> <li>• In the field of TVET, UNESCO supported the Ministry of Education of St. Kitts &amp; Nevis in capacity-building: reproduction of revised Standards, Students’ &amp; Facilitators Guides &amp; Curricula; procurement of Basic tools/equipment for twenty occupational areas in seven secondary schools; training of 50 facilitators as TVET verifiers; and, a formal agreement signed between the MOE &amp; the Caribbean Examinations Council (CXC) for the quality control of TVET.</li> <li>• The technical expertise of the International Association for the Evaluation of Educational Achievement (IEA) was made available for the Ministry of Education of Trinidad &amp; Tobago. IEA supported the Ministry of Education (MOE) in the establishment &amp; operations of a Quality Management Division (QMD) in the MOE.</li> <li>• UNESCO Lima provided technical assistance to the MoE in the framework of new legislation for decentralizing Education System Governance; through the organization of workshops for policy-makers on diverse topics (education management, education quality assessment, infrastructure, technology, knowledge production &amp; analysis, disaster preparedness, etc).</li> <li>• UNESCO Montevideo identified &amp; supported good practices oriented to documenting</li> </ul>				

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	<p>educational trends for the development &amp; formulation of national policies. In cooperation with MoE of Uruguay &amp; UNICEF, the Office has elaborated a publication on first national survey of childcare centers. The Office assisted a course for the development &amp; training of educators on ECCE in three departments of Uruguay.</p> <ul style="list-style-type: none"> <li>• UNESCO Mexico, in collaboration with the Ministry of Environment &amp; Natural Resources, &amp; with the participation of 200 decision makers, public servants, educators &amp; civil society, conducted a seminar on Education, Climate Change &amp; Sustainable Development.</li> <li>• UNESCO México formed technical teams to: undertake evaluation of educational programmes at the lower secondary level, with technical support from IIEP &amp; support programme design for education perspectives &amp; strategic planning by creating a team composed by Ministry of Public Education &amp; organizations involved in education.</li> <li>• UNESCO Port au Prince has collaborated with MoE in the examination process of primary school pupils and the elaboration of evaluation tools &amp; a statistical programme; Assistance was provided to the improvement of infrastructures of a new "Documentation Center" and the rehabilitation of two schools. The office also supported the implementation of the 'Stratégie Nationale d'Action pour l'EPT(SNA/EPT)' &amp; supported the request of the Government to the Catalytic fund in the framework of the IMOA initiative.</li> <li>• UNESCO Quito has collaborated with "Plan Ecuador", one of the priorities of the Ecuadorian government, in several lines of action: culture of peace, educational training &amp; gender equality.</li> <li>• UNESCO San José has elaborated: two research studies on teachers' mental health in Panamá &amp; Costa Rica; one sub-regional research on Education, Culture of Peace, Human Rights &amp; Democratic coexistence with focus on Costa Rica with data from other countries in Central America; one sub-regional research study on the costs of illiteracy in Guatemala, Honduras, Nicaragua &amp; El Salvador. The office also elaborated a technical report for Honduras in literacy &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• The broad participation of member of various public sectors in training &amp; capacity development organized by UNESCO Mexico demonstrates high levels of acceptance &amp; reach of the actions undertaken to contribute to the proposed objectives.</li> <li>• It is necessary to ensure that knowledge generated from this research will feed into policy discussions.</li> </ul>			

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	<p>education policies in primary education; organized workshops in primary &amp; secondary UNESCO associated schools in Costa Rica &amp; a seminar on teacher training in Nicaragua.</p> <ul style="list-style-type: none"> <li>• <u>UNESS documents</u> for 14 Arab States have been finalized or are in the final stages of completion &amp; validation. Another 5 are in the drafting stages. These documents have been useful in providing a clear insight to the priorities of the countries &amp; provided the evidence to support what has been widely acknowledged, i.e. the need for capacity development in educational policy, planning &amp; management. In LAC, 15 UNESS documents are under preparation and 6 have been finalized. A summary matrix of key findings is elaborated. In all, some 85 UNESS documents have been prepared and are at various stages of completion. Regional and global synthesis documents are under preparation.</li> </ul>	<ul style="list-style-type: none"> <li>• Drafting UNESS has been a long drawn out process in a number of countries where socio-political instability or sudden shifts in policies &amp; strategies by national authorities have rendered initial versions obsolete.</li> </ul>			
<p>Capacity for teacher education enhanced in all regions in need.</p>	<ul style="list-style-type: none"> <li>• In the <u>Arab States</u>, the National Teacher Education Strategy for the occupied Palestinian Territories has been completed &amp; a comprehensive implementation plan entitled <i>Quality Systems for Quality Teachers</i> elaborated. The implementation plan been approved by EC for funding in the amount of 3.72M Euros. The teacher education strategy marks the first step towards increasing the number of certified &amp; qualified teachers in primary education &amp; upgrading of pre-service teacher education programmes.</li> <li>• Building on the experiences of the oPT, preliminary work has begun in drafting a Teacher Training Strategy in Iraq. Teacher training &amp; education has emerged as a priority for improving the quality of education in the war-torn country.</li> <li>• The training kit for teachers in Arabic was developed by UNESCO and is considered to be an exemplary tool to help overcome the lack of qualified teachers &amp; care givers and contribute to expanding access to ECCE; In Egypt &amp; Yemen, a number of ECCE teachers received a boost in their capacities to manage &amp; provide quality care &amp; education through the Integrated Management of Kindergartens training workshop.</li> </ul>				

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	<ul style="list-style-type: none"> <li>In the <u>Pacific</u>, considerable progress was made principally owing to strengthened partnership &amp; joint delivery of technical services with the Pacific Education Support Group &amp; the reinforced commitment &amp; participation of national governments as a result of UNESS endorsement. Achievements include: Teacher effectiveness improved &amp; the planning, management, evaluation &amp; leadership skills of school principals &amp; head teachers upgraded through training workshops, the production &amp; use in training of the Teacher's Handbook on improving effectiveness, the production of school management &amp; leadership handbook, the development of a certificate course on improving teacher effectiveness &amp; school management, Capacities of teacher trainers in teacher training institutions strengthened through training &amp; the teacher's handbook, Awareness of senior education officials raised &amp; their commitment secured regarding the critical need to improve teacher effectiveness for quality education.</li> <li>In Kazakhstan, teachers' knowledge &amp; capacity for effective use of ICTs were enhanced through the analysis of teacher training curricula &amp; materials on the use of ICT, the development of the national ICT competency standards for teachers, the organisation of workshops &amp; training courses, the adaptation &amp; pilot testing of the UNESCO ICT competency guidelines &amp; the updating of teacher training programmes on the use of ICT for quality education.</li> </ul> <p><u>LAC:</u></p> <ul style="list-style-type: none"> <li>UNESCO Santiago has designed a model of public intervention to improve school climates and school leadership by means of a series of different types workshops and on-line courses addressed to different members of the school community throughout the LAC region.</li> </ul>	<ul style="list-style-type: none"> <li>The design &amp; validation of a training model for teachers, directors &amp; students has been a significant part of efforts to improve the climate of co-existence, leadership &amp; the fight against school violence that has extended to various countries in the region. However, still missing is the design of training policies &amp; intervention in teacher training bodies in specific areas of knowledge.</li> </ul>		<p>As a long term impact the project contributed to improving quality of education through in-service teacher training network on the basis of the developed national based modules for ICT competency standards for teachers</p>	

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<p>Enhanced and increased commitment, greater visibility of, and political &amp; financial support for literacy, especially in LIFE countries, achieved through the six regional literacy conferences.</p>	<ul style="list-style-type: none"> <li>• <b>Africa:</b> Thanks to Regional Conferences (chaired by heads of states or first ladies ) organised by UNESCO, number of countries have taken political decisions at highest level (creation of Ministries, increase of budgets, etc) to support adult education.</li> <li>• <b>Asia Pacific:</b> In 2008 Papua New Guinea took a critical leap forward for literacy development &amp; the profile of literacy was substantially raised as a result of the Director-General's visit to PNG in February when he launched LIFE &amp; announced special extra-budgetary support through JFIT-CBHR. Literacy development was included in the UN Country Programme &amp; a joint workplan for 2008-2009 for PNG Department of Education &amp; UNESCO/UNCT developed &amp; endorsed. UNESCO's technical assistance has made significant &amp; substantive contributions to the initial stage of this comprehensive literacy programme through the preparation for literacy survey &amp; mapping of languages, the consolidation of national coordination framework (i.e. literacy taskforce), &amp; the literacy situation analysis.</li> <li>• In Beijing Cluster, progress has been made in placing literacy &amp; lifelong learning on the agenda of governments in Mongolia &amp; China through sector assessments/mapping, pilots, curriculum development &amp; teacher training as well as through collaboration &amp; networking with E-9 countries in the field of teacher development.</li> <li>• In Pakistan, much progress was made in the LIFE coordination &amp; network, involving now more than 400 NGOs working for literacy, education &amp; NFE. Financial resources were further mobilized through CapEFA, &amp; an innovative mobile-based post literacy programme has been implemented in collaboration with the local mobile carrier &amp; NGO.</li> <li>• Strong country presence &amp; participation of these countries were ensured at CONFITEA VI regional preparatory meeting in Seoul (October 2008).</li> </ul>	<ul style="list-style-type: none"> <li>• LIFE has been an efficient tool to boost national commitments &amp; support to literacy.</li> </ul>		<p>LIFE National teams need to be supported to serve as booster.</p>	
<p>National policies, plans and practices reviewed, revised and developed to improve the quality</p>	<p><b>Africa:</b></p> <ul style="list-style-type: none"> <li>• Early childhood Policies review in 4 countries in Africa : diagnostic review (start of programmes),</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson: ECCE needs to be properly articulated within a basic education vision that justifies its</li> </ul>		<p>1 strong network on ECCE established in SSA &amp; a national network in 26</p>	



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<p>and sustainability of both formal and non-formal education at all levels to provide lifelong learning at the request of Member States.</p>	<p>thematic review (in progress to address a specific issue) &amp; a complete review (to look into all aspects of implementation of all the ECCE components</p> <ul style="list-style-type: none"> <li>- Guideline for policies review elaborated for African region</li> <li>- Strategic framework for ECD in Africa (2008-2010) developed based on outcomes of ECCE Accra conference, 2006 ADEA Biennale &amp; recommendations from 2007 EFA GMR on ECCE.</li> </ul> <ul style="list-style-type: none"> <li>• Révision effective des plans et politiques relatives à l'EFTP afin d'intégrer les compétences de la vie courante <ul style="list-style-type: none"> <li>- Analyse et réflexion effectuée sur des dispositifs innovants dans l'apprentissage tout au long de la vie.</li> </ul> </li> <li>• <u>Arab States</u>: Awareness on issues related to adult learning &amp; education has been raised significantly among the Arab States as a result of preparing the country reports for the regional preparatory conference leading up to the global CONFINTEA VI. The national reports on the status &amp; development of adult learning &amp; education have been finalized &amp; a regional synthesis report is ready to be presented &amp; discussed at the regional conference to be held in Tunis, Tunisia, 5-7 January.</li> <li>• <u>Asia-Pacific</u>: EFA Policy Review was conducted in Southeast Asia, South Asia &amp; Central Asia where the EFA MDA sub-regional &amp; national reports as well as the results of the 2008 GMR. As a result, policy &amp; strategy recommendations were developed at the sub-regional &amp; country level to reach the unreached groups in education</li> </ul>	<p>inclusion as early as possible to enable proper integration within the formal school system.</p> <p>Challenges:</p> <ul style="list-style-type: none"> <li>- defining policies relative to early childhood care, on the basis of diversified strategies suitable for all African countries.</li> <li>- Continue advocacy to mobilize political &amp; public support to position ECD on the development agenda of Africa</li> <li>- Enhance partnership building &amp; networking, including Facilitate research &amp; knowledge building &amp; exchange and mapping of Universities delivering ECD programs in Africa</li> <li>- Support &amp; Strengthen emerging national ECD networks.</li> </ul> <ul style="list-style-type: none"> <li>• Promouvoir l'approche globale entre les différentes formes d'éducation et de formation <ul style="list-style-type: none"> <li>- Nécessité d'impliquer les acteurs sectoriels et multi-sectoriels de l'EFTP et les partenaires clés du secteur privé</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Follow-up activities for 2009 are needed to ensure the implementation of these policies.</li> </ul>		<p>countries.</p> <p>10 pays de la CEDEAO impliqués dans l'intégration des compétences de la vie courante à travers BEAP et l'atteinte des populations marginalisées.</p>	

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	<p>&amp; improve the quality &amp; sustainability of both formal &amp; non-formal education sectors.</p> <ul style="list-style-type: none"> <li>• The preparation of UNESS provided opportunities to review national policies, plans &amp; strategies as well as to carry out capacity development activities. This was the case for Central Asia (Tajikistan, Kazakhstan &amp; Kyrgyzstan) where the UNESS preparation provided an opportunity to review collectively existing national education strategies, to analyse each country's education situation based on the EFA-MDA country reports, &amp; to define national education development challenges as applied to education planning &amp; management, options for cooperation &amp; coordination of activities with donors.</li> <li>• In Kyrgyzstan, the action plans for local community development were developed based on the needs assessment &amp; partnership building, &amp; the capacity development of CLC focal points &amp; networks in non-formal education planning &amp; management was realised. Moreover, national CLC policies &amp; practices were reviewed to promote NFE for rural community development, while CLC strategies were developed to mainstream life skills programmes through NFE for local communities &amp; the guidelines for CLCs managers were developed.</li> <li>• In Viet Nam, advocacy events for literacy received the participation of high-level governmental officials &amp; attracted broad media coverage. The translation &amp; adaptation of UNESCO Advocacy Kit for promoting MLE led to the growing interest of the international community in developing an advocacy strategy for mother-tongue based bilingual education. The CLC-MIS was revised &amp; is ready for piloting.</li> <li>• UNESCO advocacy Kit for promoting MLE was also translated &amp; adapted in Cambodia, &amp; there was a strong momentum created thanks to the approval of the policy on education for children with disabilities &amp; the Cambodian government's high-level participation in the 48th session of the ICE.</li> <li>• In the Jakarta Cluster, the Mother Tongue-based Multilingual Education DVD was also translated</li> </ul>	<ul style="list-style-type: none"> <li>• The laws &amp; regulations on education do not specify NFE issues which mean that it is not formally structured. Interventions and technical assistance are required in setting national norms &amp; standards for non-formal education.</li> <li>• There still needs a long way to go &amp; wider advocacy on the right &amp; appropriate message on IE, to include children, youth &amp; adults, with disabilities, street children, rural population, ethnic minority groups, girls &amp; women.</li> </ul>			

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	<p>into Indonesian &amp; used as part of advocacy event on the occasion of the 9<sup>th</sup> International Mother Language Day.</p> <ul style="list-style-type: none"> <li>• In the New Delhi Cluster, through the national advocacy events &amp; support to the participation in the CONVINTEA VI preparatory conference, the awareness on literacy--especially adult literacy-- &amp; on the existing gaps in achieving the EFA goals has been raised.</li> <li>• In Cambodia, a study "Strengthening Teacher Training to Achieve EFA" was conducted to review the teacher training systems &amp; curricula from ECCE through lower secondary education, analyses relevant education policies regarding teacher training, gender equality, inclusive education, mother tongue-based multilingual education &amp; human rights education, &amp; assesses relevant pre-service teachers' training curricula, materials, pedagogy &amp; methodology from perspectives of gender-responsiveness, inclusiveness &amp; integration of human rights education to meet diverse needs of learners. Cambodia, with support of UNESCO &amp; other DPs, is revising the Inter-Ministerial ECCD Policy.</li> <li>• In Nepal, the findings &amp; recommendations of ECD policy review &amp; the advocacy for ECD contributed to the preparation of the ECED implementation strategy by the government, i the context of the School Sector Reform Plan. Orientations &amp; training of key government officials on gender budgeting resulted in the initiation of a gender budgeting exercise in the education sector. Promotion of inclusive education toolkit in forums contributed to ensuring inclusion in policy planning, implementation &amp; monitoring.</li> </ul> <p><u>LAC</u> :</p> <ul style="list-style-type: none"> <li>• UNESCO Santiago supported the organization of the meeting of Ministries of Health &amp; Education from the LAC region in Mexico which approved declaration regarding the important role of education in HIV/STI prevention. The office also supported seven UNAIDS UBW-funded projects implemented in the region. It manages and hosts a new HIV regional clearing house and has developed the Spanish website &amp; database. UNESCO has incorporated into the Innovemos</li> </ul>	<ul style="list-style-type: none"> <li>• One key challenge is the policy need to be followed by effective ECCD National Plan of Action so as to put words into action &amp; to ensure the urgent needs of children living in poverty will be met.</li> <li>• These exercises have created a growing sense of ownership &amp; partnership and developed substantially the policy formulation and implementation capacity of the government.</li> <li>• The NFE-MIS has been integrated into the UNDAF annual workplan for 2009 in Bhutan &amp; is soon to be piloted.</li> <li>• The Mexico Declaration is important as it commits the countries of the region to policies in favour of HIV prevention. Efforts to collect, systematize and disseminate information through the clearinghouse &amp; throughout the region is an important contribution.</li> </ul>			

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	<p>Network (Educative Innovations Network) best educative practices in HIV/AIDS prevention &amp; has supported systematization &amp; analysis of experiences in incorporation of HIV &amp; AID &amp; sex education in LAC. Educational material disseminated for educators regarding Sexual, HIV &amp; AIDS Education.</p> <ul style="list-style-type: none"> <li>• Capacity building in the field of science &amp; sustainable development has been achieved through a series of workshops organized by UNESCO Havana in their cluster.</li> <li>• In the field of education in emergencies, UNESCO Havana has contributed in the framework of Ike &amp; Gustav hurricanes by immediate material assistance to the teachers more affected and by actively participating in the mechanisms for obtaining funds for emergencies, under the interagency work.</li> <li>• UNESCO Montevideo has identified good practices &amp; documented formal &amp; non-formal education trends &amp; learning materials for teacher education.. In the framework of the Japanese Funds in Trust, the office organized workshop with the Ministry of Education of Uruguay for the preparation of CONFINTEA Conference.</li> </ul>	<ul style="list-style-type: none"> <li>• The participation of UNESCO Havana into the immediate response actions against natural emergencies (following two hurricanes in 2008), is a valuable experience that will be considered in future actions in this matter.</li> </ul>			
<p>Regular and systematic cooperation with the United Nations University (UNU) established.</p>	<ul style="list-style-type: none"> <li>• The UNESCO/UNU partnership for the Asia-Africa University Dialogue for the Development of Basic Education in Africa will become a UNITWIN network contributing to the achievement of EFA goals. This activity was designed as part of the wider project supporting the Africa-Asia Dialogue among universities as a follow-up to TICAD III, the third summit-level Tokyo International Conference on African Development. Its objective is to twin African and Asian universities to build capacity to implement the NEPAD programme of action concerning education for all. It is particularly focused on the concept of self-reliance in African development as upheld by NEPAD and the wider African Union (AU).</li> <li>• Academics from all the public &amp; private universities in Jordan trained in Quality Assurance &amp; Accreditation in Higher Education in partnership with the United Nations University (UNU). Capacity building workshop in research</li> </ul>	<ul style="list-style-type: none"> <li>• In order to reinforce the contribution of these Chairs and networks to the achievement of the internationally agreed development goals, a thorough</li> </ul>			

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	<p>organized in joint collaboration with United Nations University's leadership Institute (UNU ILI) &amp; Accreditation Commission of the Ministry of Higher Education &amp; Scientific Research.</p>	<p>joint evaluation of each of them will be conducted. In the future, they must be managed together by UNU and UNESCO.</p>			
<p>Policy dialogue and capacity-building to formulate national and regional research strategies and plans in the area of higher education integrated into United Nations common country programming exercises.</p>	<ul style="list-style-type: none"> <li>UNESCO Santiago has developed several actions in the framework of UN coordination in Chile through: collaboration to the elaboration of UNDAF; technical assistance to the Project of Social Responsibility in Education with "AcciónRSE"; technical assistance to exchange of successful experiences in education through Innovemos Network. To establish a mechanism of systematic coordination, UNESCO Santiago has created an "Interagency Working Group on Education" among UN agencies in Chile, led by the Office. The Office has carried out technical assistance as member of the UN Country Team on Private Sector &amp; Development of TVET &amp; Education for Work.</li> </ul>				
<p>National policies, plans and practices reviewed, revised and developed in literacy and life-skills development, teacher education and training as well as in HIV and AIDS education, through the implementation at the country level of the frameworks for the three core EFA initiatives – LIFE, TTISSA and EDUCAIDS – at the request of Member States.</p>	<p>LITERACY - LIFE:</p> <ul style="list-style-type: none"> <li>In <u>Africa</u> LIFE countries have produced state of the art literacy documents that have informed literacy policy development. Increasing number of countries have integrated literacy components in their education SWAps &amp; allocated funds.</li> <li>In Afghanistan, LIFE adopted as the national literacy framework for all development partners to contribute to attainment of literacy goals set in the Afghanistan National Development Strategy (ANDS) &amp; National Education Strategic Plan (NESP). Partnership &amp; coordination strengthened among development partners &amp; MoE through LIFE Coordination Working Group, &amp; the UN Joint Programme on literacy will be revitalized within the broader framework of LIFE. Mapping on literacy activities completed &amp; literacy needs assessment finalized in the framework of LIFE &amp; in view of the development of the National Literacy Action Plan. Programme for Enhancement of Literacy in Afghanistan (ELA) also initiated in the framework of LIFE &amp; as part of the implementation of the National Literacy Action Plan.</li> </ul> <p>HIV &amp; AIDS - EDUCAIDS</p> <ul style="list-style-type: none"> <li>In <u>Africa</u>: increasing number of countries</li> </ul>	<ul style="list-style-type: none"> <li>Isolated literacy policies have lower impact on the whole ED system; holistic ED policies integrating literacy helped many countries to mobilize more funds for adult education.</li> <li>Bringing together all literacy stakeholders under LIFE framework has been a major achievement, as the National Literacy Action Plan should reflect all literacy programmes carried out in Afghanistan in support to MoE. However, security situation remains a major challenge, makes access to some provinces &amp; delivery of literacy programmes difficult. Highest illiteracy rates are found in remote &amp; rural areas.</li> </ul> <ul style="list-style-type: none"> <li>Creating synergies between the 3</li> </ul>	<p>Close cooperation with MoE &amp; other main literacy partners to cover all the provinces of Afghanistan with the different literacy programmes in a cost-effective approach.</p>	<p>MoE developed NESP with support of UNESCO-IIEP, including priority programme for literacy &amp; NFE. Strong Government commitment to achieving EFA &amp; combating illiteracy allowed adoption of LIFE as national literacy framework to harmonize development partners in line with Paris Declaration. National Literacy Action Plan will strengthen this coordination &amp; prepare basis for implementation of ELA.</p>	

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	<p>benefitted from technical assistance for developing/ improving their HIV &amp; AIDS education policies, strategies &amp; plans.</p> <ul style="list-style-type: none"> <li>Enhanced collaboration with EDUCAIDS via Bruni Foundation-funded project in Angola, Lesotho, Namibia &amp; Swaziland.</li> <li>In <u>Asia Pacific</u>: Successful efforts to mainstream HIV &amp; AIDS prevention in NFE progressed in Bangladesh through stocktaking &amp; review of existing stakeholders &amp; educational materials, with a view to identifying the most appropriate &amp; effective ones.</li> <li>In Cambodia, major efforts to advocate &amp; build capacity for NFE, gender &amp; HIV/AIDS prevention. Series of activities organized to celebrate International Literacy Day led to major media coverage &amp; increased awareness among policy-makers &amp; general public towards a literate &amp; learning society. With support of UNESCO, the National NFE Action Plan was reviewed &amp; revised. Equivalency Programme Policy finalized &amp; will be approved in early 2009. MoEYS National Strategic Plan for HIV/AIDS &amp; Operational Plan 2008-2010 &amp; a Joint Technical Working Group on HIV/AIDS &amp; Education (JTWGHE) have been playing key roles in implementing HIV/AIDS preventive education in the education sector. Mobile vans &amp; literacy classes at the CLCs are used effectively to reach out-of-school youth &amp; vulnerable population with HIV/AIDS &amp; other health-related education issues.</li> <li>Current situation, views, ideas &amp; future plans of HIV &amp; AIDS analyzed in Uzbekistan. Advocacy efforts &amp; material distribution for prevention education took place, with particular emphasis on inclusive education for HIV-positive children &amp; youth.</li> <li>In Iran &amp; Turkmenistan, particular emphasis placed on HIV &amp; AIDS education in upstream work by developing advocacy &amp; dialogue with main policy-makers for strengthening &amp; scaling up school &amp; community-based HIV/AIDS &amp; drugs prevention education &amp; by assisting stakeholders</li> </ul>	<p>core initiatives has positive impact on outcomes, which benefit from a cross-cutting approach &amp; from expertise &amp; funds from multiple sources.</p> <ul style="list-style-type: none"> <li>Highlighting gender perspective &amp; harnessing funding for HIV&amp;AIDS education are challenges.</li> <li>The challenges include resource mobilization &amp; further advocacy, in particular towards gender mainstreaming &amp; HIV/AIDS. With the national policies on NFE, &amp; Gender in Education ready, the implementation &amp; monitoring &amp; evaluation capacity both at the national &amp; sub-national levels need to be further strengthened to ensure the policies are translated effectively &amp; efficiently</li> </ul>			

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	<p>in building strategies, policies &amp; methodologies through FRESH.</p> <ul style="list-style-type: none"> <li>• In Vietnam, an institutional mapping of HIV within MOET finalized with a view to creating an interdepartmental committee to coordinate all HIV &amp; Reproductive Health related activities.</li> <li>• <u>LAC</u>: Technical assistance on HIV &amp; AIDS and education, including Rapid Situation Analysis of the Education Sector's Response to HIV &amp; AIDS in the context of School Health &amp; Nutrition (SHN) in St Lucia &amp; St Kitts &amp; Nevis, to inform the processes of policy &amp; strategic planning on HIV &amp; AIDS; development of a comprehensive education sector policy on HIV &amp; AIDS, including workplace policy in Guyana, St Lucia &amp; the Bahamas; revision of a National Policy for the Management of HIV &amp; AIDS in Schools in Jamaica; finalization of a national strategic plan on HIV &amp; AIDS, to be launched in January, 2009; development of draft national strategic plans on HIV &amp; AIDS for the education for the Ministries of Education in Guyana &amp; St Lucia.</li> </ul> <p>TEACHERS - TTISSA</p> <ul style="list-style-type: none"> <li>• Selected countries benefited from technical assistance for preparation or revision of comprehensive teacher education policies.</li> <li>• 2008 World Teacher's Day commemorated via high-profile national events in Sub-Saharan African countries, notably: Rwanda, Nigeria, Tanzania, Kenya, South Africa, Namibia, Cameroon &amp; Madagascar.</li> <li>• Technical support to study of teachers' professional satisfaction &amp; career in Burundi, in the framework of the TTISSA-Italian Funds Burundi project. Analytical report &amp; suggestions for policy makers developed.</li> <li>• Technical assistance provided for development of national policies, strategies &amp; plans in Angola, Congo, Democratic Republic of Congo, Guinea, Niger, Nigeria, Sierra Leone &amp; Tanzania.</li> <li>• Initial outline of TTISSA Toolkit for Teacher Policy Development developed. This Toolkit will be used to support policy development in SSA countries</li> </ul>	<p>into actions.</p>			

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	<p>where there is no national teacher policy.</p> <ul style="list-style-type: none"> <li>• Report of 2007 Teacher Education Policy Forum for Sub-Saharan Africa printed in English &amp; French &amp; disseminated.</li> <li>• Policy Papers prepared on teacher education &amp; ESD &amp; non-formal education teachers.</li> <li>• Teacher Education Policy Forum for Sub-Saharan Africa organized in collaboration with African Development Bank &amp; ADEA Working Group on the Teaching Profession at ADB HQ in Tunis. Presentation of 6 country cases of teacher policy development (Angola, Congo, Guinea, Nigeria, South Africa, Tanzania).</li> <li>• Enhanced collaboration with Open University (UK)'s Teacher Education in Sub-Saharan Africa (TESSA) programme: placement of a TESSA-sponsored Fellow (Mr James Sankale from the Kenyan Ministry of Education) in TED in January 2008, joint TESSA-TTISSA presentation at British Educational Research Association symposium in Edinburgh in September 2008, &amp; definition of further avenues for collaboration.</li> <li>• Joint Forum on Quality Assurance (QA) in Teacher Education in West Africa held in Abuja in February 2008 by UNESCO &amp; Commonwealth of Learning. Capacity of senior policymakers from Anglophone African countries built on the topic of QA of teacher education.</li> <li>• Analysis report prepared on QA practices in teacher education in SSA, situating them in a broader context: that of QA at the international level &amp; for tertiary education in general.</li> <li>• Workshops on QA of teacher education held during 3rd International Conference on Quality Assurance in Higher Education in Africa held in Dakar in September 2008.</li> <li>• Workshop on training of Non Formal Education (NFE) teachers in Niger. 14 TTISSA-commissioned studies on NFE teacher-related policies &amp; practices in LIFE countries shared. Synthetic report on NFE teachers in 14 SSA countries also produced.</li> </ul>				



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<p>Enhanced quality teaching and learning materials developed with regard to teacher education, peace education, education for citizenship and democratic values, education for sustainable development, science and technology education, arts education and philosophy, as well as the mainstreaming of gender, HIV prevention and the use of ICTs.</p>	<p><u>Africa:</u></p> <ul style="list-style-type: none"> <li>• Observatory for ESD based in BRENDA strengthened &amp; is a clearing house for ESD for the African region. Thematic networks have been formed for HIV &amp; AIDS &amp; ESD networks are also being established &amp; strengthened, particularly in Western &amp; Southern Africa. They address issues such as developing indicators, sharing experiences &amp; monitoring progress of ESD in Africa. Teaching ESD in mainstream curriculum finalized in at least Angola &amp; Liberia.</li> <li>• Kit pédagogique pour l'analyse des stéréotypes sexistes dans les manuels de mathématique élaboré pour la région Afrique à partir des expériences de 6 pays. Formations pour analyser et intégrer la dimension genre dans les stratégies, projets et programmes éducatifs dispensées dans 9 pays et au niveau sous régional en Afrique de l'ouest et du centre en collaboration avec les bureaux UNICEF et le FAWE.</li> <li>• Information, sensitization, education &amp; communication activities targeted at rural women organized; training of women trainers in sensitization &amp; social mobilization skills organized. Capacity building workshops organized for women in sensitization of children's education (especially girls). Capacity building workshops on social, cultural, &amp; economic empowerment of women organized.</li> </ul> <p><u>Arab States:</u></p> <ul style="list-style-type: none"> <li>• In oPT, series of catch-up courses for marginalized youth using creative non-formal learning methods in basic subjects such as maths, science &amp; English provided before final exams &amp; during summer.</li> <li>• In Jordan, MOE capacity to implement ICT programmes enhanced. Teacher training tool kit for ICT, developed by UNESCO Bangkok, adapted &amp; translated into Arabic &amp; used for in-service training of secondary school teachers. Within the framework of EDUCAIDS, skills development &amp; awareness raising on prevention &amp; health issues carried out at all levels &amp; stakeholders including school health educators &amp; health supervisors, secondary teachers, Scout &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• As Africa develops the right indicators for monitoring &amp; evaluating the Decade, ESD will play a centre role in the future activities in Education over the future biennia.</li> <li>• Capacitation des systèmes éducatifs des pays africains à travers la mise à leur disposition d'outils de gestion et de suivi de la dimension genre est à renforcer.</li> <li>• A gender &amp; vulnerability analysis of the education system is an essential pre-requisite for any attempt to close the gender gap</li> <li>• Successful, innovative pilots &amp; experiments in gender issues to increase access &amp; retention (girls) or improve quality need to be documented.</li> </ul>		<p>2 countries have been able to mainstream ESD in their general education curriculum. 7 other countries are gearing to be able to mainstream ESD before the end of the biennium.</p>	

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	<p>youth leaders as well as illiterate adult women.</p> <p><u>Asia Pacific:</u></p> <ul style="list-style-type: none"> <li>• In Tajikistan, training resource materials developed and approved by Ministry of Education for in-service teacher training institutes to enhance quality of education related to ECCE, gender &amp; HIV prevention.</li> <li>• In Beijing Cluster, awareness on ESD raised through training, dissemination of best practices &amp; translation of UNESCO publications. Teacher education enhanced in Mongolia &amp; DPRK through introduction of new methodology &amp; pedagogy as well as international best practices.</li> <li>• In Viet Nam, effective coordination, monitoring &amp; promotion of ESD evidenced through mapping study &amp; mid-term evaluation of ESD. Gender-mainstreaming lenses contributed to identifying &amp; addressing gender issues in education.</li> <li>• In Afghanistan, efforts intensified to mainstream girls' education &amp; gender issues in all priority programmes of the NESP, particularly in the programme for literacy &amp; NFE within the framework of LIFE Afghanistan Girls' Education Initiative (AGEI).</li> <li>• As support to PCPD countries, in Nepal, efforts to consolidate peace, civic &amp; human rights education have progressed through the revision of social studies materials, which are being pilot tested. In Cambodia, UNESCO conducted a feasibility study of the new initiative aiming at integrating hundreds of former Khmer Rouge soldiers &amp; their families into society &amp; providing them with life skills as well as educational &amp; vocational skills to improve their living conditions.</li> <li>• In Turkmenistan, capacities of teacher education institutes built in training teachers in foreign languages &amp; ICTs.</li> <li>• HQ: Issue of school-based violence raised in global policy dialogue through sharing of report of June 2007 Expert Meeting on Violence in schools &amp; collaboration with International Observatory on Violence in Schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural, economic &amp; social barriers must be addressed &amp; awareness raised through a massive campaign based on dissemination of this communication strategy. However, 1<sup>st</sup> step should be to advocate at policy level. The AGEI linked to the broader UNGEI offers a platform to share information, improve coordination &amp; conduct advocacy activities in a collective &amp; harmonized way. Commitment of MoE &amp; members of AGEI will be key to successful dissemination of the Girls' Education Communication Strategy in all provinces of Afghanistan.</li> </ul>		<p>Focusing on awareness-raising will give the basis to ensure not only gender parity but also gender equality in the education system &amp; to mainstream gender issues through all education levels. This will contribute to the achievement of the Dakar goals &amp; to several Afghan MDGs linked to poverty reduction &amp; child mortality reduction.</p>	

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	<p><u>LAC:</u></p> <ul style="list-style-type: none"> <li>• Within the global programme for the development of comprehensive responses to drug demand &amp; harm reduction, Rapid Situation Analyses (RSAs) of current national responses to drug use &amp; harm reduction conducted in Barbados &amp; in Trinidad &amp; Tobago. Data for the RSAs derived from literature reviews, surveys of programmes &amp; policies in schools &amp; other government &amp; non-government institutions, and from focus groups consisting of young people aged 13-29; national consultations were held on each island involving presentations of the RSAs &amp; discussions among key stakeholders on developing comprehensive responses to drug demand &amp; harm reduction.</li> <li>• Various actions to strengthen human rights in Mexico such as: diagnosis on good practices on education in human rights; a teacher training programme in schools, in Chiapas State; programmes on human rights &amp; citizenship promotion with gender approach addresses to the decision makers. As member of Inter-agency Group in Human Rights (GIDH), UNESCO Mexico has: developed several training courses for UNCT staff &amp; regional authorities; developed an Interactive CD "Basic Course on Human Rights"; organized seminars; published a "Proposal for Constitutional Reform in the Field of Human Rights" &amp; "Memory of the study tables on constitutional reform in human rights. An analysis of the international obligations "; created a web site for GIDH; promoted participation of indigenous women in relevant events; supported a TV programme "One Minute for Human Rights" on the occasion of 60th anniversary of Human Rights Declaration.</li> </ul>				
<p>ASPnet worldwide strengthened as an efficiently coordinated network and as a vital resource to ensure quality education.</p>	<p><u>Arab States:</u></p> <ul style="list-style-type: none"> <li>• As a result of concrete joint activities, workshops for teachers &amp; students as well as North-South-South exchanges between schools in the region &amp; Europe, ASPnet continues to consolidate &amp; grow. Latest expansion of the Network included schools in Bahrain, Iraq &amp; Syria.</li> <li>• Networking mechanisms reinforced at the regional, sub-regional &amp; school levels. Regional Meetings with NatComs in Uruguay &amp; Burkina</li> </ul>	<ul style="list-style-type: none"> <li>• ASPnet schools' worldwide increased interest &amp; participation in the ESD Decade &amp; climate</li> </ul>	<p>Private partnerships &amp; efforts to obtain extra-budgetary resources (e.g. ISESCO)</p>		

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	<p>Faso, International Conferences/workshops in Thailand &amp; Jordan; Consultations with National Commissions reinforced &amp; regional meetings for ASPnet national &amp; school coordinators encouraged &amp; their number increased; ASPnet schools participated in EFA Global Action Week &amp; in 2008 Round Table "World's Biggest Lesson" at UNESCO; Publication of 1st volume of "ASPnet Good Practices" in favour of EFA, including ESD &amp; inclusive Education, contributing examples of good practice to the ICE Conference in Geneva.</p> <ul style="list-style-type: none"> <li>• Contribution to UN DESD &amp; Climate Change: Pilot testing of innovative teaching materials: Teaching Resource Kit on Dryland Countries (with MAB); Ozonkit (with UNEP); &amp; 6th World Heritage Great Barrier Reef Storyboard Competition episode (with WHC).</li> <li>• Further development of private sector partnerships: UNESCO/Daimler initiative "Mondialogo School Contest" Symposium in Beijing successfully held, &amp; ESD global awareness campaign 2008 with Veolia on ESD in schools.</li> </ul>	<p>change issues.</p>	<p>reinforced.</p>		
<p>Capacities of Member States enhanced in educational planning and management as well as in the mobilization of funds in support of national priorities through harmonization of EFA partners.</p>	<p>IIEP:</p> <ul style="list-style-type: none"> <li>• Achievements in direct technical assistance include: the design of monitoring and evaluation tools in Panama; the development of a teacher need projection and simulation model for the implementation of Argentina's 2006 Education Law; the creation, with the cooperation of UNICEF and the UN Evaluation Group (UNEG), of a regional network of UN evaluators in Latin America; improved information base and technical skills of statisticians from the Ministries of Education, Higher Education, and Social Affairs in DR Congo to improve the speed at which they can produce statistical yearbooks; support to Afghanistan in organizing it first (very successful) joint review meeting of the National Education Strategic Plan with development partners; support to Palestine in a similar process with the result that partners are now engaging in a sector-wide approach.</li> <li>• When compared to the SACMEQ II project, IIEP's cooperation with the 15 SACMEQ countries has allowed the local counterparts to reduce by half</li> </ul>	<ul style="list-style-type: none"> <li>• The lack of qualified planners and managers in key areas of educational planning jeopardizes the sustainability of IIEP's interventions in a number of countries. This is why IIEP insists on transferring skills rather than just doing the work. This approach often requires long-term involvement from the Institute and strong financial backing from development partners.</li> </ul>	<p>Regular communications with the latter help solve most issues that arise, thereby reducing delays in programme implementation and the number of missions required. The latter are prepared as far in advance as possible to optimize contact time with national counterparts.</p>	<p>IIEP endeavours to transfer skills to ensure implementation by national actors. Assessment of needs and capacities is conducted prior to any intervention. To the extent possible, all stakeholders are invited to participate in programme design, and national capacities are harnessed for project/programme implementation.</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>the time spent on the preparation of the SACMEQ III data for analysis. Significant aspects of SACMEQ-related work has also benefited other EMIS functions within the Ministries of Education.</p> <p><u>Asia Pacific:</u></p> <ul style="list-style-type: none"> <li>• Capacity of educational officials in Nepal developed at central, regional &amp; district levels on use of educational statistics, accompanied by introduction of updated Flash reporting software to handle more data disaggregation. Contribution to EFA monitoring &amp; further planning, including school sector reform planning &amp; development of implementation strategy.</li> <li>• Education policy-makers' access to knowledge on post-disaster education reconstruction increased in China, while education planners' &amp; teacher educators' capacity in using ICTs in education planning, data management &amp; teacher enhanced in Mongolia &amp; DPRK.</li> </ul> <p><u>LAC:</u></p> <ul style="list-style-type: none"> <li>• Technical support to Peru National Education Plan through the development of a form to register education projects &amp; activities. Technical documents produced (e.g. Report on International legal framework in education ratified by Peru; proposal on education policy to facilitate implementation of National Education Plan with MoE officials &amp; Vice Minister of Education; Regional Education Plan of Callao Region).</li> <li>• Diagnosis on vocational education in Peru produced. Disaster preparedness competencies identified in Peru through participatory workshops with MoE &amp; local government; UNESCO's comprehensive temporary school model applied in additional school with funding from United Nations Staff Relief Committee for the Victims of the Earthquake in Peru; Vice-Minister of education included school infrastructure &amp; emergency preparedness provisions in policy proposal with assistance of the Office; basic school assessment form produced with MoE School Infrastructure Department &amp; specialist from CERESIS &amp; University of Missouri, &amp; application handbook is being written; MoE officials &amp; University of Ica Engineering students &amp; teachers trained during the full week of</li> </ul>	<ul style="list-style-type: none"> <li>• Social participation in education is certainly a relevant field of action for UNESCO. It contributes to the sustainability of the achievements &amp; involves the society in the protection of a right. It also support the strengthening of citizenship &amp; democracy.</li> <li>• Political support is one of the important roles that a national office can fulfill. This provides greater visibility &amp; does not involve investment of resources.</li> </ul>			

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>structural evaluations; MoE School Infrastructure Department received training; 200 teachers trained in managing violence in schools after earthquake; &amp; Manual for teachers &amp; school directors on socio emotional recovery produced with WHO, OEI &amp; MoE &amp; sub national authorities (already in printing).</p>				
<p>Capacities for policy formulation and programme delivery in literacy in Member States increased, especially in LIFE countries.</p>	<p><u>Africa:</u></p> <ul style="list-style-type: none"> <li>• Training of literacy experts on programme development, planning, implementation, monitoring and evaluation through workshops and seminars.</li> </ul> <p><u>Arab States:</u></p> <ul style="list-style-type: none"> <li>• Capacities of literacy policy makers, planners, managers &amp; providers of literary programmes developed in Egypt &amp; Morocco ministries and selected NGOs strengthened. CapEFA - LIFE projects in Morocco &amp; Egypt also successfully raised profile of literacy at national level with enhanced engagement &amp; commitment by national authorities in promoting literacy within broader context of development &amp; poverty reduction. Also led to the harmonization &amp; improved coordination among the providers of literacy programmes.</li> <li>• South-South Cooperation galvanized through workshops &amp; seminars in which outputs &amp; good practices from Egypt &amp; Morocco have been widely shared for benefit of the other 4 LIFE countries in the region. Study tour by concerned Iraqi MOE officials to Morocco has resulted in identification of components for LIFE project approved by the Iraqi national authorities.</li> <li>• In Sudan, capacity of National Centre for Literacy &amp; Adult Education to conduct training strengthened.</li> <li>• 19 new Literacy Centres including 5 for men &amp; 14 for women established in Jordan with some 266 illiterates attending classes. Revision of instructional methods &amp; curricula expanded to include 3 new subjects - life skills, English &amp; ICT.</li> </ul> <p><u>Asia Pacific:</u></p> <ul style="list-style-type: none"> <li>• In Bangladesh, 5 CLCs &amp; 1 CRC were</li> </ul>	<ul style="list-style-type: none"> <li>• 'Professionalisation' of sub-sector must be continued by training of practitioners in order to improve provision &amp; outcomes. Technical capacities of literacy experts' training institutes must be reinforced.</li> <li>• Challenge: ensuring sustainability of the CLCs.</li> </ul>		<p>NGOs instrumental to sustaining the CLC in long term.</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>established, aiming to empower adolescent girls &amp; young women through literacy &amp; skills training (CapEFA). The ICT-based teaching-learning advocacy materials were highly appreciated by the Ministry &amp; NGOs, who expressed their keen interest in using them in their literacy programmes.</p> <ul style="list-style-type: none"> <li>In Nepal, use of mother tongue-based literacy strongly promoted in formal &amp; non-formal education through dissemination of advocacy materials, including translated &amp; adapted UNESCO MLE advocacy tool kit, &amp; celebration of International Year of Languages. Modular packages for out-of-school children also developed, &amp; consultations for the preparations of NFE-MIS underway.</li> </ul> <p><u>LAC:</u></p> <ul style="list-style-type: none"> <li>Technical support provided through expert meetings in Guatemala (on intercultural bilingual education), Mexico (on literacy and preparation of regional CONFINTEA), Brazil (preparation for CONFINTEA), Uruguay (adult education), Haiti (literacy).</li> <li>Publication &amp; dissemination of book on literacy in Brazil (Alfabetização de jovens e adultos no Brasil: lições da prática) to provide reliable information for policy-makers &amp; pedagogical technicians based on lessons learnt.</li> <li>Workshop on south-south cooperation organized in Brazil on adult &amp; youth literacy with Portuguese speaking countries of Africa &amp; Asia &amp; visit by two representatives from Guinea-Bissau to look at literacy experiences in Rio de Janeiro followed by their participation in the 10th National Meeting on Adult &amp; Youth Education held in Rio das Ostras/RJ.</li> </ul>	<ul style="list-style-type: none"> <li>UNESCO Brasilia's actions in the field of literacy are highly recognized by the ministerial authorities. The political support of UNESCO &amp; its symbolic capital have been instrumental in the development of the national programmes &amp; we must draw lessons from this.</li> </ul>			
<p>Capacities of ministries of education &amp; teacher education and training institutions strengthened in a selected number of sub-Saharan African countries.</p>	<ul style="list-style-type: none"> <li>Capacity building activities for targeted publics (MINEDU officials, managers of teachers training institutes, education administrators &amp; school directors, teachers' tutors etc.) offered.</li> </ul>	<ul style="list-style-type: none"> <li>Precise measuring of the impact of CB activities remains a challenge. Conceptual &amp; operational UNESCO CB framework will facilitate the challenge.</li> </ul>			

**Para. 01019 - Strategy for Priority Africa**

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Satisfactory progress achieved in the implementation of the national action plans for the Second Decade of Education for Africa (2006-2015) aiming at an increase in educational access, retention, performance &amp; progression at all levels of education, from primary to higher education.</p>	<ul style="list-style-type: none"> <li>• Steps have been taken to ensure that UNESCO activities are in line with the Second Decade of Education. Thus all sub-regional activities are carried out in close collaboration with the AU &amp; the sub-regional RECS.</li> <li>• The Monetary &amp; Economic Community of Central Africa (CEMAC + RDC) benefited from important technical support in HIV&amp;AIDS education to increase intra-regional collaboration, facilitate the implementation of the Plan of Action &amp; monitor progress.</li> <li>• In response to the Plan of Action, an increasing number of countries were offered technical assistance for planning comprehensive teacher policies (status, remuneration, etc.) &amp; to ensure a sufficient number of qualified teachers by supporting teacher training.</li> <li>• Preparation of National Qualification Framework (NQF) which will be implemented in 2009 with the ECOWAS countries. Four countries have already been sensitised &amp; national meetings will be held where stakeholders will be engaged in developing teams for the implementation of NQF in these countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring viability &amp; sufficient resources for implementation of policies &amp; plans.</li> </ul>			
<p>Progress in achieving EFA accelerated &amp; capacities built, particularly through addressing the challenges of literacy (Literacy Initiative for Empowerment (LIFE)), teacher issues &amp; training (Teacher Training Initiative for Sub-Saharan Africa (TTISSA)), &amp; HIV &amp; AIDS education (Global Initiative on HIV/AIDS &amp; Education (EDUCAIDS)) challenges.</p>	<ul style="list-style-type: none"> <li>• On the basis of the AU 2<sup>nd</sup> Decade of Education, clearer <u>literacy</u> policies have been elaborated &amp; resource mobilization strategies developed &amp; implemented in many countries; that will enable boosting of attainment of the literacy objectives set out in EFA &amp; MDGs .</li> <li>• Selected countries benefited from technical assistance for preparation or revision of comprehensive <u>teacher</u> education policies. Teacher Education Policy Forum for Sub-Saharan Africa organized in collaboration with African Development Bank &amp; ADEA Working Group on the Teaching Profession at ADB HQ in Tunis. Presentation of 6 country cases of teacher policy development (Angola, Congo, Guinea, Nigeria, South Africa, Tanzania). Technical assistance provided for development of national policies, strategies &amp; plans in Angola, Congo, Democratic</li> </ul>	<ul style="list-style-type: none"> <li>• The absence of clear literacy policy is a major handicap to literacy provision.</li> </ul>			



34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>Republic of Congo, Guinea, Niger, Nigeria, Sierra Leone &amp; Tanzania. Technical support to study of teachers' professional satisfaction &amp; career in Burundi. Analytical report &amp; suggestions for policy makers developed. Initial outline of TTISSA Toolkit for Teacher Policy Development developed. This Toolkit will be used to support policy development in SSA countries where there is no national teacher policy. Joint Forum on Quality Assurance (QA) in Teacher Education in West Africa held in Abuja in February 2008 by UNESCO &amp; Commonwealth of Learning. Capacity of senior policymakers from Anglophone African countries built on the topic of QA of teacher education. Analysis report prepared on QA practices in teacher education in SSA. Workshops on QA of teacher education held during 3rd International Conference on Quality Assurance in Higher Education in Africa held in Dakar in September 2008. Workshop on training of Non Formal Education (NFE) teachers in Niger. 14 TTISSA-commissioned studies on NFE teacher-related policies &amp; practices in LIFE countries shared. Synthetic report on NFE teachers in 14 SSA countries also produced.</p> <ul style="list-style-type: none"> <li>• The Conference of the Ministries of Education of CEMAC (+ RDC) validated in October 2008 the sub-regional strategy paper <u>HIV &amp; AIDS</u> in school settings. The preparation of this document was supported by six UNESCO offices in Central Africa &amp; BREDA, who worked jointly in this activity. Furthermore, each country benefitted from national assistance to develop their HIV&amp;AIDS education policies &amp; integrating HIV&amp;AIDS in curricula.</li> </ul>		<p>A joint, coordinated action of several UNESCO offices on a sub-regional scale gave an added value for this activity (more important budget, larger basket of technical experts, greater visibility etc.).</p>		
<p>Technical &amp; vocational education &amp; training (TVET) curricula revised, &amp; science programmes developed &amp; implemented in Member States through intersectoral activities &amp; the network of UNEVOC centres in Africa.</p>	<ul style="list-style-type: none"> <li>• The process of enlisting the support of the ECOWAS Secretariat and the African Development Bank in order to set up a task Force to work on a national vocational qualifications framework for the countries of the ECOWAS region and a Regional Qualifications Framework has been initiated and action in 4 countries of the ECOWAS has started.(In the next year, a meeting of ECOWAS Ministers of Education and Technical Education will be organized to sensitise Ministers on the importance of the National Qualifications Framework).</li> </ul>				

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<ul style="list-style-type: none"> <li>• Studies (Senegal and the Gambia) have been carried out to identify potential schemes for poverty reduction through TVET and carry out the necessary training and profile of marginalized groups. Research study on society and labour market demand has been conducted in Botswana and Zimbabwe. Stakeholders consultations were held and profiles of secondary and TVET school leavers defined in Botswana, Malawi and Zimbabwe.</li> <li>• In Nigeria, UNESCO is collaborating with national stakeholders to make TVET more attractive to young school leavers. TVET teachers have therefore been trained in guidance and counselling approaches to innovate delivery methodologies in TVET and cooperation established with the Executive Secretary of the National Board for Technical Education (NBTE) responsible for policy and management of technical and vocational education and training on revitalizing TVET in school.</li> <li>• In Malawi, the CAP project is improving the standard and quality for secondary and TVET education.</li> <li>• Renforcement des capacités pour la formulation d'une politique sectorielle nationale et de politiques sous sectorielles sur l'EFTP et organisation de séminaires nationaux et régionaux de renforcement des capacités pour les enseignants de l'EFTP notamment sur les approches pédagogiques nouvelles :               <ul style="list-style-type: none"> <li>- (10 pays de la CEDEAO impliqués dans l'intégration des compétences de la vie courante à travers BEAP et l'atteinte des populations marginalisées ; Au minimum 3 domaines économiques ciblés par pays pour l'amélioration des politiques nationales).</li> <li>- Conseil stratégique aux pays sur le développement de leur système d'EFTP en réponse aux demandes identifiées et à venir, et dans la cohérence d'une approche globale incluant le BEAP pour l'éducation de base.</li> <li>- Renforcement des capacités pour l'amélioration de la gestion et du pilotage de l'EFTP au niveau régional : production d'un</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Promouvoir l'approche globale entre les différentes formes d'éducation et de formation               <ul style="list-style-type: none"> <li>- Nécessité d'impliquer les acteurs sectoriels et multi-sectoriels de l'EFTP pour la réflexion sur les politiques nationales</li> <li>- nécessité d'impliquer les partenaires clés du secteur privé.</li> </ul> </li> </ul>			

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>document de conseil aux gouvernements sur le domaine de l'amélioration de la qualité des données statistiques de l'EFTP, à partir de synthèse des travaux déjà menés et d'ateliers à venir, en relation avec l'antenne régionale de l'ISU.</p> <ul style="list-style-type: none"> <li>- Conseil aux gouvernements sur le domaine de l'artisanat traditionnel par des travaux intersectoriels avec l'Unité Culture du BREDA visant la conservation et le développement du secteur de l'EFTP.</li> <li>- Révision effective des plans et politiques relatives à l'EFTP afin d'intégrer les compétences de la vie courante.</li> <li>- Analyse et réflexion effectuée sur des dispositifs innovants dans l'apprentissage tout au long de la vie.</li> </ul>				
<p>Use of ICTs in education increased to meet EFA goals &amp; improve quality, as well as open access to post-basic education programmes.</p>	<ul style="list-style-type: none"> <li>• Mise en place de réseaux pour le lancement d'ateliers africains et une version africaine du toolkit réalisé à Bangkok sur ICT in education policy. Traduction du toolkit en français (actuellement en cours de révision) et lancement d'ateliers prévus en 2009.</li> <li>• NFE-MIS enhanced in 3 countries in West Africa.</li> </ul>				
<p>Policy advice delivered to establish national &amp; regional research systems, especially through support to identified centres of excellence to enhance quality delivery of higher education programmes &amp; the development of a qualifications framework for quality assurance.</p>	<ul style="list-style-type: none"> <li>• More than 200 representatives from government, educational institutions, civil society, education staff unions, students associations and development partners from 27 countries were informed and discussed major issues in higher education through the regional conference for Africa held in Dakar, Senegal, 10-13 November 2008, as part of preparations for the World Conference on Higher Education. Participants concluded on the need to focus on the following issues: access; relevance, efficiency and effectiveness; quality assurance; research and innovation; partnerships and cooperation; creation of an African higher education; and funding.</li> <li>• CRESA &amp; the 3<sup>rd</sup> QA conference identified further steps for strengthening the regional research &amp; advancing the policy discussion by support to existing scientific network, centres of excellence &amp; UNESCO Chairs.</li> </ul>				

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

<b>Regular budget: Activities</b> (rounded to \$ thousand)	
<b>Planned: \$4 591</b>	<b>Actual: \$2 296</b>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Institutional and human capacities enhanced in curriculum design, development and reform.</p>	<p>Global Community of Practice in Curriculum Development (COP)</p> <ol style="list-style-type: none"> <li>1) Consolidation and expansion of the COP in Curriculum Development creating an active expert network and platform for policy dialogue and collective construction on national, regional, interregional, South-South and North-South-South levels;</li> <li>2) 1184 members from 121 countries registered, with 14 focal points; Interactive feedback from 233 members in 2008;</li> <li>3) COP strengthened through co-organization and participation in international, regional and sub-regional inclusive education preparatory workshops and conferences with Ministers, UN agencies, universities and research institutes, NGOs and experts; collaboration with UNESCO Institutes and regional, cluster and national Field Offices strengthened;</li> <li>4) Participation in the Basic Education in Africa Programme (BEAP) for a 9-year competency based curriculum framework in Ethiopia, Cote d'Ivoire and Gambia, in coordination with UNESCO-BREDA;</li> <li>5) Central America (AECI-CECC) "Evaluation of Competencies" (Costa Rica, June 2008): Curricula re-designed for secondary education in Guatemala (Grade 7-9) and 40 curriculum developers (from Belize, Costa Rica, El Salvador, Honduras, Guatemala, Nicaragua, Panama) trained on competency-based curriculum design.</li> </ol> <p>Curriculum innovations, peace education and poverty alleviation in Africa</p> <ol style="list-style-type: none"> <li>1) Network of high-level specialists from Ministries of Education in 9 Sub-Saharan African countries (Angola, Burkina Faso, Burundi, Congo-Brazzaville, Mali, Mauritius, Mozambique, Niger, Rwanda) reinforced; 6 new countries (Botswana, Guinea, Kenya, Malawi, Senegal, South Africa)</li> </ol>	<ul style="list-style-type: none"> <li>• Relevance of animating the COP on a permanent basis by producing and sharing knowledge and competencies on curriculum issues.</li> <li>• Value of the COP to link institutions and persons from different regions, contributing to a permanent global policy dialogue on education and curriculum issues.</li> <li>• Value of the COP as a privileged setting for producing and sharing knowledge on inclusive education, leading to a solid preparation process of the ICE 2008 and its follow-up.</li> <li>• Field Offices are the main channel to effectively support processes of curriculum change and management at the regional and national levels.</li> <li>• The BEAP initiative as a good example of UNESCO "Working as one" around core issues.</li> <li>• Relevance of implementing a comprehensive capacity development approach in supporting processes of curriculum change and management.</li> <li>• Importance of strengthened cooperation with Regional Education Offices (BREDA on basic education, Bangkok on Education for Sustainable Development, and OREALC and</li> </ul>		<p>IBE partnership with GTZ; future joint fund raising prospects.</p> <p>Publication and dissemination of papers and</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>added and participating in project activities; 90 specialists trained;</p> <p>2) International Forum "What Sort of School is Needed in Africa Today and Tomorrow" held (Madrid, January 2008); lessons learned shared with participants and donors. (Spain, SDC, IBE Participating Countries);</p> <p>3) International Seminar: "Curricular innovations to learn to live together" co-organized by the IBE, GTZ and Rwandan National Center for Curriculum Development, Rwanda Ministry of Education (Kigali, October 2008). Skills for work in the curriculum analyzed, a new conceptual and methodological framework elaborated to introduce peace education;</p> <p>4) Prospects, June 2008, "Poverty Alleviation and inclusive education: Transforming schools in sub-Saharan Africa" produced and widely disseminated.</p> <p>Clearing house and capacity building for curriculum and HIV and AIDS education</p> <p>1) Data collection and dissemination of over 720 good curricular practices carried out. Manual for integrating HIV and AIDS education in school curricula updated; multilingual website improved (15,000 visits per year);</p> <p>2) 120 specialists trained in Central Africa and Russia at the "Atelier d'harmonisation des politiques d'éducation en matière de lutte contre le VIH et le sida dans des pays de la CEMAC" (Douala, May 2008) and "Raising awareness and capacity-building workshop for HIV and AIDS curriculum development (Moscow, April 2008);</p> <p>3) Technical assistance provided on pre- and in-service teacher training in Guyana on school health and nutrition with a special focus on HIV and AIDS;</p> <p>4) Participation at "the International Conference on AIDS";</p> <p>5) CD Rom produced with interactive activities for teachers and teacher trainers.</p> <p>Technical Cooperation projects/assistance to</p>	<p>Beirut on inclusive education).</p> <ul style="list-style-type: none"> <li>• Importance and benefits of a multi-country approach and a true participatory process. Usefulness of designing a project with mutually reinforcing project components, which are mutually reinforcing, namely research, action and capacity development.</li> <li>• Importance of the project providing a mid-term perspective for its activities (since 2004).</li> </ul> <ul style="list-style-type: none"> <li>• Approach must be adapted to cultural context.</li> <li>• Importance of challenging myths and rumours.</li> <li>• Personal commitment from high level stakeholders is crucial.</li> <li>• Continue the capacity building work in more sub-regions in Africa.</li> <li>• Importance of exploring new financing solutions.</li> <li>• Importance of good collaboration with field offices</li> <li>• Resource packs of good practices are useful for the field</li> <li>• Teacher training and curriculum must be reviewed together.</li> </ul>		<p>studies; providing access to such works on IBE's website.</p> <p>Follow up strategies to expand IBE's work in Africa within context of the new IBE Strategy 2008-2013.</p> <p>Official commitment from Ministries of Education in several countries for the integration of HIV and AIDS education in curricula.</p> <p>Technical assistance, advice and evaluation of documents produced by the countries after workshops.</p> <p>Close and continuous collaboration with concerned UNESCO Field Offices.</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>member States</p> <ol style="list-style-type: none"> <li>1) Project proposal developed for curriculum and textbook development in Iraq (Geneva, August 2008);</li> <li>2) Strategy to test the revised Liberian syllabi. Ministry of Education. (Liberia, September 2008) elaborated;</li> <li>3) "Preparation for Life and Work. Comparative Study with a focus on Basic (Primary and Lower Secondary) Education in Developing African Countries" completed and presented at the Biennale meeting of the ADEA in May 2008, Maputo and analysed in Kigali, October 2008.</li> </ol> <p>GigaPan project: Diversity and Inclusion in the Community</p> <ol style="list-style-type: none"> <li>1) Carnegie Mellon University in association with the UNESCO Associated Schools Project Network (ASPnet) participating in the project.</li> <li>2) Cutting edge project formulated and implemented, integrating new technologies and curriculum development, inclusive education pedagogical practices and international understanding. Exchanges and sustainable networking among students of different cultural backgrounds promoted.</li> <li>3) Schools in pilot sites in South Africa, Trinidad and Tobago and USA identified and actively involved.</li> </ol>	<ul style="list-style-type: none"> <li>• Importance of pro-active means of disseminating IBE works and results.</li> <li>• Importance of well-grounded comparative studies based on primary and secondary research on curriculum processes and products.</li> <li>• Importance of coordinating with UNESCO and other international agencies in order to enhance the outcomes and impact of IBE programmes and studies.</li> <li>• Importance and benefits of a multi-country approach.</li> <li>• This pilot project is flexible and adaptable and can be integrated into formal and non formal educational settings.</li> <li>• Breadth of skills and subjects that students can work on using the GigaPan was larger than originally anticipated.</li> <li>• Confirms how technology can be used in interactive pedagogy and can improve and enhance international understanding.</li> <li>• Challenges were to teach the technology in schools with little prior exposure. We learnt the students were able to pick up the technology rapidly.</li> </ul>	<p>A sharing of costs and resources between the IBE, CMU and ASPnet has made the pilot project very cost effective.</p> <p>Creating regional hubs in the future should increase future efficiency, lowering travel costs for example.</p>	<p>Institutional development; Ownership by partners and beneficiaries</p> <p>Publications;</p> <p>Roll-on strategies at country level;</p> <p>Other partner's in-kind contributions; fund raising.</p> <p>A preliminary testing of the sustainability of the project exceeded expectations.</p> <p>Online training and instruction for the project helps increase the sustainability.</p> <p>In the future we expect to create regional hubs and select local champions to further increase the sustainability.</p> <p>Expansion of the project to other schools and school networks.</p> <p>Publications emerging from the project.</p>	
<p>New orientations and developments in the field of education identified through information collected and processed, research and studies.</p>	<p>Resource Bank/ Observatory of Trends</p> <ol style="list-style-type: none"> <li>1) Provided a compilation of systematized and selected information on educational legislation, governance and financing in 184 countries for the EFA Global Monitoring Report (GMR) 2009 (over 1600 pages)</li> <li>2) Cross-checked data on the duration of primary</li> </ol>	<ul style="list-style-type: none"> <li>• A good collaboration scheme with the GMR team during 2002-2008. In the absence of requests from the GMR team, during 2009-2011 activities will be mainly concentrated on the ISCED review process and support to</li> </ul>	<p>The IBE contributions to the GMR are usually delivered as a 'commission' and are financed by the GMR (the terms of reference are defined by and discussed with the GMR team).</p>		

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>education and the statutory entry age in 80 countries over 1970-2005 for the UNESCO Institute for Statistics (UIS)</p> <p>3) Participation in process of review of ISCED (UIS/OECD/Eurostat meeting, Paris, November 2008) and in Technical Advisory Panel (TAP) supporting the review process.</p>	<p>UIS.</p>			
<p>Knowledge and information updated and disseminated on education systems, existing curricula and curriculum development processes, as well as examples of best practices and innovations.</p>	<p>Resource Bank/ Observatory of Trends</p> <ol style="list-style-type: none"> <li>1) IBE publications consulted over 242,000 times from UNESDOC;</li> <li>2) 50 weekly alerts and 3 Digests compiled and sent to over 900 curriculum specialists in 94 countries;</li> <li>3) Expanded IBEDOCs online catalogue (1174 records added) being migrated to UNESCO HQ digital library (UNESDOC);</li> <li>4) 840 National Reports (1933-1992) being organized into a digital library;</li> <li>5) 193 Country Dossiers updated and enriched, including 95 countries with online access to curricular resources; 161 education profiles of the World Data on Education database;</li> <li>6) 176 curriculum documents of 22 countries added to archive of online curricula;</li> <li>7) Updated version of <i>World Data on Education</i> available on the IBE website (161 profiles);</li> <li>8) IBE website completely restructured - 1st Institute to comply with UNESCO Portal guidelines and adopt the Typo3 Content Management System;</li> <li>9) Multilingual, user-friendly IBE website (i.e. 4,500 pages integrated and migrated online by June 2008);</li> <li>10) In 2008, total number of visitors more than 1,396,000 compared to some 1,274,000 visitors in 2007 — this represents a 9.5% increase;</li> <li>11) New impulse given to "Prospects": Improved quality control, time delivery and visibility; increased subscriptions:</li> </ol> <p>- 144. Curriculum developers facing education:</p>	<ul style="list-style-type: none"> <li>• The IBE clearinghouse function (highly valued both within and outside UNESCO) is an important asset for supporting ICE 2008 follow-up activities.</li> <li>• As the IBE website complies with UNESCO Portal guidelines and is in line with the structure of the Education Sector portal, the section devoted to the 2008 ICE gave increased visibility to the Sector.</li> </ul>	<p>The adoption of the Typo3 Content Management System for the maintenance and development of IBE website resulted in increased efficiency compared to the legacy system and offers additional opportunities for further developments.</p>	<p>A feedback exercise was conducted at the beginning of 2007 to ascertain the usefulness of the alert services. The response was very positive, with an average approval rating of about 80%. The alerts make available the latest news items, online reports, websites and other online resources from all over the world pertaining to curriculum development, education systems and educational trends. The languages covered include French, Spanish and English.</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>Reform challenges</p> <ul style="list-style-type: none"> <li>- 145. Special issue for ICE: Inclusive education</li> <li>- 146. Poverty alleviation and inclusive education: Transforming schools in sub-Saharan Africa</li> <li>- 147. Education for All by 2015: Progress and challenges (ongoing)</li> <li>- 148. Regular issue, peer-reviewed articles (ongoing)</li> </ul> <p>12) Other publications completed:</p> <ul style="list-style-type: none"> <li>- E. F. Schiefelbein, N. F. McGill (2008). Learning to Educate: Proposals for the Reconstruction of Education in Latin America. UNESCO-IBE Studies in Comparative Education;</li> <li>- D. Georgescu (2008). Preparation for Life and Work. Comparative Study with a Focus on Basic (Primary and Lower Secondary) Education in African Countries. IBE-GTZ;</li> <li>- Benavot, C. Braslavsky (2008). El Conocimiento Escolar en una Perspectiva Historica y Comparativa. Granica;</li> <li>- M. Ettayabi, R. Operti and P. Jonnaert (2008). Logique de compétences et développement curriculaire. Harmattan.</li> </ul>				
<p>International policy dialogue on educational policies intensified and broadened.</p>	<p>Dialogue fostered on Inclusive Education policies and practices to advance quality EFA through preparations and holding of the 48th session of the International Conference on Education (ICE):</p> <p>1) Preparatory process: co-organization of four Regional Preparatory Conferences (Latvia/February; Indonesia/May; Lebanon/August and Cameroon/September); one Community of Practice Workshop (Finland/March) and one international seminar (Switzerland/November);</p> <p>2) 48th ICE: over 1600 participants (with 100 Ministers and Vice-Ministers; 153 countries represented, representatives of UN agencies and NGOs) engaged in cross dialogue on broadened notion of Inclusive Education;</p> <p>3) High-quality presentations and documents as well as four videos produced;</p>	<ul style="list-style-type: none"> <li>• Preparatory process considered as a model for stakeholders' involvement proved to be a key element contributing to the high quality debates and sense of ownership of participants.</li> <li>• Active role and personal participation of Ministers of Education and high level delegations essential to enriching debates.</li> <li>• Innovative features were appreciated, like the webcast Roundtable between Ministers and young people, representing the excluded.</li> <li>• Success of exhibitions and side-events bringing other</li> </ul>	<ul style="list-style-type: none"> <li>- The ICE is organized by the IBE with the support of HQ. In 2008 the entire IBE team was engaged in the preparations. The 2008 budget required by the IBE for such a large conference (approx. \$1.4 million) should be considered very cost effective.</li> <li>- A team of young professionals, research assistants as well as interns, was recruited with specific ICE related tasks, and was provided with a unique working experience.</li> </ul>	<ul style="list-style-type: none"> <li>- IBE Council strongly engaged in the decisions related to the ICE;</li> <li>- Indicators of Inclusive Education progress being prepared and followed-up;</li> <li>- Inclusive Education to be part of UNESCO and IBE programmes.</li> </ul>	



34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>4) Partnerships forged with key stakeholders and strong commitment made for follow up actions in their agendas (examples: Council of Europe, OHCHR, UNICEF, International Education among others);</p> <p>5) involvement of private sector through participation in the exhibits;</p> <p>6) Strong outcome document "Conclusions and Recommendations" unanimously endorsed by the ICE;</p> <p>7) fundraising objectives met.</p>	<p>partnerships.</p> <ul style="list-style-type: none"> <li>• Good organization prior to and during the ICE greatly contributed to conference success.</li> <li>• Strong collaborative relations established with HQ, Regional Bureaux and FOs essential for the implementation of "Conclusions and Recommendations".</li> </ul>			
Implementation of the decisions of the 2008 International Conference on Education monitored.	(Work in progress). Results should be achieved during 2009.				

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

**Regular budget: Activities** (rounded to \$ thousand)

**Planned: \$5 100**

**Actual: \$2 550**

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
National capacities strengthened in educational planning and management (EPM).	<ul style="list-style-type: none"> <li>• In 2008, IIEP offered 17 residential or short-term courses to 734 persons in 76 countries. Excluding the work carried out by the IIEP branch in Latin America, 49 per cent of the training targeted African planners and managers, thereby streamlining with UNESCO's priority for Africa. Among others, IIEP's training contributed to the debate on anti-corruption measures in education in Sierra Leone.</li> <li>• 31 trainees, most of whom occupy executive to ministerial positions in educational planning and management, completed the Advanced Training Programme (ATP) (53 per cent of the intake came from Africa).</li> <li>• A new 10-month, blended training offer has been developed to help low-income countries develop the skills required for the preparation of education sector plans and associated documents. It rests on an integrated capacity development model and is currently offered to 6 sub-Saharan African</li> </ul>	<ul style="list-style-type: none"> <li>• Distance education is proving a good means of reaching groups of planners and managers who might otherwise be excluded from opportunities. The Institute is therefore working on developing this training modality, while bearing in mind that the digital divide still precludes the implementation of fully web-based courses in a number of countries.</li> <li>• The ultimate challenge remains to ensure that the planners and managers trained by the Institute actually discharge functions with their skills. This poses issues related to the environment and functioning of the civil service, from which the majority of IIEP trainees come.</li> </ul>	<p>IIEP pays close attention to mitigating the fact that training is labour intensive:</p> <ul style="list-style-type: none"> <li>- Changes have been introduced to the ATP to ensure that inputs are used effectively.</li> <li>- Distance and blended courses are being developed.</li> <li>- Regional, rather than national, courses are favoured to maximize the reach of the short-term courses. When possible, at distance 'warm up' sessions are offered to permit greater depth during the courses.</li> <li>- Partnerships are consistently sought to ensure the effectiveness of inputs</li> </ul>	<p>End-of-course evaluations indicate that participants generally rate highly the usefulness and relevance of the training. IIEP takes this as an indication that learning outcomes will be used.</p> <p>Collaboration with national/regional training institutions (e.g. RIHED in Asia, MTAC in Uganda) strengthens the capacities of these partners to discharge their training functions. In this spirit, IIEP associated six national training institutions to its new blended course.</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>countries with the support of the FTI-EPDF and national training institutions. The course is meant to provide the basis for a multiple-entry training offer linked to a credit system that would open to qualification within the ATP. The course will be evaluated in the second half of 2009.</p>		<p>through cost-sharing or leveraging arrangements.</p>		
<p>Capacity requirements and constraints in educational planning and management (EPM) documented.</p>	<ul style="list-style-type: none"> <li>On the basis of an extensive set of reviews, papers, and discussions within and beyond the UN System, IIEP produced a UNESCO Strategy Paper on Capacity Development in Educational Planning and Management. The findings have been discussed in international settings such as the 2008 EFA Working Group.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons learnt include the essential dimension of national leadership and ownership for any sustainable result in educational planning and management, as well as the need for change agents in middle to senior planning and management functions. The findings also highlight the importance of inter-ministerial collaboration. The Paper draws some implications for UNESCO including the need to: <ul style="list-style-type: none"> <li>- maintain its normative and technical functions;</li> <li>- work on fewer, more comprehensive capacity development programmes;</li> <li>- engage in a limited number of countries;</li> <li>- develop its own staff;</li> <li>- build long-term relations based on mutual trust in which UNESCO and ministry staff are equal colleagues who plan and work together, while sharing a joint accountability for results.</li> </ul> </li> </ul>	<p>Resources have been carefully used, in particular for missions. In addition, rather than to organize separate meetings, already-planned meetings are used to discuss with partners and raise awareness of UNESCO's work and of its role. This has allowed wider knowledge of UNESCO's program at a lower cost.</p>	<p>Findings are being discussed internally for mainstreaming in the work of the Education Sector.</p>	
<p>Education stakeholders informed of significant developments in educational planning and management.</p>	<ul style="list-style-type: none"> <li>The Institute published 7 titles in its <i>Fundamentals of education</i> series. The use made of the 2008 <i>Fundamentals</i> on literacy illustrates the relevance and quality of these outputs, as well as IIEP's successful dissemination approach. The booklet was one of the resources used by the Institute for International Cooperation of the German Adult Education Association in the context of South Africa's national literacy campaign, where they were expecting to assist with impact measurement and quality concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Strong partnerships and networking, together with the capacity to instantly comply with requests for information, are essential to ensure the visibility of IIEP's work.</li> </ul>	<p>Complementing quality assurance processes already in place (e.g. peer reviewing), IIEP introduced a stock-management system for its publications. It has proven a good companion to the 'print on demand' policy which modern technology allows at no extra cost.</p>	<p>Dissemination is one of the Institute's key functions, and as such must be maintained. The Institute will continue to take advantage of new technologies as they appear, as well as traditional forms of dissemination.</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>The same booklet was used in Mozambique to revamp literacy work. Together with other fundamentals, it was channelled through the Windhoek office to assist the Ministry of Education in Namibia with research on literacy.</p> <ul style="list-style-type: none"> <li>• Current issues in educational planning and management are disseminated through IIEP's Newsletter, the readership of which was expanded by developing the electronic version (available to over 6,000 readers).</li> </ul>		<p>IIEP reduced its Newsletter from 4 to 3 annual issues. The mailing list is regularly updated to ensure adequate targeting of its readership. It would not be appropriate at this stage to abandon the paper version in favour of the electronic one, though this possibility will be envisaged in the future.</p>		
<p>Findings of strategic research and best practices disseminated.</p>	<ul style="list-style-type: none"> <li>• IIEP completed its research cycle on the implications of HIV and AIDS for educational planning and management with the publication of a policy brief. Some positive comments have been received, but it is too early to assess the impact of the document.</li> <li>• IIEP's messages and expertise were also disseminated through a number of international events including: EUROsociAL's international seminar on education financing policies (EuroAid's programme asked for further work on financing policies at the end of the seminar); Brazil's International Seminar on Ethics and Accountability in Education (organized in relation with this country's work on means to curb malpractices); the November 2008 INEE policy roundtable that reviewed financing modalities in fragile contexts; the Doha International Conference on Financing for Development (where IIEP helped organize a discussion on the particular need of fragile states); and the ADEA Biennale on post-primary education.</li> <li>• The visibility of RedEtis' work is increasing, as exemplified by its contribution to the 18th Ibero-American Presidential Summit.</li> </ul>	<ul style="list-style-type: none"> <li>• IIEP is a small institute which relies for visibility on the quality of its work and the willingness of both UNESCO colleagues and other partners to further advocate it as a resource centre for expertise. Improved synergies and partnerships should allow IIEP to reach further and influence the processes and potential results of educational planning.</li> </ul>	<p>IIEP regularly assesses the relative costs of publishing in print and/or electronically. During 2008, one third of publications were issued only in electronic format.</p> <p>IIEP carefully manages the opportunity and direct costs of participating and contributing to international events. Usually, direct costs are borne by event organizers.</p>	<p>National researchers and research institutions are closely associated with the research process. Together with national and regional seminars, this provides the initial step towards national ownership of the findings.</p>	
<p>Capacities of Member States enhanced in planning, implementing, managing and monitoring education sector programmes.</p>	<ul style="list-style-type: none"> <li>• Achievements in direct technical assistance include: the design of monitoring and evaluation tools in Panama; the development of a teacher need projection and simulation model for the implementation of Argentina's 2006 Education Law; the creation, with the cooperation of UNICEF and the UN Evaluation Group (UNEG), of a regional network of UN evaluators in Latin America; improved information base and</li> </ul>	<ul style="list-style-type: none"> <li>• The lack of qualified planners and managers in key areas of educational planning jeopardizes the sustainability of IIEP's interventions in a number of countries. This is why IIEP insists on transferring skills rather than just doing the work. This approach often requires long-term</li> </ul>	<p>Regular communications with the latter help solve most issues that arise, thereby reducing delays in programme implementation and the number of missions required. The latter are prepared as far in advance as possible to optimize contact time with national counterparts.</p>	<p>IIEP endeavours to transfer skills to ensure implementation by national actors. Assessment of needs and capacities is conducted prior to any intervention. To the extent possible, all stakeholders are invited to participate in</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>technical skills of statisticians from the Ministries of Education, Higher Education, and Social Affairs in DR Congo to improve the speed at which they can produce statistical yearbooks; support to Afghanistan in organizing its first (very successful) joint review meeting of the National Education Strategic Plan with development partners; support to Palestine in a similar process with the result that partners are now engaging in a sector-wide approach.</p> <ul style="list-style-type: none"> <li>• When compared to the SACMEQ II project, IIEP's cooperation with the 15 SACMEQ countries has allowed the local counterparts to reduce by half the time spent on the preparation of the SACMEQ III data for analysis. Significant aspects of SACMEQ-related work has also benefited other EMIS functions within the Ministries of Education.</li> </ul>	<p>involvement from the Institute and strong financial backing from development partners.</p>		<p>programme design, and national capacities are harnessed for project/ programme implementation.</p>	

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

<b>Regular budget: Activities</b> (rounded to \$ thousand)	
<b>Planned: \$2 300</b>	<b>Actual: \$1 150</b>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Capacities improved in Member States regarding the recognition, accreditation and validation of achievements in different forms of learning, including non formal and informal learning.</p>	<ul style="list-style-type: none"> <li>• <i>International observatory</i> set up to enable exchange on Recognition, Validation and Accreditation (RVA) of non-formal and informal learning.</li> <li>• North-South Benchmarks, Grid and Conceptual framework developed.</li> <li>• <i>Synthesis Report</i> updated and peer review by EU and EVC (the Netherlands) with typology of countries.</li> <li>• Webpage on RVA and lifelong learning prepared.</li> <li>• Exchange of good practice facilitated.</li> <li>• North-South dialogue promoted.</li> </ul>	<ul style="list-style-type: none"> <li>• Growing interest in building bottom-up RVA approaches to lifelong learning has shed light on the challenges and the opportunities that come with validating a wider spectrum of learning.</li> <li>• This also reveals the limitations of most current national qualifications systems that over-emphasise skills and competences to be acquired mainly in formal learning or training set-ups.</li> <li>• Research on good practice in RVA from diverse contexts shows that learning from these examples is having a snowball effect in the application of good models.</li> </ul>			

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Capacities increased for policy formulation and programme delivery in literacy and non-formal education in Member States, especially in the Literacy Initiative for Empowerment (LIFE) countries, resulting in increases in the literacy rate.</p>	<ul style="list-style-type: none"> <li>• Coordination framework and structure developed.</li> <li>• Key partners of LIFE involved closer to the initiative.</li> <li>• Commitment to start off and implement LIFE processes at the country level.</li> <li>• Increase of national literacy events.</li> <li>• Country Action Plans formulated.</li> <li>• Maputo Strategic Platform for LIFE developed and disseminated.</li> <li>• South-South cooperation intensified.</li> <li>• Access to information platform LIFEline given to key partners.</li> <li>• Exchange of experience fostered.</li> <li>• Partnerships strengthened at all levels.</li> <li>• Enhanced capacities for advocacy for literacy.</li> <li>• Improved policies through reinforced capacities.</li> <li>• Relevant resources and tools developed and made available.</li> <li>• Improved capacities at national level to put forward empowering alternative, good quality learning opportunities.</li> <li>• Assessment tools developed and capacities to design and use them fostered.</li> <li>• Literacy trainers (ToT) trained.</li> <li>• Literacy personnel trained at senior and middle level.</li> <li>• Improved capacities to adapt innovative models and strategies to national literacy programmes.</li> <li>• New curriculum frameworks developed.</li> <li>• Participants of workshops introduced to new approaches such as peer review.</li> <li>• Improved literacy project proposals for LIFE</li> </ul>	<ul style="list-style-type: none"> <li>• With focused efforts, it was possible to involve most of the key partners in the initiative by providing strategic orientation for the kick-off of national processes (situation analysis, Country Action or Support Plans, creation of coordination structures).</li> <li>• The added value of sharing events is a better understanding of how the different interventions can be used for upstream work and how the LIFE framework can help to bring other partners on board</li> </ul>			

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>countries.</p> <ul style="list-style-type: none"> <li>• LIFE Resource Pack enhanced capacities for advocacy, communication, policy and practice of LIFE focal points and key stakeholders in LIFE countries (500 LIFE Resource Packs disseminated).</li> <li>• Research-based findings and good practice utilised to improve literacy policies, programmes and training.</li> <li>• Use of synergies between formal and non-formal education for upgrading people's literacy skills.</li> <li>• Baseline data compiled and analyzed at country level; online database with effective practice examples in literacy developed.</li> <li>• Better use of effective monitoring and evaluation systems in Member States to improve policies and practices.</li> <li>• General public sensitized on importance of first learn in mother tongue before learning (in) other languages; general interest in multilingualism increased.</li> </ul>				
<p>Relevant programmes developed for vulnerable populations and groups with special needs.</p>	<ul style="list-style-type: none"> <li>• Analysis on life skills programmes for young inmates.</li> <li>• Recommendations of learning experiences in literacy and life skills in prison and evaluation of project.</li> <li>• Website for sharing experience.</li> </ul>				
<p>CONFINTEA VI prepared, held and followed up, commitment to adult education enhanced, greater visibility, integration, and political and financial support for adult education achieved.</p>	<ul style="list-style-type: none"> <li>• CONFINTEA VI communication strategy developed.</li> <li>• Advocacy materials produced and distributed CONFINTEA VI website set up.</li> <li>• Synergy created between CONFINTEA VI and other UNESCO education conference ( ICE, 25-28 Nov 2008).</li> <li>• 147 national CONFINTEA VI reports submitted.</li> <li>• 4 regional synthesis reports produced based on</li> </ul>	<ul style="list-style-type: none"> <li>• National Reports: High return rate of 77 per cent due to the efforts undertaken by UIL throughout the year to mobilize Member States either directly or via UNESCO Field Offices.</li> <li>• The reports, made available immediately to the public through the CONFINTEA VI website, were appreciated by many stakeholders and are a key source of data for many students and researchers.</li> </ul>			

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>national reports.</p> <ul style="list-style-type: none"> <li>• 4 regional conference outcome documents with context-specific issues and challenges on ALE as well as policy recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• Need for constant advocacy on role and relationship of adult learning and education in other UNESCO conferences.</li> </ul>			
<p>Cooperation and networking among the Member States in the Africa region enhanced in order to build capacities for the design, delivery and evaluation of literacy, non-formal education and adult education programmes, resulting in increases in the literacy rate.</p>	<ul style="list-style-type: none"> <li>• African Statement on the Power of Youth and Adult Learning and Education for Africa's Development adopted.</li> <li>• Increased determination of countries to have national youth and adult learning policy and action plan.</li> <li>• Learning modules and guideline for facilitators, ABEP implementation strategy developed (Botswana).</li> <li>• 53 national reports, regional synthesis report and Summary, Presentation of 20 innovative practices for panels, keynote speech for Regional CONFINTEA VI Preparatory Conference.</li> </ul>	<ul style="list-style-type: none"> <li>• While African governments participating in LIFE agreed on urgent need to include literacy and non-formal education among priorities of sectoral education and poverty reduction strategies, challenge is integrating literacy and NFE in such key policies.</li> <li>• Development of strong partnerships with the African Union headquarters, Regional Economic Communities and UNESCO Africa Department under way.</li> <li>• Integrating the lifelong learning perspective in the 2nd Decade of Education for Africa remains a challenge.</li> <li>• Finally, and similarly to other regions, a key challenge for UIL is how UNESCO or UN as One can support and monitor adult education and learning in general and Member States' massive intervention and partnerships for literacy in particular.</li> </ul>			
<p>Recommendations of the six regional conferences on literacy implemented.</p>	<ul style="list-style-type: none"> <li>• Regional conference in support of literacy in Eastern and Central Europe and the Caucasus (Baku, Azerbaijan, May 2008) and CONFINTEA VI regional preparatory conferences (in Mexico, Korea, Kenya and Hungary) during latter part of 2008 provided opportunities to advance literacy, strengthen partnerships and coordinate and monitor the LIFE initiative.</li> <li>• Since the African Regional Conference in Global Support of Literacy and the <i>Bamako Call to Action</i> (2007), a range of countries have prepared new policy papers and strategies for literacy. Dedicated ministerial structures for literacy and</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting and disseminating these achievements must be done on a regular basis so that other member states can learn from them.</li> </ul>			

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>non-formal education were established in 5 countries: Benin, Burkina Faso, Mali, Niger, and Mauritania. Most importantly, budgets have been increased in Benin, Burkina Faso, Ethiopia, Mali, Mozambique and Niger, to name just the countries specifically linking their decisions to the outcomes of this conference.</p> <ul style="list-style-type: none"> <li>At the White House Symposium for Advancing Global Literacy in September 2008, Ms Laura Bush, Honorary Ambassador for the UNLD, announced the launch of the UNLD Fund for Advancing Literacy, which is expected to be increased through subsequent donations from governments, civil society and private sector donors around the world.</li> </ul>				

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

<b>Regular budget: Activities</b> (rounded to \$ thousand)	
<b>Planned: \$1 100</b>	<b>Actual: \$550</b>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
National educational policies integrating strategies for ICT applications formulated.	<ul style="list-style-type: none"> <li>Recommendations on ICT policy development in education of people with special needs formulated and disseminated among participants of the international seminar and workshop "ICTs as a means for providing accessibility of information environment for development, education and social inclusion of people with disabilities" held on 3-4 April 2008 in Moscow, IITE. More than 100 participants from Belarus, Bulgaria, Kazakhstan, Lithuania, Republic of Moldova and Russian Federation took part in this event.</li> <li>The participants adopted a Resolution of the seminar where they expressed their interest for further IITE project development and applied to the Institute with a proposal to intensify its research, training and clearing house activities to strengthen national capacities of the UNESCO Member States in promoting equal access to education and information environment for all.</li> </ul>		<i>Balance of low costs and high quality outcome/result.</i> IITE contribution to the seminar was about 50 % of the total seminar's expenses. The remaining costs were covered by IITE's partners.	Seminar resulted in broad-based relationships / partnerships between stakeholders, researchers, teachers/trainers, community leaders and education administrations. In accordance with the participants' proposal, IITE plans to hold seminars on the topic annually.	
National capacities for ICT usage	<ul style="list-style-type: none"> <li>In cooperation with the National Training</li> </ul>		Development of training	All the publications were	



34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>in education increased.</p>	<p>Foundation of the Russian Federation two sets of training materials were developed: "ICT usage in education" and "Application of multimedia in education".</p> <ul style="list-style-type: none"> <li>• Following publications printed:               <ol style="list-style-type: none"> <li>a. Digital Libraries in Education. Specialized training course. Study guide.</li> <li>b. Curricula of specialized and basic training courses:                   <ul style="list-style-type: none"> <li>- Internet in Education</li> <li>- Digital Libraries in Education</li> <li>- Multimedia in Education</li> <li>- Basic ICT Literacy</li> <li>- ICT in Secondary Education</li> <li>- ICT in Professional Education</li> <li>- ICT in Distance Education.</li> </ul> </li> <li>c. <i>Basic ICT Literacy</i>. Specialized training course;</li> <li>d. <i>ICTs in Education for People with Special Needs</i>. Specialized training course; (in printing-house)</li> <li>e. <i>Digital Libraries in Education, Science and Culture</i>. Analytical survey; (in printing-house)</li> <li>f. <i>Testing Technologies in Distance Education</i>. Specialized training course; (in printing-house)</li> <li>g. <i>Development of Professional ICT Competence</i>. Basic training course. (in printing-house).</li> </ol> </li> <li>• ITE Training and information materials disseminated in training events, conferences and exhibition presentation.</li> <li>• Promoting opportunities for national specialists to access relevant information and exchange experience on ICT usage in education by implementing the following events:               <ul style="list-style-type: none"> <li>- International seminar and workshop "ICTs as a mean for providing accessibility of information environment for development, education and social inclusion of people with disabilities" (3-4 April 2008 in Moscow, ITE)</li> <li>- Organization and carrying out of ITE Exposition "Information and Communication Technologies for All" within the 8th Annual International Exhibition and Forum of Information Technologies and</li> </ul> </li> </ul>		<p>materials "ICT usage in education" and "Application of multimedia in education" were covered by extra-budgetary funds, provided by the World Bank.</p> <p>Printing of the specialized training course "Digital Libraries in Education" - by in-kind contribution. Printing of the Curricula - the minimum cost received on tender basis.</p>	<p>developed by the leading experts from all over the world; information includes the newest achievements on the use of ICTs in Education.</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>Telecommunications (INFOCOM 2008, 22-25 October, IEC, Crocus Expo, Moscow).</p> <ul style="list-style-type: none"> <li>• Within framework of joint Russia/UNESCO Project "Support for the restoration and development of education system of the Chechen Republic" and, in particular, its subproject "Capacity building for integrated psychological, pedagogical and medico-social rehabilitation of school children and educational personnel of the Chechen Republic", being implemented by the UNESCO Moscow Office, development of the guidelines materials "ICT usage for psychological diagnostics and therapy" launched.</li> </ul>				
Open access provided for ICT usage in education.	<ul style="list-style-type: none"> <li>• IITE further developed information exchange at the global level through national network of focal points. Results of IITE research, training and clearing-house activities accessible via the IITE Internet Portal.</li> </ul>	<ul style="list-style-type: none"> <li>• IITE web-portal should be constantly updated, publications, documents and reports should be presented on UNESDOC</li> </ul>	IITE portal maintenance is based on the in-kind contribution.	Following the intention to raise awareness and promote accessibility and quality of education, information and supported materials on all IITE's activities are posted on its web-portal.	

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

Regular budget: Activities (rounded to \$ thousand)

Planned: \$2 000

Actual: \$1 000

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Capacities of ministries of education and teacher education and training institutions strengthened in a selected number of countries, with a focus on those countries participating in TTISSA.	<ul style="list-style-type: none"> <li>• IICBA has produced a set of four modules to be used in the training of heads and deputy heads of teacher education institutions in sub-Saharan Africa; the modules are being pilot tested in four CapEFA countries (Guinea, Niger, Sierra Leone and Tanzania</li> <li>• Training on module writing for distance learners offered as part of the CapEFA project on Support to Strengthen the capacity of Primary and Basic Education Teacher Training Institutions in Sierra Leone. 20 modules for 10 subjects produced and</li> </ul>	<ul style="list-style-type: none"> <li>• Delay in the production of the modules during their writing up.</li> <li>• Publishing the modules for 4000 trainees has posed the challenge since the country has not got a publishing house with that</li> </ul>	The training is highly cost-effective but the printing of the modules not. Ways to reduce costs are being explored.	Training planned to be undertaken with close consultation and cooperation with national and cluster offices in Africa; TTISSA countries targeted and as many of the heads and deputy heads of TEIs in selected countries to be reached with the training package.	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	edited.	capacity.			
Quality research on recruitment, training, retention and welfare of teachers conducted and disseminated in a number of countries.	<ul style="list-style-type: none"> <li>• Call for researchers in the area of recruitment, training, retention and welfare of teachers.</li> <li>• In-house selection of proposals conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Selection and notification of the editorial board from qualified personnel that will not require payment.</li> <li>• External assessment by an editorial board is still a pending activity.</li> <li>• Inadequate financial resources to pay for services of capable researchers.</li> </ul>	<p>Editorial of the papers are to be carried out through voluntary serves by members of the editorial board.</p> <p>Dissemination of output will be through IICBA e-library and during workshops organized by the Institute.</p>		
National efforts to achieve the EFA Goals supported through training in the use of ICTs in education and in school leadership and management in selected countries.	<ul style="list-style-type: none"> <li>• National capacity in school leadership and management increased through training provided to 58 primary school heads, secondary school principals and district level education management staff drawn from 11 of the 36 states of the Federal Republic of Nigeria on 3-7 November 2008.</li> <li>• Training on Pedagogy-based ICT Use in Education offered to 70 teacher educators in 26 teacher training colleges of Ethiopia.</li> <li>• Training on Contextualizing Science Education in Africa using OpenSource Software offered to 22 science teacher educators from 5 TTCs of Malawi.</li> </ul>	<ul style="list-style-type: none"> <li>• IICBA arranged the training with the active involvement of the Abuja UNESCO Office. We have acquired a lot of experience in joint planning of training sessions.</li> <li>• Different levels of skills of participants in ICT posed challenges. Selection based on level of skills is necessary.</li> <li>• Shortage of time to develop the entire contextualized science curriculum. A community of practice involving participants established that communicate via e-mail to complete the bottom-up curriculum development process.</li> </ul>	<p>IICBA has managed to arrange this training session with most of the workshop cost borne by local stakeholders in Nigeria coordinated by the Abuja UNESCO Office. This has made it very cost-effective for IICBA as it only covers the lead trainer's air ticket and DSA, which makes it only 1/6 of the usual cost in arranging such training sessions.</p> <p>Bringing Korean experts has been expensive. Handling the training by IICBA staff is cost-effective.</p> <p>Highly cost-effective since it used IICBA staff as trainers.</p>	<p>The training is a repeat of a similar training run in Abuja, Nigeria in December 2006. It was felt to be very important, and IICBA was asked to do it again, with most of the cost, as mentioned, borne by local stakeholders. In addition, the Training of Trainers (ToT) format of the training is expected to lead a lot more</p> <p>Since the project trained trainers, it is expected that these trainers will continue using the skills and training others.</p> <p>Since planners/ developers are also the users of the curriculum, it is sustainable.</p>	
Effective partnerships with relevant stakeholders in teacher education strengthened, with a focus on those countries participating in TTISSA.	<ul style="list-style-type: none"> <li>• Active involvement of UNESCO National Commissions during the planning of training workshops.</li> <li>• Education related international and national stakeholders involved in cost-sharing of training</li> </ul>	<ul style="list-style-type: none"> <li>• Potential for greater networking increased with the right approach and participatory planning.</li> <li>• IICBA with its limited budget can do more through building partnerships and this will make its</li> </ul>		When cost shared among relevant stakeholders and partners, projects and interventions are expected to be more sustainable.	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	expenses in Nigeria.	work more cost-effective.			

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

Regular budget: Activities (rounded to \$ thousand)

Planned: \$2 600      Actual: \$1 900

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Greater access provided for Member States of the region to high-quality information and knowledge on orientations, best practices and challenges of higher education.	<ul style="list-style-type: none"> <li>IESALC was able to convene a broad range of actors at the Regional Conference on Higher Education (Colombia, June 2008), resulting in the biggest event related to higher education ever held in the LAC Region. The projects led by IESALC (for example, TRENDS in HE) fed into the base documents for this Conference, allowing participants to have access to high-quality information and orientations on the challenges of higher education in the LAC region.</li> </ul>	<ul style="list-style-type: none"> <li>As a result of CRES 2008, a declaration and a comprehensive plan of action emerged as well as a renewed Latin American and Caribbean Higher Education block or coalition. Major challenges are focused on how the fundamental principals for the in-depth reform of higher education will be translated into tangible transmutations of the LAC tertiary education systems.</li> </ul>	CRES 2008: 3359 participants attended and IESALC raised US\$ 1.892.000,00 for this conference.	The Plan of Action derived from CRES 2009 will ensure a more concerted and effective cooperation among Member States in LAC. It also contributes to inspiring the changes required among the broad range of actors of HE in LAC, mainly the regional academic networks, but requires continues follow-up.	
Support provided for the recommendations of the Regional Education Project for Latin America and the Caribbean (PRELAC)	<ul style="list-style-type: none"> <li>Collaboration with the Organization of American States – OAS in support to the regional programme on basic education. IESALC project MAP of HE in LAC will provide data on teacher training programmes in higher education institutions in LAC.</li> </ul>	<ul style="list-style-type: none"> <li>Education information systems in LAC still fragmented and partial, with different levels of reliability and organization. This context makes it difficult to set a regional database on any aspect or level of education. The challenge is to keep gathering national support for the implementation of the Map of HE in LAC project.</li> </ul>	Implementation of the education database in the region is crucial for the activities of every institution or professional working in the region, from those in public area up to those in the academia. Quality and consistency of their studies, proposals and projects depends heavily on the quality of the available data.	The project MAP is in progress with the support of some countries in the region and count with financial support from the Government of Venezuela and from the regular contribution of AECID/Spain to UNESCO.	
Capacities of Member States of the region strengthened in formulating, operationalizing, implementing and monitoring public policies on higher education, including access to multilingual higher education.	<ul style="list-style-type: none"> <li>Study aimed at recording the best practices (32) of access of indigenous populations into the tertiary education systems carried out.</li> </ul>	<ul style="list-style-type: none"> <li>Success of study led to launch of new project aimed at recording experiences of higher education Institutions and use of local knowledge for sustainable development.</li> </ul>		Inclusion and access are two watchwords of CRES 2008 action plan. This research line will be kept over time as IESALC starts building up strong expertise on the subject.	
Management capacities of the university systems in the region improved through the development and	<ul style="list-style-type: none"> <li>Project on Quality Assessment of the Latin American and Caribbean Accreditation Systems ongoing. One specific objective of this project is to facilitate the standardization of quality</li> </ul>	<ul style="list-style-type: none"> <li>Currently in Phase II of the project. Outcomes of this project will be fed back into the MAP project. Among the major</li> </ul>			

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
institutionalization of practices and mechanisms of evaluation and accreditation.	accreditation, assessment and certification of graduate programmes in LA and the Caribbean. The project will provide useful insights for the actions to be taken in the re-launching or final discharge of the 1974 LAC Agreement in the Recognition of Titles, Studies and Diplomas.	challenges, IESALC faces difficulties in data collection process within the Caribbean area and lack of accreditation agencies in this particular region.			
Cooperation and networking enhanced in the region for the common Latin America and the Caribbean space of knowledge and higher education, using normative instruments such as the 1974 Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean.	<ul style="list-style-type: none"> <li>Organized 2 Academic Networks and Councils of Rectors Seminars over the last 2 years. Officials from each of those organizations have attended both seminars, which gathered institutional support and commitment to creation and development of ENLACES by IESALC (one of the recommendations of the Regional Conference on HE (CRES 2008).</li> </ul>	<ul style="list-style-type: none"> <li>IESALC is now consolidating the operational support for Meeting Space of HE in LAC (ENLACES) on the basis that articulation of the academic networks and national councils of rectors is one of the most effective strategies in order to promote academic cooperation and mobility in the region. Challenge is to meet the high expectations raised by CRES 2008 and keep the commitment of all those organizations to the academic cooperation initiatives promoted within the scope of ENLACES.</li> </ul>	Cost shared amongst IESALC and participating networks and councils. Support of the Ministry of Education of Brazil and the Federal University of Minas Gerais (Brazil) for the realization of the First Seminar (held in Brazil) and from the Ministry of Popular Power for Higher Education of Venezuela for the second (held in the IESALC premises in Venezuela) to cover the hosting costs.	All networks and councils attended the Regional Conference on HE 2008 and for this current year IESALC had the support of the Rector Council of Ecuador to promote the third seminar. Each year, one regional network will host the event.	

## Intersectoral Platforms

### Para. 08007 - HIV and AIDS

<b>Regular budget: Activities</b> (rounded to \$ thousand)	
<b>Planned: \$</b>	<b>Actual: \$</b>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Capacities of Member States, particularly in the education sector, enhanced to implement comprehensive and scaled-up responses to HIV and AIDS grounded on evidence-informed good policies and practices.	<ul style="list-style-type: none"> <li>UNESCO supported the first Meeting of Ministers of Health and Education to Stop HIV and STIs in Latin America and the Caribbean' in Mexico City on 1 August 2008, with a Declaration.</li> <li>Side-event (organized with UNPFA and UNAIDS) on 'Overcoming barriers to educating young people about sex and HIV' at UN New York High-Level meeting in June 2008.</li> <li>Support to national strategies and action plans in Bahamas, Cambodia, Guyana, Indonesia, Lao PDR Mongolia, Mozambique, Nepal, Rwanda, St.</li> </ul>	<ul style="list-style-type: none"> <li>There is demand for versions of HIV and AIDS materials in all six UN official languages (Arabic, Chinese, English, French, Russian and Spanish) as well as Portuguese, Bahasa, Khmer and Thai in Asia.</li> <li>It is important to consult with other UNAIDS Cosponsors to ensure that work is not duplicated.</li> </ul>	Most of UNESCO's HIV and AIDS work is funded by extrabudgetary funds, specifically from the UNAIDS Unified Budget and Workplan (UBW).	EDUCAIDS seeks to support the development of comprehensive education sector responses, which inherently requires an approach dedicated to sustainability.	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>Lucia.</p> <ul style="list-style-type: none"> <li>• Kenya's Joint UN Team on AIDS has adopted the EDUCAIDS Framework.</li> <li>• Development of a programme on sex, relationships and HIV education that seeks to develop voluntary international guidelines.</li> <li>• Approximately 200 different UNESCO HIV and AIDS- related tools and publications were made available (in all six UN languages and many other languages, including Portuguese and from the Asia region). These have included approximately 60,000 hard copies and 5,000 CD-ROMS distributed to all 195 Member States. A new UNESCO online Clearinghouse on Education and HIV &amp; AIDS online was launched, which merged 7 databases and contains 4,500 abstracted records in English, French and Spanish.</li> <li>• UNAIDS IATT on Education meetings in Geneva (on education sector engagement with aid architecture at country level), Paris (reviewing research on education &amp; HIV and AIDS) and Chiang Mai; plus a report on coordination and harmonization in Jamaica, Kenya, Thailand and Zambia.</li> <li>• Regional capacity building workshops with ministry staff and other stakeholders in Cairo and Windhoek, and between Brazil and Portuguese-speaking African countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of in-country leadership and ownership, and clear plans, to ensure effective and sustainable implementation.</li> <li>• Need to strengthen linkages at technical and political levels between health and education sectors.</li> <li>• The educational needs of HIV-positive learners are not met in Namibia and Tanzania, which may signal wider systemic problems in the education sector.</li> </ul>			
<p>Multidisciplinary responses by Member States to the HIV and AIDS pandemic in UNESCO's domains developed and supported, especially emphasizing gender-sensitive, culturally appropriate and non-discriminatory approaches and methods.</p>	<ul style="list-style-type: none"> <li>• UNESCO participation in Mexico International AIDS Conference (co-hosted satellite session; delivered two presentations; 20 poster sessions; and 2 skills-building sessions); hosted exhibitions in Culture Programme and Global Village.</li> <li>• UNESCO's Regional AIDS Advisors in Bangkok, Johannesburg, Moscow and Santiago have actively participated in and increased UNESCO's presence in the UN system.</li> <li>• Direct support provided to 31 countries to develop their capacity to design, implement and assess efficient education, communication and information strategies and programmes for HIV prevention: Angola, Armenia, Bahamas,</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops need to have multiple objectives to maximize output; should be well planned to minimize 'training fatigue'; and be coordinated with ministries (of education) to increase chances of success and avoid duplicating activities.</li> <li>• Although education sector stakeholders expect ministry staff to lead coordination of activities, many personnel lack basic knowledge on HIV and AIDS.</li> <li>• Developing strategic alliances</li> </ul>	<p>See above.</p>	<p>The introduction, and commitment to sustain, UNESCO's four Regional AIDS Advisors will reinforce the vital link between HQ and the field as well as develop enduring structures for UNESCO's programmatic work across all five of its programme sectors.</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>Cambodia, Costa Rica, Grenada, Guinea Bissau, Guyana, Indonesia, Jamaica, Jordan, Kenya, Korea, Lao PDR, Latvia, Lesotho, Lithuania, Mauritius, Mongolia, Mozambique, Namibia, Nepal, Rwanda, São Tomé &amp; Príncipe, St. Kitts &amp; Nevis, St. Lucia, Swaziland, Sudan, Thailand, Vietnam and Zambia.</p> <ul style="list-style-type: none"> <li>• Indirect support (for example through convening and/or training senior ministry of education staff or policy makers, or national studies making policy recommendations) provided to a further 16 countries: Azerbaijan, Botswana, Brazil, Cape Verde, China, Colombia, Ecuador, Egypt, Kazakhstan, Lebanon, Malawi, Mexico, Morocco, South Africa, Syria, and Zimbabwe.</li> <li>• 42 studies and assessments of AIDS impact were conducted (of which 20 at national level, 20 sectoral, and 3 community). These included baseline studies in Kenya, Tanzania and Uganda on how to address stigma and discrimination around orphans and vulnerable children; guidance for integrating HIV in Community Learning Centres, developed in Thailand; a school health survey of 41 countries within the FRESH partnership; and research on migration and HIV &amp; AIDS patterns in Korea and east Asia.</li> <li>• Development of a methodological tool in Kenya to review policies and practices at the municipal level that focus on discrimination, contributing to the work of the African Coalition of Cities Against Racism.</li> </ul>	<p>between different sectors helps to make the best use of resources.</p> <ul style="list-style-type: none"> <li>• Review and evaluation of HIV prevention programmes must also consider youth, gender, human rights, legal frameworks and health-education sector linkages.</li> <li>• There is very little integration between ministries of culture and National AIDS Programmes.</li> </ul>			
<p>Media-induced awareness of young people and youth organizations increased to the risks of HIV/AIDS infection.</p>	<ul style="list-style-type: none"> <li>• Technical support provided to improve the youth webportal YAHA.net, as well as to YouthForce planning and activities, before and during the 2008 international AIDS conference.</li> <li>• HIV &amp; AIDS initiatives developed for sustainable island living, using theatre, drama, videos, debates and sports activities. This includes a programme of youth-led micro projects addressing marginalised youth (e.g. out-of-school, drug users) that aims to induce behavioural change.</li> <li>• DVD compilation of 24 high-quality films by young television producers worldwide prepared for</li> </ul>	<ul style="list-style-type: none"> <li>• Youth may be very inexperienced; time for coordination is needed but contributes to capacity building.</li> <li>• HIV &amp; AIDS radio training should be spread over a period of time to encompass both theoretical issues as well as live production.</li> <li>• The development of more region-specific evidence and documentation of successful incorporation of vulnerable youth issues into sexuality education is</li> </ul>	<p>See above.</p>	<p>UNESCO contributes to the UNGASS target: Percentage of young women and men aged 15–24 who both correctly identify ways of preventing the sexual transmission of HIV and who reject major misconceptions about HIV transmission—disaggregated by sex.</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>distribution by broadcasting institutions.</p> <ul style="list-style-type: none"> <li>• 90 radio and media professionals trained on advocacy and HIV &amp; AIDS in four country workshops in Cameroun, China, Mozambique, Nepal; as well as in a regional workshop for Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan.</li> <li>• Prototype Portuguese training kit (CD-ROM &amp; magazines) produced, on reducing stigma around HIV &amp; AIDS in primary and secondary schools.</li> <li>• Interactive resource CD-ROM on life skills-based HIV and AIDS education for formal and non-formal contexts created, with 837 activities.</li> <li>• 51 Community Based Organizations (CBOs) and 42 community leaders from three provinces in Mozambique trained on using socio-cultural approaches for HIV prevention with youth.</li> <li>• Development and presentation of play 'The farce of love' on human rights and HIV &amp; AIDS among schools on the Ecuador-Peru border zone.</li> <li>• Promotion of human rights, gender equality and reduction of stigma for most-at-risk youth in Armenia, Azerbaijan, Belarus, Moldova and Russia.</li> <li>• Creation and design of six comic stories in Brazil, tested during the Exhibition of Health and Prevention Project in Schools (SPE), to be distributed by the Ministry of Education in all 27 Brazilian states.</li> </ul>	<p>a priority.</p> <ul style="list-style-type: none"> <li>• There are well-organized groups in some countries opposed to the introduction of sex education and HIV and AIDS, as well as continuing stigma.</li> </ul>			

**Para. 08008 - Education for sustainable development**

**Regular budget: Activities** (rounded to \$ thousand)

**Planned: \$**

**Actual: \$**

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Public policies, plans and programmes in support of ESD developed.	<ul style="list-style-type: none"> <li>• A UNESCO Tertiary Water Education Grants Programme was launched in June to strengthen the capacities of human resources working on water issues in support of the MDGs and within</li> </ul>	<ul style="list-style-type: none"> <li>• Japan is currently the sole donor providing extra-budgetary resources for ESD. There is critical need to diversify funding</li> </ul>		The sustainability of Grants Programme depends on the extra-budgetary contributions.	



34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>the frameworks of DESD and the International Decade for Action: Water for Life.</p> <ul style="list-style-type: none"> <li>• Regional Guiding Framework of ESD in the Arab Region was published.</li> <li>• Education for Sustainable Development: Implementation Strategy was adopted by the National Environment Council and published in Kenya.</li> <li>• Two significant advocacy events where ESD was prominently featured and senior education officials unanimously endorsed UNESCO's leadership in the Pacific ESD plan for 2009.</li> <li>• Four Policy Briefs on ESD were finalized in English and French.</li> </ul>	<p>resources to respond to the growing demand on UNESCO's work on ESD.</p>			
<p>Capacities of Member States and stakeholders enhanced to integrate sustainable development issues and practices into all types and levels of education, with view to improving its quality.</p>	<p>Workshops and seminars have been conducted to strengthen the capacities of stakeholders:</p> <ul style="list-style-type: none"> <li>• One regional workshop on water education was organized in December in Paraguay, with 150 participants (60% female), which focused on best practices and made recommendations for water and education. Related events took place in Lebanon, Viet Nam and for the CIS.</li> <li>• Over 100 teachers and facilitators in UNESCO-IHP/Project WET Water and Education Programme have been trained for the Americas and the Caribbean methodology.</li> <li>• A seminar on Education, Climate Change and Sustainable Development was organized in Mexico attended by 200 participants (decision-makers, public officials, decision makers and CSOs).</li> <li>• Sub-regional ESD consultation and capacity development workshops in 5 clusters of the Asia-Pacific, involving 24 Member States. These workshops have acted as a catalyst to guide and assist the Member States authorities in mapping the current situation regarding ESD actors, defining sustainable development priorities nationally and subregionally and, based on these more general priorities, setting specific national ESD priorities.</li> </ul> <p>Teaching and learning materials, support tools and</p>	<ul style="list-style-type: none"> <li>• In the Asia-Pacific region, it is too early to initiate serious substantive work at the regional level without first addressing prioritization of ESD areas in Member States, thus further consolidating a clearer understanding of the process.</li> <li>• The ESD workshop experience in the Asia-Pacific has been strictly anchored to existing larger development schemes and, as a result, specific attention has been in many cases given to themes, such as natural disaster preparedness and the impacts of urbanization or climate change on development, with due emphasis on taking Indigenous Knowledge</li> </ul>			

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<p>curriculum to facilitate capacity enhancement have been developed:</p> <ul style="list-style-type: none"> <li>• An e-learning module on the DESD to clarify and disseminate ESD concepts and practices among UNESCO staff has been developed.</li> <li>• In order to facilitate the implementation of the Regional Guiding Framework of Education for Sustainable Development in the Arab Region, priority areas for Curriculum Development were identified by 45 key officials from governments (9 Arab countries) and international/regional organizations.</li> <li>• Mapping of ESD activities in curriculum development and teacher training was conducted in Vietnam.</li> <li>• Course books for students and training materials for teachers on water education were developed and incorporated in educational programmes in China.</li> <li>• Teachers' Guide for ESD in the Caribbean was published.</li> </ul> <p>In Asia-Pacific, National ESD Committees have been strengthened:</p> <ul style="list-style-type: none"> <li>• The capacities to effectively implement ESD related activities have developed significantly.</li> <li>• Previously passive Member States have been activated to nominate new members holding key positions in the government structures.</li> </ul>	<p>into consideration.</p>			
<p>Knowledge on ESD enhanced through the exchange of innovative experiences, the documentation and dissemination of lessons learned.</p>	<ul style="list-style-type: none"> <li>• The July, October and December issues of the DESD Quarterly Highlights were disseminated reaching at least 2000 people, which ensured that information on DESD implementation around the world was accessible to a broad audience.</li> <li>• Regional M&amp;E draft reports have been completed. The first draft of the DESD M&amp;E global report was completed and reviewed by the Monitoring &amp; Evaluation Expert Group (MEEG) and Reference Group members at a joint meeting in Paris in November.</li> <li>• A collection of best experiences and school practices was published in Kazakhstan.</li> </ul>	<ul style="list-style-type: none"> <li>• DESD information and documents have been much appreciated by stakeholders, in particular since many are available in the UN official languages.</li> </ul>	<p>Ways are being explored to minimize printing and dissemination costs, for example, through internet and CD-Rom.</p>	<p>It has been a challenge to sustain the M&amp;E process due to financial and human resource constraints. Deadlines for certain activities that were planned suffered a setback due to financial delays.</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	<ul style="list-style-type: none"> <li>• The 8th volume of the UNESCO-UNEVOC TVET Book Series devoted to ESD, entitled Work, Learning and Sustainable Development – Opportunities and Challenges.</li> <li>• Two meetings were organized with advisory/coordination groups established to facilitate UNESCO's global leadership role in ESD (Inter-Agency Committee and Reference Group, July and November, Paris), which resulted in exchanging information on ESD.</li> <li>• UNESCO Teaching Resource Kit for Dryland Countries – A Creative Approach to Environmental Education for secondary schools was finalized by the MAB Programme in cooperation with ASPnet.</li> </ul>				
<p>Awareness of sustainable development among all types of stakeholders raised through ESD and their contribution to the DESD heightened.</p>	<p>Activities to raise awareness on ESD have been carried out encouraging ESD approach in different sectors:</p> <ul style="list-style-type: none"> <li>• The awareness-raising tool entitled <i>Media as partners in education for sustainable development: A Training and Resource Kit</i> has been translated into French and Spanish languages. Russian and Arabic adaptations have been produced by the Almaty and Rabat Offices respectively. The Kit has been used to train 50 media professionals from the Arab States (17 from Morocco, Mauritania, and Tunisia), the Pacific (18 from Cook Islands, Fiji, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, and Tuvalu ), and Central Asia (15 from Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan). It has also been used to sensitize 30 media executives in Southern Africa. The focus was largely on climate change issues.</li> <li>• A study has been commissioned to assess how far training for actors and decision-makers in the field of culture includes perspectives and components on linking learning, culture and sustainable development.</li> <li>• A side event on Biosphere Reserves was organized at the International Forum on ESD in Tokyo in December, which informed the participants about the idea and cases of biosphere reserves as learning sites for</li> </ul>	<ul style="list-style-type: none"> <li>• The Intersectoral Platform is of valuable assistance in encouraging an education for sustainable development approach in a number of areas of UNESCO's work.</li> <li>• While growing global interest in sustainable development provides opportunities for ESD, it has been challenging to maintain focus on its 'education' aspect.</li> <li>• In the Asia-Pacific region, engaging in a private sector partnership with a successful company from a Member State of the 'South' is valuable experience and significant progress in terms of taking ownership of the processes to the developing world.</li> </ul>	<p>The model media training and resource kit has had a snowball effect motivating the engagement of field staff and inspiring constructive discussions amongst professionals in different regions. The model enabled accelerated action not only by field offices but also by media training centres in Africa. HQ supported language translation costs and continues to provide guidance and advice.</p>		

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	<p>sustainable development.</p> <ul style="list-style-type: none"> <li>• An international roundtable was held at UNESCO-UNEVOC International Centre in partnership with InWEnt Capacity Building International and CPSC. The roundtable brought together 57 country representatives, policy makers and TVET experts in the field (25% female) in order to exchange views on key issues and challenges linked to the existing and future changes in the world of work and its consequences for TVET systems. The roundtable also provided an opportunity to expand knowledge sharing networks between participating institutions and organizations which foster country synergy approaches to reorientating TVET.</li> <li>• Concrete recommendations were made to expand teacher education institutions networks to integrate ESD principles into their practices as a result of a meeting of the UNESCO International Teacher Education Network, coordinated by the UNESCO Chair on Re-orienting Teacher Education to Address Sustainability, York University (Turkey, June).</li> </ul> <p>Good progress has been made in the preparation for the UNESCO World Conference on ESD, Bonn. Highlights are:</p> <ul style="list-style-type: none"> <li>• The conference website has become accessible.</li> <li>• With UNESCO's support several events have taken place, which generated concrete inputs and raised awareness on ESD and the conference: the Third All-Russian Conference on Ecological Education within the DESD (Russian Federation, June 2008), XXI session of the CIS Council on Cooperation in Education and XIV Conference of the Ministers of Education of the CIS Member States (Kyrgyzstan, June 2008), the International Conference on ESD (628 participants from 74 countries, France, October 2008), the International Workshop on ESD (Sweden, November 2008), and the Tokyo International ESD Forum (200 participants, Japan, December 2008).</li> </ul> <p>The involvement of the private sector has been reinforced.</p>				

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	<ul style="list-style-type: none"> <li>• “Cities around the World”, an international sustainable development awareness campaign, organized by Veolia Environnement, sponsored by UNESCO and the French National Commission, mobilized 115,000 children from 27 countries around the theme of improving the quality of urban life.</li> <li>• An MOU was entered between UNESCO and MAS Holdings, Sri Lanka, a major apparel manufacturing business in the Asia-Pacific, who are engaging youth through the provision of in-school sustainable development education in South Asian communities.</li> </ul>				