



United Nations  
Educational, Scientific and  
Cultural Organization

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

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

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

## Report by the Director-General on the execution of the programme (34 C/5) (01 January 2008 – 31 December 2009)

### Major Programme I – Education

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

**MAJOR PROGRAMME I – EDUCATION**

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

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

<b>Regular budget: Activities</b> (rounded to \$ thousand)	
<b>Planned: \$ 5 456</b>	<b>Actual: \$ 5 486</b>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>The EFA Global Action Plan (GAP) implemented.</p>	<ul style="list-style-type: none"> <li>• Collaboration in support of national EFA efforts with 4 convening agencies (UNDP, UNFPA, UNICEF &amp; World Bank), including through formal meetings and informal contacts, increased following signature of the GAP (March 2007) and joint letter sent to all UN resident coordinators &amp; country representations on behalf of the convening agencies' heads. This has led to more harmonized action.</li> <li>• Cooperation &amp; coordination with major multilateral agencies involved in providing country support in education sector policy, planning &amp; financing enhanced through international &amp; country-level leadership in key areas e.g. creation &amp; facilitation of the Interagency Network on Education Simulation Models (INESM) &amp; mainstreaming of education interventions &amp; projects (e.g. Child-Friendly Schools models) into national education sector policies, plans &amp; budgets.</li> </ul>	<ul style="list-style-type: none"> <li>• Mobilising more institutional commitment &amp; follow-up at the national level from convening agencies requires building trust &amp; common understanding of challenges, improving internal coordination and prioritizing more when designing &amp; implementing coordination activities.</li> <li>• SPO 1 evaluation found that informal communication and cooperation among convening agencies are more effective than the formal GAP process, considered too ambitious and not inclusive enough.</li> </ul>	<p>Activity implementation costs reduced through enhanced collaboration with other convening agencies (e.g. joint survey on the impact of the economic crisis on social services, including education, for use in revision of national plans &amp; strategies developed by UNESCO, UNICEF, UNDP &amp; WB)</p>	
<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>• Benefits of counter-cyclical investments in education recognized by high-level decisions-makers (e.g. G8 affirmation in L'Aquila – July 2009) following concentrated advocacy and increased use of participatory processes at international fora (e.g. Eighth High-Level Group Meeting on EFA (Oslo, December 2008), UN General Assembly Thematic Debate on Education in Emergencies (New York, March 2009), Forum for Arab Parliamentarians for Education (Cairo, April 2009), Forum of African Parliamentarians for Education (Dakar, May 2009) &amp; 17th Conference of Commonwealth Education Ministers (Kuala Lumpur, June 2009).</li> <li>• Knowledge on multi-stakeholder partnerships for education increased through continued cooperation with World Economic Forum under Partnerships for Education (PfE)</li> </ul>	<ul style="list-style-type: none"> <li>• UNESCO EFA process should be expanded to include and benefit from expertise in the other programme Sectors</li> <li>• Interactive process leading to EFA Working Group and Oslo HLG meetings led to more focused and concrete recommendations.</li> <li>• Need to mainstream the different EFA flagships into mainstream EFA activities.</li> </ul>	<p>High-level events provide opportunity to generate national &amp; international commitment to education.</p> <p>Networks are an effective tool for disseminating knowledge and raising awareness with reduced investment.</p>	

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	<p>programme. Actors seeking to implement effective PfEs better informed through the revision &amp; updating of the platform &amp; database www.pfore.org, which sets out case studies of partnerships between private sector corporations, governments &amp; civil society. Finalization of a Manual for monitoring &amp; evaluation of PfEs. Implementation of multi-stakeholder partnership initiatives in Rwanda supported.</p> <ul style="list-style-type: none"> <li>• Awareness raised and political commitment to achieve EFA strengthened at regional level through: discussion of EFA Mid-decade Assessment findings in Asia Pacific; collaboration with and advisory support to sub-regional entities and conferences (e.g. SEAMEO-ASEAN-UNESCO joint workshops, review conferences in Central and South Asia), awareness-raising for EFA agenda through Asia-Pacific EFA website, newsletter, advocacy materials at conferences &amp; exhibits; EFA/PRELAC follow-up &amp; implementation: &amp; enhanced alliances &amp; linkages between networks and relevant bodies (e.g. Asia-Pacific EFA thematic group with existing regional networks such as Non-Formal Education Network, Gender in Education Network in Asia &amp; ECCE practitioners' network, between African Parliamentarians' Forum &amp; regional economic communities), &amp; partnerships &amp; support to relevant networks of parliamentarians (e.g. Latin American Parliament network), social actors (e.g. EFA Chilean Forum, Campaña Latinoamerica por el Derecho a la Educación), Virtual Educa) and private sector (Business Forum).</li> <li>• Responses to HIV &amp; AIDS education scaled up through development of regional strategic frameworks '(Arab States, Asia-Pacific, Central Asia &amp; Eastern Europe) &amp; regional interagency mechanisms (e.g. Regional Directors' Group) through active participation in UNAIDS Inter-Agency Task Team (IATT) on Education &amp; advocacy at major international fora (e.g. 17th International AIDS Conference, Mexico).</li> <li>• Commitment to the Decade of Education for Sustainable Development (DESD) enhanced through the World Conference on ESD (Bonn, March-April 2009) &amp; road map for the second half of the Decade developed identifying strategic focus areas.</li> <li>• Human rights and inter-cultural education promoted (e.g. development of 28 national plans &amp; textbook development) through active participation in the World Programme for Human Rights &amp; other regional &amp; international exchange fora, as well as commemoration activities linked to 60<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Linking with sub-regional bodies (e.g. the Southeast Asian Ministers of Education Organization) is crucial to obtain high-level endorsement of the EFA agenda.</li> <li>• Exploring different entry points for HIV&amp;AIDS education critical where sensitivities exist, e.g. by strengthening linkages between health &amp; education sectors.</li> <li>• Challenge: Reorient DESD in line with the recently-developed strategy for the second half of the Decade.</li> <li>• More systematic mapping of activities taking place in Member States regarding 4<sup>th</sup> consultation on implementation of 1974 Recommendation could be facilitated through creation of an electronic exchange</li> </ul>	<p>Cooperation with other UNAIDS cosponsors enhances impact with reduced investment &amp;, averts duplication.</p>	

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	<p>anniversary of the Universal Declaration of Human Rights.</p> <ul style="list-style-type: none"> <li>Cooperation with Global Campaign for Education strengthened through campaigns such as the Global Action week, Class of 2015 and One Goal.</li> </ul>	<p>platform.</p>		
<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>Literacy increasingly reflected in national plans &amp; policies (e.g. Afghanistan, Benin, Iraq, Mali, Mauritania, Niger, PNG, Senegal), in some cases with a focus on women (e.g. India) following advocacy undertaken through 2 regional literacy conferences (Azerbaijan, Mexico), International Literacy Prizes, International Literacy Days &amp; 'Hope &amp; Solidarity through Ballgames' Programme; improved coordination of UNLD actors; &amp; UN General Assembly review at its 63<sup>rd</sup> session of the mid-Decade review.</li> <li>National plans, policies &amp; programmes better informed by evidence following integration of core EFA issues into UNLD strategies (e.g. girls' education &amp; human rights in Asia-Pacific) &amp; accessibility to good practices via UNESCO Literacy Portal &amp; Global Literacy Challenge publication; publication of rights-based &amp; gender-mainstreamed regional UNLD mid-Decade reviews; in-country testing of international benchmarks for literacy; publication of generic guides on creating synergies between formal &amp; non-formal education (e.g. Asia-Pacific) &amp; development of methodologies &amp; capacity building for better monitoring &amp; evaluation through non-formal education management information system (NFE-MIS)</li> <li>EFA/PRELAC follow-up strategy developed &amp; approved in LAC</li> </ul>	<ul style="list-style-type: none"> <li>Involving civil society in literacy advocacy increases government commitment.</li> <li>Building further linkages with EFA agenda would assist in scaling up support for the UNLD.</li> <li>Ensuring adequate follow-up of UNESCO strategy (presented to 181 EX) on multilingual education policy, which requests Member States to consider making voluntary contributions to the special fund established in this field..</li> <li>Must find ways &amp; modalities for UNESCO Special Envoy on Literacy for Development to engage in fundraising.</li> <li>Advocacy for holistic approach to education planning &amp; financing must be continued.</li> </ul>	<p>Increase in number of public-private partnerships for literacy (e.g. Verizon Foundation) and pledges (Microsoft, UNDP, ADEA, UNICEF, World Bank, SEAMEO, Brazil, Mongolia, UNDG, etc).</p>	
<p>Significant increase in the financial resources available or pledged to education by national governments as well as by EFA partners.</p>	<ul style="list-style-type: none"> <li>Progress made in improving harmonization &amp; alignment of Fast Track Initiative (FTI) processes for capacity development, planning, costing &amp; monitoring through advocacy in favour of prioritization of most-challenged EFA countries &amp; the need to address neglected sub-sectors, &amp; contribution to FTI evaluation &amp; replenishment strategy of Catalytic Fund.</li> <li>Cameroon EFA-FTI proposal prepared through leading of partner coordination group in formulating sector strategy</li> <li>Funding possibilities increased in Central African Republic, Haiti, Guinea-Bissau, Côte d'Ivoire, Gabon, Mali, Niger &amp; Rwanda through coordination of partners &amp; technical assistance to obtain FTI resources</li> <li>Magnitude of financial needs &amp; gaps clarified, &amp; urgency of scaling up development aid to education highlighted,</li> </ul>	<ul style="list-style-type: none"> <li>Resource mobilization is a weakness &amp; must be scaled up.</li> <li>Extrabudgetary funding (in particular mobilization of \$15M from CapEFA – increase of 33% on previous biennia) has allowed UNESCO to scale up core programmatic areas of the regular programme and strengthen alignment between the regular and extrabudgetary programmes.</li> </ul>	<p>Support is demand-driven &amp; provided with extrabudgetary funds</p>	<p>Process based on national ownership throughout.</p> <p>Important to create a sustainable funding base through work with bilateral partners.</p>

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	<p>through case study on three of the most EFA-challenged African countries (DRC, Nigeria &amp; Sudan) and close monitoring of the impact of the global financial and economic crisis on Member States' education sector (survey in 50 countries, case studies in 12 countries, community-level surveys).</p> <ul style="list-style-type: none"> <li>• Progress made towards improving funding mechanisms in LAC through discussions at Emerging Donors Round Table</li> </ul>			
<p>South-South &amp; North-South collaboration on &amp; exchanges of effective practices in EFA enhanced, &amp; educational networks among developing countries strengthened.</p>	<ul style="list-style-type: none"> <li>• Visibility of South-South cooperation (SSC) Fund in education enhanced through cooperation with the G77 &amp; China, &amp; through active contacts with UNDP's special unit on SSC (e.g. organization of roundtable with representatives from developed, developing countries, private sector and civil society; participation of UNESCO in UNDP's SS Expo).</li> <li>• Capacity developed &amp; knowledge increased in major EFA-related areas through South-South cooperation:</li> <li>• Exchange of experiences enhanced in EFA through capacity building seminar for Africa that mobilized representatives from the Arab States &amp; Asia &amp; the Pacific, &amp; through strengthening of regional networks in Asia-Pacific.</li> <li>• Knowledge and best practices in literacy shared through information sharing &amp; advocacy activities bringing together networks in Africa (e.g. Pan African Association for Literacy &amp; Adult Education, the Karanta Foundation &amp; Working Group on non-formal education of the Association for the Development of Education in Africa [ADEA]) &amp; training for literacy &amp; non-formal education personnel in Asia-Pacific &amp; the Arab region (APPEAL Resource and Training Consortium (ARTC) and Literacy Resource Center (LRC). Multilingual education (MLE) promoted in Asia-Pacific through establishment of multilingual education working group (MLEWG) &amp; hosting of its secretariat.</li> <li>• Linkages in ESD drawn &amp; national &amp; regional policy concerns identified through exchange &amp; collaboration in Asia-Pacific. as well as support to existing Category 2 Centers in Asia Pacific.</li> <li>• ESD in teacher development promoted through creation of regional framework in participatory process involving sub-regional and the global networks in Sub-Saharan Africa. Commitment to South-South cooperation as a major modality also singled out by E9 ministerial review meeting (Indonesia) following UNESCO preparation of draft section on teachers in Declaration. Teacher agenda also promoted</li> </ul>	<ul style="list-style-type: none"> <li>• Category 2 centres can play an important role in fostering South-South cooperation. The establishment of a new Category 1 Institute and two Category 2 centres is expected to further strengthen it.</li> <li>• Regional networks enable provision of technical resources &amp; sharing of information on innovation &amp; good practices. Important to ensure links with sub-regional bodies.</li> <li>• Despite MLE being a highly controversial subject in the Asia Pacific region, the biennium has created an impressive momentum towards evidence-based MLE policy dialogues between UNESCO and Member States. Sensitization remains a crucial issue to ensure that ethno-linguistic communities are not left "un-reached".</li> <li>• Participation of EFA focal points in regional major events for ESD is crucial.</li> <li>• ESD needs to be given more priority at national level, before discussions on regional frameworks are initiated.</li> </ul>		

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	<p>through establishment of International Task Force on Teachers for EFA.</p> <ul style="list-style-type: none"> <li>• Cooperation on universal access &amp; HIV &amp; AIDS: furthered through support to joint activities by Brazil &amp; Lusophone African countries.</li> <li>• TVET strengthened through South-South cooperation &amp; mutual support through UNEVOC Network &amp; establishment of TVET Centre of Excellence in Bahrain. Collaboration facilitated through development of TVETipedia online portal for information exchange.</li> <li>• Follow-up to the annual high-level meetings of the E-9 assured through study visits for MOE staff organized between Egypt, Indonesia &amp; Nigeria.</li> </ul>			<p>Inter-agency group on TVET established (ILO, European Training Foundation, World Bank, OECD, Asian Development Bank), which will ensure sustainability of the efforts.</p>

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

<b>Regular budget: Activities</b> (rounded to \$ thousand)	
<b>Planned: \$ 2 868</b>	<b>Actual: \$ 2 755</b>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<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>	<ul style="list-style-type: none"> <li>• Progress made towards improving capacity development in education planning &amp; management through development of Operational Guidelines to orient UNESCO's interventions &amp; support in this area based on the Organization's 2009 strategy paper on <i>Capacity development in education planning &amp; management</i>; development of a 5-step methodological guide to capacity development under the CapEFA; &amp; provision of high-quality technical support on policy analysis &amp; planning to Ministries following implementation of comprehensive training programme for all UNESCO education staff.</li> <li>• Ground laid for improved capacity development in the Arab States following development of a regional Capacity Development Programme in Education Policy and Planning (to begin implementation in 2010), including preparation of a concept note &amp; establishment of the technical/advisory team.</li> <li>• Education authorities better prepared to face crises through development of an 'Early Warning Model in Education'.</li> </ul>	<ul style="list-style-type: none"> <li>• National needs &amp; capacities must be analyzed in a methodical &amp; systematic manner by mixed high-level national-international teams in order to successfully implement proposed capacity development approach.</li> <li>• Information on specific areas is needed. To address this, topic cards are being developed &amp; will be finalized in 2010</li> </ul>	<p>Guidelines provide means to significantly scale up response to requests for institutional capacity development with limited resources, &amp; can also be used &amp; adapted by Member States.</p>	<p>Sustainability issues built into the guidelines. Pilot-testing at the country level planned for 35 C/5 will be crucial.</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,</p>	<ul style="list-style-type: none"> <li>• Education planning &amp; management actors have access to resources through development of web-based portal (E-MAP), including roster of experts from developing &amp; developed countries, &amp; regional resource base (portal) on planning &amp;</li> </ul>			<p>Continuous support to capacity development in education sector planning &amp; monitoring needed to help national institutions integrate</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>monitoring &amp; evaluation of education systems identified &amp; made available through networks &amp; communities of practice.</p>	<p>financing in Asia-Pacific.</p> <ul style="list-style-type: none"> <li>• Planning of education systems improved through access of planners to the UNESCO-established Inter-agency Network on Education simulation Models (INSEM) – a clearinghouse for education-related simulation models &amp; needs assessments exercises.</li> <li>• Financial planning improved in Asia-Pacific through knowledge creation &amp; dissemination on case studies on planning &amp; medium-term expenditure frameworks (Republic of Korea, Mongolia, Nepal, Thailand &amp; Viet Nam) &amp; financing management (Argentina, Chile &amp; Costa Rica).</li> <li>• Policy-making on national teacher issues improved in sub-Saharan Africa through development, testing &amp; dissemination of an analytic tool as part of the TTISSA initiative.</li> <li>• Planning, monitoring &amp; evaluation of literacy programmes in LIFE countries improved following development &amp; piloting of training tools &amp; strategy guidelines.</li> <li>• Linkages between different types of education improved in Arab States through development of policy-makers' awareness of regional and international experiences of equivalency programmes and alternative education at sub-regional seminar (Cairo, April 2009).</li> <li>• Responses to crisis include education reconstruction following support provided (Afghanistan, China, Cuba, Gaza, Haiti, Iraq, Lebanon, Myanmar, Namibia, Nepal, OPT, Pakistan, Sri Lanka, Sudan, Syria and Zimbabwe). E.g. UNESCO support to Afghanistan, OPT and Zimbabwe was instrumental in establishing a humanitarian education cluster, greatly strengthening the recognition of the role of education in the overall response &amp; coordination of education activities.</li> <li>• Global recognition of education as a humanitarian priority increased through facilitation of the United Nations General Assembly thematic debate on Education in Emergencies &amp; global campaign on Protection of Education from Attack.</li> <li>• Progress made towards mainstreaming Child-Friendly Schools (CFS) models into national education sector policies, plans &amp; budgets through provision of tools &amp; support to training courses organized by UNICEF.</li> </ul>	<ul style="list-style-type: none"> <li>• Using high-quality local experts enhances local capacity, but identifying them is difficult &amp; can slow down implementation. .</li> <li>• Ensure mechanisms exist to facilitate sharing of training tools &amp; guidelines on planning, monitoring &amp; evaluation processes</li> <li>• Need to continue to improve literacy policies &amp; monitoring tools.</li> <li>• CFS mainstreaming process demonstrates benefits of harmonizing support between different UN organizations</li> </ul>	<p>Having recourse to local experts proved to be highly cost-effective.</p> <p>Collaboration with international partners (AU, Agence universitaire de la Francophonie, ADEA, Centre de recherches pour le développement international &amp; UNICEF) reduces costs.</p>	<p>knowledge and best practices into policy &amp; practice.</p>
<p>National capacities strengthened in educational planning &amp; management.</p>	<ul style="list-style-type: none"> <li>• Institutional planning &amp; management capacities in EFA-challenged countries improved through in-depth training of Ministry staff under the IIEP's Advanced Training Programme (ATP, 31 trainees - 51.6% from Africa, 58.1% from LDCs, 48.4% women); piloting of 10-month 'blended' education course in</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from ATP indicates positive impact on career paths in education policy, planning &amp; management – detailed tracer study currently under way.</li> </ul>	<p>Significant efforts made to reduce training costs, in particular by increasing use of distance &amp; blended courses, organization of regional rather than national</p>	<p>Sustainability strengthened through collaboration with regional &amp; national institutions (e.g. 6 national institutions associated with</p>



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	<p>DRC, Liberia, Mongolia, Morocco, Pakistan, Sudan &amp; Yemen); specialized courses provided to more than 500 people in Paris &amp; Buenos Aires (52.3% of trainees were from sub-Saharan Africa, 35.7% from LDCs &amp; 39% women in Paris courses); &amp; preparation of a course on disaster &amp; conflict responses with UNICEF.</p> <ul style="list-style-type: none"> <li>• Capacity in education planning improved in Africa through organization of distance learning course for some 100 people leading to degree with the University of Dakar (PGSE) and Pôle de Dakar.</li> <li>• Member States' awareness of impact of financial and economic crisis on education, including at community level, increased through 50 country surveys, 12 case studies, community surveys (e.g. DRC &amp; Mongolia) &amp; reports (e.g. on DRC, Nigeria &amp; Sudan).</li> <li>• Member States better able to plan thanks to development of specialized generic tools e.g. OpenEMIS, publications and regular updating of E-MAP portal.</li> <li>• National capacity developed in Iraq &amp; Palestine through development of national education strategic plans.</li> <li>• Capacity for monitoring education systems' performance and achieve improved in LAC through high-level technical assistance delivered through the Regional Information System (SIRI).</li> </ul>	<ul style="list-style-type: none"> <li>• Distance education allows impact on broader groups – however ICT access can pose a challenge &amp; prevents full roll-out.</li> <li>• Must consider civil service environment in which trainees work to determine true impact.</li> <li>• Finding universities in Africa willing to create specialized degree is a challenge.</li> <li>• Developing capacities of core team of educationalists in the INEE Member States will ensure quality planning delivery of education even at times of emergencies.</li> </ul>	<p>courses, &amp; use of 'warm-up' sessions, and by developing partnerships for cost sharing or leveraging.</p> <p>Focus in Africa on creating poles of expertise for training and degrees in education planning with distance education modules, allowing for reduced travel costs &amp; work-study arrangements.</p> <p>3 additional courses at IIEP Buenos Aires organized in partnership with Brazil's MOE.</p>	<p>new blended course), whose capacity to train is then increased.</p> <p>New education planning degrees in Africa will help create sustainable capacity</p> <p>Core group of planners in Ministries of Education and Higher Education in both Baghdad and Erbil being trained in all stages &amp; aspects of educational planning and management, enabling them to participate fully in the development process &amp; ensuring sustainability.</p>
<p>Capacity requirements &amp; constraints documented in educational planning management (EPM).</p>	<ul style="list-style-type: none"> <li>• Understanding of quality of information management for education in Africa increased through EMIS country studies undertaken jointly with UIS.</li> <li>• Training needs in Arab States documented through 18-country survey, with preliminary report being used to develop the regional capacity development programme for educational policy planning &amp; management to be launched in 2010.</li> </ul>		<p>Intra-UNESCO cooperation with UIS enhances quality &amp; impact.</p>	<p>Arab States regional programme provides for more comprehensive needs analysis to be conducted in 2010.</p>
<p>Education stakeholders informed of significant developments in EPM.</p>	<ul style="list-style-type: none"> <li>• Cutting-edge knowledge on education planning made available through production of some 36 new studies and their publication on the website.</li> <li>• Stakeholders' work informed by IIEP studies (e.g. study on sudden financing in Asian higher education used by International Comparative Higher education Finance &amp; Accessibility Project for a study on means-testing instruments used by countries throughout the world to distribute higher educational subsidies)</li> </ul>	<ul style="list-style-type: none"> <li>• Use networks &amp; partners to disseminate information on studies conducted.</li> <li>• Must update mailing list regularly in order to best target readers.</li> </ul>	<p>Publications stock management system introduction to complement 'print on demand' policy.</p> <p>Newsletter production reduced from 4 to 3 annual issues.</p>	<p>Significant interest in publication as demonstrated by high download rate.</p>



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

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

Regular budget: Activities (rounded to \$ thousand)

Planned: \$ 9 874

Actual: \$ 10 586

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Global monitoring report published &amp; national &amp; regional reports launched.</p>	<ul style="list-style-type: none"> <li>Decision-makers &amp; stakeholders can access data on world progress towards EFA through publication of 2009 &amp; 2010 EFA Global Monitoring Reports &amp; Summaries in 6 UN languages &amp; many others.</li> <li>Wider public informed on main concerns identified in GMRs through launches at the international, regional &amp; sub regional in Africa and LAC, and national levels, including national launches for the 1<sup>st</sup> time in China &amp; Mongolia; EFA-monitoring report – Brazil produced &amp; launched.</li> <li>Wide range of stakeholders sensitized through presentation of EFA GMR at high-level international fora. (e.g. 4 UNESCO world education conferences in 2008-2009, EU Education Experts' meeting in Brussels, UN forum on Minority Issues in Geneva, side event at International Conference on Financing for Development in Doha, preparation meetings for G8 meetings, major regional conferences such as the UNESCO-APEID Conference (Bangkok), Forum for Arab Parliamentarians for Education (Cairo), Forum for African Parliamentarians (Dakar) &amp; International Conference on TVET &amp; Education for Sustainable Development (Minsk), national EFA Global Action weeks, etc).</li> <li>Regional overviews for 2010 report finalized in time for Jan 2010 launch in New York.</li> <li>Policy makers better equipped to identify marginalized groups in education through the UNESCO Deprivation and Marginalization in Education dataset (UNESCO-DME), developed within the framework of the 2010 EFA GMR.</li> </ul>	<ul style="list-style-type: none"> <li>Visibility is increasing thanks to consistent efforts to enhance communication, in particular in international fora &amp; events.</li> <li>National fora often attract high-level Ministry staff &amp; are therefore crucial in securing commitment.</li> <li>Simplified version and multimedia production enables targeting of other groups.</li> <li>French version must be available at same time as English version.</li> <li>Available data for many countries insufficient to measure progress against EFA goals. Regional strategy for data collection in LAC necessary.</li> <li>External evaluation of the GMR initiated in September 2009 to assess the technical quality of the 2006-2009 reports, production, distribution &amp; outreach, &amp; give insight into its use in monitoring &amp; formulation of education policies &amp; advocacy work for EFA</li> </ul>	<p>Translation of GMR is cost-effective thanks to local partners &amp; the involvement of UNESCO Field Offices.</p> <p>Cost-sharing of national &amp; regional launches often achieved with key support from donor partners (e.g. Canada, Ireland, Germany, Sweden, Denmark, Japan, Norway, UK, US).</p>	
<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>Stakeholders better aware of EFA progress &amp; challenges in Maghreb through development &amp; publication of EFA mid-term review.</li> <li>Access to information on major policy issues in education in the LAC region (e.g. secondary education, TVET, inclusion, cultural diversity, peace building &amp; human rights education &amp; educational infrastructure) increased through the preparation and dissemination of relevant studies.</li> <li>Progress made towards better integration of HIV &amp; AIDS in the</li> </ul>	<ul style="list-style-type: none"> <li>Strengthening partnerships enables internationally-derived evidence to be incorporated into regional &amp; national curricula &amp; teacher training programmes.</li> <li>Should increase availability of DESD website &amp; publications in different language versions.</li> <li>Combination of country case studies &amp;</li> </ul>	<p>Cooperation with relevant partners contributes to reducing costs while at the same time enhancing impact. E.g. renewed partnership with United Nations Economic Commission for Europe (UNECE) ESD secretariat.</p> <p>Part of the joint UNDP, UNCDF, UNESCO and UNICEF initiative on improving local service delivery for</p>	

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>education sector through development, testing &amp; dissemination of tools &amp; guidelines (e.g. teacher education kit, MSM materials, HIV prevention materials, , International Sexuality Guidelines, research on HIV+ learners' needs in Africa, methodological tools), technical assistance at national, regional and international levels, publication of newsletters &amp; online forum, with increased focus on making Spanish language materials available through the common HIV &amp; AIDS Education Clearinghouse.</p> <ul style="list-style-type: none"> <li>• Stakeholders have access to cutting-edge information on ESD through production of documents, advocacy &amp; information materials made available to stakeholders in all 6 UN languages.</li> <li>• Recommendations on addressing issues &amp; promoting success in science education in the Arab region formulated &amp; disseminated through publication of a comparative study.</li> <li>• Awareness of innovative &amp; successful experiences in entrepreneurial education raised through preparation of case studies on Egypt, Jordan, Oman &amp; Tunisia.</li> <li>• Improved strategies of local service delivery and knowledge acquired on decentralisation and community participation in education management and finance at the local level generated through policy dialogue among governments &amp; stakeholders and published in 4 country case studies (China, India, Lao PDR and Nepal).</li> <li>• Policy-makers have increased access to country information made available through the Asia and the Pacific regional information base; the recently prepared country case studies on secondary teacher policy and management and regional synthesis; and the publication of a Secondary Education System Review Booklet Series.</li> <li>• Good practices in ICT &amp; education, including OERs, shared in Africa through West African workshop &amp; participation in E-Learning Africa 2009 (Dakar, Senegal).</li> <li>• Awareness of policy-makers on issues related to inclusion enhanced through e.g. production &amp; dissemination of Policy guidelines on Inclusion in 6 UN languages, workshops, cooperation with WHO &amp; ILO on community-based inclusive development, &amp; development of an 'Inclusive Assessment System' for use by the Ministries of Education in LAC.</li> <li>• Access of policy makers and key stakeholders to empirical evidence, current knowledge and best practices on issues related to education for rural people increased substantively in China.</li> <li>• Common issues and strategies addressing employment needs of rural youth identified in 7 countries in Asia in collaboration</li> </ul>	<p>policy dialogue has enabled creation of an information &amp; knowledge base that can be used to further discuss decentralization issues &amp; has contributed to improved understanding of importance of successful local service delivery as well as strengthened capacity in education policy formulation &amp; planning. Joint UN initiative also covers health &amp; water sectors. Collaborative nature of the initiative is an advantage, particularly for resource mobilization, but can cause implementation delay in terms of decision-making &amp; provision of timely support</p> <ul style="list-style-type: none"> <li>• Important to increase coordination between ICT &amp; education partners – particularly given growth level for the sub-sector.</li> </ul>	<p>the MDGs.</p>	<p>High level of interest in DESD website (some 210,000 users), particularly following Bonn World Conference on ESD &amp; the M&amp;E process, indicates sustainability. Entrepreneurship case study project will continue in the next biennium.</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>with FAO and ILO. Latest information on secondary-level TVET gathered from 8 country reports addressing issues such as TVET coordination, curriculum content, teacher availability, quality and accreditation standards.</p> <ul style="list-style-type: none"> <li>• Knowledge on stopping violence in schools produced &amp; made available and promotion of intercultural dialogue in education e.g. through expert meeting &amp; wide dissemination of outcome documents, &amp; production of teacher guide.</li> <li>• Progress made towards improving understanding and increasing recognition of role of mother tongue-based multilingual education in reaching EFA &amp; through development of strategy on the role of languages to reach EFA within the context of sustainable development and special fund created to this effect.</li> </ul>			
<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>• Issues related to access to and quality of higher education, research and innovations as well as the internationalization of higher education were discussed at the World Conference on Higher Education (WCHE) (July 2009), which brought together over 1000+ stakeholders, &amp; built on the outcomes of regional preparatory conferences; Increasing investment in higher education was one of the main recommendations.</li> <li>• Discussions at the WCHE informed by knowledge on specific contexts and situations of each region through Regional Conference on Higher Education in the Arab States (ARCHE+10, Cairo, May-June 2009), which brought together 160+ experts from 17 countries &amp; drew on the findings of 45 peer-review research papers &amp; 17 national reports, &amp; other regional &amp; sub-regional preparatory meetings (e.g. in Cartagena de Indias/June 2009, Macao/Sept 2008, New Delhi/Feb 2009, Bucharest/May 2009; and through the reports &amp; studies prepared as follow-up to them (e.g. ARCHE+10 report with Cairo Declaration &amp; research papers, studies on access &amp; diversification of higher education structures in Africa).</li> <li>• In Africa, UNESCO participated in the 12th General Conference of the Association of African Universities' (AAU) on 'Sustainable Development in Africa: The Role of Higher Education' (Abuja, May 2009). At that meeting, representatives of African higher education institutions committed to integrate sustainable development in the curricula, as well as in every day life on the various campuses of higher education institutions.</li> <li>• Capacities of Member States in the Asia and the Pacific region have been strengthened in the area of qualifications' recognition and quality assurance of higher education. The revised 1983 Regional Convention on the Recognition of Higher Education Qualifications in the Asia-Pacific was endorsed. A new network of education research institutions in the region (ERI-Net) was</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of data on higher education is a major problem in Africa that must be addressed in order to improve policy.</li> <li>• Political changes in some countries mean policy platforms have to be constantly updated on information &amp; research.</li> <li>• Important to work together with AU &amp; Association of African Universities in developing &amp; implementing strategic plan of African Quality Assurance Network (AfriQan).</li> </ul>		

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>established to carry out analytical work on the latest development and reforms on higher education.</p> <ul style="list-style-type: none"> <li>• ESD re-contextualized, progress made during 1<sup>st</sup> half of UN Decade for ESD summarized and commitment affirmed to stepping up action on ESD at World Conference on ESD in Bonn, which kicked off the second half of the Decade &amp; led to the Bonn Declaration.</li> <li>• Member States have access to cutting-edge knowledge on ECCE governance, policy &amp; programmes through development &amp; publication of 5 policy briefs on major issues of concern; cross-national research (e.g. Brazil, Jamaica, New Zealand, Slovenia, Sweden, Belgian Flanders); and exchange of best practices (e.g. regional forum for 8 South Asian countries &amp; capacity building workshops on evidence-based advocacy for ECCE).</li> <li>• Decision-makers have access to information on good practices &amp; policies in literacy through their dissemination at regional &amp; high-level conferences as well as through UNESCO's Literacy Portal &amp; publications (e.g. Andean good practices published).</li> <li>• Strategy for 2<sup>nd</sup> half of UNLD identified 3 main objectives for future action &amp; recommended actions through High-level Symposium &amp; Technical Consultation on International Strategic Framework for Action (Paris, Jan. 2009).</li> <li>• Orientation given as to future potential development of secondary education to address social &amp; economic changes in the Arab States at discussions based on 14 country profiles during the regional experts' meeting (Muscat, Oman, Apr. 2009).</li> <li>• Understanding of the diversity of the Mediterranean countries &amp; implications on education systems increased through preparation of national monographs for Algeria, France, Italy, Morocco, Spain &amp; Tunisia as 1<sup>st</sup> step of comparative analysis.</li> <li>• Policy better informed by research findings in Asia-Pacific on issues related to ECCE, gender, inclusion, non-formal education, teacher education &amp; capacity gaps for rights-based education, as a result of advocacy efforts, facilitating dialogue &amp; provision of support in this regard, in many cases on a regional basis.</li> <li>• Basic Education in Africa programme (BEAP) identified as a potential Regional Framework for Inclusive Education &amp; a tool for Enhancing Learning Achievements.</li> <li>• Technical experts exchanged information on most urgent priorities in education &amp; defined concrete strategies for meeting the right to education for all children at Central Asia Forum on</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Consultation meeting is an important forum for exchanging information on UNLD developments &amp; activities.</li> <li>• Regional conferences provide an opportunity to stimulate South-South cooperation. South-South &amp; North-South-South cooperation on research can be promoted by bringing in experts from variety of regions (e.g. involvement of 54 researchers from the Arab States, Asia/Pacific, Europe &amp; North America).</li> <li>• Implementing gender mainstreaming strategies remains a challenge.</li> <li>• In some countries, advocacy for human rights &amp; a broader definition of inclusion is a priority.</li> </ul>	<p>New partnerships with Microsoft &amp; Verizon Foundation significantly enhance UNLD efforts without extra cost.</p> <p>Implementation made cost-effective by joint programming and successful EFA partnerships, e.g. in Asia-Pacific with UNICEF, Save the Children among others and sub-regional bodies like SEAMEO; Regional networks on gender, ECCE and multilingual education were also used as channels of technical support.</p> <p>Improved coordination between different cross-cutting themes has improved efficiency &amp; thus cost-effectiveness.</p>	<p>As the policy research activities have been carried out through an application process where interest and needs were first demonstrated by the country-level, the prospect of sustainability of the results of the programme and ownership seemed to be positive.</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>Education (CAFÉ).</p> <ul style="list-style-type: none"> <li>• Dhaka Declaration on EFA &amp; strategies for reaching the unreached adopted at 2nd South-Asia EFA Ministerial Forum (Dhaka, December 2009) to which UNESCO provided support in collaboration with UNICEF and NGOs.</li> <li>• Pacific Education Ministers (16) informed on status of teacher quality issues, student achievement and curriculum relevance through Forum of Education Ministers' Meeting (FEEdMM).</li> <li>• Asia/Pacific regional policy endorsed on Regional Standards of Practice for teachers and principals.</li> </ul>			
<p>Member States' capacities enhanced in analyzing &amp; monitoring learning achievement through regional networks.</p>	<ul style="list-style-type: none"> <li>• Progress made towards increased quality in schools through regional meetings to identify priority needs &amp; good practices &amp; discuss directions &amp; policy aimed at enhancing learning outcomes in Africa, Arab States, Asia-Pacific &amp; LAC, taking into account factors related to the individual learner, in-school, out-of-school, partners &amp; financing.</li> <li>• Understanding of learning outcomes in 16 LAC countries &amp; 1 Mexican State significantly improved through development &amp; publication of 2<sup>nd</sup> regional comparative &amp; explanatory study on student achievement in the region (SERCE) in languages &amp; mathematics, as well as preparation &amp; dissemination of associated publications.</li> </ul>	<ul style="list-style-type: none"> <li>• SERCE Project has identified need for a more systematic &amp; extended intervention in training of personnel working on quality evaluation in education.</li> </ul>		<p>Funds for Enhancing Learning initiative committed through letters of agreement.</p>
<p>Standard-setting instruments in the field of education reviewed &amp; effectively promoted &amp; monitored.</p>	<ul style="list-style-type: none"> <li>• Monitoring of the right to education improved through support provided to Member States in terms of development of coherent &amp; systematic measures for implementing conventions, follow-up to 7<sup>th</sup> consultation on Convention &amp; Recommendation against Discrimination in Education, organization of 4<sup>th</sup> consultation on implementation of the Recommendation concerning Education for International Understanding, Cooperation &amp; Peace &amp; Education relating to Human Rights &amp; fundamental procedures) combined with advocacy (publication on good practices in non-discrimination &amp; the right to education), partnership-building &amp; capacity development (e.g. on right to education principles, mechanisms &amp; reporting including gender in Arab States), focusing on inclusive dimensions of the right to education.</li> <li>• National legislation &amp; policies on the right to education improved through provision of technical support (e.g. Afghanistan, Moldova).</li> <li>• Progress made towards more effective implementation of the UNESCO/ILO Recommendation concerning the Status of Teachers resulting from enhanced monitoring through the Committee of Experts on the Application of the Recommendations of Teachers (CEART), informed by 16 joint UNESCO/ILO studies &amp; Users' Guide (published in 7</li> </ul>	<ul style="list-style-type: none"> <li>• Convention on Rights of Persons with Disabilities will require strong support for implementation &amp; monitoring.</li> <li>• UNESCO will use the opportunity of the CEART's 10<sup>th</sup> Session which falls within the period of the Executive Board, the General Conference &amp; World Teachers' Day, in order to capture decision-makers' attention.</li> <li>• Increased requests for mediation received by UNESCO and the organization of fact-finding mission to Japan indicate enhanced trust in CEART Working Group on Allegations.</li> </ul>		<p>Submission of national periodic reports by 37 countries to 4<sup>th</sup> consultation for the implementation of the 1974 Recommendation indicates degree of national commitment to continuing work in this field.</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	languages).			
<p>National educational policies linked with strategies for ICT applications formulated.</p>	<ul style="list-style-type: none"> <li>• Awareness raised and national capacity built in planning for ICT in education in the Asia Pacific region, (17 workshops for 29 member states on ICT in education planning, and trained over 300 policy makers. including 12 small island states of the Pacific)</li> <li>• National ICT in Education Master Plans developed Through in Bangladesh, Cambodia, and Sri Lanka and ICT in education policy development team formed ( Bangladesh)</li> <li>• Institutional capacity building of teacher education institutions (TEIs) in designing and providing training programmes on ICT in education was promoted through Deans' Forums, ICT curriculum development workshops, and training workshops for instructors in the Asia-Pacific region.</li> <li>• The ICT in Education Clearing house of UNESCO has become one of most successful and globally recognized clearinghouse in the field of ICT in education: ICT in Education e-Newsletters reaches over 4000 global subscribers every 3 weeks, ICT in education website ranks No. 1 in Google searching engine; the requests on ICT in education publications and CD-ROMs have been surging and more than 3000 copies have been distributed. Also in Asia and the Pacific, case studies were conducted on three key topics (Use of ICT for Open and Distance Learning, Use of ICT for Blended Learning, and Use of ICT for administration and management services).</li> <li>• Exchange on ICTs increased through scaling up of Solution Exchange (SE) in India managed in collaboration with other UN agencies, which has been included in teacher training programme by Rajasthan government.</li> <li>• The outline of the strategic ICT in education plan was prepared for Iraq. The plan will be linked to other existing and under-preparation education strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Success achieved through extensive capacity building for wide-range of policy makers in ICT in education planning, focusing on a smaller number of member states, and providing intensive and continuous technical assistance in developing countries' ICT in education masters plans.</li> <li>• Given the important e-readiness divide among different countries, sharing of knowledge and experiences among North-South-South countries is an effective strategy in this area.</li> <li>• ICT in education is also as area where many regional/national aid and projects are implemented by other UN agencies, NGOs, and the private sector, therefore, much coordination efforts are needed</li> <li>• Raising awareness of Solution Exchange within broader education community.</li> <li>• Ensuring that debates are held in a variety of languages in order to broaden participation.</li> </ul>	<p>ICT in education is an area where large amount of extra-budgetary funds can be mobilised. Starting with seed money from the regular programme, ICT in education activities have been carried out successfully through cost sharing with interested partners among bi-lateral donors and the private sector.</p> <p>Solution Exchange allows UNESCO &amp; UN to reach wide public at a reduced cost.</p>	<p>Networks among policy makers, teacher education institutions, and practitioners have been established and strengthened to sustain and scale up the project activities.</p>
<p>Enhanced &amp; increased commitment to, greater visibility of, &amp; political &amp; financial support for adult education achieved through CONFITEA VI.</p>	<ul style="list-style-type: none"> <li>• Renewed commitment and formulation of action points for adult education and literacy generated through CONFITEA VI (more than 1000 participants, including 70 Ministers and Vice-Ministers from 150 Member States, UN agencies, NGOs and civil society). Consensus created on adult learning and education as an enabling and empowering tool for hope and change and special attention provided to adult literacy.</li> <li>• For the first time, stakeholders provided with cutting-edge global &amp; evidence-based analysis of adult education with baseline data for future monitoring, including information on regional trends, achievements &amp; gaps and 5 adopted regional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Member States &amp; stakeholders from civil society organizations strongly involved through national reporting processes (151 reports) &amp; intensive regional preparatory schedule (5 regional conferences with 1,110 participants),</li> <li>• Need to develop concrete benchmarks based on analysis of country contexts.</li> <li>• CONFITEA website strongly supported mobilization, advocacy,</li> </ul>	<p>Participation of poor countries in regional preparatory conferences secured through direct contributions or sponsorship by organizing countries.</p>	<p>The Belem Framework for Action provides the road map for follow-up process, including report, of CONFITEA VI and its agenda both for Members States and stakeholder organizations, which contributes to the sustainability of the renewed commitment.</p>



34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<ul style="list-style-type: none"> <li>• Mobilization ensured through preparatory process &amp; systematic dissemination of CONFINTEA VI advocacy materials, supported by a special website in 7 languages.</li> <li>• The Belem Framework for Action adopted, expressing commitment, but also policy proposals and recommendations to implement the development of adult education, literacy and lifelong learning with policy, governance, financing, participation and quality. Identification of mechanisms for Member States to report and be accountable for progress, and for UNESCO to coordinate and support the data collection and monitoring, (see additional information provided under reporting from UIL)</li> </ul>	<ul style="list-style-type: none"> <li>• information dissemination &amp; communication.</li> <li>• Major challenge arose through short-term postponement of CONFINTEA VI from May to December leading to prolonged logistic and programmatic preparation of the conference the and need to re-mobilize Member States</li> <li>• Systematic involvement of NatComs &amp; participation of civil society organizations facilitated mobilization.</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: Dialogue on inclusive education policies and practices fostered through preparations, implementation and follow-up of 48<sup>th</sup> session of the International Conference on Education (ICE), including through organization of 4 regional preparatory conferences with 870+ participants (Latvia, Indonesia, Lebanon and Cameroon), community of practice workshop (Finland), international seminar, &amp; development of multimedia materials e.g. 4 videos &amp; ‘video notes’ to be used as learning tools. This led to unanimous endorsement of strong outcome document.</li> <li>• Dialogue continued following ICE through 17 follow-up activities (1,255 participants from 66 countries), publication of Final Report &amp; production of CD-Rom with all conference-related documents, presentations, national reports, etc.</li> <li>• Inclusion better promoted through production and dissemination of policy guidelines and advocacy DVD.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of debates during ICE ensured through participatory preparatory process &amp; good intra-UNESCO collaboration.</li> <li>• Use of innovative tools (e.g. webcast Roundtable between Ministers &amp; young people) enhances impact &amp; appreciation.</li> <li>• Take full advantage of IBE Community of Practice (COP) to engage stakeholders &amp; partners in policy dialogue &amp; capacity development initiatives.</li> </ul>	<p>ICE attracted over 1600 participants from 153 countries (including 100 Ministers and Vice-Ministers), UN agencies and NGOs with a budget of approx \$1.4 million. This was possible thanks in large part to effective use of young professionals, research assistants and interns, who obtained valuable work experience.</p> <p>The private sector participated in exhibits.</p> <p>Cost-sharing continues for follow-up activities.</p>	<p>Partnerships forged and strong commitment to follow-up expressed by key stakeholders (including Council of Europe, OCHCR, UNICEF and Education International) enhance sustainability.</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>• Analysis of teacher issues in TTISSA countries improved through development of methodological guidebook &amp; presentation to Member States 6-country study of approaches to teacher training &amp; legal instruments supporting teacher development &amp; service provision in Africa; &amp; study on South African experience in use of ICT in education. [See additional information provided under MLA 4, Result 7]</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnoses to be undertaken in 2010-2011. TTISSA Steering Committee created to mobilize partners around use of the methodological guidebook at Jan 2010 meeting</li> <li>• Need to identify more funding sources for research.</li> </ul>	<p>Costs reduced through use of national consultants to carry out studies &amp; translations by IICBA staff.</p>	<p>Sharing of results with partners will enhance long-term impact.</p>
<p>Access for Member States in the Latin America &amp; the Caribbean region to high-quality information, knowledge &amp; statistical data on orientations &amp; best practices of higher education.</p>	<ul style="list-style-type: none"> <li>• Stakeholders informed of the status of higher education in the Latin America &amp; Caribbean through the Regional Conference in Higher Education (CRES 2008) and the project “TRENDS IN HE IN LAC”; which findings nourished the debates of CRES 2008. The principles and recommendations of the Declaration of CRES 2008 were embedded in a Regional Plan of Action widely disseminated. Supported regional participation in the WCHE 2009.</li> <li>• The findings of IESALC’s project “Cultural Diversity and</li> </ul>	<ul style="list-style-type: none"> <li>• The outcome of CRES 2008 is an inspiring baseline for HE in the region. A major challenge is to keep the synergies of the momentum through time. The current economic crisis might slow down the catalytic effect of the Conference.</li> <li>• A major challenge when working in the Caribbean is to ensure good</li> </ul>	<p>Financial resources provided by the main sponsors of CRES 2008 (Ministries of Education of Colombia, Brazil &amp; Venezuela )Full cost covered by extrabudgetary funds)</p> <p>IESALC has partnered with the OAS for funding the Caribbean Higher Education conference.</p>	<p>Project sustainability depends on commitments of Ministry officials to data collection &amp; entry, &amp; overall system maintenance and regular updating.</p> <p>Full participation of the countries in the Observatory is a key factor for its</p>



34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>Intercultural Higher Education in Latin America and the Caribbean” were reflected in three publications produced in the biennium. A Regional Workshop on Cultural Diversity and Intercultural Higher Education in Latin America in Belo Horizonte, Brazil was organized and resulted in a Declaration by which a virtual forum on the theme will be supported by ENLACES.</p> <ul style="list-style-type: none"> <li>• Key papers submitted at the seminar on Brain-Drain and Academic Mobility were published in a book. An Observatory on the theme was launched within the framework of ENLACES.</li> <li>• Sixteen publications were launched during 2008/2009 forming a vast knowledge base for a broad range of actors involved in Higher Education, in particular public policy makers.</li> <li>• Support to student involvement in the HE debates. (e.g. support to two international events led by student unions, sponsored attendance of OCLAE’s representatives in regional encounters and the WCHE 2009.) and highlighted figures marking important landmarks in the evolution of the Latin American University through the project “Thinkers &amp; Makers of the Latin American University”.</li> <li>• Progress towards developing the biggest repository in Latin America of higher education data that would serve as a major database for comparative studies &amp; significantly strengthening national higher education statistics systems made through development of flagship project. Survey on 37 national higher education systems carried out &amp; pilot tests.</li> </ul>	<p>geographical balance among representatives from all countries in the sub region.</p> <ul style="list-style-type: none"> <li>• If the higher education institutions already involved with intercultural curriculum were better linked, the subject would have major presence in the public agenda of governments.</li> <li>• The major challenge is to further consolidate statistical databases at national level. It is a matter of urgency to devise mechanisms for fostering the academic mobility within the entire LAC region.</li> <li>• Students are a dynamic force within the HE scenario and, valuable protagonists for the evolving HE reforms.</li> </ul>	<p>Support from the Government of Suriname is currently under negotiations.</p> <p>Intercultural HE and synergies might emerge from this connection. However, the experiences reported still need institutional support for further consolidation.</p> <p>ENLACES will help to articulate the regional actions in favour of the Observatory in Brain Drain and Academic Mobility in a reasonably timely and cost-effective manner.</p> <p>Publications and their translations have been possible thanks to contributions made by Spain and Venezuela.</p>	<p>success.</p> <p>A good indicator for the success of the WCHE 2009 and sustainability is the adherence of Member States to its principles.</p>
<p>Improved management capacities of university systems in the Latin America &amp; the Caribbean region through development &amp; institutionalization of practices &amp; mechanisms of evaluation &amp; accreditation.</p>	<ul style="list-style-type: none"> <li>• Through the project “Systems for Evaluating and Accrediting the Quality of Postgraduate Courses in Latin America and the Caribbean”, a set of operational bases to embrace an academic and student mobility among LAC postgraduate courses was generated. A book was produced.</li> <li>• Capacities of the Venezuelan Ministry of Education strengthened through training by the National Council of University Evaluation and Accreditation of Argentina (CONEAU) with liaison support from IESALC.</li> </ul>	<ul style="list-style-type: none"> <li>• Standarization of accreditation, evaluation &amp; quality certifications criteria for postgraduate courses is possible in the region. Need to develop comparable indicators &amp; access small Member States in the Caribbean.</li> <li>• Using IESALC as a liaison between the Venezuela &amp; Argentinian institutions facilitated South-South cooperation</li> </ul>	<p>Costs covered by extra-budgetary funds &amp; support from partners. Costs covered by Venezuelan Ministry of Education.</p>	

**Para. 01018 – MLA 4: Provide capacity development & technical support to assist national efforts in achieving the Dakar Goals<sup>1</sup>**

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$ 19 184	Actual: \$ 19 154

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Capacities of Member States developed for policy formulation, planning, management, monitoring & evaluation (M&E) of education systems in both formal & non-formal education, as well as for the reform & revitalization of critical sub-sectors such as secondary, TVE, teacher education & training, education in prisons & correctional facilities, & higher education.	<ul style="list-style-type: none"> <li>Government administrations can make more informed decisions based on a higher quality data (indicating strengthened capacities to prepare &amp; use education management information systems (EMIS)).</li> <li>Monitoring &amp; evaluation of education systems (in particular against EFA goals) improved – as demonstrated by the higher number of countries submitting timely &amp; reliable data to UIS (e.g. Afghanistan, Brunei, Pacific Islands, Viet Nam, Pakistan, India, Sri Lanka, Timor Leste, Lao PDR, Myanmar, Nepal, Mongolia, Haiti, Maldives, Jordan, Mauritania, Cambodia, Ethiopia, SADC countries, Brazil, Caribbean countries, among others).</li> <li>National stakeholders have access to data on progress towards EFA goals through EFA mid-decade assessments (informed e.g. by 22 national reports in Asia-Pacific) &amp; related tools (e.g. EFA mid-decade assessment database/EFAONFO in Asia-Pacific), as well as workshops &amp; studies (e.g. Egypt, Jordan).</li> <li>Governments better equipped to develop national more inclusive education sector-wide plans following training on use of policy &amp; strategy simulation models (e.g. Afghanistan, Cambodia, DRC, Iran, Iraq, Morocco, oPT, Sudan, Turkmenistan &amp; Viet Nam)..</li> <li>Progress made towards reforming &amp; revitalizing critical sub-sectors through research, development of plans, strategies, guidelines &amp; indicators, &amp; policy reviews, e.g. in ECCE (Algeria, Morocco, Tunisia, Yemen, Uruguay &amp; Mercosur countries, Caribbean countries, Bangladesh, Nepal, Senegal, Gambia, Rwanda and Zambia – with ECCE also becoming a goal of the AU 2<sup>nd</sup> decade action plan thanks to UNESCO support-); TVET (Côte d'Ivoire, Gambia, Morocco, Senegal, Viet Nam, Pakistan) and its integration with secondary education (Brazil, Mexico, most Caribbean countries); higher education (Afghanistan Viet Nam, Costa Rica); literacy and non-formal education (Andean &amp; Caribbean countries, Bangladesh); teachers (Pacific Islands &amp; Central American countries, Arab States); and in quality assurance of teacher education (Pakistan) and of basic education (Peru, Brazil, Andean countries, Mexico).</li> <li>In Africa, progress made towards rolling-out of a 9-year basic education system following capacity development of curriculum specialists &amp; technical assistance to preparation of sectoral plans</li> </ul>	<ul style="list-style-type: none"> <li>Coordination between statisticians &amp; M&amp;E personnel is essential, as well as flexibility in the system to adjust to evolving needs.</li> <li>Working with a local partner who has good relations with political parties is effective.</li> <li>Risks in delaying the final publication of findings that may arise due to slow and sometimes complex verification and validation processes.</li> </ul>	<p>Significant efforts undertaken to form partnerships to complement resources with extrabudgetary funds.</p> <p>E.g.: Arab States' M&amp;E programme complemented by World Bank funding of US\$1 million; Jordan programme organized in partnership with the National Centre for Human Resources Development; Indian project funded mainly by Government; active partnerships with donors and Save the Children Alliance; Moroccan support organized jointly with UNICEF; Yemen project works closely with Sana'a University students in Child Development Diploma; regional standards project being carried out in cooperation with UNICEF and CARICOM; Senegalese policy review organized jointly with government, UNICEF &amp; World Bank. Also strengthened collaboration with NGOs &amp; national institutions delivery non-formal education programmes.</p>	<p>Sustainability promoted by consistently emphasizing national or local ownership (where relevant), from conceptualization of activity through to implementation &amp; monitoring.</p> <p>BEAP integrated into national sectoral plans in 3 countries (The Gambia, Ethiopia and Tanzania).</p> <p>Sustainability of programmes reinforced by establishing strong partnerships with regional institutions such as CARICOM, and UNICEF regional office in Kingston.</p> <p>Arab States M&amp;E programme fully institutionalized &amp; will be self-sustained.</p>

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

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>within the framework of the Basic Education in Africa Programme (BEAP) in 4 countries.</p> <ul style="list-style-type: none"> <li>• Capacities of Member States strengthened in using a gender perspective and rights-based approach when developing national education policies &amp; strategies in 20 Asian countries (particularly Bangladesh, Cambodia, China, Indonesia, Lao PDR, Mongolia, Nepal, Pakistan, the Philippines, Sri Lanka, Thailand and Viet Nam).</li> </ul>			
<p>Capacity for teacher education enhanced in all regions in need.</p>	<ul style="list-style-type: none"> <li>• Issues related to teachers' status &amp; careers were highlighted during the celebration of World Teachers' Day (Bangladesh, Pakistan, Rwanda, Nigeria, Tanzania, Kenya, South Africa, Namibia, Cameroon, Madagascar, among others) &amp; running of media campaigns, supplemented by research (Brazil, Burundi, Costa Rica, Panama), development of career guidelines (Brazil), training in policy design (LAC) &amp; development of institutional structures (e.g. establishment of oPT Commission for Developing the Teaching Profession).</li> <li>• Progress made towards improving teaching practices through development or review of national strategies, implementation plans (oPT, Iraq, Jordan, Angola, Burkina Faso, Burundi, Cambodia, Cape Verde, Central African Republic, Chad, Republic of Congo, Democratic Congo, Ethiopia, Ghana, Guinea, Madagascar, Mongolia, Niger, Nigeria, Sierra Leone, Tanzania, Zambia), development of training guidelines, preparation of situation reviews (Brazil), development of professional standards &amp; accreditation instruments (Pakistan, Arab league), collection and sharing of best practices, development of educators' skills in key areas (China, Pacific Islands, Pakistan, sub-Saharan Africa &amp; Mercosur, &amp; new UNESCO-Hamdani Bin-Rashid Al-Maktoum Prize), and promotion of quality assurance (e.g. West Africa). Emphasis on capacity development for the promotion of inclusion in the classroom (e.g. Viet Nam) &amp; ICTs (e.g. Kazakhstan, LAC).</li> <li>• School environments favour learning to a greater extent through development of institutional capacities, in particular through development of courses &amp; materials (e.g. India, Pacific Islands), design of public intervention governance &amp; leadership models for prevention of school violence (LAC) &amp; training of school leaders (Pacific &amp; DPRK), e.g. on alternative models of education in emergency situations (e.g. oPT).</li> </ul>	<ul style="list-style-type: none"> <li>• Using participatory approach in developing strategies enhances ownership &amp; promotes better implementation.</li> <li>• In some countries, identifying in-country expertise poses difficulty.</li> <li>• Introduction of polyvalence in the training policy/system should be a priority for next biennium.</li> <li>• Literacy and non-formal education personnel should be included in national teacher profession policies.</li> <li>• Training in policy design must take into account use of mother tongue.</li> </ul>	<p>Innovative funding sources found, e.g. partnership with EC, Norway, Italy, British Council &amp; with schools, with UNESCO providing only seed funding in some cases.</p> <p>Experiences shared among countries in the same region.</p> <p>South-South cooperation used as an implementation modality: e.g. adaptation of ICT training kit developed by UNESCO Bangkok for use in Jordan.</p> <p>Online provision of LAC school governance &amp; leadership courses aimed at reaching a wide variety of stakeholders.</p>	<p>Sustainability enhanced through strong focus on capacity development, including staff training, development of modules &amp; integration in government planning process.</p> <p>Programme sustainability is increased by involving local personnel in the implementation.</p> <p>Promoting the adoption of inclusive approaches in the development of national policies ensures sustainability (e.g. advocacy to promote integration of inclusive policies &amp; practices in universal elementary education flagship programme in India).</p>
<p>Enhanced &amp; increased commitment, greater visibility of, &amp; 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>• Increased government recognition of importance of literacy resulting from sustained advocacy, e.g. through international high-level political events (e.g. UNESCO regional literacy conferences in Azerbaijan &amp; Mexico), regional meetings of decision-makers (e.g. preparatory conferences for CONFINTEA VI in Kenya, Tunisia, Rep. of Korea, Hungary and Mexico), civil society awards (e.g. Lebanon award) &amp; public campaigns (e.g. celebrations of</li> </ul>	<ul style="list-style-type: none"> <li>• Advocacy for literacy must continue to be a priority, particularly as regards literacy for women &amp; girls.</li> <li>• Impact on lives can be scaled up by 'piggy-backing' TVET courses onto</li> </ul>	<p>Partnerships and cost-sharing:</p> <p>- Costs shared with governments. Available statistics &amp; evidence used to undertake situation analyses.</p>	<p>Revisions of literacy policies in Guinea, DRC &amp; Burkina are more responsive to national contexts.</p> <p>Sustainability of such interventions depends on</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>global EFA week, which focused on youth &amp; adult literacy and lifelong learning in 2009).</p> <ul style="list-style-type: none"> <li>• Advocacy conducted at national level better targeted and supported by good practices following development of NFE-MIS (e.g. in Afghanistan, Bangladesh, Niger, Morocco, Senegal, Tanzania), situation analyses &amp; research on the cost of illiteracy (e.g. China, Haiti, LAC, Papua New Guinea, Mongolia) &amp; literacy training programmes (e.g. LAC, Mali, Niger, Jordan, Pakistan, Sudan) &amp; networks, increasing visibility (e.g. Pakistan). E.g. increased focus on mother tongue-based literacy programmes (e.g. Haiti, Nepal).</li> <li>• More funds available for literacy, as demonstrated by increase in budgets in some LIFE countries (e.g. Benin, Burkina Faso, Mali, Nigeria &amp; Senegal) &amp; additional support made available by bilateral &amp; multilateral agencies (e.g. Afghanistan, Iraq, Mauritania, Niger, PNG &amp; Sudan) following progress in policy formulation &amp; integration of literacy in sector-wide plans in more countries (e.g. African) &amp; strengthening of multi-stakeholder partnerships &amp; networks (e.g. through convening information exchange meetings &amp; conferences bringing together education Ministers &amp; representatives from civil society &amp; bilateral &amp; multilateral agencies such as Maputo January 2008 meeting of 18 African countries, Brazil, Haiti &amp; Sudan, &amp; November 2008 CONFINTEA VI Regional Preparatory Conference in Nairobi).</li> </ul>	<p>literacy training.</p> <ul style="list-style-type: none"> <li>• Innovative means including new technologies can be used to deliver training (e.g. mobile telephones in Pakistan project).</li> <li>• New phase of the Haiti project should reinforce newly-acquired literacy skills with technical and vocational skills.</li> <li>• Lack of disaggregated data (gender, ethnicity, age, income level etc.) hinders in-depth analysis of literacy situation.</li> <li>• Must not neglect under-15 year olds in NFE programmes.</li> </ul>	<p>- Pakistan project implemented in collaboration with local mobile carrier &amp; NGO.</p> <p>South-South cooperation used as a modality for improving literacy, e.g. study tour of Iraqi MOE officials to Morocco &amp; exchange between Brazil &amp; Portuguese-speaking African &amp; Asian countries.</p> <p>Rather than commissioning new studies, available statistics and research evidence were used to undertake situation analysis and assessments and this saved costs for UNESCO and Member States substantially.</p>	<p>continued extrabudgetary resources.</p> <p>Consolidation of national literacy coordination frameworks (e.g. literacy taskforce in PNG).</p> <p>Materials produced for literacy facilitators' training are adapted by the local government and can be replicated by other areas in China.</p>
<p>National policies, plans &amp; practices reviewed, revised &amp; developed to improve the quality &amp; sustainability of both formal &amp; non-formal education at all levels to provide lifelong learning at the request of Member States.</p>	<ul style="list-style-type: none"> <li>• Sub-sector plans and policies revised e.g. in ECCE (Algeria, Bangladesh, Cambodia, Morocco, Nepal, Syria, Tunisia, Uruguay, Yemen, 4 countries in Africa, LAC), basic education (Brazil, Egypt, 4 countries in Africa), secondary education (Egypt), higher education (Afghanistan, Mongolia), TVET (Africa e.g. Gambia &amp; Senegal, Viet Nam), NFE (Cambodia, Mongolia), &amp; for cross-cutting issues such as multilingualism &amp; mother tongue-based education (Viet Nam), inclusive education (10+ countries in Asia-Pacific e.g. Cambodia, China, Jordan, Lao PDR, Sri Lanka), quality (Brazil), right to education (Afghanistan, Moldova), gender issues (Cambodia, Jordan, GCC countries), ICTs in education (Arab States, Rwanda), HIV/AIDS &amp; education (Angola, Bahamas, Cambodia, Guyana, Iran, Jamaica, Lesotho, Namibia, Swaziland, St Kitts &amp; Nevis, Turkmenistan, Uruguay), education in emergencies (Cuba, Dominican Republic, Pakistan), human rights education (Cambodia, Lao PDR), science education &amp; ESD (Cuba, Dominican Republic).</li> <li>• Policy-makers better understand different structures of teacher programmes through development of teacher training taxonomy map for cross-national comparisons &amp; teacher education &amp; training policies &amp; plans reviewed &amp; guidelines developed e.g. Angola, Burkina Faso, Burundi, Cape Verde, Central African Republic, Chad, Congo, DRC, Ethiopia, Ghana, Guinea, Lao</li> </ul>	<ul style="list-style-type: none"> <li>• Link with sub-regional bodies necessary e.g. to obtain high-level endorsement from countries.</li> <li>• Important role of regional networks in sharing knowledge.</li> <li>• ICTs in education becoming increasingly important issue in LAC – must design strategies that support its use as a pedagogical tool.</li> <li>• Need to develop a pool of qualified expertise to facilitate timely response to requests.</li> <li>• Limited political commitment to early childhood development and pre-primary education as child's right and lack of inter-ministerial coordination for mobilizing scarce resources and maximizing their impacts for the</li> </ul>	<p>Partnership with UNICEF &amp; CARICOM on ECCE policy guidelines in LAC.</p> <p>HIV/AIDS preventive education efforts mostly carried out with extrabudgetary funding.</p> <p>Partnership with ADEA, World Bank, UNICEF &amp; Save the Children to produce essential ECCE policy review &amp; HIV/AIDS package</p>	<p>Regional &amp; sub-regional policies, strategies &amp; action plan being finalized.</p> <p>Agreements with national teacher training institutions (e.g. in Argentina) allow expansion &amp; sustainability of Teachers' Learning Networks programme.</p>

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	<p>PDR, Madagascar, Niger, Nigeria, oPT, Sierra Leone, Tanzania, Uruguay, Zambia, Mercosur countries), including on specific issues e.g. pre-service teacher training (Mongolia), integration of certification frameworks &amp; innovative training policies (Africa), ICT teacher training (Cuba, Dominican Republic, Kazakhstan) &amp; learning capacities (Turkmenistan).</p> <ul style="list-style-type: none"> <li>• NFE improved through collection, exchange &amp; dissemination of good practices (e.g. Kyrgyzstan, Africa, Niger &amp; Mali), including as part of preparation for CONFINTEA (e.g. Uruguay).</li> </ul>	<p>holistic development of children.</p>		<p>UNESCO continues to advocate for integration of literacy in national plans.</p> <p>Much emphasis is put on national capacity building and national and sub-national ownership.</p>
<p>Regular &amp; systematic cooperation with the United Nations University (UNU) established.</p>	<ul style="list-style-type: none"> <li>• Cooperation renewed, areas for collaboration identified &amp; joint activities planned. E.g. UNESCO/UNU partnership for Asia-Africa University Dialogue for the Development of Basic Education in Africa to become UNITWIN network contributing to achievement of EFA goals.</li> </ul>		<p>Implementing joint plan of action will require mobilization of extrabudgetary resources.</p>	
<p>Policy dialogue &amp; capacity-building to formulate national &amp; regional research strategies &amp; plans in the area of higher education integrated into United Nations common country programming exercises.</p>	<ul style="list-style-type: none"> <li>• Challenges &amp; their solutions peculiar to each region identified, &amp; road maps developed following policy dialogue on higher education at regional &amp; sub-regional preparatory events for the WCHE (Colombia, June 2008; Macao/China, Sept 2008; Senegal, 2008; India; Feb 2009; Romania, May 2009; Egypt, May-June 2009).</li> <li>• Higher education processes better coordinated following strengthening of links between key actors (e.g. between governments, AU, regional economic communities, development partners, multilateral organizations &amp; university networks in Africa, for example through 3<sup>rd</sup> conference on quality assurance in Africa in Senegal, Sept 2008 &amp; Africa-Asia University Dialogue for the Development of Basic Education in Africa involving 18 universities &amp; MOEs.</li> <li>• Quality of debate at events improved through production of research including national reports, peer-reviewed studies &amp; other studies on key issues in higher education (e.g. trends in quality assurance &amp; science education in LAC; structures &amp; access in Africa; financing in Asia).</li> <li>• Teaching practices &amp; policies informed by research, with e.g. LAC <i>Unicluye</i> facilitating communication &amp; peer learning between teachers &amp; researchers on HIV&amp;AIDS &amp; education for sustainable development, among others.</li> <li>• Policy review supported (e.g. Iraq, Jordan &amp; Viet Nam) &amp; higher education &amp; research plans &amp; strategies developed (e.g. Afghan National Higher Education Strategic Plan; restructuring on higher education in Mongolia based on joint UN sector review; African harmonization process; science &amp; technology strategy for Costa Rica), with increased focus on quality assurance &amp; qualifications &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Data gap on higher education in Africa must be addressed.</li> <li>• Important to respond to increased demand for quality assurance &amp; qualifications &amp; recognition systems for cross-border higher education.</li> <li>• More partnerships need to be established for higher education in Africa, particularly using South-South cooperation.</li> <li>• Joint planning with AU &amp; AAU in establishing the African Quality Assurance Network (AfriQAN) &amp; development of strategic plan needed.</li> <li>• Need to develop indicators &amp; access for Caribbean SIDS.</li> <li>• Knowledge sharing and experiences exchange facilitated through South-South cooperation (e.g. Venezuela project involves Argentina).</li> </ul>	<p>Efforts made to organize activities with partners reduce costs (e.g. Asia-Africa Dialogue project supported by JICA, UNU partnership).</p>	



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	<p>recognition systems for cross-border higher education.</p> <ul style="list-style-type: none"> <li>Capacity developed in specific areas based on demand (e.g. on LMD (License/Master/Doctorat) reform in Africa; higher education outcomes in the Arab States; quality assurance &amp; accreditation in LAC &amp; Jordan, evaluation of higher education institutions in Venezuela).</li> </ul>			
<p>National policies, plans &amp; practices reviewed, revised &amp; developed in literacy &amp; life-skills development, teacher education &amp; training as well as in HIV &amp; AIDS education, through the implementation at the country level of the frameworks for the three core EFA initiatives – LIFE, TTISSA &amp; EDUCAIDS – at the request of Member States.</p>	<ul style="list-style-type: none"> <li>Using UNESCO-developed training tools &amp; strategy guidelines for planning, monitoring &amp; evaluating literacy programmes, including resource packs and comprehensive literacy databases, &amp; with UNESCO support, 20 LIFE countries conducted in-depth situation analyses, &amp; national action plans &amp; policies are developed/updated for 12 countries. These were presented at regional meetings (Bangladesh, Morocco &amp; Mozambique) by literacy department directors, LIFE focal points &amp; other literacy stakeholders. Government participants from Burkina Faso, Guinea, Mali, Niger &amp; Senegal at a policy dialogue meeting also agreed to integrate lifelong learning perspectives into their literacy, NFE &amp; adult education policies. In Afghanistan, LIFE adopted as national literacy framework for all development partners to contribute to the attainment of literacy goals set in the Afghanistan National Development Strategy (ANDS) and National Education Strategic Plan (NESP), and EFA Goals.</li> <li>Through TTISSA, quality of teacher education policies increased based on policy review outcomes through (1) technical assistance, with due attention to gender and human rights (Angola, Burkina Faso, Burundi, Cape Verde, Central African Republic, Chad, Republic of Congo, DRC, Ethiopia, Ghana, Guinea, Madagascar, Niger, Nigeria, Sierra Leone, Tanzania, Zambia), including the production of training materials &amp; pedagogical guides (e.g. guide on gender issues in DRC, on science teachers in Ethiopia). Particular areas of support include development of national qualifications frameworks &amp; ODL policy (e.g. Angola); and (2) facilitation of information exchange (e.g. support to study visit of Swaziland to Ghana).</li> <li>Education policies &amp; plans better integrate HIV &amp; AIDS issues (e.g; Angola, Burundi, Brazil, Cambodia, Cameroon, Caribbean countries, Democratic Republic of Congo, Equatorial Guinea, Gabon Kenya, Kyrgyz Republic, Lesotho, Malawi, Mozambique, Namibia, Sao Tome e Principe, South Africa &amp; Swaziland) including workplace policies (Botswana, Malawi, Namibia, Senegal, Zambia &amp; Zimbabwe), as demonstrated by country reviews produced. This progress builds on research carried out (e.g. on data interpretation in Asia), dissemination of EDUCAIDS resource packs &amp; advocacy publications including through Clearinghouse on Education &amp; HIV &amp; AIDS (also in Spanish), capacity building of African Development Bank staff, &amp; rigorous capacity building on use of guidelines in 53 countries. Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Preferable to develop holistic education policies integrating literacy rather than stand-alone policies.</li> <li>Sexuality education provides a broader point of access than HIV &amp; is preferred by many LAC countries.</li> <li>Using South-South cooperation as a modality where possible (e.g. Brazil &amp; Portuguese-speaking African countries on universal access) enhances long-term impact.</li> <li>Participants report satisfaction with HIV &amp; AIDS training (e.g. 80% of participants in EDUCAIDS Arab States workshop rated it as 'good' or excellent').</li> <li>The addition of new HIV/AIDS focal points in Asia-Pacific countries and more widespread dissemination of UBW funding for projects during the next biennium means that UNESCO's country-level response to the pandemic is strengthened considerably.</li> </ul> <p>Challenges:</p> <ul style="list-style-type: none"> <li>UNESCO's effective response &amp; availability of expertise is a key challenge to be addressed via development of a pool of qualified external expertise.</li> <li>Difficulty in discussing HIV/AIDS &amp; drugs with students &amp; youth &amp; lack of reliable figures &amp; statistics.</li> <li>Highlighting gender perspective &amp; harnessing funding for HIV/AIDS education.</li> </ul>	<p>Close cooperation with MoE, Literacy Departments, UN agencies and NGOs working at field level is essential to cover all provinces in a cost-effective manner.</p> <p>The TTISSA framework can serve to coordinate stakeholders and partners (e. g. as the experience in Nigeria shows)..</p> <p>Established partnerships &amp; alliances with agencies, Ministries, NGOs &amp; others at the global, regional &amp; national levels facilitate incorporation of global evidence into regional and national curricula &amp; teacher training programmes, &amp; enable cost sharing.</p> <p>Materials developed on HIV &amp; AIDS issues in education through South-South cooperation &amp; distance learning (e.g. for Africa in</p>	<p>5-year Action Plan should improve coordination &amp; alignment of development partners with National Education Strategic Plan, in which literacy &amp; NFE are key.</p> <p>Continued efforts to maintain dialogue with government &amp; all related institutions</p> <p>National Commissions participate in many capacity building workshops.</p> <p>Ongoing capacity development efforts with Ministry staff is a core element of UNESCO's technical support.</p> <p>LAC example shows that active promotion of technical materials specifically related to the education sector, particularly in standard setting &amp; monitoring, is welcome in many countries.</p>

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	<p>training on HIV &amp; AIDS issues (e.g. Angola, Bangladesh, Cambodia, China, Cote d'Ivoire, Kazakhstan, Lesotho, Nepal &amp; Zambia) strengthened the focus on prevention education, including in rural areas (Sierra Leone) &amp; schools (Ghana).</p> <ul style="list-style-type: none"> <li>• Coordination of action on HIV &amp; AIDS enhanced through development of regional strategic frameworks (e.g. Africa, Asia-Pacific &amp; Eastern Europe) that take into account individual, country-level differences in project design and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Precise measuring of the impact of capacity-building activities remains a challenge.</li> <li>• Greatest concern/challenge has to do with continued funding support. We must find ways to embed HIV/AIDS education within other, broader frameworks, such as school health or education for sustainable development. One apt criticism of the global effort to combat the crisis is the redundancy of projects/programmes that have seemed to have not had enough success. New approaches, like UNESCO's initiative with the Healthy Sexuality Guidance, need to be tried and tested.</li> </ul>	<p>cooperation with Brazil)</p> <p>Wherever appropriate, teacher training carried out through distance learning.</p>	
<p>Enhanced quality teaching &amp; learning materials developed with regard to teacher education, peace education, education for citizenship &amp; democratic values, education for sustainable development, science &amp; technology education, arts education &amp; philosophy, as well as the mainstreaming of gender, HIV prevention &amp; the use of ICTs.</p>	<ul style="list-style-type: none"> <li>• Education institutions have access to new or revised teaching &amp; learning materials on education for sustainable development (e.g. Cambodia &amp; Uzbekistan), including on ESD, cultural diversity &amp; water education (China) as well as a manual on ozone protection for use in ASPnet schools; teacher pedagogy (Arab States, Cambodia, China, Guinea, India, Iran, Niger, Sierra Leone, Tanzania, Turkmenistan, Pacific, Uruguay), including for ECCE (Arab States, Tajikistan, Dominican Republic, Aruba), TVET (St Kitts &amp; Nevis, Peru), gender (Africa, Afghanistan, Jamaica, Tajikistan, Morocco, Viet Nam), guidance &amp; counselling (Arab States, Peru), peace, civics and human rights education (e.g. Brazil, Cambodia, Mexico, Nepal, Central America, Caribbean), local knowledge and culture (Viet Nam); entrepreneurship (e.g. Lebanon &amp; Syria); world heritage (e.g. 2<sup>nd</sup> edition of the World Heritage in Young Hands Kit finalized in Arabic); ICTs (e.g. Arab States, Cambodia, Turkmenistan, Uzbekistan, Peru, Mercosur countries); HIV &amp; AIDS (e.g. China, Mongolia, Tajikistan, Kenya, Namibia cluster, Zimbabwe, Arab States &amp; Lusophone countries), including on prevention education (Zambia, Togo), education for disruptive/unsuccessful children (Caribbean), education in emergencies (Cuba), &amp; leadership for head teachers and school principals (Mongolia).</li> </ul>	<ul style="list-style-type: none"> <li>• Advocacy for introduction of ESD into national strategic documents (PRSPs, Swaps, etc) &amp; for development of learning modules must continue</li> <li>• Growing demand for technical assistance to secondary education &amp; education in emergencies in LAC</li> <li>• HIV &amp; AIDS training in Arab States not only improves quality &amp; delivery of programmes but also enhances awareness on a sensitive topic.</li> <li>• Benefits of sharing existing materials between countries.</li> <li>• The evaluation of the Asia-Pacific Centre of Education for International Understanding (APCEIU) found that APCEIU's programmes and activities (e.g., capacity-building through Asia-Pacific Training Workshops on education for international understanding (EIU), the development of teaching and learning materials related to EIU) are generally appreciated by the Member States. The workshops are considered relevant and well-conducted the materials appropriate to classrooms around the region.</li> </ul>	<p>Work on HIV &amp; AIDS carried out for the most part with extrabudgetary funds mobilized through UNAIDS and/or UNCT on HIV &amp; AIDS.</p>	<p>Links with ASPnet reinforce sustainability: e.g. ESD Teaching and Learning for Sustainable Future Resource Kit was used as basis for training some 25 ASPnet school teachers from Jordan and Syria.</p>



34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>ASPnet worldwide strengthened as an efficiently coordinated network &amp; as a vital resource to ensure quality education.</p>	<ul style="list-style-type: none"> <li>• Network leveraged to identify &amp; disseminate good practices e.g. through publication of 1<sup>st</sup> volume of ASPnet Good Practices in favour of EFA &amp; '2nd Collection of ASPnet Good Practices – ESD', Asia-Pacific contest on ESD and MDGs &amp; Mondialogo contest.</li> <li>• Quality of pedagogical materials assured through pilot testing (e.g. Sandwatch programme in 4 countries in Africa; teaching Resource on Dryland Countries; Ozonkit; 6<sup>th</sup> World Heritage Great Barrier Reef Storyboard Competition episode, World Heritage in Young Hands Kit including new Arabic version).</li> <li>• ASP network benefits from information exchange &amp; capacity development through reinforced networking mechanisms (e.g. 4 regional coordination meetings, international conferences &amp; workshops in Russian Federation, Thailand &amp; Jordan, national &amp; regional meetings for ASPnet teachers &amp; coordinators on specific issues e.g. combating desertification through May 2009 workshop in Jordan), regular updating of website, publication of 1<sup>st</sup> e-newsletter &amp; technical assistance (Burkina Faso, Colombia, Ecuador, Brazil, Spain, Germany, Luxembourg, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of teachers &amp; integration in training curriculum</li> <li>• Furthering North-South-South exchanges between schools in the Arab States and European countries.</li> </ul>	<p>Important role of partners in providing extrabudgetary funds for development of resources &amp; pilot testing e.g. from One-UN programme in Cape Verde for Sandwatch, from private sector for world heritage education.</p> <p>Strategic partnerships reinforced with key international agencies, private sector and NGOs.</p>	<p>Reinforced consultations with National Commissions enhance government commitment and hence sustainability.</p>
<p>Capacities of Member States enhanced in educational planning &amp; management as well as in the mobilization of funds in support of national priorities through harmonization of EFA partners.</p>	<p>Capacity of planners &amp; managers to submit quality education data on time improved through:</p> <ol style="list-style-type: none"> <li>1) training (e.g. in Burundi, Côte d'Ivoire, Djibouti, Benin, Burkina Faso, Mauritania, Cameroon, Congo, Chad Togo &amp; Senegal) Specific examples include training on tools &amp; concepts in Mongolia; on education statistics &amp; indicators in GCC countries; on simulation models in Morocco &amp; Sudan; on sector-wide planning &amp; management in Iraq; on data collection processes, analysis &amp; monitoring, school record management &amp; identification of information needs in Dominica, Barbados, Belize, St Kitts &amp; Nevis &amp; Nepal; on decentralized planning in public sector management reform in China, Cambodia, Lao PDR, Myanmar, Thailand &amp; Viet Nam; on reform evaluation in Jordan &amp; Central Asia, &amp; on EMIS experiences in Mauritania)..Particular interest shown in the potential benefits of EMIS, with capacity built in this area (e.g. Afghanistan, Timor Leste, Uzbekistan), studies undertaken in 12+ African countries &amp; NFE-MIS enhanced in 3 African countries, production of EMIS Training Manual (Nepal), &amp; revision of EMIS in Pacific Islands.</li> <li>2) Dissemination of training materials to stakeholders (e.g. with development of portal containing materials on education planning &amp; financing training course in Asia-Pacific).</li> <li>3) demand-based technical assistance (e.g. support to development &amp;/or implementation of national plans or strategies in Iraq, oPT, Morocco, Niger, Malawi, Mali, Côte d'Ivoire, Haiti, Ecuador &amp; Peru; development &amp; use of education statistics &amp; indicators in DRC, Sri Lanka, India, Pacific, Nepal, Timor Leste &amp; Central America; financing in Asia-Pacific; M&amp;E in Pacific Islands</li> </ol>	<ul style="list-style-type: none"> <li>• Technical assistance &amp; capacity-building support to Member States in education policy analysis &amp; planning enhanced through the professional development workshops for all UNESCO ED field staff.</li> <li>• The EFA mid-decade assessment process provided particularly good opportunities for capacity development, especially in M&amp;E (e.g. in Asia-Pacific).</li> <li>• Challenge: Use of data at lower levels of implementation, especially by local education managers.</li> <li>• EMIS must take alternative education systems into account. Donors increasingly interested in addressing the issue of Madrassas/Daaras.</li> </ul>	<p>Cost-effectiveness achieved through partnerships and additional funding, e.g.:</p> <ul style="list-style-type: none"> <li>- Cooperation with Université Cheikh Anta Diop (Dakar), JICA &amp; UNICEF; Pôle de Dakar training in cooperation with University UCAD of Dakar; collaboration with NatCom &amp; Ministry of Higher Education &amp; Scientific Research). The 18-month distance learning programme with 3 physical meetings allows trainees to continue their Ministry work while pursuing degrees.</li> <li>- Central African Republic received 37M from FTI and Burkina Faso 102M. Ongoing for Guinea Bissau and others.</li> <li>- EMIS studies in Africa undertaken in collaboration with UIS</li> </ul>	<p>Cambodia: Increased national capacity in M&amp;E reflected in the Mid-Term Assessment on the Cambodian Education Strategic Plan &amp; Education Sector Support Programme – 1<sup>st</sup> time the MOEYS led the assessment.</p> <p>BREDA-Pôle de Dakar programme developed with a university – this is being pursued with a view to replication in other areas in Africa.</p> <p>In the Pacific Islands: EMIS revision undertaken through joint programme implementation plan for UNDAF priority countries (Kiribati, Solomon Islands, Vanuatu &amp; Tuvalu) Local level ownership of the programme instrumental.</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>&amp; Egypt; preparation of holistic sectoral plans in many African countries; in preparation of FTI proposals in Central African Republic, Burkina Faso &amp; Guinea Bissau; resource projections in Liberia, Morocco, Nigeria, Pakistan, Sudan &amp; Yemen; reconstruction or preparation of education systems in PCPD settings e.g. China, Cuba, Haiti, Iraq, Lebanon, Myanmar, Nepal, oPT, Pakistan, Sudan, Syria &amp; Zimbabwe).</p>			
<p>Capacities for policy formulation and programme delivery in literacy in Member States increased, especially in LIFE countries</p>	<ul style="list-style-type: none"> <li>National development &amp; education plans increasingly integrate literacy policies and resource mobilization strategies in LIFE countries following advocacy (e.g. development &amp; dissemination of LIFE resource pack, dissemination of research, CONFINTEA VI process, International Literacy Day, Frankfurt Book Fair Literacy Campaign activities, participation in EUR-ALPHA &amp; European Family Learning Networks, short story competition &amp; TV spot in Iraq). E.g. identification in 20 countries of strategic areas for improving literacy; literacy development included in UN Country Programme in PNG; LIFE adopted as national literacy framework for all development partners in Afghanistan; development &amp; implementation of NFE-MIS projects in many countries.</li> <li>Literacy policies &amp; programmes better designed, implemented &amp; managed through capacity development of Member States including training (e.g. for government &amp; non-government experts from 6 countries on developing measurement tools for analyzing &amp; monitoring learning achievements; of 40 government &amp; civil society representatives from Africa; of Sudan National Centre for Literacy &amp; Adult Education; on programme development, planning, implementation, monitoring &amp; evaluation in Africa; Egypt MOE; on conducting surveys under Literacy Assessment &amp; Monitoring Programme [LAMP] in Jordan; on adult literacy in multilingual contexts for LIFE countries at a cross-regional workshop; on literacy &amp; adult learning in rural areas at a seminar for 70 participants for E-9 countries), technical assistance (e.g. Benin, Burkina Faso, Chad, Central African Republic, Guinea, Mozambique, Nepal, Pakistan, Tanzania, Mexico; literacy situation analysis, consolidation of national coordination framework in Papua New Guinea; mapping &amp; needs assessment in Afghanistan; review of instructional methods &amp; development of new curricula in Jordan; finalization of survey questionnaire in Iraq; development of radio programmes based on LIFE KIT modules in India), information exchange and sharing on good policies &amp; practices (e.g. through CONFINTEA VI, regional literacy conferences; bringing together of literacy networks in Africa; LIFE-line used by more than 200 focal points &amp; key stakeholders; &amp; publications such as Brazilian publication on literacy lessons learnt); collection of good practices (e.g. establishment of literacy centres &amp; CLCs – most for women – in Jordan &amp; Bangladesh &amp; pilot testing in Nepal of materials through CLCs) &amp; peer review (e.g. of curriculum development in Senegal by West African LIFE</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> years of LIFE offers many important lessons. Success factors included political will, the ability to adjust to specific situation, flexible approaches streamlined into existing policies &amp; agendas, country ownership &amp; enhanced partnership models at all levels.</li> <li>LIFE should work more strongly towards achieving a minimum level of quality before gradually expanding literacy provision to the levels required. Also urgent need for more &amp; better quality financing for literacy &amp; NFE programmes – prioritizing the poor &amp; disadvantaged. Need to convince donors that aid allocations to literacy &amp; adult learning &amp; education must be increased.</li> <li>Need to emphasize more targeting of disadvantaged &amp; vulnerable groups when designing literacy policies &amp; programmes &amp; take into account their special learning needs &amp; life circumstances. This relates to dimensions such as respect for linguistic &amp; cultural diversity, creating literate environments, &amp; introducing minimum standards &amp; assessment tools that provide greater quality, relevance &amp; accurate &amp; comparable data, among other concerns.</li> <li>South-South cooperation used as an implementation modality (e.g. study tour of Iraq MOE officials to Morocco leads to identification of LIFE project components; cooperation between Brazil &amp; Guinea-Bissau).</li> <li>Literacy data not always available</li> </ul>	<p>Cost-effectiveness of LIFE achieved through focus on upstream work, through which a multiplier effect comes into force by targeting senior &amp; middle-management personnel.</p> <p>Use of online tools &amp; techniques (LIFE-line, LIFE Resource Pack, database on effective practices, etc., help facilitate communication among literacy actors &amp; dissemination of research-based evidence with limited resources.</p> <p>27 literacy-related collaborative research projects funded by Germany</p> <p>Many initiatives funded by extrabudgetary sources (e.g. funding of LAMP in Jordan from Canada; Nepal project supported by JFIT).</p>	<p>Although work seen as highly relevant &amp; effective by all stakeholders, contract with German BMBF will not continue in 2010 due to incompatibility of administrative requirements. Therefore project will be phased out by end Feb 2010.</p> <p>In Afghanistan, development partner &amp; MOE coordination strengthened through LIFE Coordination Working Group, &amp; UN Joint Programme on Literacy being revitalized.</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	countries).	(e.g. Iraq).		
<p>Capacities of ministries of education &amp; teacher education &amp; training institutions strengthened in a selected number of sub-Saharan African countries.</p>	<ul style="list-style-type: none"> <li>• Education ministries &amp; teacher institutions better able to respond to challenges following development or improvement of policies &amp; strategies in sub-Saharan Africa (e.g. Angola, Burkina Faso, Burundi, Cape Verde, Central African Republic, Chad, Republic of Congo, DRC, Ethiopia, Ghana, Guinea, Madagascar, Niger, Nigeria, Sierra Leone, Tanzania &amp; Zambia) &amp; other areas (e.g. oPT, Iraq) based on evidence acquired through comparative studies (e.g. on teacher education &amp; ESD, legal instruments &amp; service provision, ICT in teacher education, NFE); facilitation of information exchange fora (e.g. Teacher Education Policy Forum for sub-Saharan Africa), with focus on quality assurance (e.g. workshops held during 3<sup>rd</sup> International Conference on Quality Assurance in Higher Education in Africa); and training of teacher education actors (e.g. gender mainstreaming in Cambodia, ICTs in education in a large number of countries, teacher education in Cambodia, Cape Verde, Nicaragua &amp; Turkmenistan, &amp; HIV &amp; AIDS in a large number of countries), also focusing on school leaders' management skills (e.g. Pacific, Guinea, Niger, Nigeria, Sierra Leone, Tanzania, Egypt &amp; Yemen, improving of school climate &amp; ICT (Ethiopia, Turkmenistan &amp; DPRK).</li> <li>• Teacher education institutions have access to high-quality training materials in key fields such as ICTs (e.g. Jordan; Rajasthan, India; Kazakhstan &amp; Turkmenistan; inclusion (Cambodia, India); HIV &amp; AIDS (large number of countries); school health &amp; nutrition (Guyana); ESD (Cambodia); ECCE-specific teacher training (Antigua &amp; Barbuda, Tajikistan); school management (English-speaking African countries &amp; Pacific Islands); socio-emotional recovery in PCPD settings (Peru); gender (Cambodia, Tajikistan); human rights education (Cambodia); curriculum &amp; pedagogy (DPRK, Mongolia, Sierra Leone).</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of teacher issues will be significantly improved through use of methodological guide taking into account all relevant issues (e.g. training, remuneration, labour market conditions, etc.).</li> <li>• Inclusive friendly school model very useful.</li> <li>• Encourage sharing of existing materials between countries so they can adapt them to their respective situations.</li> <li>• In India: Solution Exchange (ICT in education community) managed in collaboration with other UN agencies, with 500+ people having become members in the last 6 months. Government of Rajasthan included Solution Exchange in their training module for teachers.</li> </ul>	<p>Costs reduced through securing of extrabudgetary funding &amp; wide range of partnerships, e.g. on teacher education in oPT (EC, ADB, ADEA Working Group on the Teaching Profession), distance learning in Sierra Leone (CapEFA); UNAIDS and/or UNCT on HIV &amp; AIDS; socio-emotional recovery for Peru (WHO, OEI, MOE &amp; sub-national authorities).</p>	<p>TTISSA Steering Committee created to coordinate use of the methodological guide with appropriate technical assistance &amp; training.</p>

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

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Satisfactory progress achieved in the implementation of the national action plans for the Second Decade of Education for Africa (2006-2015) aiming at an increase in educational access, retention, performance and progression at all levels of education, from primary to higher</p>	<ul style="list-style-type: none"> <li>• Strengthened co-operation between UNESCO and the four main Regional Economic Communities (RECs) (covering all African countries), through the development of joint programmes for implementation of the AU's Second Decade of Education for Africa. In Central Africa, specific focus given to EMIS and the Global Initiative on HIV/AIDS and Education (EDUCAIDS). In West Africa, focus on EMIS and TVET. ECOWAS, with the support of</li> </ul>	<ul style="list-style-type: none"> <li>• Although significant progress was made with ECCAS and ECOWAS, it is often difficult to pace work with the RECs that operate on different schedules.</li> <li>• The mobilization of the necessary budget to implement the strategy is the main challenge</li> </ul>	<p>Strong partnership between university, BRENDA, HQs and UNICEF to develop and publish a gender toolkit on equality as a contribution to UNGEI.</p>	<p>Programme sustainability is ensured through strong partnerships with RECs</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>education.</p>	<p>UNESCO, and the Education strategy for implementation of AU's education decade was developed.</p> <ul style="list-style-type: none"> <li>• Early Childhood Care and Education (ECCE) is a new goal in the action plans for the Second Decade of Education for Africa (2006-2015) since the 4<sup>th</sup> African conference on ECCE. This is a result of the work of BREDAs as chair of the ADEA Working Group on ECCE (framework for all partners on ECCE in Africa).</li> <li>• Elaboration of a tool kit to support gender equality in education systems throughout textbooks analysis.</li> <li>• The Basic Education in Africa Programme (BEAP) integrated 1 national sector plans (Gambia, Ethiopia and Tanzania) and launched in the first phase countries (Côte d'Ivoire, Seychelles, and Djibouti). Capacity building in competency based curriculum, for curriculum specialists in 8 countries. National in-country training plans developed by all participating countries. Tanzania Institute of Education, identified, as a Regional Center or Pole of Excellence and is in the process of being capacitated. National Frameworks for Inclusive Education developed as an entry point into BEAP, (eq. Seychelles &amp; Mauritius).</li> </ul>	<ul style="list-style-type: none"> <li>• Mobilization of human, financial and technical resources to increase support of ECCE in all countries in Sub-Saharan Africa.</li> <li>• Although it is country-led, the articulation of the BEAP within the SWAPS remains a challenge, as there is a need to harmonize, as far as financing is concerned, the positions of all the partners.</li> <li>• BEAP proved to be an attractive programme since many countries are eager to participate. UNESCO needs to continue the political dialogue with the partners, to ensure their financial participation.</li> </ul>	<p>Good partnership with UNICEF, World Bank, Elma foundation, Save the children, ADEA, Bernard Van Leer Foundation and others to implement ECCE policy in Africa</p>	
<p>Progress in achieving EFA accelerated and capacities built, particularly through addressing the challenges of literacy (Literacy Initiative for Empowerment (LIFE)), teacher issues and training (Teacher Training Initiative for Sub-Saharan Africa (TTISSA)), and HIV and AIDS education (Global Initiative on HIV/AIDS and Education (EDUCAIDS)) challenges.</p>	<ul style="list-style-type: none"> <li>• In line with AU 2nd Decade of Education, clearer literacy policies elaborated and resource mobilization strategies developed and implemented in many countries, enabling progress towards attainment of the literacy objectives set out in EFA and MDGs.</li> <li>• The 18 African LIFE countries, together with Brazil, Haiti and Sudan, met in Maputo (Jan. 2008) and adopted the "Maputo Strategic Platform for LIFE", which specifies roles and responsibilities. Commitments to literacy and adult education further strengthened through the CONFINTEA VI Regional Preparatory Conference in Nairobi (Nov. 2008) through adoption of the "African Statement on the Power of Youth and Adult Learning and Education for Africa's Development". The African Network on Experimental Learning (23 countries involved) has been established. The development of a LIFE resource pack in English and French, and the Hosting of LIFE-line, a web-based platform, facilitate exchange between literacy stakeholders in LIFE countries. National budgets for literacy increased in 5 countries (Benin, Ethiopia, Mali, Mozambique and Senegal). Burkina Faso has for the first time taken into account non-formal education in its budgeting. Curriculum development supported in Senegal and a peer-review of</li> </ul>	<ul style="list-style-type: none"> <li>• Despite efforts to keep literacy on the education agenda through the various platforms mentioned and sensitize policy makers to the importance of literacy, particularly for adults, literacy is not given high priority in many countries.</li> <li>• Lessons learnt from the recent external SPO evaluation will be taken into account in the management and coordination of the two global initiatives relating to LIFE and TTISSA.</li> <li>• Recent development of a methodological guide (at global level) in which all relevant issues are included (e.g. training, remuneration, labour market conditions, etc.) will improve analysis of teacher issues in TTISSA countries.</li> <li>• A TTISSA Steering Committee was created to coordinate the use of the methodological guide with the appropriate technical assistance and training in the context of the 35 C/5</li> </ul>		

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>this curriculum by West African LIFE countries facilitated. Both Benin and Burkina Faso received funding for adult literacy initiatives under the EFA Fast Track Initiative, despite the FTI's traditional focus on basic formal schooling.</p> <ul style="list-style-type: none"> <li>• UNESCO continues to provide technical assistance to 17 of the 49 Sub-Saharan Africa countries involved in TTISSA. The following strategic areas of support are covered at country level: 1. Teacher policies: country-level policy/strategy development in 7 TTISSA countries (Angola, Chad, Congo, Dem. Rep. of Congo, Guinea, Sierra Leone, Zambia) 2. Research on teacher issues in 11 countries (Burundi, Cape Verde, Central African Republic, Chad, Congo, the Dem. Rep. of Congo, Ethiopia, Guinea, Niger, Sierra Leone and Zambia). 3. National Qualifications Frameworks for Teachers (Angola and support to Quality Assurance through Regional Fora (all countries). 4. Capacity building of educational personnel and decision makers. (Angola, Burkina Faso, Burundi, Cape Verde, Central African Rep. Chad, Congo, Dem. Rep of Congo, Ethiopia, Ghana, Guinea, Madagascar, Niger, Nigeria, Sierra Leone, Tanzania, Zambia). At the global level, TTISSA policy diagnostic tool piloted in Benin and Uganda and validated with various stakeholders including the African Development Bank and ILO.</li> <li>• Validation of harmonized HIV and AIDS education curricula by 6 Ministries of Education of CEMAC in October 2008 enabled 2 major developments: preparation of national implementation strategies and opening up negotiations with CEEAC countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Assuring an effective translation of harmonized curricula into costed, well-designed and viable national action plans. Securing sufficient funding for large-scale national activities will demand joint efforts, mobilizing UNCT on HIV and AIDS and other partners. The potential enlargement for CEEAC will further increase this challenge and coordinated and harmonized action of all involved UNESCO offices is necessary.</li> </ul>	<p>Extra-budgetary funds from various sources (JFIT, CAP EFA, Spain and Italy) have contributed to support TTISSA interventions in a large number of countries in SSA. These funds have been used mainly to support strategic planning and policy dialogue &amp;/or implementing innovative training practices.</p> <p>Joint, coordinated action of several UNESCO offices brought a true added value for this activity. Joint efforts with the Communication and Information sector have made possible greater visibility for lesser costs, strengthening capacities of media in addressing the questions of HIV and AIDS in educational settings. CI sector will play, in selected CEMAC/CEEAC countries, an important role for national implementation efforts (use of ICT in teacher training, for instance).</p>	
<p>Technical and vocational education and training (TVET) curricula revised, and science programmes developed and implemented in Member States through intersectoral activities and the network of UNEVOC centres in Africa.</p>	<ul style="list-style-type: none"> <li>• 15 ECOWAS countries involved in the “Abuja process” on TVET, with a sub-regional meeting on the sub-sector that took place in August 2009 in Abuja, through a common organization with the ECOWAS Secretariat. Strategic/prior recommendations identified and enhanced involvement of UN and non-UN technical/financial partners through the establishment of an Inter Agency Task Team (IATT) for the revitalization of TVET for the</li> </ul>	<ul style="list-style-type: none"> <li>• Necessary involvement of sectoral and multisectoral TVET stakeholders in reflection on national policies.</li> <li>• Necessity to work at the level of the RECs to influence TVET policies, and improve the coordination of technical and financial partners at this level</li> </ul>		



34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>sub-region, in link with others Regional Economic Communities.</p> <ul style="list-style-type: none"> <li>• Enhanced coordination of the TVET programmes at the regional level, with better interaction between the Regional Economic Communities</li> <li>• 10 ECOWAS countries involved in integration of life skills through BEA) and inclusion of marginalized population groups.</li> <li>• Strategic advice provided on the development of TVET system in response to identified and future requests and in accordance with a holistic approach that integrates BEAP into basic education.</li> <li>• Capacity-building to improve the management and monitoring of TVET at the regional level: production of a document advising governments on the issue of improving the quality of TVET statistical data in cooperation with the regional branch of the UNESCO Institute for Statistics (UIS). Production of a translation of a UIS/UNEVOC document on the ISCED and statistical data problematic for TVET.</li> <li>• Advice to governments in the area of traditional crafts through intersectoral work with the Culture Division of BREDa in order to preserve and develop the TVET sector.</li> <li>• Effective review of TVET plans, policies and curricula with a view to integrating life skills and entrepreneurship (in ECCAS for example).</li> <li>• Analysis of and reflection on innovative mechanisms for lifelong learning, with a focus on marginalized groups and areas through influencing policies on an innovative mobile training team built on a south-south cooperation (Dakar Cluster)</li> </ul>	<ul style="list-style-type: none"> <li>• Necessity to enhance the regional coordination of TVET action between the RECs to improve the impact at the national level through the sub regional level.</li> <li>• Enhancing the link between literacy and TVET programmes and the BEAP programme</li> <li>• Necessity to enhance the link between each REC and the UNESCO field offices concerned, especially during programming phases.</li> </ul>		
<p>Use of ICTs in education increased to meet EFA goals and improve quality, as well as open access to post-basic education programmes.</p>	<ul style="list-style-type: none"> <li>• Partners sensitized to UNESCO recommendations and expertise via UNESCO's participation in E-Learning Africa Forum held in Dakar (April, 2009) through cooperation between UNEVOC, IICBA and BREDa.</li> <li>• Bamako+5 conference allowed the sharing of experiences in ICT and Education and facilitated the revitalization of the Working Group on Open and Distance Learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The vast majority of work in this area is done with new and different partners, notably from civil society and the private sector.</li> <li>• Different partnership models need to be sought with associations and networks to develop and communicate good practices and policies</li> </ul>		

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Policy advice delivered to establish national and regional research systems, especially through support to identified centres of excellence to enhance quality delivery of higher education programmes and the development of a qualifications framework for quality assurance.</p>	<ul style="list-style-type: none"> <li>• More than 200 representatives from government, educational institutions, development partners, civil society among which education staff unions and students associations, from 27 countries were informed and discussed major issues in higher education at a regional conference for Africa held in Dakar, Senegal, November 2008, as part of preparations for World Conference on Higher Education. Participants concluded on the need to focus on: access, relevance, efficiency and effectiveness; quality assurance (QA); research and innovation; partnerships and cooperation; creation of an African higher education; and funding.</li> <li>• The regional Conference on HED in Africa (CRESA) and the 3rd QA conference identified further steps for strengthening regional research and advancing the policy discussion through support to existing scientific network, centres of excellence and UNESCO Chairs.</li> </ul>	<ul style="list-style-type: none"> <li>• Advances in partnerships in the follow-up of the WCHE are necessary</li> <li>• The negotiation and ratification of the Arusha Convention, presented at the November 2009 COMEDAF meeting, are essential in the 35 C/5 biennium</li> </ul>	<p>The Arusha Convention should be negotiated in collaboration with the AU, allowing for the sharing of costs with other AU and UNESCO events</p>	<p>The Arusha Convention should be negotiated in collaboration with the AU, providing for a Regional authority to serve as a regular forum for discussion of HED issues within the context of the Convention.</p>

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

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

**Planned: \$ 4 591**

**Actual: \$ 4 591**

34 C/5 Expected Results	Achievement(s)	Challenges / Lessons Learnt	Cost-Effectiveness	Sustainability
<p>Institutional &amp; human capacities enhanced in curriculum design, development &amp; reform.</p>	<p>Global Community of Practice in Curriculum Development (COP):</p> <ul style="list-style-type: none"> <li>• Information exchange on curriculum development &amp; inclusion promoted through consolidation &amp; expansion of COP in Curriculum Development &amp; creation of a platform for policy dialogue at national, regional &amp; inter-regional levels;</li> <li>• 9-year competency-based curriculum framework promoted through curriculum-focused contributions to the BEAP in 6 pilot countries (Ethiopia, Cote d'Ivoire, the Gambia, Tanzania, the Seychelles &amp; Djibouti).</li> <li>• Competency-based curriculum design improved in LAC through regional training, competencies evaluated (Costa Rica) &amp; re-design of secondary education curriculum (Guatemala).</li> <li>• Contribution to country-driven capacity development initiatives made through finalization &amp; piloting of worldwide resource pack on curriculum change &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Relevance of animating the COP on a permanent basis by producing &amp; sharing knowledge &amp; competencies on curriculum issues.</li> <li>• Value of the COP to link institutions &amp; persons from different regions, contributing to a permanent global policy dialogue on education &amp; curriculum issues.</li> <li>• COP is a privileged setting for producing &amp; sharing knowledge on inclusive education, leading to solid follow-up process of the 48<sup>th</sup> ICE.</li> <li>• Relevance of a comprehensive capacity development approach which supports curriculum change &amp; management processes &amp; that includes policy dialogue,</li> </ul>		<p>Flexible frameworks &amp; diverse strategies to engage Ministerial staff, UNESCO Offices, COP Focal Points &amp; other partners with regards to fostering policy dialogue &amp; action on curriculum issues;</p> <p>Combination of face-to-face &amp; on-line activities (e.g. weekly messages, e-forum, etc.) through the COP to support regions &amp; countries in designing &amp; implementing processes of curriculum change.</p>



34 C/5 Expected Results	Achievement(s)	Challenges / Lessons Learnt	Cost-Effectiveness	Sustainability
	<p>management (piloted in Tanzania, Bhutan &amp; Uruguay).</p> <ul style="list-style-type: none"> <li>• Information exchange consolidated through reinforcement of network of high-level specialists from Ministries of Education in 9 sub-Saharan African countries &amp; training of 90 curriculum specialists;</li> <li>• Lessons learnt on schooling in Africa today &amp; for future shared with participants &amp; donors during international forum (Madrid, January 2008).</li> <li>• Skills for work in the curriculum analyzed &amp; new methodological framework developed to introduce peace education, e.g. International Seminar: "Curricular innovations to learn to live together" co-organized by the IBE, GTZ &amp; Rwandan National Center for Curriculum Development, (Kigali, October 2008).</li> <li>• Concepts of "life skills" &amp; "learning to live together" (LTLT) explored with international experts &amp; state of peace education in participating countries reviewed through International Seminar: "Enhancing Life-relevant Competencies in the Curriculum: Integrating Preparation for Life &amp; Work, Poverty Alleviation &amp; Peace Education" co-organized by IBE &amp; GTZ (Geneva, 30 March to 3 April 2009).</li> <li>• Progress made towards developing capacity for comprehensive curriculum planning, design &amp; implementation through production of a Toolkit that integrates cross-cutting issues such as peace education; gender equality; human rights &amp; citizenship education; education for sustainable development (ESD); intercultural education; work &amp; entrepreneurial education.</li> <li>• Capacity of sub-Saharan African countries in fostering competency development for life, work &amp; sustainable development built through production of tailored tools &amp; resources (i.e. case studies, comparative studies, guidelines).</li> <li>• Curriculum policies &amp; practices of sub-Saharan African countries made more visible at regional &amp; international levels &amp; curriculum innovation strategies developed.</li> <li>• Experts have access to research on inclusive education in Africa through publication &amp; wide dissemination of Prospects, N°146 on "Poverty Alleviation &amp; inclusive education: Transforming schools in sub-Saharan Africa".</li> <li>• Resources (including interactive tools) produced &amp; reviewed on HIV&amp;AIDS education &amp; made available e.g.</li> </ul>	<p>training &amp; learning resources.</p> <ul style="list-style-type: none"> <li>• Importance &amp; benefits of a multi-country approach;</li> <li>• Importance of a true participatory process &amp; of the project components, which are mutually reinforcing, namely research, action &amp; capacity development;</li> <li>• Particular focus put on teacher training as one of the common needs in the field.</li> </ul>		<p>IBE partnership with GTZ/BMZ; future joint fund-raising possibilities;</p> <p>High-level participation &amp; support at the international workshop held in Frankfurt (24-26 October 2009); the Minister of Education of Angola, the Vice-Minister of Education of Kenya, the Director of education division of GTZ/BMZ; &amp; the IBE Director participated actively at the workshop during a high-level panel;</p> <p>Involvement &amp; active participation in the project of UNESCO regional &amp; Field Offices, &amp; national commissions: BREDA, Bamako, Windhoek, etc.</p> <p>Publication &amp; dissemination of papers &amp; studies; providing</p>

34 C/5 Expected Results	Achievement(s)	Challenges / Lessons Learnt	Cost-Effectiveness	Sustainability
	<p>through UNESCO clearinghouse &amp; IBE website;</p> <ul style="list-style-type: none"> <li>Teachers' awareness of HIV issues in Arab States &amp; Africa raised through workshop.</li> <li>HIV&amp;AIDS &amp; education policies advanced through technical assistance – e.g. teacher training on school health &amp; nutrition with special focus on HIV&amp;AIDS in Guyana (some 250 requests in total).</li> <li>Strategy to test the revised Liberian syllabi by Ministry of Education developed (Liberia, September 2008).</li> <li>As part of the UN Joint Programme on gender equality in Vietnam, Guidelines developed for textbooks analysis from a gender perspective &amp; Report of findings prepared in collaboration with UNESCO Hanoi &amp; the Vietnamese MOET.</li> <li>Technical assistance provided to UNICEF project "Review of the Kosovo Primary &amp; Secondary Curriculum Framework;</li> <li>Capacity of the Pakistani MOE enhanced to carry out curriculum implementation &amp; revision successfully based on a study visit to the IBE organized in collaboration with GTZ Pakistan.</li> <li>"Preparation for Life &amp; Work. Comparative Study with a focus on Basic (Primary &amp; Lower Secondary) Education in Developing African Countries" revised comprehensively to be published by the IBE in 2010.</li> <li>New information communication technologies &amp; curriculum development, inclusive education pedagogical practices &amp; international understanding approaches integrated with participation of Carnegie Mellon University (CMU) in association with the UNESCO Associated Schools Project Network (ASPnet). Exchanges &amp; sustainable networking among students of different cultural backgrounds promoted. Overall 15 schools in South Africa, Trinidad &amp; Tobago, the USA, Indonesia &amp; Brazil participated in the project, with 358 students &amp; 80 teachers trained.</li> </ul>	<ul style="list-style-type: none"> <li>Crucial to reform primary, secondary &amp; teacher training in parallel when introducing HIV &amp; AIDS education.</li> <li>Approach must be adapted to cultural context.</li> <li>Importance of challenging misconceptions, myths &amp; rumours.</li> <li>Personal commitment from high-level stakeholders is crucial.</li> <li>Continue the capacity-building work in more African sub regions.</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 &amp; curriculum must be reviewed together.</li> <li>Importance of pro-active means of disseminating IBE works &amp; results.</li> <li>Importance of well-grounded comparative studies based on primary &amp; secondary research on curriculum processes &amp; products;</li> <li>Need to strengthen the TA team &amp; delivery capacity in compliance with increased demands from countries &amp; education agencies.</li> </ul>	<p>Arab States workshop organized in collaboration with ISESCO.</p> <p>Sharing of costs &amp; resources between IBE, CMU &amp; 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>access to such works on the IBE website;</p> <p>Official commitment from Ministries of Education in several countries for integration of HIV &amp; AIDS education in curricula;</p> <p>Technical assistance, advice &amp; evaluation of documents produced by countries after workshops.</p> <p>Roll-on strategies at country level are important;</p> <p>Other partner's in-kind contributions; fund raising.</p> <p>Online training &amp; instruction helps increase sustainability;</p>
<p>New orientations &amp; developments in the field of education identified through information collected &amp; processed, research &amp; studies.</p>	<p>Major outcomes related to the Observatory of educational trends, in particular:</p> <p>1) Significant contributions to EFA Global Monitoring Reports (GMRs), Intersectoral World Report on Cultural Diversity (<i>Investing in cultural diversity &amp; intercultural dialogue, 2009</i>), Review of the 1997 International</p>	<ul style="list-style-type: none"> <li>A good collaboration scheme with the GMR team over 2002-2008; IBE contributions to the GMR are usually delivered as a "commission" &amp; are financed by the GMR.</li> </ul>		

34 C/5 Expected Results	Achievement(s)	Challenges / Lessons Learnt	Cost-Effectiveness	Sustainability
	<p>Standard Classification of Education (ISCED) coordinated by the UNESCO Institute for Statistics (UIS), <i>UIS Global Education Digest 2008</i>;</p> <p>2) Inclusive education &amp; follow-up to the 48<sup>th</sup> ICE: exploratory analysis of 2008 National Reports &amp; other reports on inclusive education in Latin America &amp; the Caribbean (31 countries); CD-ROM with all 48 ICE materials; information platform on inclusive education created on IBE website, providing access to a wide range of resources (260 items &amp; over 40 websites);</p> <p>3) IBE Working Papers on Curriculum Issues produced (Complex knowledge &amp; educational competencies, &amp; Curriculum &amp; inclusion in the Andean region of Latin America).</p>	<p>During 2009 &amp; up to 2011 focus progressively concentrated on the support to UIS &amp; the ISCED 1997 review process (e.g. process of revision of international classifications to cover new policy interests).</p>		
<p>Knowledge &amp; information updated &amp; disseminated on education systems, existing curricula &amp; curriculum development processes, as well as examples of best practices &amp; innovations.</p>	<p>UNESCO Knowledge Portal enhanced through better integration of services &amp; access to specialized resources &amp; materials expanded. In particular:</p> <ul style="list-style-type: none"> <li>- IBE database <i>Country Dossiers</i> (193 countries) updated &amp; enriched;</li> <li>- Multilingual, user-friendly, restructured IBE website reaches more non-English-speaking visitors (Fr +21%, Sp +30%, Ch +55%, Ru +170%, Ar + 120%); increased number of visitors (from 2.1 to 2.6 million or +22%) &amp; increased number of visits (from 2.7 to 4.3 million or +60%); Increased number of consultations/downloads of IBE publications &amp; resources from UNESDOC (from some 324,000 to 437,000 or +35%); Over 90 weekly alerts &amp; 8 Digests compiled &amp; sent out to over 1,200 curriculum specialists in 120 countries worldwide during 2008-2009;</li> <li>- Archive of online curricula further developed, bringing total to 403 documents; IBE's collection of printed curricula contains 230 curricula.</li> <li>- New impulse given to Prospects: Improved quality control, time delivery &amp; visibility; increased subscriptions &amp; revenues, 9 issues completed:</li> <li>- 6 other publications completed.</li> </ul>	<ul style="list-style-type: none"> <li>• IBE clearinghouse function an important asset for supporting ICE follow-up activities &amp; source of added value for the Organization.</li> <li>• Adoption of the Typo3 Content Management System for the maintenance &amp; development of IBE website resulted in increased efficiency compared to the legacy system &amp; offers additional opportunities for further developments.</li> <li>• Feedback exercise conducted to ascertain usefulness of the alert services showed approval rating of some 80%. Alerts make available the latest news items, online reports, websites &amp; other online resources on curriculum development, education systems &amp; educational trends (3 languages covered: Fr, Sp &amp; Eng).</li> </ul>		
<p>International policy dialogue on educational policies intensified &amp; broadened.</p>	<p>Dialogue fostered on Inclusive Education (IE) policies &amp; practices through preparations, implementation &amp; follow-up of 48<sup>th</sup> session of the International Conference on Education (ICE)</p> <p>1) Preparatory process: co-organization of four</p>	<ul style="list-style-type: none"> <li>• Preparatory process considered model for stakeholders' involvement proved key element contributing to high-quality debates &amp; participants' sense of ownership.</li> <li>• Active role &amp; personal participation of</li> </ul>	<p>ICE organized by IBE with HQ support.</p> <p>In 2008, entire IBE team engaged in preparations. The 2008 budget required by the IBE for such a</p>	<p>IBE Council strongly engaged in the decisions related to the ICE.</p> <p>Indicators of Inclusive Education progress being prepared &amp; followed-up.</p>

34 C/5 Expected Results	Achievement(s)	Challenges / Lessons Learnt	Cost-Effectiveness	Sustainability
	<p>Regional Preparatory Conferences (Latvia/February; Indonesia/May; Lebanon/August &amp; Cameroon/September); one Community of Practice Workshop (Finland/March) &amp; one international seminar (Switzerland/November);</p> <p>2) 48<sup>th</sup> ICE: over 1,600 participants (with 100 Ministers &amp; vice-Ministers; 153 countries represented, representatives of UN agencies &amp; NGOs) engaged in cross-dialogue on broadened notion of Inclusive Education;</p> <p>3) High quality presentations &amp; documents &amp; four videos produced;</p> <p>4) Partnerships forged with key stakeholders &amp; strong commitment made for follow up actions in their agendas, including the Council of Europe, OHCHR, UNICEF, International Education;</p> <p>5) Strong outcome document “Conclusions &amp; Recommendations” unanimously endorsed by ICE;</p> <p>6) Wide dissemination &amp; discussion of the ICE outcomes in follow-up activities (see below).</p>	<p>Ministers of Education &amp; high-level delegations enriched debates.</p> <ul style="list-style-type: none"> <li>• Innovative features appreciated, such as webcast Roundtable between Ministers &amp; young people representing the excluded.</li> <li>• Success of exhibitions &amp; side-events bringing other partnerships; involvement of private sector through participation in the exhibits.</li> <li>• Strong collaborative relations established with other UNESCO entities proved essential for implementation of the “Conclusions &amp; Recommendations”.</li> <li>• Relevance of promoting in-depth policy dialogue on IE as pre-requisite to promote &amp; support other educational policy reform.</li> <li>• Inclusive Education to be part of UNESCO &amp; IBE programmes.</li> </ul>	<p>large conference (approx. \$1.4 million) was used in a very cost effective way.</p>	
<p><a href="#">Implementation of the decisions of the 2008 International Conference on Education monitored</a></p>	<p>Implementation &amp; monitoring of 48<sup>th</sup> ICE Conclusions &amp; Recommendations conducted through wide range of follow-up actions, involving their presentation &amp; discussions at 38 follow-up activities with over 3,900 participants &amp; 123 countries have been involved in these activities. IBE directly co-organized 23 of these activities:</p> <p>1) Policy dialogue activities on IE &amp; meetings relating to IE supported &amp; advanced dialogue, raising further awareness &amp; understanding of IE at different educational levels, positioning IE as key strategy for achieving EFA within policy &amp; curricular frameworks at international &amp; national levels &amp; reinforcing UNESCO’s leading role in this regard;</p> <p>2) Capacity of policy-makers, curriculum developers &amp; teachers to implement inclusive educational reform within policy &amp; curricular frameworks, as well as in the classroom, developed through workshops.</p> <p>3) Wide range of materials relating to the 48<sup>th</sup> ICE outcomes &amp; IE produced, translated &amp; disseminated (i.e. PPT presentations, Final Report &amp; CD; DVDs of the 48<sup>th</sup> ICE videos; Curriculum Resource Pack Module on IE for the Latin American region; Prospects issue focusing on IE);</p>	<ul style="list-style-type: none"> <li>• Strong collaborative relations with HQ &amp; UNESCO Regional Bureaux &amp; FOs essential in building on political commitments expressed during ICE, expanding impact of follow-up activities for implementation of the “48<sup>th</sup> ICE Conclusions &amp; Recommendations” &amp; in planning for future activities that respond to regional needs.</li> <li>• Importance of UNESCO assuming a leadership role in mobilizing key partners to implement ICE outcomes.</li> <li>• Key role played by IBE Community of Practice (COP) in engaging stakeholders &amp; partners in policy dialogue &amp; capacity development initiatives related to IE.</li> <li>• Importance of adapting approaches &amp; translating materials in diverse cultural &amp; linguistic contexts.</li> </ul>	<p>Most follow-up activities cost-shared among key stakeholders.</p> <p>Several research assistants recruited for specific ICE tasks have continued to support implementation &amp; monitoring of 48<sup>th</sup> ICE outcomes.</p>	<p>Several IBE Council members directly involved in implementation activities of 48<sup>th</sup> ICE (e.g. Ecuador, Russia);</p> <p>Inclusive Education to be part of UNESCO &amp; IBE programs &amp; projects in 2010-2011.</p>

34 C/5 Expected Results	Achievement(s)	Challenges / Lessons Learnt	Cost-Effectiveness	Sustainability
	4) Continuing development of the IBE website on a regular basis, based on follow-up activities' findings.			

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

<b>Regular budget: Activities</b> (rounded to \$ thousand)	
<b>Planned: \$ 5 100</b>	<b>Actual: \$ 5 100</b>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
National capacities strengthened in educational planning & management (EPM).	<ul style="list-style-type: none"> <li>Over 1,400 people trained from 108 countries. By category, 81% of Sub-Saharan African countries &amp; 74% of Least Developed Countries benefited from some form of IIEP training.</li> <li>Recognizing that planners &amp; managers need multiple entry training opportunities both to improve their skills &amp; ensure professional development, IIEP has worked on diversifying training opportunities. It successfully piloted a distance course on education sector planning (88% retention). On basis of alumni feedback &amp; analysis of needs expressed, IIEP worked on a training to become operational from 2010. Initial results from a more deliberate association of training institutions with IIEP's training programme are encouraging.</li> </ul>	<ul style="list-style-type: none"> <li>Main challenge is to ensure that the planners &amp; managers trained by IIEP actually discharge functions commensurate with their skill-sets. This poses issues related to the environment &amp; the functioning of civil services from which most IIEP trainees come. Mitigating strategies are in place (e.g. training groups of planners, enlisting the commitment of the Ministries of Education to use the upgraded profile of trainees in suitable positions).</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 introduced in the ATP to ensure effective use of inputs.</li> <li>Distance &amp; blended courses being developed.</li> <li>Regional rather than national courses favoured to maximize reach of short-term courses. When possible, at-distance 'warm up' sessions offered to permit greater depth during the courses.</li> <li>Partnerships consistently sought to ensure effectiveness of inputs through cost-sharing or leveraging arrangements.</li> </ul>	<p>End-of-course evaluations indicate that participants rate usefulness &amp; relevance of training highly, indicating that learning outcomes will be used.</p> <p>Collaboration with national/regional training institutions strengthens their capacities to discharge training functions. Six national training institutions therefore associated with new blended course. Feasibility of replicating the blended course with the same institutions will be explored.</p> <p>Means to sustain distance learning results will be sought in 2010-2011.</p>
Capacity requirements & constraints in educational planning & management (EPM) documented.	<ul style="list-style-type: none"> <li>On basis of an extensive set of reviews, papers, &amp; discussions within &amp; beyond UN System, UNESCO Strategy Paper on Capacity Development in Educational Planning &amp; Management produced &amp; findings discussed in international settings such as the 2008 EFA Working Group.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons learnt include essential dimension of national leadership &amp; ownership for any sustainable result in educational planning &amp; management, &amp; need for change agents in middle to senior planning &amp; management functions. Findings also highlight importance of inter-ministerial collaboration.</li> </ul>	<p>Resources carefully used, in particular for missions. In addition, rather organizing separate meetings, already-planned meetings used to discuss with partners &amp; raise awareness of UNESCO's work &amp; of its role.</p>	<p>Findings being incorporated in the Education Sector's methods of work for the implementation of the 35 C/5.</p>
Education stakeholders informed of significant developments in educational planning & management.	<ul style="list-style-type: none"> <li>Some 20 titles a year published. Close attention paid to ensuring quality &amp; relevance of publications at planning &amp; dissemination stages. Favourable reception received by work on private tutoring illustrates results of this policy. Particular efforts made to expand linguistic coverage beyond English &amp; French. Translation agreements negotiated in Russian &amp; Chinese, &amp; discussions underway for further translation into Arabic, Armenian, Hindi, &amp; Uzbek, among other</li> </ul>	<ul style="list-style-type: none"> <li>Associating stakeholders &amp; local actors from the onset of research projects, &amp; producing clear messages, contribute to creating discussion opportunities that facilitate translation of findings into actions. IIEP's action is practice-oriented, &amp; research is no exception. While linking research findings to policy-making is a complex task, IIEP's experience is that associating stakeholders &amp;</li> </ul>	<p>IIEP uses electronic dissemination to an increasing extent. Newsletter &amp; all books can be downloaded from the Institute's website.</p>	<p>Titles remain available on the Institute's website, even when the stock of paper copies has been exhausted.</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	languages.	local actors in research design & implementation creates ownership of findings. E.g. capacity development research in Benin: Having been a full-fledged research partner, Benin's authorities are currently addressing design of a holistic capacity development plan for their civil service.		
Findings of strategic research & best practices disseminated.	<ul style="list-style-type: none"> <li>IIEP's work is regularly used by other stakeholders. For instance, past work on student financing in higher education in Asia is being used by the International Comparative Higher Education Finance &amp; Accessibility Project for a study on the means-testing instruments used by countries throughout the world to distribute higher educational subsidies. The work was commissioned by the World Bank. Further illustration of the use of IIEP's work can be exemplified by the Association of African Universities &amp; ADEA requesting IIEP to produce a policy brief on private higher education. This was one of four briefs prepared for the AAU's 12th General Conference in Nigeria (May 2009).</li> </ul>	<ul style="list-style-type: none"> <li>The communication strategy must be multifaceted – print, web, word of mouth.</li> </ul>	IIEP's new stock-management information system accompanies the 'print on demand' policy, which modern technology allows at no extra cost. Also, the Institute regularly assesses the relative costs of publishing in print and/or electronically.	
Capacities of Member States enhanced in planning, implementing, managing & monitoring education sector programmes.	<p>IIEP's achievements include:</p> <ul style="list-style-type: none"> <li>- design of monitoring &amp; evaluation tools in Panama;</li> <li>- development of a model to project demand for teachers in implementation of Argentina's 2006 Education Law;</li> <li>- significant reductions in drop-out &amp; repetition, &amp; increased enrolment in the 80 schools participating in Argentinean public-private-partnership 'Schools of the Bicentenary';</li> <li>- creation, with cooperation of UNICEF &amp; UN Evaluation Group (UNEG), of a regional network of UN evaluators in Latin America;</li> <li>- improved information &amp; technical skills of statisticians from Ministries of Education, Higher Education, &amp; Social Affairs in DR Congo to increase speed at which they can produce statistical yearbooks;</li> <li>- establishment of financial data collection methods, &amp; of budgetary codification, in Benin;</li> <li>- Completion of analysis of education expenditure in Ghana. Synthetic tables on household expenditures appended to the Education Performance Report, which was discussed at the annual meeting of the Ministry of Education with its partner institutions;</li> <li>- Palestine prompted towards a sector-wide approach;</li> </ul>	<ul style="list-style-type: none"> <li>Learning-by-doing is an effective skills-transfer strategy to build competences within ministries of education on condition that ministries commit to training of personnel with adequate profiles &amp; portfolios, &amp; that IIEP can engage in long-term. Positive results of this approach can be seen in countries as different as Afghanistan &amp; Egypt. Both countries are now on the right path for independent planning, implementation, &amp; review. As in any genuine capacity development endeavour, the process requires long-term commitment from financial partners. Approach mainstreamed in other types of IIEP programmes (e.g. long-term distance course on education sector programming).</li> </ul>	Regular communications with partners help solve most issues that arise, thereby reducing delays in programme implementation & number of missions required. Latter prepared as far in advance as possible to optimize contact time with national counterparts.	IIEP endeavours to transfer skills to ensure implementation by national actors. Assessment of needs & capacities conducted prior to any intervention. To the extent possible, all stakeholders invited to participate in programme design, & national capacities harnessed for project/programme implementation.



34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	and - sustainable nucleus of educational planners at central level set up in Afghanistan.			

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

Regular budget: Activities (rounded to \$ thousand)

Planned: \$ 2 300

Actual: \$ 2 300

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Capacities improved in Member States regarding the recognition, accreditation & validation of achievements in different forms of learning, including non formal & informal learning.	<ul style="list-style-type: none"> <li>International initiative on the recognition, validation &amp; accreditation of non-formal &amp; informal learning (RVA) launched at CONFINTEA VI, supporting Member States to share practice &amp; develop frameworks.</li> <li>More countries included in the International Observatory on RVA.</li> <li>Development of common set of benchmarks on RVA.</li> </ul>	<ul style="list-style-type: none"> <li>CONFINTEA VI provided a unique opportunity to increase awareness &amp; capacity in developing national frameworks for the recognition of competences in different settings to facilitate the transferability of learning.</li> </ul>		RVA concept increasingly promoted by government & non-government actors worldwide.
Capacities increased for policy formulation & programme delivery in literacy & non-formal education in Member States, especially in the Literacy Initiative for Empowerment (LIFE) countries, resulting in increases in the literacy rate.	<ul style="list-style-type: none"> <li>Technical backstopping &amp; feedback provided on formulation of national literacy strategies &amp; action plans in Benin, Burkina Faso, Chad, Central African Republic &amp; Guinea. Similar support provided to India for development of its new literacy framework &amp; scheme <i>Shaakshar Bharat</i>.</li> <li>Technical support provided within CapEFA to Mozambique, Nepal, Pakistan, Papua New Guinea &amp; Tanzania.</li> <li>In-depth review of 3-year implementation of LIFE published (<i>Advancing literacy: A review of LIFE 2006-2009</i>), assessing overall performance of LIFE &amp; evaluating the results of its implementation at country level &amp; sharing experiences &amp; lessons learned with interested stakeholders.</li> <li><i>LIFE Resource Pack</i> broadly disseminated to all LIFE countries &amp; used as advocacy &amp; communication tool. <i>LIFE-line</i> used by more than 200 LIFE focal points &amp; key stakeholders for effective exchange.</li> <li>Capacities of some 50 literacy specialists developed for adult literacy in multilingual contexts through cross-regional workshop for LIFE in Asia, sub-Saharan Africa &amp; Arab States (Sept/Oct 09, Ethiopia).</li> </ul>	<ul style="list-style-type: none"> <li>While much work remains to be done in order to tap into LIFE's full potential &amp; convening power, &amp; to address important issues such as gender &amp; the specific learning needs of disadvantaged &amp; vulnerable groups, the initiative's first years offer many important lessons that can be applied in subsequent years. Success factors included political will; the ability to adjust to specific situations; flexible approaches that streamline into existing policies &amp; agendas; country ownership; &amp; enhanced partnership models at all levels.</li> <li>LIFE should work more strongly towards achieving a minimum level of quality before gradually expanding literacy provision to the levels required. There is also an urgent need for more &amp; better-quality financing for literacy &amp; NFE programmes – &amp; this investment must give priority to the poor &amp; disadvantaged. Donors need to be convinced that aid allocations to literacy &amp; adult learning &amp; education must be increased.</li> </ul>	<ul style="list-style-type: none"> <li>Cost effectiveness of LIFE is achieved through a main focus on upstream work, through which a multiplier effect comes into force by targeting senior &amp; middle-management personnel.</li> <li>Use of online tools &amp; techniques (<i>LIFE-line</i>, <i>LIFE Resource Pack</i>, database on effective practice, etc.) help to facilitate communication among literacy actors (GO &amp; NGO) &amp; world wide dissemination of research based evidence with limited resources.</li> </ul> <p>Cross-regional workshop carried out in cooperation with ISESCO, BREDA, APPEAL &amp; UNESCO Addis Ababa.</p>	<p>By working through national Education Ministries &amp; promoting strong partnerships, national ownership &amp; involvement of new stakeholders &amp; donors, the likelihood of making interventions sustainable increases.</p> <p>Some countries are interested in family literacy approaches &amp; requesting technical support from UIL to operationalize family literacy in their country.</p> <p>Although UIL's work seen as highly relevant &amp; effective by all stakeholders involved in the initiative, the contract with BMBF will not be continued in 2010 due to persistent problems relating to incompatibilities between UNESCO's &amp; BMBF's administrative requirements as well as differences in perspectives on literacy work in</p>



34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<ul style="list-style-type: none"> <li>• Capacities of 70 participants from E-9 countries strengthened to analyze &amp; design strategies for literacy &amp; adult learning in rural areas through LIFE seminar in China (Oct 09).</li> <li>• South-South &amp; North-South-South cooperation scheme further strengthened in field of family literacy &amp; intergenerational learning through joint activity with University of Hamburg &amp; technical assistance to CREFAL &amp; the Mexican Ministry of Education.</li> <li>• Knowledge base on effective literacy concepts &amp; strategies further enlarged through dissemination of research by UIL's 'transfer office' for 27 literacy-related collaborative research projects funded by German Ministry of Education &amp; Research (BMBF) through coordinated networking among the projects, thematic workshops, 2nd 'State of the Art' annual conference (Nov 09) &amp; publication &amp; dissemination of 1st 2 publications synthesizing project results for different stakeholders.</li> <li>• Advocacy, partnerships &amp; networking for literacy strengthened through CONFINTEA VI process, International Literacy Day &amp; Frankfurt Book Fair Literacy Campaign (LitCam) activities (Germany, Sept/Oct 09) &amp; participation in EUR-ALPHA &amp; European Family Learning networks.</li> <li>• Literacy Effective Practices Database (<a href="http://www.unesco.org/uil/litbase">http://www.unesco.org/uil/litbase</a>) further developed &amp; available in English &amp; French.</li> </ul>		<p>China LIFE seminar organized in cooperation with INRULED &amp; UNESCO Beijing.</p> <p>Generation &amp; transfer of knowledge within the BMBF-funded literacy project association was organized in cost-effective ways by using information platform, networking, multiplier &amp; publication approaches that facilitated communication, debate &amp; dissemination of the results.</p>	<p>Germany. Therefore, UIL's activities in this project will phase out &amp; it is expected that by end of February 2010 the final report will be handed over to the BMBF.</p>
<p>Relevant programmes developed for vulnerable populations &amp; groups with special needs.</p>	<ul style="list-style-type: none"> <li>• Research-based knowledge on bilingual &amp; intercultural approaches to literacy for indigenous young &amp; adult learners in Latin America, based on 7 country studies (Brazil, Bolivia, Ecuador, Guatemala, Mexico, Nicaragua &amp; Peru), made available in Spanish (<i>Alfabetización y multiculturalidad: Miradas desde América Latina</i>): online &amp; distributed at CONFINTEA VI &amp; in the region.</li> <li>• Frameworks for action-research on quality in literacy in multilingual contexts developed for 12 LIFE countries in Asia, sub-Saharan Africa &amp; Arab States, which will be implemented from 2010 onwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to emphasise more issue of targeting disadvantaged &amp; vulnerable groups when designing literacy policies &amp; programmes &amp; take into account their special learning needs &amp; life circumstances. This relates to dimensions such as respecting linguistic &amp; cultural diversity, creating literate environments, &amp; introducing minimum standards &amp; assessment tools that provide more quality, relevance &amp; accurate &amp; comparable data, among others.</li> </ul>	<p>1,000 hard copies have been distributed to key stakeholders &amp; decision-makers in the LAC region &amp; the publication is available online.</p>	<p>Follow-up activities planned by preparing advocacy briefs, continuing to collect effective practices &amp; assisting partners with action-research.</p> <p>Frameworks will be implemented from 2010 onwards.</p>
<p>CONFINTEA VI prepared, held &amp; followed up, commitment to adult education enhanced, greater visibility, integration, &amp; political &amp;</p>	<ul style="list-style-type: none"> <li>• CONFINTEA VI held on 1-4 December with over 1,000 participants (70 Ministers &amp; Vice-Ministers) from 150 MS, other UN agencies, NGOs, development agencies, foundations, civil society &amp; learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Unexpected short-term postponement of CONFINTEA VI from May to Dec posed major challenge &amp; led to huge loss in human &amp; financial resources as full 2<sup>nd</sup> semester of</li> </ul>	<p>Brazil as host country shouldered largest single share of costs for the Conference, &amp; also contributed substantially to covering for loss due</p>	<p>Implementation &amp; monitoring strategies enshrined in <i>Belém Framework for Action</i> provide road map for concrete &amp; long-</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>financial support for adult education achieved.</p>	<ul style="list-style-type: none"> <li>Renewed commitment &amp; concrete action points for adult education &amp; literacy generated through CONFINTEA VI, inscribing it as part of the right to education &amp; linking it with EFA &amp; MDGs within a lifelong learning perspective.</li> <li>Consensus created on adult learning &amp; education as an enabling &amp; empowering tool for hope &amp; change, &amp; special attention re-drawn to adult literacy.</li> <li>Civil society &amp; adult learners actively involved &amp; contributing to the Conference deliberations &amp; outcomes.</li> <li><i>Belém Framework for Action</i> adopted expressing commitment &amp; containing policy proposals &amp; recommendations for development of adult education, literacy &amp; lifelong learning with regard to policy, governance, financing, participation &amp; quality. Also outlines mechanisms for Member States to report on &amp; be accountable for progress, &amp; for UNESCO to coordinate &amp; support data collection &amp; monitoring.</li> <li>First <i>Global Report on Adult Learning &amp; Education (GRALE)</i> produced &amp; presented during CONFINTEA VI, &amp; subsequently disseminated along with executive summary detailing essential outcomes &amp; key messages.</li> <li>Key issues of adult learning &amp; education addressed during CONFINTEA VI with participation of Ministers, Vice-Ministers &amp; high-level representatives of MS in 6 plenary panels &amp; roundtables.</li> <li>Concrete examples of policy &amp; practice in MS presented &amp; discussed in parallel workshops during CONFINTEA.</li> </ul>	<p>2009 had to be dedicated to prolonged/renewed logistic &amp; programmatic preparation &amp; re-mobilization of MS &amp; other stakeholders.</p> <ul style="list-style-type: none"> <li>Further challenges consisted in: the location of CONFINTEA VI (Belém in the north of Brazil difficult to reach); venue (the convention centre not always providing standard technical &amp; logistical facilities);</li> <li>Due to large number of MS submissions &amp; strong lobbying from civil society representatives to amend the draft outcome document, Drafting Committee &amp; Secretariat took more time to process requests. However, participatory approach of Drafting Group Chairperson led to transparent preparation of final draft &amp; its subsequent adoption.</li> <li>CONFINTEA VI website on UNESCO's education website remains the central archive &amp; information source for all proceedings &amp; documents. Will be developed into or replaced/complemented by a more comprehensive open-resources website.</li> </ul>	<p>to the postponement.</p> <p>Bulk of costs covered through generous extra-budgetary contributions from Member States, notably Sweden, Norway, Denmark &amp; Germany.</p> <p>Part of resources used to support participation of 260 delegates from developing countries &amp; resource people; another part paid for technical &amp; support requirements of a category II Conference.</p>	<p>term follow-up process of CONFINTEA VI &amp; its agenda, for all stakeholders, including UNESCO Education Sector and UIL.</p> <p>Participation of committed civil society organizations &amp; engaged learners will lead to an additional &amp; complementarily process to fulfil the recommendations from <i>Belém Framework for Action</i>.</p>
<p>Cooperation &amp; networking among the Member States in the Africa region enhanced in order to build capacities for the design, delivery &amp; evaluation of literacy, non-formal education &amp; adult education programmes, resulting in increases in the literacy rate.</p>	<ul style="list-style-type: none"> <li>Interventions mainly beyond the national level to initiate &amp; continue dialogue &amp; lobby to include lifelong learning perspectives in international, regional or sub-regional initiatives such as the AU 2nd Decade of Education for Africa, the Association for Development of Education in Africa (ADEA) &amp; EFA Fast Track Initiatives. Bamako Call to Action, Maputo Framework for LIFE in Africa, &amp; African Statement on Youth &amp; Adult Learning &amp; Education distributed in print &amp; online so that stakeholders could use them in their advocacy work. UIL also contributed to the initiative of ADEA &amp; BMZ/GTZ (Germany) on development of guidelines to improve non-formal education for youth in developing countries. Also provided technical support at national</li> </ul>	<ul style="list-style-type: none"> <li>Building on research with ADEA on use of mother-tongue-based multilingual education in sub-Saharan Africa, UIL has organized activities for policy dialogue &amp; capacity-building for quality multilingual education in Africa &amp; other regions.</li> <li>CONFINTEA VI generated new global consensus on the directions for adult education &amp; African Member States expect support for its follow-up by UIL, for which a strategy will be developed</li> </ul>		<p>To sustain &amp; expand the work in Africa, UIL builds on:</p> <ul style="list-style-type: none"> <li>capacity development of African Member States &amp; regional organizations such as ADEA, AU, the African Academy of Languages (ACALAN), African Platform for Adult Education, &amp; researchers;</li> <li>fostering cooperation &amp; networking among government, researchers &amp;</li> </ul>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>level, particularly in LIFE countries, to review national work plans &amp; quality education in multilingual contexts for literacy.</p> <ul style="list-style-type: none"> <li>Some 49 African Member States participated actively in CONFINTEA VI, as well as ADEA, several specialists, NGOs &amp; African Platform for Adult Education.</li> </ul>			civil society actors.
<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 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.</li> <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>	<p>The update and regular Collecting and dissemination of achievements is essential for efficient and effective knowledge sharing</p>		

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

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

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>National educational policies integrating strategies for ICT applications formulated.</p>	<ul style="list-style-type: none"> <li>Recommendations on ICT policy development in education of people with special needs formulated &amp; disseminated among participants of international seminar "ICTs as a mean for providing accessibility of information environment for development, education &amp;</li> </ul>	<ul style="list-style-type: none"> <li>While assisting in integration of ICT strategies into national educational policies, IITE faced new multilevel system of education where responsibility for education has been redistributed between central</li> </ul>	<p>Costs of workshop were shared between IITE and its partners.</p>	<p>Seminar led to broad-based relationships/partnerships between stakeholders, researchers, teachers/trainers, community leaders, &amp;</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>social inclusion of people with disabilities” (April 2008, Moscow). 100+ participants from Belarus, Bulgaria, Kazakhstan, Lithuania, Moldova &amp; Russian Federation took part in this event. Participants adopted a resolution expressing their interest in further IITE project development &amp; proposed that it intensify its research, training &amp; clearing house activities to strengthen national capacities of UNESCO Member States in promoting equal access to education &amp; information environment for all.</p> <ul style="list-style-type: none"> <li>• Recommendations on ICT policy development in higher education formulated &amp; disseminated among participants of expert meeting &amp; round-table on “ICTs in higher education in CIS, Baltic &amp; Central States: state-of-the-art, challenges &amp; prospects for development” (May 2009, Saint-Petersburg, Russian Federation).</li> </ul>	<p>government &amp; intermediate authorities, local authorities of civil society sector, and/or educational institutions. Achieving basic public policy goals like quality, equity &amp; efficiency became more complicated &amp; requires more sophisticated intergovernmental approaches.</p> <ul style="list-style-type: none"> <li>• In accordance with the participants’ proposal, IITE plans to hold seminars on the topic annually.</li> </ul>		<p>education administrations.</p>
<p>National capacities for ICT usage in education increased.</p>	<ul style="list-style-type: none"> <li>• In cooperation with National Training Foundation of the Russian Federation, training materials developed on “ICT usage in education” &amp; “Application of multimedia in education”.</li> <li>• Guidelines materials developed on “ICT usage for psychological diagnostics &amp; therapy” to support restoration &amp; development of education system of Chechen Republic.</li> <li>• Significant number of publications printed &amp; disseminated including study guides, curricula, course materials &amp; analytical surveys.</li> <li>• Experts and specialists better informed and have increased access to information &amp; exchange of experiences through international seminars, exhibitions, training seminars, experts’ meetings &amp; workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• At several training events, participants requested IITE to intensify policy research, capacity building, teacher training &amp; knowledge services activities. In response, IITE plans to establish professional communities &amp; networks.</li> <li>• Training seminar on “ICT usage for psychological diagnostics &amp; therapy of students from the post-conflict regions” held in Chechen Republic very relevant; need to expand activities in the region &amp; enrich them by conducting training on ICTs in education for students with disabilities. Such activities can be more effective when carried out in combination with training on ICT literacy for educators.</li> </ul>	<p>Extrabudgetary funding used. E.g. training materials developed in cooperation with Russian Federation’s National Training Foundation; development of training materials “ICT usage in education” &amp; “Application of multimedia in education” with World Bank funds; printing of specialized training course “Digital Libraries in Education” - through in-kind contribution; development of guidelines materials within framework of joint Russia/UNESCO project.</p>	
<p>Open access provided for ICT usage in education.</p>	<ul style="list-style-type: none"> <li>• IITE further developed information exchange at global level through national network of focal points. Results of IITE research, training &amp; clearing-house activities accessible via IITE Internet Portal.</li> <li>• IITE developed new concept &amp; structure for its Internet Portal.</li> </ul>	<ul style="list-style-type: none"> <li>• IITE web-portal should be constantly updated, publications, documents &amp; reports should be presented on UNESDOC</li> </ul>		

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

<b>Regular budget: Activities</b> (rounded to \$ thousand)	
<b>Planned: \$ 2 000</b>	<b>Actual: \$ 2 000</b>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Capacities of ministries of education & teacher education & 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>Capacities of managers of teacher education institutions (TEIs) improved through pilot-testing workshop organized for Guinea, Niger, Cape Verde, Mozambique, Angola &amp; Equatorial Guinea.</li> <li>Understanding of modular approach in Guinea enhanced through study carried out under CapEFA.</li> <li>Study visit to the People's Republic of China in November 2009 for 15 high-level teacher education/teacher policy personnel from 15 TTISSA countries.</li> <li>Regional research training workshop gender issues in teacher development with special focus on science, maths &amp; technology education (SMTE) in Botswana &amp; Zambia.</li> <li>Support to Malawi, Swaziland &amp; Ethiopia to train ODL specialists at higher level.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of open source software &amp; ICT into TEIs management; importance of experience sharing during the workshops; need to network TEIs; (d) importance of Natcoms &amp; UNESCO FOs in IICBA activities implementation.</li> <li>Experience sharing in teacher education useful; impact greater when different languages spoken by participants taken into account.</li> <li>Importance of ensuring that women are involved in policy &amp; decision-making.</li> <li>With small resources available, intervention strategy must be changed in favour of upstream intervention. IICBA will support MS through ODL quality &amp; policy studies &amp; production of training modules on distance teacher education.</li> </ul>	<p>Contribution from science expert in the University of Pretoria at no extra cost to IICBA.</p> <p>Training offered via distance mode in cooperation with IGNOU &amp; using its course materials.</p>	<p>Network of teacher education professionals expected to continue the discussion &amp; learn from each other</p> <p>Due to resource constraints, it was not possible to integrate training programme within the Universities' of participating countries as planned, and thus sustainability was not ensured. did not materialize as planned.</p>
Quality research on recruitment, training, retention & welfare of teachers conducted & disseminated in a number of countries.	<ul style="list-style-type: none"> <li>Research conducted on teacher issues in Africa (4 studies).</li> <li>Synthesis report on early childhood care &amp; education stimulates policy discussions.</li> <li>More knowledge on teacher training institutions in 17 TTISSA countries gained through survey.</li> <li>Access to information on girls' education improved through the newly established electronic library.</li> </ul>	<ul style="list-style-type: none"> <li>Limited budget for researchers to carry out studies; challenges in identifying reviewers</li> <li>Project must be fairly funded to ensure that implementation is not stalled. Appoint committed members of the advisory board to ensure effective project management.</li> <li>Difficulty finding relevant materials from free internet sources.</li> </ul>	<p>Selection of proposals &amp; paper review done by committed members of the advisory board. Dissemination done essentially by electronic means &amp; limited copies disseminated to member states during organized conferences &amp; workshops.</p> <p>Electronic library prepared by staff member with only small budget allocated for publication on CD-Rom</p>	<p>Activity will continue to cover more African countries with aim of preparing a training module for policy-makers.</p> <p>Future review &amp; upgrading of electronic library will be possible at minimal expense.</p>
National efforts to achieve the EFA Goals supported through training in the use of ICTs in education & in school leadership & management in selected countries.	<ul style="list-style-type: none"> <li>Workshop on Development of ICT-Enhanced Teacher Standards for Africa for ECOWAS &amp; SADC countries.</li> <li>Training workshops on pedagogic integration of ICT in Niger &amp; Cameroon.</li> </ul>	<ul style="list-style-type: none"> <li>Importance of cooperation with FOs &amp; NatComs in partnership process with AU's RECs</li> </ul>	<p>BREDA provided additional funds.</p>	<p>Reference document on ICT standards for teachers in Africa will be available for African Member States</p>
Effective partnerships with relevant stakeholders in teacher education strengthened, with a focus on those	<ul style="list-style-type: none"> <li>Regular consultations with e.g. AU Commission; Regional Economic Commissions in Africa; other UNESCO entities, strengthening of partnerships with</li> </ul>	<ul style="list-style-type: none"> <li>Financial constraints limited participation in crucial meetings. Efforts should be geared</li> </ul>	<p>Participation in relevant conferences &amp; seminars should be planned &amp; sponsorships sought from donor</p>	

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
countries participating in TTISSA	international institutes like UNECA & INRULED.	towards improving IICBA's financial status. <ul style="list-style-type: none"> <li>• Need to harmonize &amp; enhance planning of joint activities with partner institution in China.</li> </ul>	partners  Cost incurred by IICBA is minimal in comparison to the benefits of the cooperation.	

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

Regular budget: Activities (rounded to \$ thousand)

Planned: \$ 2 600

Actual: \$2 600

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Greater access provided for Member States of the region to high-quality information & knowledge on orientations, best practices & challenges of higher education (HE).	<ul style="list-style-type: none"> <li>• Public debate stimulated &amp; stakeholders informed of trends in higher education in LAC through the Regional Conference in Higher Education (CRES 2008) &amp; project "Trends in HE in LAC", which nourished the core documents + debates of CRES 2008. Principles &amp; recommendations of the Declaration of CRES 2008 embedded in a widely-disseminated Regional Plan of Action.</li> <li>• Preparations &amp; reference documents produced for Conference on Higher Education in the Caribbean.</li> <li>• The findings of the project "Cultural Diversity &amp; Intercultural Higher Education in Latin America &amp; the Caribbean", were published and disseminated. Participants at the Regional Workshop on Cultural Diversity &amp; Intercultural Higher Education in Latin America (Belo Horizonte, Brazil), agreed on a Declaration by which a virtual forum on the theme will be supported by ENLACES.</li> <li>• Successful seminar on brain drain &amp; academic mobility organized. Key papers submitted compiled &amp; published in a book. Observatory on the theme launched within ENLACES framework.</li> <li>• 16 publications launched, representing vast repertoire of information &amp; knowledge base for broad range of actors, including public policy.</li> <li>• Support to Involvement of students in HE debates (e.g. support provided to international events led by student unions etc.</li> <li>• Project on "Thinkers &amp; Makers of the Latin American University" highlighted figures that left important</li> </ul>	<ul style="list-style-type: none"> <li>• CRES outcome represents an inspiring baseline. Major challenge will be to maintain momentum. Economic crisis may slow down catalytic effect. Challenge to develop a well-focused &amp; effective cooperation culture in the region.</li> <li>• Difficult to ensure representation from whole sub-region for practical reasons.</li> <li>• Challenge remains in reflecting some 50 experiences of intercultural higher education within ENLACES &amp; make them visible &amp; applicable to other higher education institutions. .</li> <li>• Must further consolidate national statistical databases and foster academic mobility. Full participation of countries in the Observatory is a key factor for its success.</li> <li>• Students are a dynamic &amp; valuable force.</li> <li>• Book published with great success &amp; UNESCO Chair on University Thought created at Central University of Venezuela.</li> </ul>	High cost of an event like CRES 2008 compatible with its regional & political importance. Full cost was totally covered by extra-budgetary funds (US\$ 1,892,703.85).  Partnership with the OAS.  ENLACES will help articulate regional actions in favour of the Observatory in a timely & cost-effective manner.  Publications and translations possible thanks to contributions from Spain & Venezuela.	Communication & dissemination strategies reinforced with myriad of informative vehicles.  If current higher education institutions already involved with intercultural curriculum were more linked, subject would have major presence in government's public agenda.



34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>landmarks on Latin American universities.</p> <ul style="list-style-type: none"> <li>Flagship project “Map of HE in Latin America” implemented in 5 pilot-testing countries.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing financing still required. Also decided to move “master” database to Caracas to facilitate changes &amp; tune-ups.</li> </ul>	<p>Funded by the States. Initial investment fund by Brazil &amp; voluntary contribution of Spain.</p>	<p>Dependent on Ministry commitments to data collection &amp; entry &amp; system maintenance.</p>
<p>Support provided for the recommendations of the Regional Education Project for Latin America &amp; the Caribbean (PRELAC)</p>	<ul style="list-style-type: none"> <li>Studies conducted aimed at strengthening education quality &amp; on cultural diversity &amp; inclusion, &amp; fully debated during the Regional Conference in Cartagena de Indias. PRELAC recommendations covered in the different thematic tables assembled during CRES 2008.</li> </ul>	<ul style="list-style-type: none"> <li>CRES 2008 endorsed most recommendations made in PRELAC II, including one related to the need for major involvement of tertiary education systems &amp; their talents within primary &amp; secondary education levels.</li> </ul>		<p>Declaration of Cartagena (CRES 2008) &amp; Plan of Action reinforces recommendations made by Ministers during PRELAC II.</p>
<p>Capacities of Member States of the region strengthened in formulating, operationalizing, implementing &amp; monitoring public policies on higher education, including access to multilingual higher education.</p>	<ul style="list-style-type: none"> <li>HE stockholders more aware of role of higher education in re-shaping societies and recommendations of CRES 2008 feeding into various discussions and debates in more than 60 events organised and led by IESALC..</li> <li>As a follow-up to recommendations which emerged from CRES 2008 &amp; WCHE 2009, reforms were initiated in Argentina, Ecuador, Peru, Paraguay &amp; Venezuela.</li> </ul> <p>Senators in charge of Education Commissions in the Latin American Parliaments more engaged in the reform of HE systems in the region.</p> <ul style="list-style-type: none"> <li>Newly-created Latin American University Union of Workers integrated into the HE debate.</li> </ul>	<ul style="list-style-type: none"> <li>Despite the motivation and the commitments made at the CRES and the WCHE, change is slow and reforms are not materialising.</li> <li>Involvement of senators in charge of Education Commissions in the Latin American is key to successful implementation of the CRES Plan of Action.</li> </ul>	<p>Partnerships with host countries and cost-sharing: for ex. the Argentine Parliament &amp; the Ministry of Education &amp; Culture of Argentina</p>	
<p>Management capacities of the university systems in the region improved through the development &amp; institutionalization of practices &amp; mechanisms of evaluation &amp; accreditation.</p>	<ul style="list-style-type: none"> <li>Within the project "Systems for Evaluating &amp; Accrediting the Quality of Postgraduate Courses in Latin America &amp; the Caribbean", a set of operational bases to embrace wide programme that ensures academic &amp; student mobility among LAC postgraduate courses was generated. A book was produced.</li> <li>National capacities strengthened in evaluation &amp; accreditation of higher education institutions &amp; programmes in Venezuelan Ministry of Education through training by National Council of University Evaluation &amp; Accreditation of Argentina (CONEAU) in liaison with IESALC.</li> <li>IESALC successfully negotiated inclusion of university management tools into ENLACES (e.g. tools like PROFLEX, SPADIES, software packages developed by SIU, InfoUniversidades, &amp; many others were included).</li> </ul>	<ul style="list-style-type: none"> <li>Possible to standardize accreditation, evaluation &amp; quality certifications criteria for postgraduates courses in LAC. Key challenges are reaching consensus on comparable indicators.</li> <li>IESALC acted as a liaison between the Venezuelan Ministry of Education &amp; CONEAU. Remarkable example of quick &amp; punctual bilateral cooperation (South-South) facilitated through IESALC.</li> <li>Addition of valuable university management tools under privileged conditions will enhance strength of ENLACES among LAC stakeholders involved in management of HE institutions.</li> </ul>	<p>Costs covered by extra-budgetary funds &amp; support of partners.</p> <p>All costs covered by the Venezuelan Ministry of Education.</p> <p>No cost for IESALC. Works under a symbiosis scheme by which IESALC reinforces ENLACES</p>	<p>Further actions required to fully take advantage of the findings pinpointed by this project.</p> <p>IESALC will contribute - if Venezuelan so requests - to continue building capacities in this field nationwide.</p>
<p>Cooperation &amp; networking enhanced in the region for the common Latin</p>	<ul style="list-style-type: none"> <li>Obstacles constraining implementation of the Agreement on the Recognition of Studies, Degrees and</li> </ul>	<ul style="list-style-type: none"> <li>Key challenge is to introduce operational tools that permit the Agreement to be</li> </ul>	<p>Study financed by extrabudgetary funds. Assembling signatory</p>	<p>Options to consider: either re-launching with a revised</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>America &amp; the Caribbean space of knowledge &amp; higher education, using normative instruments such as the 1974 Convention on the Recognition of Studies, Diplomas &amp; Degrees in Higher Education in Latin America &amp; the Caribbean.</p>	<p>Diplomas identified in research study.</p> <ul style="list-style-type: none"> <li>• IESALC has taken ownership of one of the recommendations in the Cartagena Declaration: creation of the Latin American Space for Higher Education (ENLACES). IESALC presented the conceptual guidelines of ENLACES to the III University Networks &amp; Councils of LAC at an encounter in Lima, Peru. This audience fully endorsed ENLACES &amp; made proposals ensuring that the University Networks &amp; Councils of Rectors act in a concerted &amp; effective co-operation towards the development &amp; sustainability of ENLACES. A follow-up Commission was appointed &amp; the communicative tool of this regional platform (Portal ENLACES) will be officially released in January 2010.</li> <li>• IESALC continues to backstop creation of networks in the Region e.g ReLARIES (Red Latinoamericana y Caribeña de Redes de Relaciones Internacionales de Instituciones de Educación Superior)</li> </ul>	<p>applicable and involve signatories in implementation</p> <ul style="list-style-type: none"> <li>• ENLACES unanimously endorsed by 10 University Networks, 3 Inter-Continental Networks, 4 HE promotion agencies, 14 Councils of Rectors &amp; OAS which, demonstrating the convening power of the Institute.</li> <li>• Major challenge is to ensure the networks are representative of all actors and have credible and valid plans of activities.</li> </ul>	<p>countries' authorities very expensive</p> <p>Relative low budgetary costs in terms of travelling, technology etc, but enormous efforts &amp; time-consuming efforts to kick-off the project.</p>	<p>Agreement or abandoning Secretariat role.</p> <p>IESALC takes ownership of the project &amp; will act as "coordinador node" of ENLACES. The richness of the contents, the dynamics &amp; the sustainability of the project will depend on involvement of stakeholders.</p> <p>Outputs of the networks &amp; their sustainability are very much determined by their own dynamics</p>

## Intersectoral Platforms

### Para. 08007 - HIV and AIDS

Regular budget: Activities (rounded to \$ thousand)

Planned: \$

Actual: \$

Expected Results	Achievement(s)	Challenges/ lessons learnt	Cost- Effectiveness	Sustainability
<p>Capacities of Member States, particularly in the education sector, enhanced to implement comprehensive and scaled-up responses to HIV and AIDS grounded on evidence-informed good policies and practices.</p>	<ul style="list-style-type: none"> <li>• Regional strategic frameworks developed and disseminated for the Arab States and Asia-Pacific.</li> <li>• Representatives from Member States participated and benefited from meeting outcomes where HIV and AIDS and education issues were debated (ICAAP, AAU, INEE, IATT on Education meetings, National AIDS Congress in Thailand, 2008 International AIDS Conference in Mexico, 1<sup>st</sup> Meeting of Ministers of Health and Education to Stop HIV and STIs in Latin America and the Caribbean).</li> <li>• Proposals that support national responses to HIV and AIDS received increased funding at the interagency PAF committees in Eastern and Southern Africa.</li> <li>• Resources mobilized for regional interagency activities designed to strengthen education sector's capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitivities regarding HIV prevention education in certain countries have, at times, been problematic in creating an enabling environment. It is therefore critically important to explore different entry points for HIV &amp; AIDS education.</li> <li>• Although education sector stakeholders expect ministry staff to lead coordination of activities, many personnel lack basic knowledge on HIV and AIDS. Ongoing capacity-development efforts with ministry staff must be a core element of UNESCO's technical support.</li> <li>• Turnover in Ministerial representation in various countries makes continuity of</li> </ul>	<p>Most of UNESCO's HIV and AIDS work is funded by extrabudgetary funds, specifically from the UNAIDS Unified Budget and Workplan (UBW).</p> <p>The strengthening of UNESCO's human capacity at country level has contributed to UNESCO's capacity to assume its leadership role and to mobilize additional resources for programmes.</p> <p>The implementation of joint activities with other UNAIDS Cosponsors</p>	<p>EDUCAIDS seeks to support the development of comprehensive education sector responses, which inherently requires an approach dedicated to sustainability.</p> <p>The introduction, and commitment to sustain, UNESCO's four Regional AIDS Advisors have reinforced the vital link between HQ and the field as well enabling the development of enduring structures for UNESCO's programmatic work across all five of its programme sectors.</p>

Expected Results	Achievement(s)	Challenges/ lessons learnt	Cost- Effectiveness	Sustainability
	<p>(including national authorities) in order to contribute more effectively to HIV prevention efforts, including implementation of EDUCAIDS framework.</p> <ul style="list-style-type: none"> <li>• Interagency collaboration undertaken around youth, HIV and AIDS and education (UNESCO, UNFPA, UNAIDS) ultimately aiming to increase support to Member States' efforts. UNESCO leadership and active participation in regional interagency coordination mechanisms such as the Regional Directors Group and regional focal points, and PANCAP (LAC), designed to strengthen Member State capacity to respond to the epidemic through improved access to and use of strategic information.</li> <li>• Stakeholders from ministries of education, civil society and UNAIDS Cosponsors participated in and benefited from sub-regional capacity building workshops on education and HIV &amp; AIDS in Sub-Saharan Africa and the Arab States. Stakeholders better equipped with relevant knowledge made available to them: approximately 200 different tools, publications and resources developed, tested and made available to support integration of HIV and AIDS in education sector (e.g.: teacher education kit, MSM materials, HIV prevention materials, mainstreaming HIV and AIDS, strategic approach to education and HIV &amp; AIDS, Quality Education and HIV &amp; AIDS, International Technical Guidance on Sexuality Education, Supporting the educational needs of HIV-positive learners: lessons from Namibia and Tanzania, intersectoral booklet on "Essential characteristics of effective HIV prevention"); Newsletters developed and disseminated for MSM peer outreach workers in 6 languages as part of overall efforts to build Member States technical capacities; 6 e-newsletters were distributed on UNESCO's work on HIV and AIDS to 1,000 subscribers, sharing updated information, resources and tools to support more effective national responses; Expanded trilingual UNESCO website on HIV and AIDS; New Consolidated UNESCO Clearinghouse on Education and HIV &amp; AIDS launched; Increase in number and quality of Spanish language materials available through the HIV &amp; AIDS Education Clearinghouse (LAC); 450 participants in 80 countries participated in an online forum on teachers and HIV &amp; AIDS.</li> </ul>	<p>advocacy efforts a challenge in certain settings, particularly in Latin America and the Caribbean.</p> <ul style="list-style-type: none"> <li>• There is a need to strengthen linkages at technical and political levels between the health and education sectors.</li> <li>• It is important to consult with other UNAIDS Cosponsors to ensure that work is not duplicated. Working within networks of regional and country HIV focal points is extremely helpful in coordinating coherent activities.</li> </ul>	<p>avoids duplication of efforts and enables the sharing of costs.</p>	<p>The commitment to strengthening UNESCO's country level human capacity will continue in the next biennium with the appointment of 21 new National Programme Officers.</p>
<p>Multidisciplinary responses by Member States to the HIV and AIDS pandemic in UNESCO's domains developed and supported, especially emphasizing gender-</p>	<ul style="list-style-type: none"> <li>• Knowledge base increased concerning the priorities and challenges of implementing multidisciplinary responses among HIV and AIDS policy-makers, civil society organizations and researchers through survey conducted in Botswana, Lesotho, Mozambique and</li> </ul>	<ul style="list-style-type: none"> <li>• HIV and AIDS policy mapping and review in Botswana, Lesotho, Mozambique and Zambia indicated that each country has a multidisciplinary approach to the epidemic requiring the participation of different</li> </ul>		

Expected Results	Achievement(s)	Challenges/ lessons learnt	Cost- Effectiveness	Sustainability
<p>sensitive, culturally appropriate and non-discriminatory approaches and methods.</p>	<p>Zambia.</p> <ul style="list-style-type: none"> <li>• Two web-based training tools developed for the implementation of culturally appropriate programs in response to HIV and AIDS to assist Member States.</li> <li>• Over 7 000 copies of publications on multidisciplinary HIV and AIDS approaches distributed among Member States in Africa.</li> <li>• Review of municipal policies and practices on HIV-related discrimination in Philippines conducted as part of the process leading to the development of an instrument for evaluation of policies and within the context of the regional coalition of cities against racism.</li> <li>• Eleven youth groups in Small Island Developing States in the Caribbean, the Indian and Pacific Oceans supported to implement community-level HIV and AIDS projects through the 'Youth Visioning for Island Living' initiative.</li> </ul>	<p>Ministries in the response. The ability of Ministries other than Health to respond varies greatly and is often hindered by technical dysfunctions such as lack of sustained coordination of inter-ministerial mechanisms.</p> <ul style="list-style-type: none"> <li>• Consultation with the project's Interdisciplinary Working Group revealed that HIV and AIDS policy agendas frequently change requiring additional time and resources to regroup and reshape programs accordingly.</li> <li>• Donor influence is strong and has the tendency to undervalue national and local research and expertise.</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>• Tertiary level students and faculty participated in e-learning course on HIV/AIDS in Indonesia, Malaysia, the Philippines, and Timor Leste; 115 media professionals (from Armenia, Burundi, Kazakhstan, Kyrgyzstan, the Russian Federation and Rwanda) trained on HIV and AIDS coverage in five separate workshops;</li> <li>• A prototype interactive multimedia tool on HIV and AIDS for youth in Ukraine was developed. The storyboard-scenarios were reviewed and confirmed for accuracy by scientists, Ukrainian youth, partners in Viet Nam and UNESCO colleagues. In total, there are eight proposals for the storyboards and seven stories have been created. Discussions are in process to scale up the project to Russia and Moldova. For Viet Nam, seven stories for the storyboard have been developed and discussed both with local and international partners in Viet Nam, including those reviewed by scientists and UNESCO colleagues. The first computer game should be ready by the end of March 2010. The first positive feedback from the storyboard reviewers has been received.</li> <li>• An interactive learning tool for Caribbean broadcast media professionals was developed aimed at assisting youth in stemming the spread of HIV and reducing stigma and discrimination against PLHIV.</li> <li>• Ten films produced by African participants (part of UNESCO's Network of Young TV Producers on HIV and</li> </ul>	<ul style="list-style-type: none"> <li>• Use of e-learning networks can expand the reach of learning materials on HIV and AIDS; full access to all students remains constrained by technological limitations.</li> <li>• Young people are excellent advocates for supporting the development of innovative and interactive multimedia tools on HIV and AIDS.</li> <li>• The technical development of computer games depends on the outcomes of the international bidding. In addition, it is costly to make only one country specific game(s); therefore, the games address certain common regional aspects.</li> </ul>		

Expected Results	Achievement(s)	Challenges/ lessons learnt	Cost- Effectiveness	Sustainability
	<p>AIDS) were screened at FESPACO 2009; DVD compilation by young television producers from Africa, Asia-Pacific, LAC and Europe produced featuring the top 24 films on HIV and AIDS; 12 PLWHA (8 women) participants trained in Rwanda on recording their diaries.</p> <ul style="list-style-type: none"> <li>• A Handbook entitled “Getting the Story and Telling it Right: HIV on TV” has been produced for TV producers and TV trainers to enhance credible media reporting. A DVD attachment containing 12 international short films is included in the training tool to help participants examine and understand scientific texts and information. The handbook was used to train ten new network participants from Ethiopia, Kenya, Rwanda, Tanzania and Uganda and 12 TV producers in Indonesia. To date, the Network has supported 230 TV producers in 74 countries and produced more than 100 short documentaries on HIV and AIDS. At least 80 of the overall number of participants are female.</li> <li>• The Network’s Consortium of Broadcast Training Organizations on HIV was initiated and UNESCO has received pledges from regional organizations such as the Asia Pacific Institute for Broadcasting Development (AIBD), the Asia Broadcasting Union, the Southern African Broadcasting Association (SABA) and Canal France International (CFI) to increase commitments towards the professional enhancement of journalists in reporting. A memorandum of understanding between SABA, CFI and UNESCO is being signed.</li> <li>• A memorandum of understanding is also being signed with 3 Nordic and one Dutch university to strengthen the capacity of journalism schools in their delivery of HIV knowledge.</li> </ul>			

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

<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
Public policies, plans and programmes in support of ESD developed	<ul style="list-style-type: none"> <li>• Regional Guiding Framework of ESD in the Arab Region was published.</li> <li>• The ESD review, entitled “A Review of Education for Sustainable Development Policies from a Cultural</li> </ul>	<ul style="list-style-type: none"> <li>• In the Asia-Pacific region, stakeholders felt that it was important to prioritize ESD at the national level before the discussion of regional frameworks.</li> </ul>	Collaboration with implementing partners such as Delivering as One UN joint programming has proved to be cost effective minimizing the duplication of services.	

34 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-Effectiveness	Sustainability
	<p>Diversity and Intercultural Dialogue Perspective: Identifying Opportunities for Future Action,” was developed.</p> <ul style="list-style-type: none"> <li>• 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 the frameworks of DESD and the International Decade for Action: Water for Life.</li> <li>• Education for Sustainable Development.</li> <li>• Implementation plan for Apia Office’s ESD intersectoral programme has been developed. Two significant advocacy events where ESD was prominently featured and senior education officials unanimously endorsed UNESCO’s leadership in Pacific ESD, and plan for 2009.</li> <li>• Four Policy Briefs on ESD were finalized in English and French.</li> <li>• National Strategy for DESD was completed and validated in Lesotho, Implementation Strategy was adopted by the National Environment Council and published in Kenya. The National ESD Forum (ESD-F) under the leadership of the National Commission for UNESCO was established in Vietnam.</li> </ul>	<ul style="list-style-type: none"> <li>• Some countries reported that education system is not yet conducive to implement multidisciplinary ESD approach.</li> <li>• There is need to strengthen political will to mainstream ESD into education system.</li> </ul>		
<p>Capacities of Member States and stakeholders enhanced to integrate sustainable development issues and practices into all types and levels of education, with view to improving its quality</p>	<ul style="list-style-type: none"> <li>• An International seminar on climate change education was organized in collaboration with the Intersectoral Platforms on climate change and SIDS.</li> <li>• Regional Workshop in Africa on <i>Reorienting Teacher Education in Sub-Saharan Africa to address Sustainability</i> was held. Teacher Education Institutions (TEIs) from different region of Africa have been invited to examine jointly the efforts undertaken in Sub-Saharan Africa (SSA) to integrate the principles, values and practices of ESD in teacher education.</li> <li>• Four regional workshops on water education were organized by UNESCO-IHE together with several partners: Latin America and the Caribbean, Asia and the Pacific, Africa, and Europe and North. These workshops focused on best practices and recommendations for water and education. 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>• ESD consultation and capacity development workshops</li> </ul>	<ul style="list-style-type: none"> <li>• The capacities of Member States to implement ESD related activities and, in particular, to initiate and maintain efforts to reform education to integrate the principles of sustainable development at the system level requires continued attention.</li> <li>• High degree of staff mobility in the government casts challenges on continuation of ESD work.</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 into consideration.</li> <li>• The model media training and resource kit has had a snowball effect motivating the</li> </ul>		



34 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-Effectiveness	Sustainability
	<p>were organized in 6 clusters of the Asia-Pacific, involving 28 Member States. These workshops acted as a catalyst to assist the Member States in mapping the situation regarding ESD actors, defining sustainable development priorities nationally and sub-regionally and, based on these more general priorities, setting specific national ESD priorities.</p> <ul style="list-style-type: none"> <li>• Concrete recommendations were made to expand teacher education institution 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> <li>• 2-day workshop on sustainable development for teachers and young people was organized in Nigeria; ESD/ASPnet Sub-Regional Workshop was organized in Syria to promote the DESD within ASPnet schools. A seminar on Education, Climate Change and Sustainable Development was organized in Mexico attended by 200 participants.</li> <li>• ‘Using Media as partners in ESD: A Training and Resource Kit’, developed and training conducted:</li> <li>• The International Conference on Broadcast Media and Climate Change, organized by UNESCO in partnership with UNEP brought together some 250 representatives of national broadcasters from both developing and developed countries, regional broadcasting unions, key international broadcasting associations, scientific organizations and climate-related agencies, who examined major perspectives on reporting on climate change today.</li> <li>• Media professionals were trained on reporting sustainable development issues based on the UNESCO Toolkit “Media as partners in Education for Sustainable Development, more specifically: 12 journalism fellows during the 5<sup>th</sup> World Water Forum (China, Egypt, India, Mexico, Nigeria, Turkey and Zambia); 50 Journalists from Costa Rica; 30 international participants of the World Conference on Education for Sustainable Development (Austria, Democratic Republic of Congo, Denmark, France, India, Indonesia, Iceland, Iran, Kiribati, New Zealand, Philippines, Sweden; Thailand, UK, USA); 25 journalists from Zimbabwe (national workshop).</li> <li>• UNESCO and the Government of Morocco convened</li> </ul>	<p>engagement of field staff and professionals in different regions.</p> <ul style="list-style-type: none"> <li>• The model enabled accelerated action not only by field offices but also by media training centres in Africa.</li> </ul>		

34 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-Effectiveness	Sustainability
	<p>training for journalists to strengthen their capacities to report on water and climate change issues.</p> <ul style="list-style-type: none"> <li>Teaching and learning materials, support tools and curriculum to facilitate capacity enhancement have been developed:</li> <li>Priority areas for Curriculum Development in the Arab Region to facilitate the implementation of the Regional Guiding Framework of Education for Sustainable Development in the Arab Region were identified by 45 key officials from governments (9 Arab countries) and international/regional organizations.</li> <li>Teachers' Guide for ESD in the Caribbean was published.</li> <li>Mapping of ESD activities in curriculum development and teacher training was conducted in Vietnam. Course books for students and training materials for teachers on water education were developed in China that were incorporated in educational programmes.</li> </ul>			
<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 DESD Global Report on contexts and structures for ESD was published.</li> <li>The DESD website, which is among the top 5 most visited Education Sector sites, has been restructured, revised, edited and updated.</li> <li>ASPnet Good Practices in support of Education for Sustainable Development and Second Collection of ASPnet Good Practices for Quality Education were published, which contains innovative good practices of ESD in schools worldwide.</li> <li>A brochure describing the linkage between gender and climate change was prepared for the occasion of the World Climate Conference-3 (Geneva, September 2009).</li> <li>An extra-budgetary project <i>Heritage Education for Sustainable Development to Foster Dialogue with and among Indigenous Communities</i> engaged communities in Niger, Kenya and the Central African Republic in mapping their intangible heritage followed by a dialogue on the ways in which their cultural heritage and traditional knowledge can be applied in education for a sustainable future.</li> <li>Case studies and recommendations for water education were elaborated at 5 regional workshops on water education that took place in Latin America and the</li> </ul>	<ul style="list-style-type: none"> <li>The Bonn Conference and the DESD Global M&amp;E process increased interest in ESD, leading to the increased number of visits to the DESD website.</li> <li>Careful coordination and communication were required to develop publications receiving contributions from various stakeholders (e.g. governments, UN bodies, academic institutions, civil society &amp; private sector).</li> <li>DESD information and documents that are available in the UN official languages have been highly appreciated.</li> <li>ASPnet has great potential for collecting and disseminating good practices and for testing innovative material and methods. ASPnet and is an important vehicle to promote ESD.</li> <li>Sharing good practices was identified as a key element by DESD stakeholders.</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 due to financial and human resource constraints despite interest by regional Bureaux and Field Offices.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-Effectiveness	Sustainability
	<p>Caribbean, Asia and the Pacific, Africa, Europe and North America and the Arab States. The workshop was organized by IHP, in close collaboration with UNESCO-IHE, the Education Sector and others.</p> <ul style="list-style-type: none"> <li>• National ESD Mapping Guidelines were developed and integrated into contract terms of reference for ESD Mapping in seven countries in the Asia-Pacific.</li> <li>• The 8<sup>th</sup> volume of the UNESCO-UNEVOC TVET Book Series devoted to ESD, entitled <i>Work, Learning and Sustainable Development – Opportunities and Challenges</i>, providing a comprehensive overview of the way countries, education systems and institutions have responded to the call for reorientation of TVET for Sustainable Development has been disseminated globally to 69 recipients through initial dissemination.</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> <li>• UNESCO Bangkok publication <i>ESD Currents in March 2009</i> was published portraying contributions from governments, other UN bodies, academic institutions and civil society focusing on the changing perspectives in the Asia-Pacific, specifically, but not limited to network development, building sustainable education, &amp; engaging higher education and youth.</li> <li>• The DESD Quarterly Highlights have been disseminated, each issue reaching at least 2000 people, which ensured that information on DESD implementation around the world was accessible to a broad audience.</li> <li>• A collection of best experiences and school practices was published in Kazakhstan.</li> </ul>			
<p>Awareness of sustainable development among all types of stakeholders raised through ESD and their contribution to the DESD heightened</p>	<ul style="list-style-type: none"> <li>• The UNESCO World Conference on ESD (31 March – 2 April, Bonn) was a successful event that generated several recommendations for action for the second half of the DESD. It brought together 900 participants from 147 countries. 123 Member States were officially represented.</li> <li>• A regional Forum on ESD and MDGs was held in Seoul, bringing together MDGs and ESD experts and ASPnet National Coordinators, principals and teachers from 10 Asian countries. This Forum, organized by KNCU, aimed at sharing and evaluating the selected good</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>• Advocacy and effective communication strategy will help enhance the profile of ESD.</li> <li>• In developing an in-country approach to ESD, it was reported that bringing together international agencies, government departments, higher education institutions</li> </ul>		

34 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-Effectiveness	Sustainability
	<p>practices and exploring the feasibility of appropriate modification and application of individual cases in the context of different countries in the region. Another important objective was to develop a new ASPnet regional partnership project to promote ESD in the region and to discuss future orientations of the ASP network, based on constructive and critical evaluation of the past Asia-Pacific ASPnet activities.</p> <ul style="list-style-type: none"> <li>• Meetings have been organized with advisor groups established to facilitate UNESCO's global leadership role in ESD (MEEG, Reference Group, UNESCO Chairs), which resulted in useful exchange of information on ESD.</li> <li>• The DESD Inter-Agency Committee met twice to strengthen UN collaboration for the promotion of ESD. Under the framework of the IAC, UN joint activities have been organized: a side event (the Bonn Conference) <i>Walk the Talk</i> and <i>Symposium on Climate Change Education and Sustainable Cities</i>.</li> <li>• At the 5<sup>th</sup> World Water Forum (WWF5, Istanbul, March 2009), a workshop was jointly organized by UNESCO IHP in cooperation with UNESCO-IHE, UNW-DPC, UNESCO-UNEVOC, ASPNet, UNITWIN under the theme of Education, Knowledge and Capacity Development</li> <li>• The ESD Central Asia workshop for ministerial focal points was organized in Almaty, raising awareness towards ESD priorities and establishing coordination network among key ministries. In Kazakhstan and Tajikistan, supports were successfully mobilized by country-based NGOs, UNDP and international partners. ESD related issues were integrated into the UNDAFs.</li> <li>• The ESD interdepartmental network was established in Kazakhstan to encourage joint efforts in the areas of capacity development and knowledge enhancement for strategic response to the national challenges, stimulation and support to intersectoral activities, promotion of the exchange of information and expertise across the ministries.</li> <li>• A side event on Biosphere Reserves was organized at the International Forum on ESD in Tokyo in December, informing participants about the idea and cases of biosphere reserves as learning sites for sustainable development. The Forum adopted recommendations for the UNESCO Member States and the Director-General, in which MAB/Biosphere Reserve is addressed as an</li> </ul>	<p>and national NGOs that are working on a wide range of topics related to DESD is critical.</p> <ul style="list-style-type: none"> <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' adds value in terms of increased ownership of the processes by the beneficiaries.</li> <li>• Initiating public-private partnership requires thoughtful coordination and preparation.</li> </ul>		

34 C/5 Expected Results	Achievements	Challenges/ Lessons learnt	Cost-Effectiveness	Sustainability
	<p>inter-sectoral activity to be facilitated for ESD.</p> <ul style="list-style-type: none"> <li>• The involvement of the private sector has been reinforced:</li> <li>• “Cities around the World”, an international sustainable development awareness campaign, organized by Veolia Environment, 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 is engaging youth through the provision of in-school sustainable development education in South Asian communities.</li> </ul>			