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SOUTH-SOUTH COOPERATION PROGRAMME IN EDUCATION

9.1

- A) 176 EX/Decisions (5.II): **Report by the Director-General on the follow-up to decisions and resolutions adopted by the Executive Board and the General Conference at their previous sessions** (176 EX/5 and Add.-Add.2, 176 EX/INF.4 and Add., 176 EX/INF.14; 176 EX/INF.17 Rev.; 176 EX/INF.18; 176 EX/INF.19; 176 EX/INF.20; 176 EX/66 Part I; 176 EX/67)

South-South cooperation in education

The Executive Board,

1. Recalling 33 C/Resolution 7 with regard to the establishment of a South-South cooperation fund for education,
2. Having in mind 174 EX/Decision 9, which requests the Director-General to strengthen UNESCO's existing role as facilitator, innovator and catalyst for South-South cooperation in education by launching a new programme/fund for South-South cooperation in education, and invited him to take appropriate measures within the framework of the Education Sector reform for strengthening South-South cooperation in education and to define as a matter of priority a focal point to be responsible for coordination and administration of the programme with EFA partners, in particular with the E-9 rotating secretariat,
3. Taking into consideration 175 EX/Decision 4 (III), which requests the Director-General to take immediate action for the establishment of the South-South cooperation programme/fund with the objective of enabling developing countries to meet the objectives of the Dakar Framework for Action, and the Millennium Development Goal (MDG) relating to literacy,
4. Further recalling the Doha Declaration of the Second Summit of the Group of 77 and China held in Qatar from 12 to 16 June 2005 and the Monterrey Declaration of the Sixth E-9 Ministerial Review Meeting held in Monterrey, Mexico, from 13 to 15 February 2007,
5. Having examined document 176 EX/5,
6. Considering the different proposals made by the Director-General on South-South cooperation in document 34 C/5 under Major Programme I,
7. Taking note of the efforts undertaken by the Secretariat to communicate with Member States that have already expressed interest in making voluntary contributions,
8. Also taking note of the establishment, within the Secretariat, of a focal point for South-South cooperation liaising with the Group of 77 and China Working Group on South-South Cooperation and a focal point for the E-9 initiative, as well as the contact points identified in each of the four Regional Bureaux for Education to facilitate planning and management of South-South cooperation funds and activities at the regional level,
9. Focusing on the priorities and key initiatives of UNESCO in education to support the countries in their efforts to achieve the EFA and MDG goals, with special attention to the areas of cooperation which include planning and programme design, institutional development, capacity-building, financing education, the teaching-learning process, assessment and evaluation systems, and management and educational administration, among others,
10. Invites the Member States to respond to the Director-General's appeal to provide voluntary contributions to the programme/fund;
11. Requests the Director-General to continue to elaborate the terms of reference for the presentation of pilot projects for South-South cooperation in education and for triangular (North-South-South) cooperation, and to identify appropriate resources from regular and extrabudgetary funds;
12. Encourages Member States to prepare and present to the UNESCO Secretariat pilot projects under this framework;
13. Invites the Director-General to report back to the Executive Board at its 177th session on the progress achieved.

B) 177 EX/5: Report by the Director-General on the follow-up to decisions and resolutions adopted by the Executive Board and the General Conference at their previous sessions

II. 176 EX/Decision 5(II):

South-South cooperation in education

7. As requested by the Executive Board at its 175th session, the Director-General launched an appeal to Member States in March 2007 for voluntary contributions to create a fund in support of South-South cooperation activities in education. To date, India has offered the amount of US \$20,000, while Togo and Guinea have expressed their intentions to make contributions. UNESCO will complement Member States' contributions with available regular programme funds to enable the immediate implementation of four regional pilot projects identified in collaboration with the contact points in each UNESCO Regional Bureau of Education and prepared on the basis of requests received from Member States and/or on recommendations of ministerial and high-level education meetings and venues.

8. The project proposals focus on the priority areas as defined in 176 EX/Decisions (5.11, para. 9), and seek to promote interregional and/or intra-regional cooperation. These proposals will be jointly reviewed with the representatives of the Group of 77 and China, and implemented in the current biennium. Informed by the results of the evaluation of these projects, criteria for future projects and programmes will be developed for the coming biennium.

9. It is expected that the pilot projects, once successfully implemented, will increase the visibility of the South-South Cooperation Programme/Fund in Education and attract more contributions from Member States.

C) 34 C/Resolutions, V Programme and Budget for 2008-2009

Programmes

3 Major Programme I – Education I

The General Conference

1. *Authorizes* the Director-General

- (a) to implement the plan of action for Major Programme I, structured around the following two biennial sectoral priorities and four main lines of action, with special emphasis on the needs of Africa, gender equality, youth, LDCs and SIDS as well as the most vulnerable segments of society, including indigenous peoples, and reflecting actions to be undertaken under the relevant intersectoral platforms, in order to:

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

- (i) ensure global leadership in EFA, coordination of United Nations priorities in education, and development of strong partnerships by mobilizing, harmonizing, aligning and complementing the unique added value of the EFA partners and other stakeholders at the global level to maintain their momentum and commitment to achieving the EFA goals and education-related MDGs, utilizing the rallying potential of the United Nations decades for literacy and education for sustainable development, including through the sharing of experiences, best practices and planned initiatives, and demonstrating this global coordinating leadership through the collective elaboration, adoption and implementation of the Global Action Plan by the four other EFA convening partners – UNDP, UNFPA, UNICEF and the World Bank –, by other intergovernmental organizations, national governments, bilateral donors, multilateral financial institutions, civil society organizations (CSOs), NGOs, the private sector, etc., and through South-South and North-South-South cooperation;
- (ii) establish global and national frameworks and networks for capacity development in planning, monitoring and evaluation of education systems to ensure that UNESCO's

¹. Resolution adopted on the report of the ED Commission at the 20th plenary meeting, on 1 November 2007.

provision of capacity development and technical support in the successive stages of strategic planning and management of education systems – sector/subsector analysis, policy formulation and appraisal, action planning, monitoring and evaluation – is relevant and consistent; furthermore, support the development of evidence-based policies and approaches by policy-makers, planners and practitioners through a clearing house with a common platform as well as communities of interest to collect, disseminate, distribute and facilitate the exchange and sharing of knowledge and information on cutting-edge developments in the field of education and best practices in education management;

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

- (iii) promote policy dialogue, research, norms and standards – to develop the research agenda on issues relevant to access to and quality of lifelong learning, and to ensure successful completion by all learners. Convene intellectual platforms of experts on research findings and policy recommendations to be used to enrich the high-level policy dialogues at the global, regional, subregional and national levels, where UNESCO will organize consultations with a broad range of partners, especially on issues relating to literacy, quality of education, lifelong learning, education for sustainable development, and adult education, including in prisons and correctional facilities; furthermore, assist countries, when requested, in establishing legal frameworks at the national level and in networking to ensure the implementation of standard-setting instruments. UNESCO will work in partnership with a range of regional institutions and mechanisms to further the EFA agenda, particularly – in collaboration with the Africa Department – the African Union Commission and the New Partnership for Africa’s Development (NEPAD), and taking into account the outcomes of the forums of ministers of education in the various regions (e.g. MINEDARAB, COMEDAF, PRELAC, E-9, SEAMEO), and to mobilize in that regard triangular North-South-South cooperation;
- (iv) provide capacity development and technical support to assist national efforts in achieving the Dakar goals – to improve country-level intervention, assisting Member States to expand access to education and to ensure that all learners may benefit from quality education, by seeking to ensure that actions at the national level are based on Member States’ needs identified through processes such as the UNESCO National Education Support Strategy (UNESS), to complement existing national development strategies and plans, as well as to ensure that the Organization functions in a fully coordinated and complementary manner in line with efforts to achieve coherence within United Nations country teams. It will concentrate its interventions on developing the capacities of Member States for the planning, monitoring and evaluation of education systems, as well as on providing technical support to Member States for policy analysis and formulation at the sector-wide and/or subsector levels. It will also assist Member States to adopt a rights-based approach in education and to address the diverse needs of vulnerable and marginalized groups, as well as indigenous peoples, through curriculum and materials development, and the use of the mother tongue as the medium of instruction. It will ensure that subjects and interdisciplinary issues such as the culture of peace, citizenship, intercultural dialogue and democratic values, sustainable development, science and technology and arts are integrated in the process of providing technical support and policy advice for the development of education systems, curricula, materials, and initial and in-service teacher education programmes, with emphasis on the global priority of gender equality as well as on youth;
- (v) with teacher training and education, literacy as well as HIV and AIDS education – through the Teacher Training Initiative for Sub-Saharan Africa (TTISSA), the Literacy Initiative for Empowerment (LIFE) and the Global Initiative on HIV/AIDS and Education (EDUCAIDS) respectively – continuing to constitute EFA top priorities, focus on key subsectors in which UNESCO has a comparative advantage, such as technical and vocational education and training (TVET) and higher education by continuing to develop policies for reforming, strengthening and widening access to TVET and quality higher education for all;

- (vi) promote UNESCO's global leadership and implementation role in education for sustainable development (ESD), and strengthen the Organization's efforts by making available ESD tools and programmes to key partners, encouraging regional and national work, and recalling the critical role of education in achieving sustainable development;
 - (vii) foster South-South and triangular North-South-South cooperation through support in the implementation of all activities under Major Programme I, including relevant regional and international conferences;
 - (viii) facilitate, through an intersectoral platform, policy dialogue and capacity-building in order to assist Member States in formulating national research strategies and plans in the area of higher education, and integrate them into United Nations common country programming, as appropriate;
 - (ix) engage in regular and systematic cooperation with the United Nations University, in order to pursue its programme objectives;
- (b) to allocate for this purpose an amount of \$50,761,900 for activity costs and \$57,706,400 for staff costs;²

2. *Requests* the Director-General

- (a) to implement the various activities authorized by this resolution, to the maximum extent possible through intersectoral platforms;
- (b) to report in the statutory reports on the achievement of the following expected results, including information on the cost-efficient use of human and financial resources, particularly in the areas of travel, publications and contractual services, for each of the results reported, following the principles of transparency, efficiency and rationalization:

MLA 1: Global leadership in EFA, coordination of United Nations priorities in education, and development of strong partnerships

- The EFA Global Action Plan implemented
- Coordinated, harmonized and effective partnerships pursued within the framework of the EFA Global Action Plan for strengthened political commitment at the global, regional and national levels for the EFA agenda
- Significant number of countries with national education plans and policies that reflect a strong political commitment to EFA and include literacy as a priority in the national plan
- Significant increase achieved in the financial resources available or pledged to education by national governments as well as by EFA partners
- South-South and North-South collaboration on and exchanges of effective practices in EFA enhanced, and educational networks among developing countries strengthened

MLA 2: Development of a global framework and networks for capacity development in planning and management of education systems

- Common approaches to capacity development in education policy formulation and planning, monitoring and evaluation of education systems proposed and shared with EFA stakeholders and development partners for implementation
- Member States provided with the expertise, technical approaches, practice-oriented tools, and best practices and innovations in education policy formulation, and planning, monitoring and evaluation of education systems identified and made available through networks and communities of practice
- National capacities strengthened in educational planning and management
- Capacity requirements and constraints documented in educational planning and management (EPM)
- Education stakeholders informed of significant developments in EPM

2. These appropriations include allocations for the category 1 UNESCO education institutes.

MLA 3: Promote policy dialogue, research, set norms and standards

- Global monitoring report published and national and regional reports launched
- Accessibility provided for key stakeholders and the general public to cutting-edge research, latest orientations, innovations and effective practices in education, including the use of technologies in education
- Global, regional, subregional and national policy platforms (meetings, conferences and forums) informed by research-based evidence on identified priority themes and quality-related processes
- Member States' capacities enhanced in analysing and monitoring learning achievement through regional networks
- Standard-setting instruments in the field of education reviewed and effectively promoted and monitored
- National educational policies linked with strategies for ICT applications formulated
- Enhanced and increased commitment to, greater visibility of, and political and financial support for adult education achieved through CONFINTEA VI
- International policy dialogue on educational policies intensified and broadened through the International Conference on Education
- Increased research on recruitment, training, retention and welfare of teachers conducted in a selected number of sub-Saharan African countries with a focus on those countries participating in the Teacher Training Initiative for Sub-Saharan Africa (TTISSA)
- Access for Member States in the Latin America and the Caribbean region to high-quality information, knowledge and statistical data on orientations and best practices in higher education
- Improved management capacities of university systems in the Latin America and the Caribbean region through development and institutionalization of practices and mechanisms of evaluation and accreditation

MLA 4: Provide capacity development and technical support to assist national efforts in achieving the Dakar goals

- Capacities of Member States developed for policy formulation, planning, management, monitoring and evaluation of education systems in both formal and non-formal education, as well as for the reform and revitalization of critical subsectors such as secondary education, technical and vocational education, teacher education and training, education in prisons and correctional facilities, and higher education
- Capacity for teacher education enhanced in all regions in need
- Enhanced and increased commitment to, greater visibility of, and political and financial support for literacy, especially in the Literacy Initiative for Empowerment (LIFE) countries, achieved through the six regional literacy conferences
- National policies, plans and practices reviewed, revised and developed to improve the quality and sustainability of both formal and non-formal education at all levels to provide lifelong learning at the request of Member States
- Regular and systematic cooperation with the United Nations University established
- Policy dialogue and capacity-building to formulate national and regional research strategies and plans in the area of higher education integrated into United Nations common country programming exercises
- National policies, plans and practices reviewed, revised and developed in literacy and life skills development, teacher education and training, as well as in HIV and AIDS education, through the implementation at the country level of the frameworks for the three core EFA initiatives – the Literacy Initiative for Empowerment (LIFE), the

Teacher Training Initiative for Sub-Saharan Africa (TTISSA) and the Global Initiative on HIV/AIDS and Education (EDUCAIDS) – at the request of Member States

- Enhanced quality teaching and learning materials developed with regard to teacher education, peace education, education for citizenship and democratic values, education for sustainable development, science and technology education, arts education, philosophy as well as the mainstreaming of gender, HIV prevention and the use of ICTs
- UNESCO Associated Schools Project Network (ASPnet) worldwide strengthened as an efficiently coordinated network and as a vital resource to ensure quality education
- Capacities of Member States enhanced in educational planning and management as well as in mobilization of funds in support of national priorities through harmonization of EFA partners
- Capacities for policy formulation and programme delivery in literacy in Member States increased, especially in Literacy Initiative for Empowerment (LIFE) countries
- Capacities of ministries of education, teacher education and training institutions strengthened in a selected number of sub-Saharan African countries

Addressing the needs of Africa

- 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, from primary to higher education
- Progress in achieving EFA accelerated, and capacity-building, 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))
- 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
- Use of ICTs in education increased to meet EFA goals and improve quality, as well as open access provided to post-basic education programmes
- 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.