



## General Conference

34th session, Paris 2007  
Draft resolution

## Генеральная конференция

34-я сессия, Париж 2007 г.  
Проект резолюции

# dr

## Conférence générale

34<sup>e</sup> session, Paris 2007  
Projet de résolution

## المؤتمر العام

الدورة الرابعة والثلاثون، باريس ٢٠٠٧  
مشروعات القرارات

## Conferencia General

34<sup>a</sup> reunión, París 2007  
Proyecto de resolución

## 大会

第三十四届会议，巴黎，2007年  
决议草案

## Item 4.2 of the provisional agenda

34 C/DR.10\*  
(COM.ED)  
2 October 2007  
Original: English

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

## Amendment to the Draft Programme and Budget for 2008-2009 (34 C/5 2nd version)

Submitted by **IRAN (Islamic Republic of)**

### Part II.A – Programmes:

Major Programme: I – EDUCATION

Resolution No.: 01000

Biennial sectoral priority: 2 Fostering quality education for all at all levels and in both formal and non-formal education throughout life, with particular emphasis on vulnerable and disadvantaged groups

Paragraph: (a) (iv)

Budgetary implications  
indicated by the sponsor: \$70,000

Source of financing  
proposed by the sponsor: 34 C/5 2nd version and extrabudgetary resources provided for MLA 2 and MLA 4.

### Proposed modification:

- (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 and to ensure that all potential learners can benefit from quality education by seeking to ensure that actions at the national level are based on needs identified through UNESS which should 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 team efforts. It will concentrate its interventions around developing capacities of Member States in planning and managing their education systems as well as in providing technical support to Member States in conducting policy analysis and formulation at a sector-wide and/or sub-sector levels. It will also assist Member States in adopting a rights-based approach in education and addressing the diverse needs

\* This proposal was received by the Secretariat on 27 August 2007.

of vulnerable and marginalized groups as well as indigenous people through curriculum and materials development and the use of mother tongue as medium of instruction. It will ensure that subjects such as peace, citizenship and democratic values, science and technology and arts are integrated in the process of providing technical support and policy advice in developing education systems, curriculum and materials as well as in-service teacher training.

Although teacher training and education, literacy as well as HIV and AIDS education – through TTISSA, LIFE and EDUCAIDS respectively – will continue to constitute EFA priorities, UNESCO will also focus on key sub-sectors in which it exerts comparative advantage such as TVET and higher education by continuing to develop policies for reforming, strengthening and widening access to TVET and quality higher education for all.

**Explanatory note:**

As the pillars and key figures in education, teachers are invaluable tools for achieving the objectives of education for all. For this, though, it is necessary that their knowledge, information and skills be in line with transformations of and developments in their society and updated.

Teachers' initial training and the variety of in-service training course for teachers in regional countries are limited for a number of reasons, including poor financial means, high population of students and teachers, and, as a result, the emergence of schools providing educational services to different groups of students at two different times a day (two-shift schools). The very limited in-service training courses arranged annually for teachers are therefore not adequate to meet recent advances in educational sciences, ICTs and the goals of global education.

Therefore, UNESCO's technical and financial support of teachers, concerning their empowerment and updating of their knowledge with regard to teachers' effective participation in educational planning processes and introducing social values in their teaching, adopting modern teaching methods, evaluating students' achievements, as well as improving the quality of the teaching/learning process adopted in classrooms, is required.

In view of the above, the proposal of the Islamic Republic of Iran rests upon UNESCO's technical and financial support for the implementation of a research project including the following phrases:

- I. A comparative study of the shortcomings and points of strength of teacher training in regional countries;
- II. Organization of a regional meeting to exchange views on different methods of empowering teachers and the results obtained from the comparative study explained above;
- III. Publishing books or preparing educational kits on effective methods for improving the quality of teacher-training techniques, targeted at educational authorities with special emphasis on teacher-training bodies of regional countries.