



## General Conference

34th session, Paris 2007  
Draft resolution

## Генеральная конференция

34-я сессия, Париж 2007 г.  
Проект резолюции

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## 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.21\*  
(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 **INDIA**

Co-sponsored by **IRAQ, MOROCCO**

### Part II.A – Programmes:

Major Programme: I – EDUCATION

Resolution No.: 01000

Biennial Sectoral Priority 1 Leading EFA, ensuring global coordination and providing assistance to Member States to achieve the EFA goals and education-related MDGs based on the Global Action Plan (GAP)

Paragraph: (a)(i)

Budgetary implications  
indicated by the sponsor: \$200,000

Source of financing  
proposed by the sponsor: The major part would be contributed by India and some money would be raised through extrabudgetary resources. As regards the regional conferences on global literacy, the budget has been built into the costing by the host countries. The 34th General Conference is requested to contribute technically to the successful dissemination of the recommendations of the Fourth International Conference and organization of the Symposium on Arts Education during the next biennium.

### Proposed modification:

- (i) 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 various partners and stakeholders at the global level to maintain their momentum and commitment to achieve EFA goals and education-related MDGs, utilizing the rallying potential of the United Nations decades for literacy and education

\* This proposal was received by the Secretariat on 31 August 2007.

for sustainable development mainly through sharing experiences, best practices, planned initiatives and recommendations of the Tbilisi + 30 i.e. 4th International Conference on Environmental Education organized in India, regional follow-up conferences to White House Conference on Global Literacy organized in different regions and a regional symposium on Arts Education to be organized in India and demonstrating this global coordinating leadership through the collective elaboration and adoption of the GAP by both the four other EFA convening partners – UNDP, UNFPA, UNICEF and World Bank – and other intergovernmental organizations, national governments, bilateral donors, multilateral financial institutions, CSOs, NGOs, private sector, etc.;

**Explanatory note:**

The Education for Sustainable Development, Arts Education and Literacy are integral components of EFA and educational goals of MDGs. These components are also intersectoral in their impact and implications and are intensively related to cultural diversity, poverty eradication and awareness relating to HIV/AIDS, etc. EFA and DESD being the leading programmes of UNESCO, organizing of events to strengthen the capacity-building and implementation of national programmes for achieving the same is the principal priority of UNESCO.

- The Fourth International Conference on Environmental Education which has been adopted by the 176th session of the Executive Board will develop better understanding of EE in the context of ESD and review the progress of ESD, three years into DESD. It will help set the road map for progress through the DESD. It will serve as a forum for the international community involved in education, environment, development, and communication to meet and share experiences and learnings in ESD. Recommendations based on the discussions and deliberations during the conference would be issued at the end of the Conference. Other United Nations agencies, EE networks, international NGOs and development agencies will partner the event. The Conference could not be approved in the 33rd General Conference due to oversight.
- A 3-day symposium on “issues and concerns of arts education in SAARC countries” would be held in February 2008 in New Delhi as a follow-up to the World Conference on Arts Education held in March, 2006 in Lisbon, Portugal. The objectives of the symposium are:
  - To share the experiences of member countries of SAARC on emerging trends, issues and concerns of arts education to exchange success stories/country cases/best practices in the teaching of arts education;
  - To enhance the awareness and to sensitize among various stakeholders to education the importance of arts education in the teaching-learning process and its integration in the school curriculum among SAARC countries;
  - The recommendations and suggestions on the basis of this symposium would be brought out as a document as a follow-up to the World Conference on Arts Education in Lisbon. The 34th GC is requested to endorse the symposium and provide financial and technical support for its successful organization.
- Six UNESCO regional conferences are being organized in different regions as a follow-up to the White House Conference on Global Literacy which was launched by Mrs Laura Bush in New York in 2006. Organized within the framework of the United Nations Literacy Decade (UNLD) and UNESCO’s Literacy Initiative for Empowerment (LIFE), its aim is to address literacy challenges in different regions of the World. The fourth of the series of these conferences will be organized in New Delhi in November 2007. It will address literacy challenges specific to South and West Asia and Central Asia, disseminate innovative and effective literacy practices for the subregion, and mobilize partners and resources for concrete interventions at the country level.