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INTRODUCTION

1. The Executive Board, at its 182nd session, recommended to the General Conference the nomination of Mr Duncan Hindle (South Africa) for the office of Chairperson of the ED Commission. At the second plenary meeting of the General Conference, on 6 October 2009, Mr Hindle was elected Chairperson of the ED Commission.

2. At its first meeting, on 12 October 2009, the Commission approved the proposals submitted by the Nominations Committee for the offices of Vice-Chairpersons and Rapporteur. The following were elected by acclamation:

   **Vice-Chairpersons:** Ms I. Alberdi Alonso (Spain)
   Ms V. Fila (Serbia)
   Ms F. Alexis-Bernardini (Grenada)
   Mr M. Waletofea (Solomon Islands)

   **Rapporteur:** Mr A.A. Abujafar (Libyan Arab Jamahiriya)

3. The Commission then adopted the timetable of work submitted in document 35 C/COM ED/1 Prov. Rev.

4. The Commission devoted six meetings between 12 October 2009 and 15 October 2009 to the examination of the items on its agenda.

5. The Commission adopted its report at its seventh meeting on 19 October 2009. The report includes the recommendations that the Commission transmitted to the Plenary on each item of its agenda.

**Highlights of the Round Table of Ministers of Education, “What Education for the Future? Lessons from the major international education conferences”**

6. The Commission recommends to the General Conference that it take note of the highlights of the Ministerial Round Table, “What Education for the Future? Lessons from the major international education conferences”. It underlines a number of recommendations that emerged from the Round Table, including the need for UNESCO to focus on concrete actions linked to capacity development in low-income countries, inclusive policies, teacher training and status, technical and vocational education, the transmission of values, lowering the cost of studying abroad for students from developing countries, and involving youth in decision-making.

DEBATE 1

**Item 4.2 – Consideration and adoption of the Draft Programme and Budget for 2010-2011**

7. At its first, second and third meetings on 12 and 13 October, the Commission examined Item 4.2 – Consideration and adoption of the Draft Programme and Budget for 2010-2011, Part II.A – Major Programme I – Education. The item was introduced by ADG/BSP, who presented document 35 C/5 Rev. and its underlying programming principles. The representative of the Director-General, ADG/ED then provided specific information on the Draft Programme and Budget for Major Programme I.

8. The representatives of 41 Member States, of 1 Observer and of 1 non-governmental organization took the floor.
Resolutions proposed in Volume 1 of document 35 C/5 Rev. and draft resolutions relating to the Draft Programme and Budget

9. The Commission recommends to the General Conference that it adopt the resolution proposed in paragraph 01000 of Volume 1 of draft document 35 C/5 Rev. concerning Major Programme I – Education as amended by:

(i) the following draft resolutions:

- 35 C/DR.18 (Colombia) for paragraph 01000, 1(a)(i);
- 35 C/DR.19 (Colombia) for paragraph 01000, 1(a)(ii);
- 35 C/DR.20 (Colombia) for paragraph 01000, 2(b)(iii);

(ii) the amendments recommended by the Executive Board contained in paragraphs 1-44 and 80-82 of document 35 C/6;

(iii) amendments made orally by the Commission and set out in the recommendations of the Commission concerning other draft resolutions not retained for adoption in extenso.

The resolution reads as follows:

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 people, and by focusing on the key areas of literacy, teachers, skills development for the world of work, and sector-wide education plans and policies, paying particular attention to education for sustainable development and fostering South-South cooperation as a key modality for action, in order to:

Biennial sectoral priority 1: Supporting the achievement of Education for All (EFA)

(i) focus on three fundamental areas for achieving EFA – literacy, teachers, and skills for the world of work – with the potential to impact significantly the lives of learners and their communities and to advance inclusion, equity and human development. As lead agency for the United Nations Literacy Decade (UNLD), UNESCO will assist Member States to boost their functional literacy rates, particularly through its Literacy Initiative for Empowerment (LIFE), and promote literacy on the education agenda. It will support Member States in the design and implementation of effective policies and systems for training and retaining teachers so as to meet current and future demand, in particular through the Teacher Training Initiative for Sub-Saharan Africa (TTISSA). As a third building block, the Organization will promote relevant technical and vocational education and training (TVET) and skills development for the world of work, within a broader framework of lifelong learning while putting a strong emphasis on secondary technical education, especially for young people. It will concentrate its actions on policy upstream work, in particular by assisting in reforming TVET systems in targeted countries, as well as on promoting
UNESCO’s normative instruments in TVE and improving national statistical capacities for better monitoring of TVET systems. In each of these priority areas, particular emphasis will be placed on equity and gender issues;

(ii) provide capacity development, technical support and global leadership in the different stages of education from early childhood to the adult years, so as to assist Member States to build, strengthen and manage effective education systems. Thus, UNESCO will support Member States both in improving their policies and systems in educational levels identified as national priorities for action, from early childhood care and education (ECCE) to higher education, and in enhancing the linkages between these different levels. Particular emphasis will be placed on improving access to and the quality of education, including through open educational resources. Through the Associated Schools Project Network (ASPnet), UNESCO will identify and promote examples of good practice, including in the area of education for sustainable development, and enhance the visibility of UNESCO in the area of education;

(iii) support the development of sector-wide education frameworks by strengthening national capacities to plan and manage the education sector as a whole and to ensure that their education systems are of quality and equitable. Thus, UNESCO will directly assist targeted Member States to prepare, renew and manage the implementation of national sector-wide plans and inclusive policies in education using cutting-edge tools, with particular emphasis on gender, while at the same time supporting them to coordinate EFA at the country level. The Organization will also support Member States to integrate the principles of education for sustainable development in their policies and plans, and address transversal issues that impact on the whole education sector such as HIV and AIDS;

**Biennial sectoral priority 2: Providing global and regional leadership in education, including through the implementation of recommendations of major international education conferences**

(iv) continue to ensure global leadership and coordination of international efforts in education, including through the tracking of educational trends. UNESCO will coordinate international EFA partners in order to bring governments together to take decisions on major international policy issues in education and raise awareness on educational priorities defined by the United Nations. These will include, in particular, the coordination of the EFA process, the United Nations Literacy Decade (2003-2012) and the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014). In order to ensure that decisions are based on solid evidence, the Organization will provide governments and the international community with reports on trends that include evidence on the status of legislation, policies, systems and participation in education around the world, in particular concerning progress against internationally agreed development goals. This will include the continued promotion and monitoring of existing normative and standard-setting instruments in the field of education;

(b) to allocate for this purpose an amount of $56,175,700 for activity costs and $62,360,000 for staff costs;¹

¹ These appropriations include allocations for the category 1 UNESCO education institutes.
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 periodically to the governing bodies, in statutory reports, on the achievement of the following expected results:

**MLA 1: Building blocks for EFA: literacy, teachers and work skills**

1. National capacities strengthened to plan, implement and manage quality literacy programmes, particularly through LIFE, building on an enhanced international coordination role of UNESCO for the UNLD;

2. National capacities strengthened to train and retain quality teachers, particularly through TTISSA in Africa;

3. TVET systems reformed and strengthened and capacity of Member States developed to equip youth and adults with knowledge, competences and skills for the world of work.

**MLA 2: Building effective education systems from early childhood care and education to higher education, and furthering lifelong learning**

4. National capacities strengthened in developing policies for early childhood care and education;

5. National capacities strengthened to plan, implement and manage basic education, mainly in Africa;

6. Secondary education systems renewed, in particular and as appropriate through curricular reform and improved learning assessment of students;

7. National capacities strengthened in higher education policy formulation and reform, promotion of research and quality assurance.

**MLA 3: Sector-wide frameworks: helping governments to plan and manage the education sector**

8. National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations;

9. National capacities developed to integrate the principles, values and practices of sustainable development into education sector policies and plans as part of global efforts to strengthen ESD;

10. National capacities strengthened to develop comprehensive education sector responses to HIV and AIDS through EDUCAIDS and related efforts.

**MLA 4: Leading the international education agenda, including education for sustainable development (ESD), and tracking trends**

11. Political and financial commitment mobilized to achieve the EFA goals through strengthened coordinated action of EFA partners and continued support to the regional initiatives/networks that serve as policy platforms;
12. Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies and reports such as the *EFA Global Monitoring Report*;


14. Member States aware of the normative instruments in education and actively reporting on their implementation.

(c) to report annually to the governing bodies, in the statutory reports, on the progress made to reinforce South-South and North-South-South cooperation in education, including through the South-South Cooperation Programme/Fund for Education;

(d) to report annually to the governing bodies, in the statutory reports, on the follow-up to the four major international conferences in education (the 48th session of the International Conference on Education (ICE), the UNESCO World Conference on Education for Sustainable Development, CONFINTEA VI, the World Conference on Higher Education), as well as meetings of the High-Level Group on EFA;

3. Further requests the Director-General to report periodically in the same statutory reports on measures taken to optimize the use of resources in the implementation of programme activities, including travel, contractual services and publications;

4. Requests the Director-General to implement the Programme in such a manner that the expected results defined for the two global priorities, Africa and gender equality, pertaining to Major Programme I are also being fully implemented.

10. The Commission recommends to the General Conference that it adopt the resolution proposed in paragraph 01100 of Volume 1 of document 35 C/5 Rev. concerning the UNESCO International Bureau of Education (IBE).

The resolution reads as follows:

The General Conference,

Acknowledging the report of the UNESCO International Bureau of Education (IBE), for the 2008-2009 biennium,

Recognizing the importance of maintaining the functional autonomy of the Bureau in order to ensure that it can provide services to the Member States in a flexible, effective and efficient way,

1. Emphasizes and values the important contribution of the IBE to the fulfilment of the relevant strategic objectives and the priorities of Major Programme I, particularly with regard to capacity development and research, in the key area of curriculum development, through the:

(i) provision of capacity development and technical assistance to curriculum specialists in Member States in the area of content, methods, policies and processes of curriculum development for quality education;
(ii) contribution to the promotion and renewal of international dialogue on educational policies and curriculum development, in particular through production of knowledge on education systems, existing curricula, curriculum development processes, good practices and innovations in teaching and learning, and through follow-up actions to support the implementation of the recommendations of the 48th session of UNESCO’s International Conference on Education on the theme of “Inclusive Education: the Way of the Future”;

2. Requests the IBE Council acting in conformity with the Statutes of the Bureau and with the present resolution, when approving the Bureau’s budget for 2010 and 2011:

(a) to ensure that the objectives and activities of the IBE correspond to UNESCO’s strategic objectives and the priorities and lines of action of Major Programme I;

(b) to consolidate and develop the programmes and projects of the IBE with the aim of contributing to the achievements of the expected results of Major Programme I as listed in paragraph 6;

(c) to continue to work with the Director-General to mobilize the necessary human and financial resources so that the IBE may accomplish its mission;

3. Authorizes the Director-General to provide support to the IBE by granting a financial allocation under Major Programme I for a total amount of $4,800,000;

4. Expresses its gratitude to the Swiss authorities, Member States and other bodies and institutions that have contributed intellectually or financially to the activities of the IBE and invites them to continue their support for 2010-2011 and beyond;

5. Appeals to Member States, international governmental and non-governmental organizations, donor agencies, foundations and the private sector to contribute financially and by other appropriate means to the effective application of the Bureau’s activities in the service of Member States, in conformity with its mission, the priorities of Major Programme I and the strategic objectives of UNESCO for 2008-2013;

6. Requests the Director-General to report periodically, to the governing bodies, in the statutory reports on the contribution of the IBE to the achievement of the following expected results of Major Programme I:

• National capacities strengthened to plan, implement and manage basic education, mainly in Africa (MLA 2 – expected result 5);

• Secondary education systems renewed, in particular and as appropriate through curricular reform and improved learning assessment of students (MLA 2 – expected result 6);

• National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MLA 3 – expected result 8);

• Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies such as the EFA Global Monitoring Report (MLA 4 – expected result 12).

11. The Commission recommends to the General Conference that it adopt the resolution proposed in paragraph 01200 of Volume 1 of document 35 C/5, Rev. concerning the UNESCO International Institute for Educational Planning (IIEP).
The resolution reads as follows:

The General Conference,

Acknowledging the report of the UNESCO International Institute for Educational Planning (IIEP) for the 2008-2009 biennium,

Recognizing the importance of maintaining the functional autonomy of the Institute in order to ensure that it can provide services to the Member States in a flexible, effective and efficient way,

1. Emphasizes and values the important contribution of the IIEP education institute to the fulfilment of the relevant strategic objectives and the priorities of Major Programme I, particularly with regard to capacity development and research, in the area of educational planning and policy analysis, through the:
   (i) provision of evidence-based analysis and research for planners and managers to improve equitable access to quality education at all levels;
   (ii) development of Member States’ institutional capacities to plan and manage their education systems to ensure the provision of quality education for all, through training, coaching, and technical assistance;

2. Requests the IIEP Governing Board acting in conformity with the Statutes of the Institute and with the present resolution, when approving the Institute’s budgets for 2010-2011:
   (a) to ensure that the objectives and activities of IIEP correspond to UNESCO’s strategic objectives and the priorities and lines of action of Major Programme I;
   (b) to consolidate and develop the programmes and projects of IIEP with the aim of contributing to the achievement of the expected results of Major Programme I as listed below;
   (c) to continue to work with the Director-General to mobilize the necessary human and financial resources so that IIEP may accomplish its mission;

3. Authorizes the Director-General to provide support to IIEP by granting a financial allocation under Major Programme I for a total amount of $5,300,000;

4. Expresses its gratitude to the French and Argentine authorities, which provide the Institute’s premises free of charge and periodically finance their upkeep, and to the Member States and organizations that have contributed intellectually or financially to the IIEP activities and invites them to continue their support for 2010-2011 and beyond;

5. Appeals to Member States, international governmental and non-governmental organizations, donor agencies, foundations and the private sector to contribute financially and by other appropriate means to the effective application of the IIEP activities in the service of Member States, in conformity with its mission, the priorities of Major Programme I and the strategic objectives of UNESCO for 2008-2013;

6. Requests the Director-General to report periodically, to the governing bodies, in the statutory reports on the contribution of IIEP to the achievement of the following expected results of Major Programme I:
• National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MLA 3 – expected result 8);

• Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies such as the EFA Global Monitoring Report (MLA 4 – expected result 12).

12. The Commission recommends to the General Conference that it adopt the resolution proposed in paragraph 01300 of Volume 1 of document 35 C/5 Rev. concerning the UNESCO Institute for Lifelong Learning (UIL).

The resolution reads as follows:

The General Conference,

Acknowledging the report of the UNESCO Institute for Lifelong Learning (UIL) for the 2008-2009 biennium,

Recognizing the importance of maintaining the functional autonomy of the Institute in order to ensure that it can provide services to the Member States in a flexible, effective and efficient way,

1. Emphasizes and values the important contribution of the UIL including the coordination of the Literacy Initiative for Empowerment (LIFE) to the fulfilment of the relevant strategic objectives and the priorities of Major Programme I, particularly with regard to capacity development, policy research and networking in the area of literacy, non-formal education and adult education within the framework of lifelong learning, through:

   (i) contribution to global literacy efforts and provision of technical assistance to improve literacy policies, programmes and practices;

   (ii) advancement of lifelong learning for all through relevant policies, targeted research, institutional frameworks and recognition, validation and accreditation mechanisms, including the promotion and integration of non-formal education and adult education into sector-wide strategies and the follow-up of the decisions and recommendations of the 6th International Conference on Adult Education (CONFINTEA VI) at the global, regional and national levels;

2. Requests the Governing Board of UIL acting in conformity with the Statutes of the Institute and with the present resolution, when approving the Institute’s budget for 2010-2011:

   (a) to ensure that the objectives and activities of the Institute correspond to UNESCO’s strategic objectives and the priorities and lines of action of Major Programme I;

   (b) to consolidate and develop the programmes and projects of UIL with the aim of contributing to the achievement of the expected results of Major Programme I as listed below;

   (c) to reinforce the Institute’s capacity as a global resource centre and its responsibility in literacy, non-formal education, adult education and lifelong learning;
(d) to take the necessary measures to follow up the decisions and recommendations of CONFINTEA VI;

(e) to continue to work with the Director-General to mobilize the necessary human and financial resources so that UIL may accomplish its mission;

3. **Authorizes** the Director-General to provide support to UIL by granting a financial allocation under Major Programme I for a total amount of $2,000,000;

4. **Expresses its gratitude** to the German Government for its continuing support to UIL by giving a substantial financial contribution and providing its premises free of charge and to other Member States and organizations, in particular to the Swedish International Development Cooperation Agency (SIDA), the Government of Norway, the Swiss Agency for Development and Cooperation (SDC), the Danish International Development Agency (DANIDA), and the Federal Government of Nigeria that have contributed intellectually or financially to UIL activities and invites them to continue their support for 2010-2011 and beyond;

5. **Appeals** to Member States, international governmental and non-governmental organizations, donor agencies, foundations and the private sector to grant or renew their financial and other appropriate means to enable UIL to contribute towards the priorities of Major Programme I and the strategic objectives of UNESCO for 2008-2013;

6. **Requests** the Director-General to report periodically, to the governing bodies, in the statutory reports on the contribution of UIL to the achievement of the following expected results of Major Programme I:

   - National capacities strengthened to plan, implement and manage quality literacy programmes, particularly through LIFE, building on an enhanced international coordination role of UNESCO for the UNLD (MLA 1 – expected result 1);
   - National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MLA 3 – expected result 8);
   - Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies such as the *EFA Global Monitoring Report* (MLA 4 – expected result 12).

13. The Commission recommends to the General Conference that it adopt the resolution proposed in paragraph 01400 of Volume 1 of document 35 C/5 Rev. concerning the UNESCO Institute for Information Technologies in Education (IITE).

   The resolution reads as follows:

   **The General Conference,**

   acknowledging the report of the UNESCO Institute for Information Technologies in Education (IITE) for the 2008-2009 biennium,

   recognizing the importance of maintaining the functional autonomy of IITE in order to ensure that it can provide services to the Member States in a flexible, effective and efficient way,

   1. **Emphasizes** and **values** the important contribution of IITE to the fulfilment of the relevant strategic objectives and the priorities of Major Programme I, particularly with
regard to capacity development and research, in the area of information and communication technologies (ICTs) in education, through:

(i) collection, analysis and dissemination of information and best practices on the use of ICTs in education with particular emphasis on teachers;

(ii) provision of technical assistance and training for capacity-building of Member States on the application of ICTs in education;

2. Requests the Governing Board of IITE, acting in conformity with the Statutes of the Institute and with the present resolution, when approving the Institute’s budget for 2010-2011:

(a) to ensure that the objectives and activities of IITE correspond to UNESCO’s strategic objectives and the priorities and lines of action of Major Programme I;

(b) to consolidate and develop the programmes and projects of IITE with the aim of contributing to the achievements of the expected results of Major Programme I as listed below;

(c) to continue to work with the Director-General to mobilize the necessary human and financial resources so that IITE may accomplish its mission;

3. Authorizes the Director-General to provide support to IITE by granting a financial allocation under Major Programme I for a total amount of $900,000;

4. Expresses its gratitude to the Government of the Russian Federation for its financial contribution and for providing the premises free of charge and to the Member States and organizations that have contributed intellectually or financially to the IITE activities and invites them to continue their support for 2010-2011 and beyond;

5. Appeals to Member States, international governmental and non-governmental organizations, donor agencies, foundations and the private sector to contribute financially and by other appropriate means to the effective application of IITE activities in the service of Member States, in conformity with their respective missions, the priorities of Major Programme I and the strategic objectives of UNESCO for 2008-2013;

6. Requests the Director-General to report periodically, to the governing bodies, in the statutory reports on the contribution of IITE to the achievement of the following expected results of Major Programme I:

   • National capacities strengthened to train and retain quality teachers, particularly through TTISSA in Africa (MLA 1 – expected result 2);

   • National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MLA 3 – expected result 8).

14. The Commission recommends to the General Conference that it adopt the resolution proposed in paragraph 01500 of Volume 1 of document 35 C/5 Rev. concerning the UNESCO International Institute for Capacity-Building in Africa (IICBA).
The resolution reads as follows:

The General Conference,

Acknowledging the report of the UNESCO International Institute for Capacity-Building in Africa (IICBA) for the 2008-2009 biennium,

Recognizing the importance of maintaining the functional autonomy of IICBA in order to ensure that it can provide services to the Member States in a flexible, effective and efficient way,

1. Emphasizes and values the important contribution of the IICBA education institute to the fulfilment of the relevant strategic objectives and the priorities of Major Programme I, particularly with regard to capacity development and research, in the area of teacher development in Africa, through:

   (i) strengthening of capacities to formulate, implement and evaluate teacher development policies in response to implementation needs of the Teacher Training Initiative for Sub-Saharan Africa (TTISSA) using open and distance learning (ODL), ICTs and face-to-face training;

   (ii) promotion of policy dialogue, research, setting norms and standards, and networks of communities of best practices for teacher policy in the Africa region;

2. Requests the IICBA Governing Board, acting in conformity with the Statutes of the Institute and with the present resolution, when approving the Institute’s budget for 2010-2011:

   (a) to ensure that the objectives and activities of IICBA correspond to UNESCO’s strategic objectives and the priorities and lines of action of Major Programme I;

   (b) to consolidate and develop the programmes and projects of IICBA with the aim of contributing to the achievement of the expected results of Major Programme I as listed below;

   (c) to continue to work with the Director-General to mobilize the necessary human and financial resources so that IICBA may accomplish its mission;

3. Authorizes the Director-General to provide support to IICBA by granting a financial allocation under Major Programme I for a total amount of $2,500,000;

4. Expresses its gratitude to Member States and organizations that have contributed intellectually or financially to the activities of IICBA and invites them to continue their support for 2010-2011 and beyond;

5. Appeals to Member States, international governmental and non-governmental organizations, donor agencies, foundations and the private sector to contribute financially and by other appropriate means to the effective application of IICBA activities in the service of Member States, in conformity with their respective missions, the priorities of Major Programme I and the strategic objectives of UNESCO for 2008-2013;

6. Requests the Director-General to report periodically, to the governing bodies, in the statutory reports on the contribution of IICBA to the achievement of the following expected result of Major Programme I:
• National capacities strengthened to train and retain quality teachers, particularly through TTISSA in Africa (MLA 1 – expected result 2).

15. The Commission recommends to the General Conference that it adopt the resolution proposed in paragraph 01600 of Volume 1 of document 35 C/5 Rev. concerning the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) as amended by 35 C/DR.3 (Plurinational State of Bolivia, Cuba, Dominican Republic and Bolivarian Republic of Venezuela), this latter also having been amended by the Commission.

The resolution reads as follows:

The General Conference,

Acknowledging the report of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) for the 2008-2009 biennium,

Recognizing the importance of maintaining the functional autonomy of IIESALC in order to ensure that it can provide services to the Member States in a flexible, effective and efficient way,

1. Emphasizes and values the important contribution of IESALC to the fulfilment of the relevant strategic objectives and the priorities of Major Programme I, particularly with regard to capacity development and research, in the area of higher education in Latin America and the Caribbean, through:

   (i) promotion of cooperation and networking, and by serving as a reference centre and laboratory of ideas on the processes, trends and challenges of higher education in Latin America and the Caribbean;

   (ii) provision of technical assistance to strengthen national capacities and higher education institutions concerning the formulation, planning, implementation and monitoring of policies and projects in the field of higher education;

2. Requests the Governing Board of IESALC, acting in conformity with the Statutes of the Institute and with the present resolution, when approving the Institute’s budget for 2010-2011:

   (a) to ensure that the objectives and activities of the Institute correspond to UNESCO’s strategic objectives and the priorities and lines of action of Major Programme I;

   (b) to consolidate and develop the programmes and projects of the Institute with the aim of contributing to the achievement of the expected results of Major Programme I as listed below;

   (c) to continue to work with the Director-General to mobilize the necessary human and financial resources so that the Institute may accomplish its mission;

3. Authorizes the Director-General to provide support to IESALC by granting a financial allocation under Major Programme I for a total amount of $2,000,000;

4. Requests the Director-General to mobilize extrabudgetary funds to support IESALC during the 2010-2011 biennium;

5. Requests the Director-General to strive to restore, in document 36 C/5, the financial allocation for IESALC to the same level as that approved in document 34 C/5;
6. **Invites** the Director-General to consider strengthening, in the future, the budgetary allocation to IESALC, taking into account the Institute’s achievements in 2010-2011;

7. **Expresses** its gratitude to the Bolivarian Republic of Venezuela for its continuing support and for providing the premises of IESALC free of charge and to the Member States and organizations that have contributed intellectually or financially to IESALC activities and **invites** them to continue their support for 2010-2011 and beyond;

8. **Appeals** to Member States, international governmental and non-governmental organizations, donor agencies, foundations and the private sector to contribute financially and by other appropriate means to the effective application of IESALC activities in the service of Member States, in conformity with their respective missions, the priorities of Major Programme I and the strategic objectives of UNESCO for 2008-2013;

9. **Requests** the Director-General to report periodically, to the governing bodies, in the statutory reports on the contribution of IESALC to the achievement of the following expected results of Major Programme I:

   - National capacities strengthened to train and retain quality teachers, particularly through TTISSA in Africa (MLA 1 – expected result 2);
   - National capacities strengthened in higher education policy formulation and reform, promotion of research and quality assurance (MLA 2 – expected result 7);
   - National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MLA 3 – expected result 8);
   - Member States aware of the normative instruments in education and actively reporting on their implementation (MLA 4 – expected result 14).

**Recommendations of the Commission concerning other draft resolutions not retained for adoption in extenso**

16. The Commission informs the General Conference that the draft resolutions listed below were not retained for inclusion in extenso in the records of the General Conference.

- **35 C/DR.9** (Islamic Republic of Iran) concerning paragraph 01000, 1(a)(i), which seeks to insert in line 11 after the word “education” the terms “and entrepreneurship education”. The financial implications are estimated at $150,000, which the proponent suggests should be taken from the regular programme budget of Major Programme I and extrabudgetary resources.

   Having examined this draft resolution, the Commission recommends that the General Conference request the Director-General to insert references to entrepreneurship education in higher education and technical and vocational education and training (TVET) in Volume 2 of document 35 C/5, and invite the Director-General to consider ways in which the organization of a regional meeting on this subject could best be accommodated within the work plans;

- **35 C/DR.36** (Cuba) concerning paragraph 01000, 1(a)(ii), which invites the Director-General to insert at the end of the subparagraph “Holding the Seventh International Congress on Higher Education ‘University 2010’ co-sponsored by UNESCO, in Havana (Cuba), in order to find solutions to the problem of lifelong education for all, thus confirming the renewed commitment of higher education to society and to its time, permitting the joint examination of
all the participants of the changes that need to be made in higher education institutions so that they may play a decisive role in the sustainable development of our countries”. The financial implications of this resolution are estimated at $50,000, which the proponent suggests should be absorbed within the funds allocated to Major Programme I.

Having examined this draft resolution, the Commission recommends to the General Conference that it invite the Director-General to include a reference to the Congress in the finalized version of document 35 C/5, Volume 2, and to request IESALC to provide support to the Congress;

– 35 C/DR.42 (Japan) concerning paragraph 01000, 1(a)(iv), which seeks to insert at the end of the paragraph, after the word “education”, the following text: “The Organization will also strengthen worldwide networks in education, in particular the Associated Schools Project Network (ASPnet)”, and to insert after Expected Result 14 a new Expected Result 15 containing the following text: “ASPnet worldwide strengthened as an excellent resource to ensure and enhance the visibility of UNESCO through education.” This draft resolution has no budgetary implications.

Having examined this draft resolution, the Commission recommends to the General Conference that it invite the Director-General to insert at the end of paragraph 01000, 1(a)(ii) the following sentence: “Through the Associated Schools Project Network (ASPnet), UNESCO will identify and promote examples of good practice, including in the area of education for sustainable development, and enhance the visibility of UNESCO in the area of education.”;

– 35 C/DR.40 (United States of America) concerning paragraph 01000, 2(b), 7, which seeks to replace the terms “and quality assurance” with the following: “, quality assurance and ICT-enhanced learning content and materials such as open educational resources”, with no financial implications.

Having examined this draft resolution, the Commission recommends to the General Conference that it insert at the end of paragraph 01000, 1(a)(ii), “, including through open educational resources”;

– 35 C/DR.55 (Uruguay, co-sponsored by Paraguay) concerning paragraph 01000, 2(b), 8, which invites the Director-General to insert at the end of Expected Result 8, after “situations”, the following: “and for the use of ICTs in education, thereby advancing social inclusion and promoting South-South and North-South cooperation.” The financial implications are estimated at $150,000, which the proponents suggest could be met through extrabudgetary resources or resources from the UNESCO Institute for Information Technologies in Education (IITE).

Having examined this draft resolution, the Commission recommends to the General Conference that it invite the Director-General to consider ways in which the sharing of good practices on ICTs and the training of educators such as the knowledge gained by Uruguay through its “Educational connectivity and basic information technology for online (CEIBAL) plan” could best be accommodated within the work plans;

– 35 C/DR.52 (Belgium, Lebanon, Morocco, the Netherlands, Portugal and Senegal, supported by Bulgaria, Burkina Faso, Chile, Côte d’Ivoire, Democratic Republic of the Congo, France, Madagascar, Mexico and Tunisia) concerning paragraph 01000, 2(b), which seeks to insert an additional Expected Result 9 after Expected Result 8 containing the following text: “9. National capacities of Member States reinforced in order to ensure the quality and equity of their education systems, particularly by stimulating the exchange of good practices.” There are no budgetary implications.
Having examined this draft resolution, the Commission recommends to the General Conference that it request the Director-General to insert the following words in paragraph 01000, 1(a)(iii) at the end of the first sentence: “and to ensure that their education systems are of quality and equitable”;

– 35 C/DR.30 (France, co-sponsored by Belgium, the Netherlands and Poland, supported by Argentina) concerning paragraph 01000, 2(b), which invites the Director-General to insert an additional Expected Result 11 after Expected Result 10 containing the following text: “Deepen actions undertaken aiming to conserve the memory of the Holocaust and to combat all forms of denial of this latter, in order to fight effectively against anti-Semitism, particularly in young people, through education.” The proponents suggest that this proposal be financed with extrabudgetary funds.

Having examined this draft resolution, the Commission recommends to the General Conference that it insert the words “and as appropriate” to paragraph 01000, 2, 6 after the words “in particular”, add in paragraph 1031 of Volume 2 of document 35 C/5 a reference to the intersectoral working group, and insert a new performance indicator on Holocaust remembrance under Expected Result 6;

– 35 C/DR.41 (United States of America) concerning paragraph 01000, 2(b), 13, which invites the Director-General to insert after “Development (DESD)” the following text: “and the United Nations Literacy Decade”, with no budgetary implications.

Having examined this draft resolution, the Commission recommends to the General Conference that it request the Director-General to insert in paragraph 01000, 1(a)(iv), after “EFA process”, the following text: “, the United Nations Literacy Decade (2003-2012), and to modify paragraph 2(b), 1 to read as follows: “National capacities strengthened to plan, implement and manage quality literacy programmes, particularly through LIFE, building on an enhanced international coordination role of UNESCO for UNLD”; 

– 35 C/DR.54 (Thailand, co-sponsored by Argentina, Bulgaria, Congo, Ecuador, Italy, Kuwait, Libyan Arab Jamahiriya, Poland, Republic of Korea, Senegal, Bolivarian Republic of Venezuela, supported by the Netherlands) concerning paragraph 01000, 2(b) by inserting after Expected Result 14 a new Expected Result 15 containing the following text: “15. Take into account the goal of the World Declaration on Education for All (Jomtien 1990) to meet the basic learning needs including a renewed commitment to universalizing access and promoting equity, a completion of the overall commitments and goals.” This draft resolution has no budgetary implications.

Having examined this draft resolution, the Commission recommends to the General Conference that a reference to the commitments made in the World Declaration of Education for All (Jomtien 1990) be inserted into Volume 2 of the finalized 35 C/5 document.

Draft resolutions withdrawn or not retained

17. The Commission informs the General Conference that the draft resolutions listed below were not retained: 35 C/DR.21 (Colombia), 35 C/DR.74 (Egypt) and 35 C/6 Add. (relating to 182 EX/Decision 63).

Budgetary provision for Major Programme I

18. The Commission recommends to the General Conference that it approve the budget provision of $118,535,700 in paragraph 01000 of document 35 C/5 Rev. for Major Programme I – Education, corresponding to $56,175,700 for activities (including allocations for the category 1 education institutes) and $62,360,000 for staff costs, it being understood that this amount is subject
to adjustment in the light of the decision taken by the General Conference on the budget ceiling and by the joint meeting of the programme commissions and the Administrative Commission.

19. Regarding the Draft Programme and Budget for 2010-2011 for the UNESCO International Bureau of Education (IBE), the Commission recommends that the General Conference approve the resolution contained in paragraph 01100 of document 35 C/5 Rev., which foresees a budget provision of $4,800,000 within the overall budget provision for Major Programme I, it being understood that this amount is subject to adjustment in the light of the decision taken by the General Conference on the budget ceiling and by the joint meeting of the programme commissions and the Administrative Commission.

20. Regarding the Draft Programme and Budget for 2010-2011 for the UNESCO International Institute for Educational Planning (IIEP), the Commission recommends that the General Conference approve the resolution contained in paragraph 01200 of document 35 C/5 Rev., which foresees a budget provision of $5,300,000 within the overall budget provision for Major Programme I, it being understood that this amount is subject to adjustment in the light of the decision taken by the General Conference on the budget ceiling and by the joint meeting of the programme commissions and the Administrative Commission.

21. Regarding the Draft Programme and Budget for 2010-2011 for the UNESCO Institute for Lifelong Learning (UIL), the Commission recommends that the General Conference approve the resolution contained in paragraph 01300 of document 35 C/5 Rev., which foresees a budget provision of $2,000,000 within the overall budget provision for Major Programme I, it being understood that this amount is subject to adjustment in the light of the decision taken by the General Conference on the budget ceiling and by the joint meeting of the programme commissions and the Administrative Commission.

22. Regarding the Draft Programme and Budget for 2010-2011 for the UNESCO Institute for Information Technologies in Education (IITE), the Commission recommends that the General Conference approve the resolution contained in paragraph 01400 of document 35 C/5 Rev., which foresees a budget provision of $900,000 within the overall budget provision for Major Programme I, it being understood that this amount is subject to adjustment in the light of the decision taken by the General Conference on the budget ceiling and by the joint meeting of the programme commissions and the Administrative Commission.

23. Regarding the Draft Programme and Budget for 2010-2011 for the UNESCO International Institute for Capacity-Building in Africa (IICBA), the Commission recommends that the General Conference approve the resolution contained in paragraph 01500 of document 35 C/5 Rev., which foresees a budget provision of $2,500,000 within the overall budget provision for Major Programme I, it being understood that this amount is subject to adjustment in the light of the decision taken by the General Conference on the budget ceiling and by the joint meeting of the programme commissions and the Administrative Commission.

24. Regarding the Draft Programme and Budget for 2010-2011 for the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC), the Commission recommends that the General Conference approve the resolution contained in paragraph 01600 of document 35 C/5 Rev., which foresees a budget provision of $2,000,000 within the overall budget provision for Major Programme I, it being understood that this amount is subject to adjustment in the light of the decision taken by the General Conference on the budget ceiling and by the joint meeting of the programme commissions and the Administrative Commission.

Reports of IBE, IIEP, UIL, IITE, IICBA, IESALC and PRELAC

25. Having examined the reports of: the UNESCO International Bureau of Education (IBE) (35 C/REP/1); the UNESCO International Institute for Educational Planning (IIEP) (35 C/REP/2); the UNESCO Institute for Lifelong Learning (UIL) (35 C/REP/3); the UNESCO Institute for
Information Technologies in Education (IITE) (35 C/REP/4); the UNESCO International Institute for Capacity-Building in Africa (IICBA) (35 C/REP/6); the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) (35 C/REP/5); and the Intergovernmental Regional Committee for the Regional Education Project for Latin America and the Caribbean (PRELAC) (35 C/REP/7), the Commission recommended that the General Conference take note of these reports.

DEBATE 2

Item 5.5: Amendments to the Statutes of the Intergovernmental Regional Committee for the Regional Education Project for Latin America and the Caribbean

Item 8.4: Revision of the 1981 Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States and the 1983 Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific

Item 5.17: Debt swaps for education

Item 5.3: Implementation of 34 C/Resolution 58 concerning educational and cultural institutions in the occupied Arab territories

26. During its third and fourth meetings on 13 and 14 October 2009, the Commission examined the following four items: Item 5.5 – Amendments to the Statutes of the Intergovernmental Regional Committee for the Regional Education Project for Latin America and the Caribbean (PRELAC); Item 8.4 – Revision of the 1981 Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States and the 1983 Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific; Item 5.17 – Debt swaps for education; and Item 5.3 – Implementation of 34 C/Resolution 58 concerning educational and cultural institutions in the occupied Arab territories.

27. These items were considered without debate. However, one Member State took the floor after the adoption of item 5.17, and one Member State and one Observer took the floor after the adoption of item 5.3.

Item 5.5: Amendments to the Statutes of the Intergovernmental Regional Committee for the Regional Education Project for Latin America and the Caribbean

28. The Commission recommends to the General Conference that it take note of document 35 C/19 entitled “Amendments to the Statutes of the Intergovernmental Regional Committee for the Regional Education Project for Latin America and the Caribbean (PRELAC)”.

29. The Commission recommends to the General Conference that it adopt, for the records of the General Conference, the draft resolution proposed in paragraph 6 contained in document 35 C/19.

The text of the resolution reads as follows:

The General Conference,

1. Recalling 34 C/Resolution 16, by which the General Conference authorized the Executive Board to approve on a one-time provisional basis at its 179th session the amendments to the Statutes of the Intergovernmental Committee for the Regional Education Project for Latin America and the Caribbean (PRELAC), and requested the
Executive Board to submit those amendments to the General Conference at its
35th session for final review and approval.

2. Recalling 179 EX/Decision 26 in which the Executive Board requested the Director-
General to prepare a revised document on the amendments to the Statutes of the
Intergovernmental Committee for PRELAC,

3. Further recalling 180 EX/Decision 30, by which the Executive Board approved on a
one-time provisional basis the above-mentioned amendments, which were prepared
following an extensive consultation process with the countries of the Group of Latin
America and the Caribbean (GRULAC),

4. Having examined document 35 C/19,

5. Approves the amendments proposed to the Statutes of the Intergovernmental Regional
Committee for the Regional Education Project for Latin America and the Caribbean
(PRELAC) as set out in the Annex to this resolution.

Statutes of the Intergovernmental Regional Committee for
the Regional Education Project for Latin America and the Caribbean

Article 1
An Intergovernmental Regional Committee for the Regional Education Project for Latin
America and the Caribbean (hereinafter referred to as “the Committee”) is hereby
established within the United Nations Educational, Scientific and Cultural Organization
(UNESCO).

Article 2

1. The Committee shall comprise all the Member States of UNESCO that make up the
Latin America and the Caribbean region, as defined in accordance with the resolutions
of the General Conference, and of Associate Members of the region which so request.

2. The Committee may admit observers, without the right to vote, in one of the two
following categories:

   (a) “Observer States”: the States eligible for this category are States providing or
desiring to provide technical or financial assistance to the Regional Education
Project and which are Member States of one or more organizations in the United
Nations system;

   (b) “Observer entities”: the entities eligible for this category are agencies and
organizations in the United Nations system which adopted the Dakar Framework
for Action at the World Education Forum (Dakar, Senegal, 2000),
   intergovernmental organizations, international non-governmental organizations
   and foundations maintaining official relations with UNESCO desiring to provide
technical or financial assistance to the Regional Education Project.

3. UNESCO shall provide the secretariat of the Committee through the Regional Bureau
for Education in Latin America and the Caribbean (OREALC, hereinafter referred to as
“the Secretariat”). The Director-General of UNESCO or his/her representative shall
participate in the work of the Committee in an advisory capacity.
Article 3

1. At each of its ordinary sessions, the Committee shall elect a Bureau called “the Bureau of the Committee” (hereinafter “the Bureau”), consisting of one Chairperson, four Vice-Chairpersons and two Rapporteurs, who are representative of the diversity that characterizes the Latin America and Caribbean region.

2. The Bureau shall be elected at the beginning of each ordinary session of the Committee and it shall be renewed at the following ordinary session.

Article 4

At every session of the Committee and within the framework of the decisions of the General Conference relative to the Regional Education Project, the Committee shall be responsible for:

1. formulating recommendations to members of the Committee towards the achievement of EFA goals;

2. promoting regional and subregional activities and strategies in support of EFA goals through the implementation of the Regional Education Project’s strategies;

3. following up on regional and subregional actions already under way and those aimed at developing the strategic focuses of the Regional Education Project, which have been conceived as a means to achieve the EFA goals;

4. assessing and disseminating regional progress in the field of education;

5. facilitating and promoting, within the framework of the Regional Education Project, horizontal technical cooperation between countries and between groups of countries in the region;

6. encouraging technical and financial assistance from Member States of UNESCO and from subregional, regional and international institutions, bodies and sources of financing, both public and private, for regional, subregional and national activities corresponding to the objectives of the Regional Education Project;

7. advising the Director-General of UNESCO about steps the Organization could take to help in the successful completion of the Regional Education Project;

8. linking regional efforts in the field of EFA/PRELAC with other frameworks and initiatives concerned with comprehensive human development;

9. approving the composition of the Bureau and periodical reports submitted by the Bureau to the Committee, including the reports on activities of the Regional Education Project to be submitted to the General Conference;

10. formulating recommendations to UNESCO in order to strengthen the strategies of the Regional Education Project.

Article 5

1. The Committee shall schedule an ordinary session every four years. This session shall be convened by the Bureau through the Secretariat in order to provide follow-up to progress made in the implementation of the strategies of the Regional Education Project and the EFA objectives. At such sessions, each member of the Committee, as
defined in Article 2.1, shall have the right to one vote. However, each member is entitled to send to the sessions such experts and/or advisers as it considers necessary.

2. Extraordinary sessions of the Committee may be convened in accordance with the Rules of Procedure as deemed necessary and convenient.

3. The Committee shall adopt its Rules of Procedure at the first ordinary meeting of Member States of the region; the aforementioned Rules and Procedures shall not be in contradiction with any terms of these Statutes.

4. Within the framework of its Rules of Procedure, the Committee may create any subsidiary organ deemed appropriate, as long as financing of such entities is assured.

Article 6

The Bureau shall be responsible for:

1. acting as the executive body for the Committee in order to ensure its efficiency by expediting its activities;

2. preparing the work of the Committee in ongoing coordination with the Secretariat;

3. proposing subjects to be discussed at sessions of the Committee;

4. proposing to the Committee activities in support of the fulfilment of EFA goals and strategies, according to the needs of the Latin America and the Caribbean Region;

5. following up on agreements reached at sessions of the Committee in coordination with the Secretariat;

6. assessing and determining the need to convene extraordinary sessions of the Committee;

7. providing support to the Director-General of UNESCO in matters concerning the implementation of measures the Organization could adopt in favour of PRELAC strategies;

8. presenting reports on the activities of the Committee to the General Conference of UNESCO at each of its ordinary sessions;

9. promoting or carrying out activities that promote the development of PRELAC strategies.

Article 7

1. The Bureau shall hold ordinary meetings convened through the Secretariat every two years in order to monitor progress in the implementation of the strategies of the Regional Education Project. Furthermore, it may hold extraordinary meetings convened according to the same procedure.

2. The Bureau may convene extraordinary sessions of the Committee, in order to discuss subjects that enhance the implementation of the strategies of the Regional Education Project.
Article 8

1. Representatives of Member States and Associate Members of UNESCO that are not members of the Committee, representatives of the United Nations system with which UNESCO has concluded reciprocal representation agreements, and other intergovernmental organizations for international cooperation, may participate, without the right to vote, as observers in all meetings of the Committee, with the exception of meetings of the Bureau, unless the latter deems their attendance relevant.

2. The Committee may determine the conditions under which government representatives, non-members of UNESCO but members of one or various organizations of the United Nations system, as well as representatives of international, governmental or non-governmental organizations, institutions and foundations, may be invited as observers. The Committee shall also determine the conditions under which qualified persons shall be consulted or invited to attend the meetings where specific topics will be discussed.

Article 9

1. The Director-General of UNESCO shall provide the necessary resources for the operations of the secretariat of the Committee, provided that the General Conference has specifically included them in the approved programme and budget.

2. The Secretariat shall bring together and present to the Committee and the Bureau all suggestions and observations of the Member and Associated States, as well as those of the international organizations interested in the activities of the Regional Education Project. The Secretariat shall support the Bureau and the Committee in the preparation of reports of activities and, whenever necessary, in the formulation of concrete projects to be implemented by the Regional Education Project.

Article 10

1. The members of the Committee shall assume all expenses arising from the participation of their representatives at meetings held by the Committee and the Bureau, and the ordinary expenses of the Committee shall be financed from funds allocated for that purpose in the C/5 document to the General Conference of UNESCO.

2. Voluntary contributions may be accepted to constitute trust funds, in accordance with the Financial Regulations of UNESCO. Such trust funds shall be allocated to the Regional Education Project for Latin America and the Caribbean and shall be administered by the Director-General of UNESCO through the Regional Bureau for Education in Latin America and the Caribbean.

Item 8.4: Revision of the 1981 Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States and the 1983 Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific


31. The Commission recommends to the General Conference that it adopt, for the records of the General Conference, the draft resolution proposed in paragraph 15 of document 35 C/48.

The text of the resolution reads as follows:

The General Conference:

1. **Having examined** document 35 C/48,

2. **Reaffirming** the importance of promoting academic mobility by facilitating mutual recognition of qualifications in higher education,

3. **Acknowledging** the important role UNESCO plays in this field, particularly through its six conventions and one recommendation on the mutual recognition of studies, diplomas and degrees in higher education,

4. **Conscious** that significant changes have taken place in higher education in a more globalized world and that there is a need therefore for a new generation of recognition conventions to respond to new challenges,

5. **Requests** the Director-General to convene, in 2010-2011, two international conferences of States (category I), with a view to examination and adoption of amendments to (a) the 1981 Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the African States; and (b) the 1983 Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific;

6. **Authorizes** the Executive Board to take appropriate measures, if necessary, for the successful convening of these conferences.

**Item 5.17: Debt swaps for education**

32. The Commission recommends to the General Conference that it take note of document 35 C/52 entitled "Debt swaps for education".

33. The Commission recommends to the General Conference that it adopt, for the records of the General Conference, the draft resolution proposed in paragraph 15 of document 35 C/52.

The text of the resolution reads as follows:

The General Conference,

1. **Understanding** that education is a key factor in human development, as a basic tool enabling national States to influence the future of their inhabitants in society and the world of work,

2. **Taking into consideration** Major Programme I – Education, which establishes basic education for all as the principal priority,

3. **Reaffirming** the importance of sustained and increased levels of investment in education in the context of preserving the gains made in education since 2000 and overcoming the current financial crisis and economic downturn,

4. **Considering** that the burden of foreign debt on the budgets of the world’s debtor countries is one of the factors limiting investment in education; and that there is a need for monitoring debt sustainability in the light of the crisis,
5. Recalling the proposal made by the Republics of Argentina, Brazil and Peru during the 32nd, 33rd and 34th sessions of the General Conference, to encourage initiatives to swap debt for education, requesting UNESCO, as a worldwide flagship organization for education, to lead the debates and initiatives relating to such actions,

6. Considering that the Ibero-American Conferences of Ministers of Education have stressed the importance of promoting in various international forums the adoption of innovative educational financing mechanisms, in particular the conversion of parts of foreign debt servicing into investment in their education systems,

7. Bearing in mind that a number of international high-level conferences, including the High-Level Group on EFA and the 2008 High-Level Forum on Aid Effectiveness, raised the importance of exploring new forms of financing for public and private investment in education,

8. Taking into account the results obtained by the Working Group established by the Director-General pursuant to 33 C/Resolution 16 and recent research on innovative approaches to education financing, including the 2009 report provided by Argentina,

9. Recommends that the Director-General establish an Advisory Panel of Experts on Debt Swaps and Innovative Approaches to Education Financing, with balanced representation, to provide advice to Member States and examine how to advance knowledge on debt swaps and innovative financing, with a view to organizing the first meeting of this panel with funds from UNESCO’s regular programme in early 2010 and a follow-up in 2011 with extrabudgetary resources;

10. Further recommends that this Advisory Panel of Experts examine the role UNESCO and the Panel may play in debt swaps for education and innovative approaches to education financing;

11. Requests the Director-General to create a Special Account to attract extrabudgetary resources in order to carry out the necessary follow-up activities proposed by the Advisory Panel of Experts and to secure appropriate expertise on debt swaps for education and innovative approaches to education financing to strengthen UNESCO’s professional capacity in this technical area;

12. Invites Member States to demonstrate their support to this initiative by contributing to the Special Account;

13. Further requests the Director-General to report on the findings of the Advisory Panel of Experts and the status of the Special Account and activities carried out with funds from the Special Account to the General Conference at its 36th session.

Item 5.3: Implementation of 34 C/Resolution 58 concerning educational and cultural institutions in the occupied Arab territories

34. The Commission recommends to the General Conference that it take note of document 35 C/17 and Add., entitled “Implementation of 34 C/Resolution 58 concerning educational and cultural institutions in the occupied Arab territories”.

35. The Commission recommends to the General Conference that it adopt, for the records of the General Conference, the draft resolution proposed in document 35 C/17 Add.
The text of the resolution reads as follows:

The General Conference,

1. Recalling 34 C/Resolution 58, as well as Article 26 of the Universal Declaration of Human Rights with regard to the right to education, Articles 4 and 94 of the Fourth Geneva Convention with regard to the denial of the right of children to education, as well as the UNESCO Convention for the Protection of the World Cultural and Natural Heritage (1972) and the Hague Convention (1954) and its Additional Protocols,

2. Having examined documents 35 C/17 and Add.,

3. Further recalling the role that UNESCO is called upon to play in order to satisfy the right to education for all, and to meet the need for Palestinians to have safe access to the education system,

4. Committed to the safeguarding of monuments, works of art, manuscripts, books and other historical and cultural properties to be protected in the event of conflicts,

5. Supports the efforts made by the Director-General with a view to the implementation of 34 C/Resolution 58 and 182 EX/Decision 54, and requests him to do everything possible to ensure that they are fully implemented in the framework of the Programme and Budget for 2010-2011 (35 C/5 Approved);

6. Expresses its appreciation for the substantial contributions of all concerned Member States, intergovernmental organizations and non-governmental organizations to UNESCO’s action in the Palestinian Territories, and appeals to them to continue assisting UNESCO in this endeavour;

7. Thanks the Director-General for the results that have been obtained in relation to the implementation of a number of current educational and cultural activities, and invites him to strengthen UNESCO’s financial and technical assistance to the Palestinian educational and cultural institutions in order to address new needs and problems resulting from recent developments;

8. Congratulates the Director-General for UNESCO’s rapid response to the situation in the Gaza Strip resulting from the escalation of violence and hostilities in December 2008 and January 2009, thanks him for the initiatives that have already been implemented in the framework of the United Nations Flash Appeal for Gaza, with the generous financial support of Member States and donors, in particular Sheika Mozah Bint Nasser al Missned, First Lady of Qatar and UNESCO Special Envoy for Basic and Higher Education, and calls upon him to continue contributing to the United Nations humanitarian response and to participate in the integrated United Nations response to the Gaza Early Recovery and Reconstruction Plan developed by the Palestinian Authority, within the Organization’s fields of competence;

9. Expresses its continuing concern at any actions undermining the cultural and natural heritage, and cultural and educational institutions, as well as at any impediments which prevent Palestinian and all other schoolchildren and students from being an integral part of their social fabric and from exercising fully their right to education, and calls for the observance of the provisions of the present resolution;

10. Encourages the Director-General to continue to reinforce his action in favour of the reconstruction, rehabilitation and restoration of the Palestinian archaeological sites and cultural heritage;
11. **Invites** the Director-General to address the needs for capacity-building in all UNESCO’s fields of competence by expanding the financial assistance programme for Palestinian students both from the regular budget and from extrabudgetary resources, and **thanks** Saudi Arabia for its generous contribution in this regard;

12. **Requests** the Director-General to follow closely the implementation of the recommendations of the Eighth Meeting of the Joint UNESCO/Palestinian Authority Committee (4-5 March 2008), especially in Gaza, and to organize, as soon as possible, the Ninth Meeting of the Joint UNESCO/Palestinian Authority Committee;

13. **Encourages** the Israeli-Palestinian dialogue, and **expresses** the hope that the Arab-Israeli peace negotiations will be resumed, and that a just and comprehensive peace will be brought about speedily, in accordance with UNESCO’s Constitution and the United Nations resolutions on this matter, particularly the relevant Security Council resolutions;

14. **Also invites** the Director-General:
   - to continue the efforts he is making to preserve the human, social and cultural fabric of the occupied Syrian Golan, in accordance with the relevant provisions of this resolution;
   - to undertake efforts to offer appropriate curricula, and to provide more grants and adequate assistance to the educational and cultural institutions of the occupied Syrian Golan;

15. **Recalling** that this item is inscribed on the agenda of the 184th session of the Executive Board, **decides** to include this item on the agenda of the 36th session of the General Conference.

**DEBATE 3**

**Item 5.19: Draft strategy for the second half of the United Nations Decade of Education for Sustainable Development (2005-2014) including the Bonn Declaration**

**Item 5.4: Strategy to make the UNESCO International Bureau of Education (IBE) UNESCO’s centre of excellence for curricula**

**Item 5.14: World Conference on Early Childhood Care and Education**

36. During its fourth meeting on 14 October 2009, the Commission examined the following three items: Item 5.19 – Draft strategy for the second half of the United Nations Decade of Education for Sustainable Development (2005-2014) including the Bonn Declaration; Item 5.4 – Strategy to make the UNESCO International Bureau of Education (IBE) UNESCO’s centre of excellence for curricula; and Item 5.14 – World Conference on Early Childhood Care and Education.

37. The representatives of 27 Member States and of 1 non-governmental organization took the floor.

**Item 5.19: Draft strategy for the second half of the United Nations Decade of Education for Sustainable Development (2005-2014) including the Bonn Declaration**

39. The Commission recommends to the General Conference that it adopt, for the records of the General Conference, the draft resolution proposed in paragraph 49 of document 35 C/54 as amended by document 35 C/COM ED/DR.2 submitted by Finland, Germany, Indonesia, Japan, the Philippines and the Republic of Korea, co-sponsored by Madagascar and Switzerland, and supported by Viet Nam, as amended orally by the Commission.

The text of the resolution reads as follows:

The General Conference,

1. Recalling United Nations General Assembly resolution 57/254 proclaiming the 10-year period beginning 1 January 2005 the United Nations Decade of Education for Sustainable Development (DESD, 2005-2014), with UNESCO as the lead agency for its implementation, and further recalling 171 EX/Decision 6, 172 EX/Decision 10, 177 EX/Decision 9, 34 C/Resolution 19, 181 EX/Decision 5(I) and 182 EX/Decision 8,

2. Considering the dramatic challenges humanity is facing with regard to the pursuit of sustainable development, including climate change, the financial and economic crisis, and global inequalities,

3. Recognizing that education is a powerful motor for change when reorienting societies towards sustainable development, and acknowledging DESD as a unique opportunity for Member States and for UNESCO to strengthen sustainable development through educational efforts,

4. Reaffirming that the Decade promotes quality education, which is one of the education for all (EFA) goals, and supports the achievement of the Millennium Development Goals (MDGs) in the field of education and other international development goals,

5. Acknowledging that “education for sustainable development is setting a new direction for education and learning for all. It promotes quality education, and is inclusive of all people. It is based on values, principles and practices necessary to respond to current and future challenges”, as stated by the Bonn Declaration, and that it “highlights the interdependence of environment, economy, society, and cultural diversity from local to global levels”,

6. Noting that the 182nd session of the Executive Board, by 182 EX/Decision 8, decided to include an item on the draft strategy for the second half of the Decade in the provisional agenda of the 35th session of the General Conference, with a view to endorsing the Bonn Declaration and its call for action,

7. Welcomes the many initiatives Member States have initiated in the course of DESD thus far, including the valuable work undertaken on monitoring and evaluation;

8. Welcomes the various activities UNESCO has undertaken to implement the Decade to date, as evidenced, among other things, in the successful UNESCO World Conference on Education for Sustainable Development held from 31 March to 2 April 2009, in Bonn, Germany, with the generous support of Germany, and a series of preceding ESD meetings;

9. Recognizes that further substantial initiatives need to be taken by Member States and by UNESCO in order to reorient teaching and learning towards sustainability worldwide in order to strengthen compliance with United Nations General Assembly resolutions 57/254, 58/219 and 59/237, and to ensure the enhanced implementation of the Decade in accordance with the Bonn Declaration and the International Implementation Scheme for the Decade;
10. Welcomes the UNESCO report on DESD and its evidence of progress in the implementation of DESD in terms of the context and structures for ESD, as well as the draft strategy for the second half of the Decade;

11. Recognizes the crucial importance of the UNESCO World Conference on Education for Sustainable Development in Bonn (31 March-2 April 2009), not only to strengthen and extend DESD in its next five years but also to ensure long-term implementation of education for sustainable development (ESD);

12. Endorses the Bonn Declaration and its Call for Action adopted at the World Conference in Bonn, by which Member States, other stakeholders and UNESCO committed themselves to adopting the concrete measures needed to achieve a successful outcome of DESD as well as to ensure long-term implementation of its goals;

13. Invites Member States to implement the Bonn Declaration actively, in particular in the light of the commitments expressed in the Declaration:
   (a) to promote ESD’s contribution to all of education and to achieving quality education;
   (b) to participate actively in promoting the goals of the Decade, especially by incorporating the vision and practice of ESD into their educational policies, plans and programmes in close linkage with EFA, the MDGs and other international development goals;
   (c) to support and contribute to the monitoring and evaluation process with other key stakeholders and partners in their country, as well as in their region in support of this multistakeholder endeavour;
   (d) to strengthen funding for ESD activities and programmes at national level including national development policy;
   (e) to reorient education and training systems to address sustainability concerns through coherent policies at national and local levels, including through climate change education;

14. Calls upon the Director-General, in close collaboration with all partners, especially other United Nations agencies, to further develop and finalize the strategy and to present it to the 184th session of the Executive Board and then to the United Nations General Assembly at its 65th session in autumn 2010;

15. Further calls upon the Director-General to implement the measures requested of it in the Bonn Declaration without delay; these include:
   (a) enhancing its leadership and coordination role for the United Nations DESD;
   (b) supporting Member States in the implementation of the United Nations DESD regarding the development of coherent national strategies;
   (c) representing and/or promoting the ESD agenda in other major education and development forums;
   (d) take all necessary measures to seek extrabudgetary funds to ensure that the goals of DESD are met, including through increasing the human and financial resources available to UNESCO in support of its ESD-related work;
(e) mobilize and make full use of the expertise that exists within UNESCO’s programme sectors and its networks (such as UNESCO ASPnet schools, UNESCO Chairs in ESD, category 2 centres, the Teacher Training Initiative for Sub-Saharan Africa (TTISSA), the Literacy Initiative for Empowerment (LIFE), Biosphere Reserves and World Heritage sites) among other important actions and programmes to not only build and share knowledge but also apply it in concrete ways to enhance its contributions to ESD and the Decade;

16. **Welcomes** the offer made by Japan to host and finance the end-of-Decade conference, which will be co-organized by Japan and UNESCO.

**Item 5.4: Strategy to make the UNESCO International Bureau of Education (IBE) UNESCO’s centre of excellence for curricula**

40. The Commission recommends to the General Conference that it take note of document 35 C/18 entitled “Strategy to make the UNESCO International Bureau of Education (IBE) UNESCO’s centre of excellence for curricula.”

41. The Commission recommends to the General Conference that it adopt, for the records of the General Conference, the draft resolution proposed in paragraph 9 contained in document 35 C/18 as amended orally by the Commission.

The text of the resolution reads as follows:

The General Conference,

1. **Recalling** 33 C/Resolution 90 and 34 C/Resolution 4,
2. **Taking note** of document 35 C/18, in which the Director-General highlights the main steps that have been taken and the progress achieved in the process of preparing a strategy designed at making the International Bureau of Education (IBE) UNESCO’s centre of excellence in curriculum-related matters,
3. **Taking into consideration** the views and recommendations of the Member States of the Steering Committee of the IBE Council, which met on 4 September 2009 in Geneva, concerning the finalization of the Strategy,
4. **Requests** the Director-General to continue to prepare the “Strategy aimed at making the IBE UNESCO’s centre of excellence in curriculum-related matters” and **invites** him to submit to the next session of the IBE Council draft Terms of Reference reflecting the scope of work and the calendar for the establishment of a working group charged with the finalization of the Strategy;
5. **Further requests** the Director-General to submit to it at its 36th session a consolidated version of the Strategy, following consultations with the Member States.

**Item 5.14: World Conference on Early Childhood Care and Education**

42. The Commission recommends to the General Conference that it take note of the explanatory note contained in document 35 C/COM ED/DR.1 entitled “World Conference on Early Childhood Care and Education”, submitted by the Russian Federation.

43. The Commission recommends to the General Conference that it adopt, for the records of the General Conference, the draft resolution proposed in document 35 C/COM ED/DR.1.
The text of the resolution reads as follows:

The General Conference,

Recalling the Convention on the Rights of the Child, which states in Article 6, paragraphs 1 and 2, that every child has the inherent right to life and that States Parties shall ensure to the maximum extent possible the survival and development of the child; the World Declaration on Education for All (EFA), which states in Article 5 that learning begins at birth, and that this calls for early childhood care and initial education; and the Dakar Framework for Action, which states in paragraph 7 that the expansion and improvement of comprehensive early childhood care and education (ECCE), especially for the most vulnerable and disadvantaged children, is the first goal of achieving EFA,

Aware of the crucial role of EFA goal 1 in creating the foundation for lifelong learning and development, in achieving the other EFA and Millennium Development Goals, and in promoting equity, inclusion and sustainable development,

Welcoming the initiative of the Russian Federation to collaborate with UNESCO in organizing a world conference in the City of Moscow, Russian Federation, to encourage governments to pay renewed attention to ECCE and to accelerate their efforts in reaching the first EFA goal,

Recognizing that UNESCO’s mandate is to support Member States in achieving all goals of EFA and to lead and coordinate the EFA movement,

1. Requests the Director-General to convene the World Conference on ECCE from 22 to 24 September 2010 in Moscow, Russian Federation, in order to reaffirm the importance of EFA goal 1 in the EFA and other development agendas, to identify policy gaps in ECCE and develop concrete strategies for addressing them towards 2015 and beyond, to provide a global platform for policy dialogue, and to promote exchange of good practices in ECCE policy development and implementation;

2. Calls upon the Member States and UNESCO partners, intergovernmental organizations, other United Nations bodies and the private sector, to provide financial support, including extrabudgetary resources, for the World Conference and the regional preparatory processes;

3. Invites UNESCO Member States and partners, intergovernmental organizations, other United Nations bodies, non-governmental organizations, the private sector and civil society to cooperate in the preparation of the World Conference at both the regional and international levels, and to engage in follow-up actions.
DEBATE 4

Item 5.23: Proposal for the establishment of the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), India, as a category 1 institute

Item 5.6: Establishment of category 2 centres under the auspices of UNESCO: Proposal for the establishment in the Philippines of a lifelong learning centre for sustainable development in South-East Asia, as a category 2 centre under the auspices of UNESCO

Item 5.6: Establishment of category 2 centres under the auspices of UNESCO: Proposal for the establishment in the Syrian Arab Republic of a regional centre concerning early childhood development, as a category 2 centre under the auspices of UNESCO

44. During its 4th and 5th meetings on 14 October 2009, the Commission examined the following three items: Item 5.23 – Proposal for the establishment of the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), India, as a category 1 institute; and Item 5.6 – Establishment of category 2 centres under the auspices of UNESCO: Proposal for the establishment in the Philippines of a lifelong learning centre for sustainable development in South-East Asia, as a category 2 centre under the auspices of UNESCO; and Proposal for the establishment in the Syrian Arab Republic of a regional centre concerning early childhood development, as a category 2 centre under the auspices of UNESCO.

45. The representatives of 23 Member States took the floor.

Item 5.23: Proposal for the establishment of the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), India, as a category 1 institute.

46. The Commission recommends to the General Conference that it take note of document 35 C/61 entitled “Proposal for the establishment of the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), India, as a category 1 institute”.

47. The Commission recommends to the General Conference that it adopt, for the records of the General Conference, the draft resolution proposed in paragraph 2 of document 35 C/61 as amended orally by the Commission.

The text of the resolution reads as follows:

The General Conference,

1. Recalling 33 C/Resolution 90 and 182 EX/Decision 60,
2. Having examined document 35 C/61,
3. Recognizing the fundamental mission of UNESCO to construct the defences of peace in the minds of men, enshrined in its Constitution, as well as its leading role in global efforts to promote a culture of peace and sustainable development,
4. Welcomes the proposal of the Government of India to establish the Mahatma Gandhi Institute of Education for Peace and Sustainable Development in New Delhi, India, as a category 1 institute of UNESCO,
5. Approves the establishment of this Institute, as recommended by the Executive Board at its 182nd session (182 EX/Decision 60), in accordance with the Approved Statutes annexed to this resolution;
6. **Authorizes** the Director-General to negotiate and prepare in collaboration with the Government of India the Seat Agreement and the Operational Agreement, and to sign these Agreements;

7. **Further authorizes** the Director-General to identify the necessary funds to cover the cost of the post of Director of the Institute from within UNESCO’s budget for 2010-2011.

**Item 5.6: Establishment of category 2 centres under the auspices of UNESCO: Proposal for the establishment in the Philippines of a lifelong learning centre for sustainable development in South-East Asia as a category 2 centre under the auspices of UNESCO**

48. The Commission recommends to the General Conference that it take note of document 35 C/20, Part XIII entitled “Establishment of category 2 centres under the auspices of UNESCO: Proposal for the establishment in the Philippines of a lifelong learning centre for sustainable development in South-East Asia as a category 2 centre under the auspices of UNESCO”.

49. The Commission recommends to the General Conference that it adopt, for the records of the General Conference, the draft resolution proposed in paragraph 2 of document 35 C/20, Part XIII.

   The text of the resolution reads as follows:

   **The General Conference,**

   1. **Recalling** 33 C/Resolution 90, 34 C/Resolution 90 and 182 EX/Decision 20 Part I,

   2. **Aware** of the importance of international and regional cooperation and South-South cooperation in the fields of lifelong learning and education for sustainable development,

   3. **Having examined** document 35 C/20 Part XIII,

   4. ** Welcomes** the proposal by the Government of the Republic of the Philippines for the establishment of the South-East Asian Centre For Lifelong Learning For Sustainable Development (SEA-CLLSD) under the auspices of UNESCO (category 2), which is in line with the existing principles and guidelines for institutes and centres, as outlined in document 33 C/19, approved by the General Conference in 33 C/Resolution 90;

   5. ** Approves** the establishment of such a centre under the auspices of UNESCO (category 2) in the Philippines, as recommended by the Executive Board at its 182nd session (182 EX/Decision 20, Part I); and

   6. **Authorizes** the Director-General to sign the Agreement with the Government of the Republic of the Philippines contained in the Annex to document 182 EX/20 Part II.

**Item 5.6: Establishment of category 2 centres under the auspices of UNESCO: Proposal for the establishment in the Syrian Arab Republic of a regional centre concerning early childhood development, as a category 2 centre under the auspices of UNESCO**

50. The Commission recommends to the General Conference that it take note of document 35 C/20, Part XVI entitled “Establishment of category 2 centres under the auspices of UNESCO Proposal for the establishment in the Syrian Arab Republic of a regional centre concerning early childhood development, as a category 2 centre under the auspices of UNESCO”.
51. The Commission recommends to the General Conference that it adopt, for the records of the General Conference, the draft resolution proposed in paragraph 2 of document 35 C/20, Part XVI.

The text of the resolution reads as follows:

The General Conference,

1. Recalling 33 C/Resolution 90, 34 C/Resolution 90 and 182 EX/Decision 20, Part IV,
2. Having examined document 35 C/20 Part XVI,
3. Aware of the importance of international and regional cooperation in the area of early childhood care and education,
4. Welcomes the proposal of the Syrian Arab Republic to establish a Regional Centre for Early Childhood Care and Education in the Arab States under the auspices of UNESCO, which is in line with the principles and guidelines for the establishment and functioning of institutes and centres, as outlined in document 33 C/19 and adopted by the General Conference in 33 C/Resolution 90;
5. Approves the establishment of such a centre in Damascus in the Syrian Arab Republic under the auspices of UNESCO (category 2), as recommended by the Executive Board at its 182nd session (182 EX/Decision 20, Part IV); and
6. Authorizes the Director-General to sign the corresponding Agreement between UNESCO and the Government of the Syrian Arab Republic contained in the Annex to document 182 EX/20 Part V.

DEBATE 5

Item 5.25: Impacts on the education system and freedom of expression as a consequence of the situation in Honduras

52. At its sixth meeting on 15 October 2009, the Commission examined item 5.25 – Impacts on the education system and freedom of expression as a consequence of the situation in Honduras.

53. A specially formed working group developed a set of draft amendments to the draft resolution proposed in document 35 C/COM ED/DR.3 submitted by Argentina, Plurinational State of Bolivia, Brazil, Chile, Cuba, Guatemala, Jamaica, Bolivarian Republic of Venezuela, and co-sponsored by Ecuador and Nicaragua. The amended draft resolution was then proposed for adoption without debate. The representatives of 10 Member States took the floor on procedural issues linked to its adoption.

54. The Commission recommends to the General Conference that it adopt, for the records of the General Conference, the draft resolution proposed in document 35 C/COM ED/DR.3 as amended by the Commission.

The text of the resolution reads as follows:

The General Conference,

1. Taking into account the Constitution of UNESCO and in particular its Article 1,
2. Reiterating that democracy and civil liberties remain the best guarantee for the enjoyment of human rights and fundamental freedoms in the context of UNESCO’s core mandates,

3. Underlining the possible negative impacts on the functions of an education system resulting from a breakdown of a democratic system,

4. Stressing its desire for UNESCO to continue to provide its support to Member States whose education systems may have been disrupted,

5. Requests the Director-General to follow developments within the fields of competence of UNESCO in the interests of the right to education and freedom of expression.